



ENGLISH HOME LANGUAGE  
 GRADE 3 – BOOK 1  
 TERMS 1 & 2  
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 THIS BOOK MAY NOT BE SOLD.  
 9th Edition

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ENGLISH HOME LANGUAGE – Grade 3 Book 1

ISBN 978-1-920458-27-0

Revised and  
 CAPS aligned

Grade 3

Name:

Class:



basic education  
 Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA

ENGLISH HOME  
 LANGUAGE

Book 1  
 Terms 1 & 2







Mrs Angie Motshekga,  
Minister of  
Basic Education



Mr Enver Surty,  
Deputy Minister of  
Basic Education

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.

# RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

<p><b>Equity</b></p> <p>Treat every person equally and fairly. Do not discriminate.</p>	<p><b>Human dignity</b></p> <p>Respect everyone. Be kind and caring.</p>	<p><b>Life</b></p> <p>All life is precious. Treat all life with respect.</p>
<p><b>Family</b></p> <p>Honour and respect your parents. Be kind and loyal to your family.</p>	<p><b>Education</b></p> <p>Attend school, learn and work hard. Adhere to the school's rules.</p>	<p><b>Work</b></p> <p>Help your family with work in your home. Children must not be forced to get a job.</p>
<p><b>Freedom and security</b></p> <p>Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way.</p>	<p><b>Property</b></p> <p>Respect the property of others. Do not damage property and do not steal.</p>	<p><b>Religion, belief and opinion</b></p> <p>Respect the beliefs and opinion of others.</p>
<p><b>Safety</b></p> <p>Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe.</p>	<p><b>Citizenship</b></p> <p>Be a good and loyal South African citizen. Obey the laws, and ensure others do as well.</p>	<p><b>Freedom of expression</b></p> <p>Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.</p>



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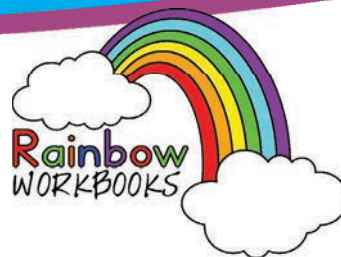
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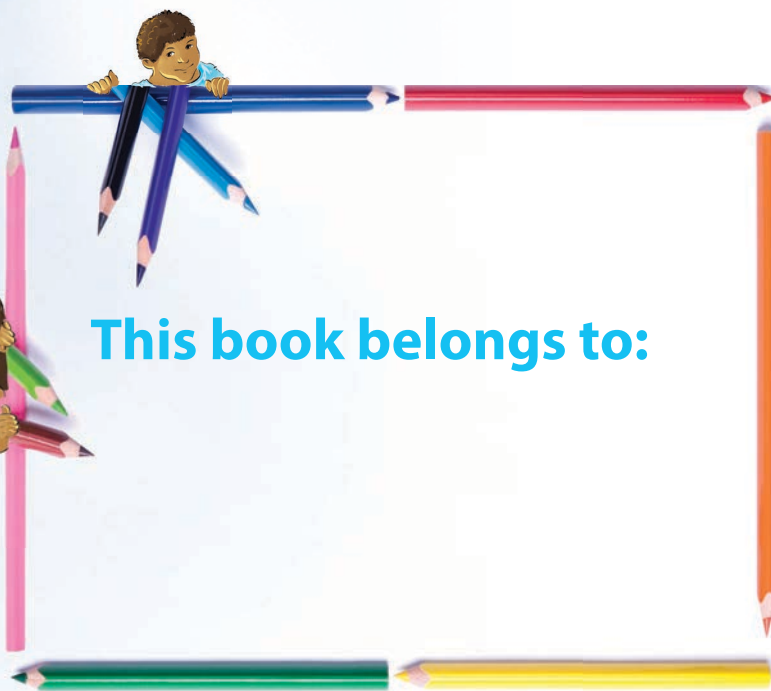


Grade 3



Home Language

IN ENGLISH



This book belongs to:

ENGLISH

Book







## TEACHERS' GUIDELINES

Use this Workbook together with your other resources, while continuously developing the following basic concepts of printed media in learners:

- **Book handling:** The correct way in which to hold and page through a book.
- **Book concept:** The front page, back page, title and table of contents.
- **Directionality:** Reading from front to back, from left to right and from top to bottom.

### TEACHING TIPS

#### Listening and speaking

Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 10. Learners should be exposed weekly to stories, short rhymes, poems and songs.

#### Picture discussions

1. Guide the learners in:
  - identifying and discussing objects in the pictures (size, shape, colour and quantity)
  - interpreting the pictures by asking questions: who, what, where, when, why, what happened before, what happened later?
  - composing a class story (the length being determined by learners' levels of development)
2. Allow each learner to tell the class story to a friend.
3. Model the writing of the class story (CAPS Home Language, p. 12, shared writing). *Bring the use of capital letters, word spacing and punctuation to the attention of learners throughout.*
4. Allow the learners to join you in reading the class story.
5. Ask learners to underline or circle the sounds or language structures of the week in the class story.

#### Reading

Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 12 – 18, regarding the five main components of teaching reading.


#### Writing

Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 18 – 19, concerning handwriting and the writing process. By the end of the term, learners make the transition from print script to joined script or cursive writing. Handwriting lessons should focus on practising small and capital letters and the links needed for the new handwriting. Learners should be able to copy printed text (e.g. text from a book) in joined script or cursive writing.

#### Keep the following in mind:

- Learners' learning preferences differ. It is important that learners should be stimulated visually, auditively and kinesthetically (experientially) for them to learn effectively.
- Learners should experience learning, therefore activities should be **practised** before being completed in writing, e.g.:
  - Sentence construction:** Give learners the opportunity to build words using letter cards.
  - Comprehension:** Learners should complete the answers orally in their groups before completing them in writing. The group leader poses the questions while the group members find the answers and answer the questions.
  - Selecting words to complete sentences:** Provide the groups with incomplete writing strips and word cards. Learners complete the sentences by placing the word cards correctly.
  - Matching words to pictures:** Enlarge the page to A3. In their groups, learners place markers on the correct answers.
  - Matching two parts of a sentence:** In their groups, learners match parts of sentences.
  - Writing own newspaper article:** Have learners write a class article followed by a group article before writing their own articles.
  - Dictionaries:** Use dictionaries daily. Learners' capabilities determine the degree of difficulty of activities.

**Note:** During group activities, provide the group leader with a set of answers to enable him/her to guide group members correctly.







**1** I am back at school **2**

Speaking: Use visual cues to predict what the story is about  
 Reading: Shared reading (narrative)  
 Comprehension exercise  
 Identify key details in what was read  
 Phonics: vowel sounds oo, ea, ee, ch and -ing  
 Writing sentences in exercise books using words from the word box  
 Reading: Sight words

**2** About my school **4**

Speaking: Talk to your friend about what sports and games you like  
 Language: Alphabetical order, proper nouns  
 Writing: Use given words to write sentences in exercise book  
 Fill in information about yourself on a form  
 Write sentences about what you like and who your friends are  
 Language: Circle the proper nouns that should start with capital letters  
 Writing: Make a poster

**3** Teacher has a birthday **6**

Reading and comprehension: Same as worksheet 1  
 Language: Sorting nouns under the headings of person, place or thing  
 Phonics: ay, ck, -ng and the magic e

**4** My secret birthday wish **8**

Writing: Make a birthday card for someone special  
 Reading: Read Piet's diary and talk to your friend about Piet's secret birthday wish  
 Writing: Write your birthday wish as a diary entry  
 Fun: Fill in the names of your friends in the month in which they have their birthdays

**5** Sports day **10**

Speaking: Use visual cues to predict what the story is about  
 Shared reading: (Narrative)  
 Phonics: ou, sh, ck, wh and magic e  
 Language: Break up words into syllables  
 Writing: Use given words to write sentences  
 Comprehension: List the jobs mentioned in the story

**6** Fun day at school **12**

Speaking: Ask your friends about their favourite sports; Fill these into the table  
 Language: Alphabetical order  
 Language: Compound words  
 Writing: Write about favourite sport  
 Writing: Make a poster to advertise Sports Day

**7** Sports day is washed away **14**

Reading: Same as worksheet 1  
 Contractions  
 Phonics: -ing, ai, or

**8** After sports day **16**

Speaking: Make up a role play of what happened at the Sports Day  
 Language: Write sentences in direct speech  
 Use a mind map for planning

**9** The school shed is on fire **18**

Shared reading: Same as worksheet 1  
 Language: Concord and pronouns (circle the words that refer to more than one person)  
 Phonics: -ight, th, wh, It

**10** Fire safety **20**

Writing: Number pictures to show the correct sequence  
 Writing: Write about each picture  
 Language: Punctuate sentences  
 Language: Proper nouns, use nouns in sentences  
 Fun: Help the firemen find their way

**11** Library day **22**

Reading & comprehension: Same as worksheet 1  
 Phonics: Circle words with the sh-sound in the story  
 Language: Join the two parts of the sentences to form complex sentences using the conjunction "because" (to show cause and effect)  
 Phonics: sh at the beginning and end of words



**12** Reading books **24**

Write a book review  
 Find rhyming words  
 Speaking: Draw signs and then explain your sign to your friend

**13** Things we like **26**

Reading & comprehension: A recipe  
 Phonics: oi, sh, ea  
 Multiple choice fun activity

**14** Who likes what? **28**

Writing: Interviewing friends and filling in a table.  
 Write a favourite recipe  
 Language: Joining sentences – subject and predicate.

**15** A strange visitor at our school **30**

Role play the story about the goat coming to school  
 Phonics: oa, ch, ss

**16** The school goat **32**

Writing: Number pictures in the correct order of the story; Write a sentence for each picture  
 Write a story book using the cut-out template. The story must have a beginning, a middle and an end







Let's speak

Look at the picture and talk about what you see.



Let's read

We are happy to be in Grade 3.

"I am happy because I am going to be your teacher," said Mrs Sibisi.

"I know that you will work hard in Grade 3," she said.

"There are two new children. Piet and Lebo," she said.

Lebo is in a wheelchair.

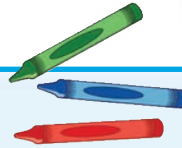
We must all help her to get around the school.





Date: \_\_\_\_\_

The classroom is neat and clean.  
There is a poster on the wall to remind us to keep the school clean.



Word work

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

school	neat	wheel	children	going
fool	clean	sleep	chair	coming
cool	mean	steep	teacher	singing



Let's write

Answer these questions. The first word of the answer must start with a **capital letter**.  
Remember to end with a **full stop**.

What grade are the children in now?

They are \_\_\_\_\_

Who comes to school in a wheelchair?

Why is there a big poster on the wall?

To remind them \_\_\_\_\_

Who are the two new children?

They are \_\_\_\_\_ and \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# About my school



Let's do

Talk to your friend about what sports and games you like.



Let's write

Write the names of 4 of your friends in alphabetical order.



1		3	
2		4	



Word work

Now circle the names that should start with capital letters.

Look for words that are names of people or places.

Then use 5 words to write sentences of your own in your exercise book.

Nouns



socks	april	shoes	<u>durban</u>
mrs sibisi	jabu	sam	beach
teacher	house	sunday	january
cape town	bike	bus	polokwane



Now complete this card about yourself.

Fun



My name is \_\_\_\_\_.

I am in grade \_\_\_\_\_. I am \_\_\_\_\_ years old.

My friend's name is \_\_\_\_\_.

My favourite sport is \_\_\_\_\_.

My favourite book is \_\_\_\_\_.



Date:



Let's write

Write 2 sentences about yourself, what you like and who your friends are.



Sight words

after  
around  
children



Blank writing area with three horizontal lines.



Fun

Look at the poster about keeping the school clean.  
Tell your friend what the poster says we should do.  
You can add more sentences to the poster about not littering.  
Use fancy handwriting.



Don't be a litter bug.  
Be a tidy bug.



Keep your school clean.  
Pick up papers.  
Use the bin.

Blank writing area with four horizontal lines.



Teacher:  
Sign:  
Date:



TEACHER: Sign

Date



Let's speak

Look at the picture and talk about what you see.



Let's read

Today was our teacher's **birthday**. She had so many candles on her **cake**.  
After Mrs Sibisi blew out the candles, we **sang** happy birthday and we all had some **cake**.

We **gave** her a picture of a **duck** on a **rock**.

Then we all wrote our names on the birthday calendar.

Ann's birthday is in March. Bongji's birthday is in **June**.

Lebo's is in May.





Date: \_\_\_\_\_



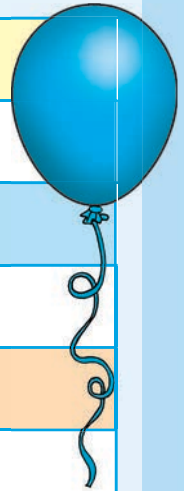
Let's write

Answer these questions. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Who had a birthday today?

Who will be having a birthday party in Autumn?

Would Bongji be able to have a swimming party on her birthday? Why?



Word work

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

day	stay	duck	sang	cake	June
may	pay	rock	sing	make	tune
birthday	bay	rack	song	bake	tube



Let's write

Write these **nouns** onto the correct cards.

shoe      pen      Lebo      Jabu

Ann      Cape Town      Durban      desk      Polokwane

PERSON

PLACE

THING

# My secret birthday wish

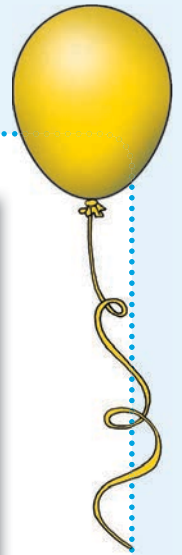


Let's do

Make a birthday card for someone you like.

Write a special message on the front of the card. Write it above the picture.

Then write a special birthday message inside.

Let's read

Read Peter's diary and talk to your friend about Peter's secret birthday wish.

Dear diary

21 March 2015

When I turn eight next month, I would like a very special birthday present. I do not want toys. I want a special day. I would like my dad to take me to see a soccer game.





Date: \_\_\_\_\_



Let's write

Now write your own birthday wish.

Dear diary

Date \_\_\_\_\_

Four horizontal lines for writing a birthday wish.

Sight words

eight  
would  
wish



Fun

Fill in the names of all your friends in the month in which they have their birthdays.

# BIRTHDAY CALENDAR

January

February

March

April

May

June

July

August

September

October

November

December



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's read

"We all have to help for Sports Day," the teacher told us.  
 Lebo said, "I will make the poster to tell people about Sports Day."  
 "I can make popcorn to sell," said Bongji.  
 "I will help Jabu to pack the popcorn into packets," Ann said.  
 "I can make up the songs that we must sing,"  
 said Jabu.  
 "I will stand at the winning line to see  
 who wins," said Sam.  
 "And I will stand at the gate to show  
 the mothers and fathers where they  
 must go," said Pieter.





Date: \_\_\_\_\_

# Prepositions



Let's write

before

inside

outside

after

between

underneath

Break up these words into their sounds.

Now write them in alphabetical order.

1		4	
2		5	
3		6	



Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

about	shout	wish	pack	line	where
out	show	dish	rack	mine	what
our	sheep	wash	rock	time	why



Let's write

Look at the list of jobs that must be done.

Fill in who will do each job. Say whether the job must be done before Sports Day or on Sports Day.

# SPORTS DAY

What is the job?	Who will do it?	Must it be done before Sports Day or on Sports Day?
Make the poster.	Lebo	Before 
Make popcorn to sell.		
See who wins the races.		
Make up the songs.		

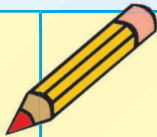
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Ask three friends what their favourite sport is.  
Fill in their name and write down their favourite sport below it.

Name	Thandi 			
Favourite sport	Netball			



Let's write

Number each group of words to show the right alphabetical order.



1	rat
3	rot
2	red



	hat
	hit
	hot

	rest
	rug
	red



Let's write

Do these word sums.

wheel	+	chair	=	wheelchair 
wheel	+	barrow	=	
net	+	ball	=	
play	+	ground	=	



Date: \_\_\_\_\_



Let's write

Write three sentences about your favourite sport.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Sight words

before  
could  
where



Fun

Help Lebo to make a poster about Sports Day. Fill in the name of your school.  
Draw pictures on the poster to show what will happen on Sports Day.  
Add any other information that is missing. When you are finished show your poster to your friend.



\_\_\_\_\_ School

# SPORTS DAY



Have fun at school on Saturday 5 March  
Starts at 10:00



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's read

Everyone was **having** a good time at the school **sports**. It was a warm, sunny, summer day. Our mothers and fathers were **singing**. We were **running** and **winning**. Everyone was having a wonderful time.

And then it started to **rain**. The thunder was very loud. It rained so much we were all cold and wet in our **shorts**. The wind blew and our posters were torn. We ran into the classrooms and **waited**. When the rain stopped we all went home.





Date: \_\_\_\_\_



Let's write

Draw a line to show which is the long form of these words.

it's		cannot
I'm		it is
we're		I am
can't		we are



Word work

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

having	singing	running	rain	shorts
dancing	eating	winning	wait	sports
racing	jumping	planning	again	torn



Let's write

Answer these questions. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

What stopped the Sports Day?

Where did everyone run to?

Do you think they listened to the weather report? Why?

Write a good heading for this story.



Let's do

Do a role play of what happened at the Sports Day when it started to rain.



Let's write

Write what they are saying, using the correct speech marks.

## Reported speech



It's starting to rain.

Ann said, "It's starting to rain."



I can run very fast.

Jabu said, " \_\_\_\_\_ ."

Bongi said, " \_\_\_\_\_ ."

I am scared of thunder and lightning.



Go into the classroom until the rain stops.

Teacher said, " \_\_\_\_\_ ."



Date:



Let's write

Write about what happened on Sports Day.

Four horizontal lines for writing.

Sight words

stopped  
it's  
I'm  
every



Fun

Help to plan a Sports Day.  
Write your ideas in each box in the mind map.



Egg and spoon race  
\* remember:  
- boiled eggs  
- spoons

Date:  
Time:

What kind of races?

### SPORTS DAY PLANNING

What to do if it rains?

What to eat?



Who will help?

TEACHER: Sign

Date



# The school shed is on fire



Let's speak

Look at the picture and talk about what you see.



Let's read



Today when we were in class we smelled smoke.

Ben **the** dog started to sniff.

What was **that** smell?

We had to stand **together** in a line under the trees.

**Then** we saw the shed burning. We felt afraid. Teacher phoned 10177.

Six firemen came to put the fire out. They had big **belts** and choppers and **they** wore masks.

They came in a **bright** red fire engine. They used a **thick** hose and put the fire out. Our shed was saved.

Date: \_\_\_\_\_

# Pronouns



Let's write

Circle the words that refer to more than one person.

I      we      me      they      he      them      our      us

she      you      him      her      their      his      mine      your



Choose and then circle the correct word.

Let's write

She is are running.

Bongi is are the winner.

They is are at school.

The children is are at sports.

He is are reading.

Sam is are playing.



Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

belt	bright	that	they	who
melt	right	there	this	why
felt	fright	then	the	where



Let's write

Answer these questions. The first word of the answer must start with a capital letter. Remember to end with a full stop.

What was burning?

---

How many firemen came to put the fire out?

---

Why did the teacher say the children must stand in a line under the tree?

---



What is the phone number for the fire brigade?



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's do

Number these pictures to show the right order.



Let's write

Write 1 sentence about each picture.



Five horizontal lines for writing.



Date: \_\_\_\_\_



Let's write

Fill in the correct punctuation marks.

Use a question mark **?** or an exclamation mark **!** or a full stop **.**

Stop that noise	!
Help, the shed is on fire	
When was the fire	
Where is the fire	
How did they put the fire out	

**Sight words**

today  
together  
couldn't  
should



Word work

Now underline the words that should start with a capital letter. Then use 5 words to write sentences of your own in your exercise book.

Nouns

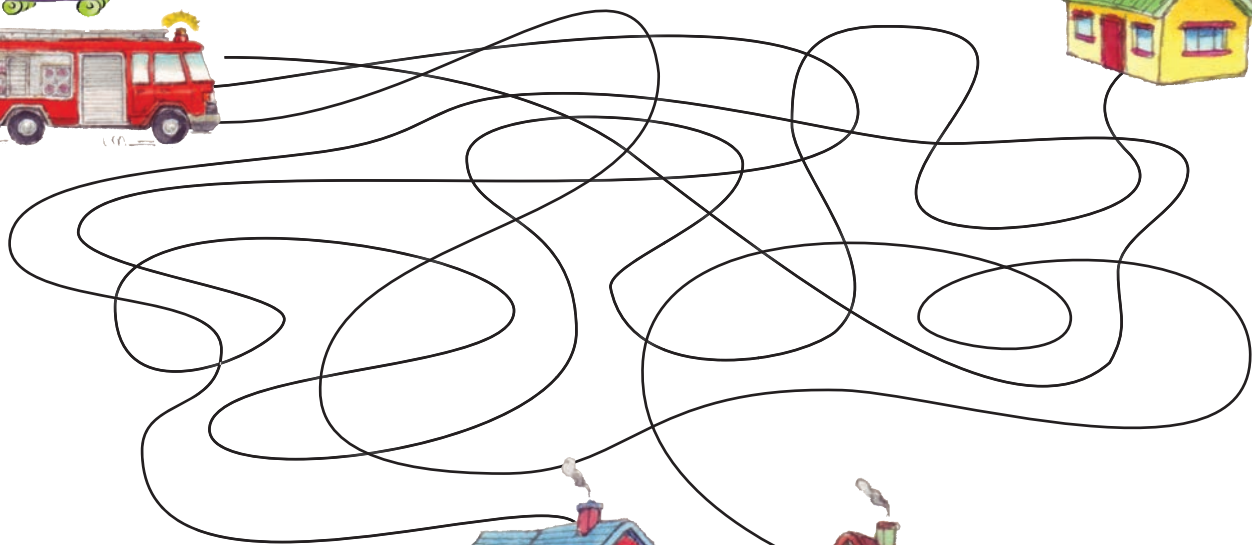


<u>bongi</u>	tumi	january	wednesday	march
cape town	sam	monday	east london	cat
frog	ruler	play	johannesburg	sunny
peter	jabu	pen	polokwane	pencil



Fun

Help the firemen find their way to the red, green and yellow houses.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's write

Find and circle words with the sh-sound.

Today we rushed to the library after school.

We pushed Lebo in her wheelchair. It was quite heavy to push.

There were so many books in the library.

I liked a book about a horse.

It was a special horse that could fly.

Bongji took a book about baking a cake. She likes baking.

Rob said he was too short to reach the top shelf.

Ben had to sit outside the library.

He was not allowed into the library.

Poor Ben. No dogs allowed.



Date: \_\_\_\_\_



Let's write

Match the words on the left with the words on the right to make a sentence.



He did not go to school because

I wore a jersey because

I took an umbrella because

I played outside because

it was a sunny day.

it looked like rain.

he was sick.

it was cold.



Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

push	wish	she	shook	what
dish	wash	shelf	shake	whose
rush	fish	short	shock	why



Let's write

Answer these questions. Remember to end with a **full stop**.



Why did Ann struggle to push the wheelchair?

Why couldn't Rob reach the top shelf?

Why did Bongji take a recipe book?

Why did Ben have to sit outside?

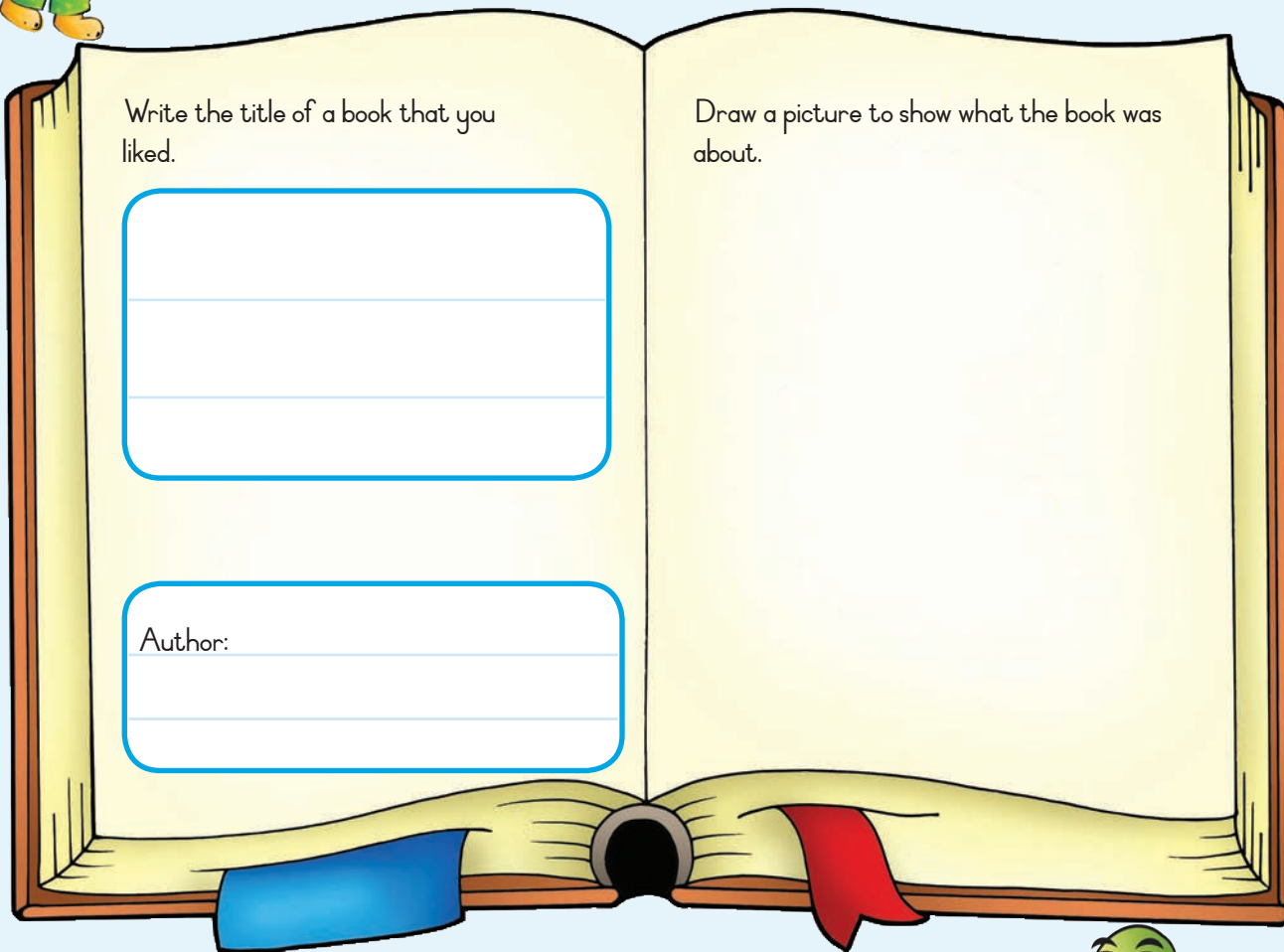
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's do



Write the title of a book that you liked.

Blank writing area for the book title.

Author:

Blank writing area for the author's name.

Draw a picture to show what the book was about.



Let's write

Write a paragraph of five sentences saying what the book was about.



Large blue-bordered writing area with horizontal lines for a paragraph.

Date: \_\_\_\_\_

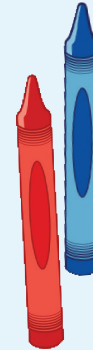


Let's write

Match each word in the yellow box with a word in the blue box that rhymes with it.

day	rang
she	about
out	we
sang	may

fly	make
cake	cry
June	dish
fish	tune



Sight words

when  
yourself  
now  
today



Fun

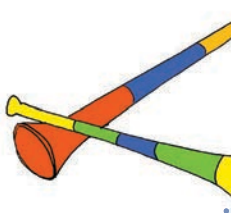
Draw signs for each of the following and then explain your sign to your friend.




No dogs allowed.




No vuvuzelas allowed.



No cell phones allowed.



No goats allowed.




Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Bongi shows us how to make popcorn.



Let's read

### The popcorn maker

#### What you need

2 tablespoons of oil  
Half a cup of popcorn  
Salt

#### What you must do

Pour the oil into the pot.  
Put the popcorn into the pot.  
Put the lid on the pot.  
Put the pot on a hot stove. Be careful that you do not burn yourself.  
Listen to the popcorn popping.  
When it stops popping, open the pot.  
Switch off the stove.  
Put the popcorn in a dish and sprinkle with salt. Shake the dish.  
Eat and enjoy.





Date: \_\_\_\_\_



Let's write

Find and circle the correct answer.



How much oil do you need?

A One tablespoon

B Two tablespoons

C Three tablespoons

What else do you need?

A Popcorn

B Popcorn and salt

C Banana

Why must you be careful when you make popcorn?

How will you know when the popcorn is ready?

Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

oil

dish

shake

eat

heat

boil

fish

shy

meat

stream

soil

wish

should

lean

mean

Let's write

How does it taste?

Find and circle the correct answer.



A sweet

B sour

C bitter

D salty



A sweet

B sour

C bitter

D salty



A sweet

B sour

C bitter

D salty



A sweet

B sour

C bitter

D salty

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



What is your	favourite day of the week?	favourite sport or game?	favourite book?
Name			
Friend's name			
Friend's name			



Let's write

Draw a line that joins the sentence in the blue box to a sentence in the yellow box.



It looked like it was going to rain.

It looked like it was going to be cold.

I was going to play soccer.

The bus was on fire.

The cat was in the tree and could not get down.

I wanted to make a sandwich.

It was my friend's birthday.

The goat came through the broken fence.

I phoned the fire brigade.

I took my jersey to school.

I fetched the ladder.

I sliced the bread.

I took my umbrella to school.

I made a birthday card.

I fixed the fence.

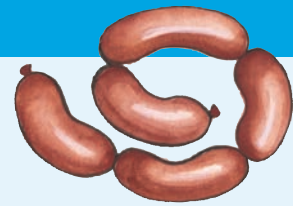
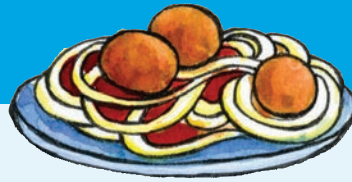
I took my soccer boots to school.

Date: \_\_\_\_\_



Let's write

Fill in your favourite things.  
Now ask two friends about their favourite things.



favourite food?	favourite radio or TV programme?	favourite person?

Sight words

going  
down  
Saturday  
Sunday



Write your own recipe.

Fun



Recipe for \_\_\_\_\_

What I need \_\_\_\_\_

What I must do \_\_\_\_\_



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's speak

Look at the pictures and talk about what you see.



Let's read



### BEGINNING OF THE STORY

We were busy working in **class** today. While we were reading and writing in our books Bongi said her **lunch** was stolen, but we did not see anyone come into the classroom.

### MIDDLE OF THE STORY

Then Sam said his book was torn although we never saw anyone touch his book.

Later we saw that teacher's **bunch** of flowers was gone and we wondered what happened to it.

Then we saw who did it.

A big **goat** came into the school, because the fence was broken. He was hungry and so he started eating everything he found.

### END OF THE STORY

Luckily Ben, the dog, chased him away. He ran after him on the **road**.

Afterwards we all helped to fix the school fence.

Date: \_\_\_\_\_



Let's do

Role play the story about the goat coming to school.



Word work

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

road	goat	brunch	such	class
toad	coat	lunch	much	glass
oats	coal	munch	crunch	pass



Let's write

Answer these questions. The first word of the answer must start with a **capital letter**.  
Remember to end with a **full stop**.

Name three things the goat ate.

1.

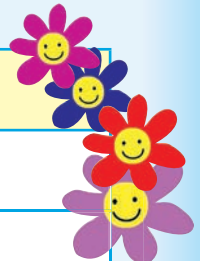
2.

3.

How did he get into the school?

Who chased the goat away?

Think of a good title for this story and write it here.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's write

Number these pictures in the right order.  
Write a sentence for each picture.




---



---



---



Fun

Write your own story on a piece of paper. It must have a beginning, a middle and an end. Ask your friend to help you correct it. Now you are going to make your own book. Cut out the next page. Fold the page to make a book. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story into the book.

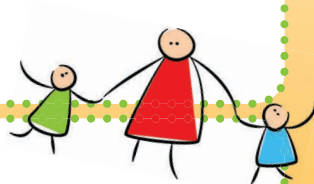


BACK COVER



ABOUT THE WRITER

Write your name



Your age

Where you live

8

STEP 4: cut on the solid line so you have finished your book.

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

STEP 1: fold on the dotted line

STEP 2: fold on the dotted line

STEP 3: Staple on the side

5

Continue with your story here.

Draw picture here.



7

Write the middle of your story here and on page 4.

Draw picture here.



Draw picture here.



Draw picture here.



Start writing your story here and continue on page 3.

Four horizontal blue lines for writing.

Finish your story.

Four horizontal blue lines for writing.

2

7

3

9



Continue with your story here.

Four horizontal blue lines for writing.

Write what happens at the end of your story.

Four horizontal blue lines for writing.

Draw picture here.



Draw picture here.



**C** Theme 2: Family and friends Term 1 weeks 5–10

**o** 17 My favourite cousin **36**      22 What we did together **46**      28 Parties and picnics **58**

**n** Speaking: Use visual cues to predict what the story is about  
 Reading & comprehension: Read the letter from Dummi to Bonggi; Note the address and salutation; Comprehension on the content  
 Phonics: wh, -ed, -ing

Speaking: Present a role play based on the story  
 Writing: Punctuate sentences  
 Writing: Rewrite sentences in the past tense starting with Yesterday  
 Play a word game using phonics learned to date

Speaking: Conduct a survey; Ask wh questions and fill in answers in a table  
 Language: Identifying past tense verbs  
 Language: Matching past and present tense verbs  
 Language: Write sentences in the past tense, starting with Yesterday  
 Language: Alphabetical order  
 Writing: Write a birthday invitation

**t** 18 My cousin **38**      23 The lost teddy bear **48**

Speaking: Talk about the different games you play; Could any games be dangerous? Inferences  
 Writing: Write a letter; Say what you are doing at school and give some news  
 Draw your family tree; Fill in the names of your family members (proper nouns)

Reading & comprehension: Read the story and answer the questions  
 Phonics: Circle the words that end in -y and -ing  
 Phonics: ft, -y, -ing

**s** 19 A family visit **40**

Writing: Sequence pictures to tell a story  
 Write a sentence for each picture  
 Writing: Matching present and past tense verbs  
 Fun: Spot the difference (descriptions)

29 A healthy family **60**

Reading & comprehension: Read Jabu's diary  
 Phonics: ee, ea, ay, ai, a-e  
 Phonics: Sort words into the correct sound boxes

20 On my way to visit my cousin **42**

Speaking: Talk about the picture and predict what will happen in the story  
 Reading & comprehension: (Narrative)  
 Phonics: ight, ck, ay

25 Tumi gets lost **52**

Reading and comprehension: (Narrative)  
 Phonics: ay, ee, ea  
 Language: Verbs and tenses, yesterday, today or tomorrow

26 Child safety **54**

Writing: Write a story about a time you were lost  
 Language: Concord  
 Writing: Number the sentences to show the sequence of the story  
 Speaking: Trace the maze to find your way then give oral directions to your partner

30 Keeping time **62**

Fill in the time of various activities mentioned in Jabu's diary  
 Writing: Write sentences in the past tense about what you did yesterday; Start with "yesterday"  
 Writing: Complete a diary on what you will do next week  
 Reading: read what your friend wrote and see if you will do the same thing  
 Play snakes and ladders; Cut out the game from the back of the book

21 We get there at last **44**

Reading & comprehension: (Narrative)  
 Writing: find the words in the story and fill them into the correct phonic column: ee, ea, oo  
 Phonics: ou, ll, ar, ea

31 My grandmother's story **64**

Reading & comprehension: Read the story about grandmother's clay pot  
 Phonics: th, -ed, ai, ay

27 Our grandfather's birthday picnic **56**

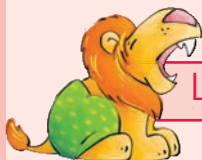
Reading & comprehension: Read the invitation to a Birthday celebration.  
 Phonics: br, dr, gr, pl, cl  
 Writing: Form questions starting with wh words and end with a question mark

32 A family story **66**

Speaking: Role play the story of the clay pot  
 Writing: Number the sentences in the correct sequence of the events in the story  
 Writing: Plan to write a story by using the mind map  
 Writing: Write a story book using the cut-out template; The story must have a beginning, a middle and an end







Let's speak

Look at the picture and talk about what you see.



I Section BB  
Fruit Tree Road  
Riverland  
5 March 2015

Dear Bongsi

How are you, my cousin? I keep thinking about when you **visited** us last school holidays. I remember how we **played** in the river **looking** for baby frogs. Can you remember the day we went up the tree and we **picked** apricots? I was so afraid that I would fall, but in the end it was fun. I also **liked** the way you did my hair. Now we are back at school. We are **practising** for a school concert. It would be so nice if you could come. I am **doing** a traditional dance and my brother is **playing** the drum. I wish that you could come and visit us again soon.

Your cousin,  
Dumi



Date: \_\_\_\_\_



Let's write

Read the story and then answer each question.  
The first word of the answer must start with a **capital letter**.  
Remember to end with a **full stop**.



Who wrote the letter?

\_\_\_\_\_

Who is the letter to?

\_\_\_\_\_

On what date did she write the letter?

\_\_\_\_\_

What was the letter about? Write down two things.

1. \_\_\_\_\_

2. \_\_\_\_\_

What will Dumi do in the school concert?

\_\_\_\_\_

Sight words

looked  
called  
asked



Word work

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

where	what
when	who
why	wheel



visit	visited
like	liked
pick	picked

looking	dancing
playing	drumming
doing	practising

# My cousin



### Let's speak

Talk to your friend about some of the things you do when you play with other children. Do you play any games that can be dangerous? Talk about the news you have about your family and school.

Write a letter to your cousin. Say what you are doing at school and give some news about your family.

### Let's write



Write your own address

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write today's date

\_\_\_\_\_

Dear \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your cousin,

\_\_\_\_\_



Write in your name



Date: \_\_\_\_\_



Fun

Draw your family tree. Fill in the names of your family members.



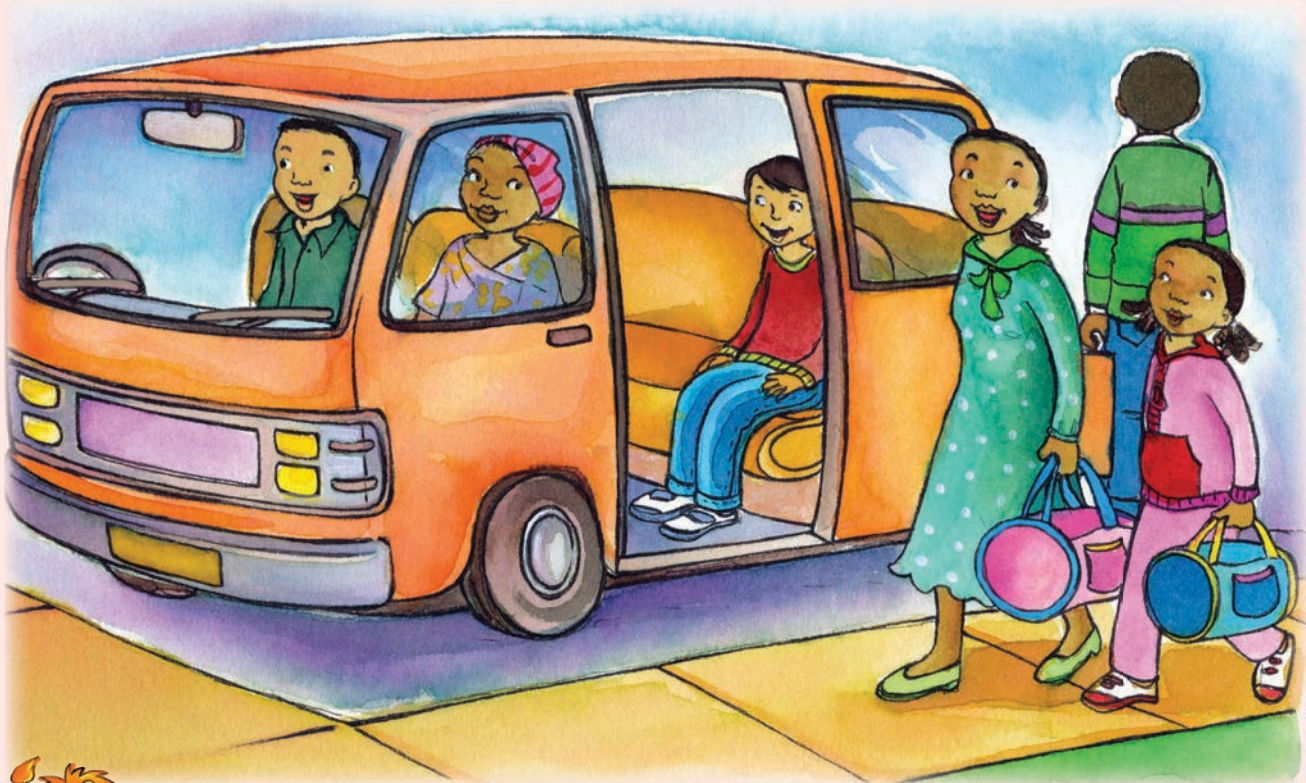
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's read

Dumi's mother is **sick**, so Bongi and her mother **will** visit her. They will go by taxi. Bongi is excited because she is going to visit her cousin, Dumi.

They **pack** their clothes. Bongi gets a present for Dumi and she makes a get **well** card for Dumi's **mother**.

They will **stay** there for two **days**.

They will go by taxi. They will drive at **night** when the moon is **bright**.

The taxi has good **lights**.

Tomorrow Dumi and Bongi will **play** with the **other** children in the river and **pick** fruit to eat.



Date: \_\_\_\_\_



Let's write

Answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.



Where is Bongji going?

Who is Bongji going with?

Why are they going to visit Dumi?

What will Bongji do at Dumi's house?

How will they travel?

When will they travel?

Sight words

river  
going  
jumped



Word work

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



night	fright	sick	sack	stay	may
bright	right	kick	back	play	say
light	might	pick	pack	day	ray

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



# On my way to visit my cousin



Let's do

Make a get well card for someone you know who is sick.  
Write the person's name on the front of the card. Write it above the picture.  
Then write a special get well message inside.



Future tense



Let's write

Rewrite each of these sentences, starting with **Tomorrow**.

I eat my food.

Tomorrow I will eat my food.

We drove to Dumi's house.

Tomorrow we will

I play with Dumi.

Tomorrow I

We go in the taxi.




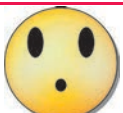
Tomorrow we

Date: \_\_\_\_\_



Let's write

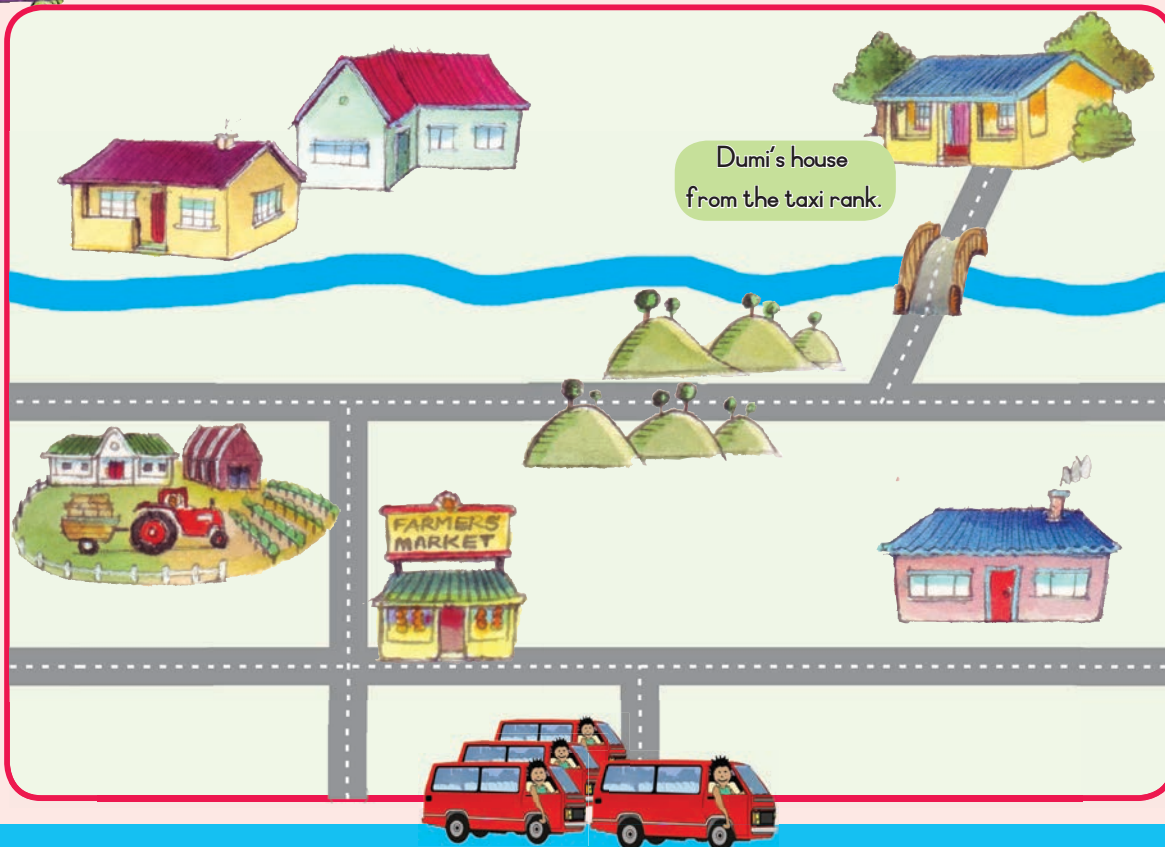
Write a sentence saying what makes you feel happy, sad, angry and afraid.

	What makes you feel happy? _____
	What makes you feel sad? _____
	What makes you feel angry? _____
	What makes you feel afraid? _____



Fun

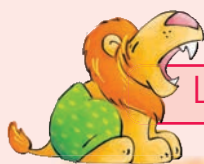
Tell your friend how to get to Dumi's house.  
Say when they must turn **left** or **right**.  
Say what places you go past.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's read

At last the taxi arrived at Dumi's house.

It was already 8 o'clock that night. "At last we **are** here," said Bongi, and she turned the **door** knob.

Bongi was very glad to **see** her cousin. "Hi Dumi," Bongi **screamed**.

"Come and see the baby frogs in the river," Dumi **shouted**.

"No, no!" said Dumi's mother, "You must both **please** sit and **eat**."

"I want to climb in the **tree** house at the **park**," Bongi screamed.

"No, you can't climb the tree now. It's **too** late.

You must sit and eat," **called** her mother.





Date: \_\_\_\_\_



Let's write

Answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

What time did the taxi arrive at Dumi's house?

Blank writing line for the answer to the first question.

What did Dumi want to do first?

Blank writing line for the answer to the second question.

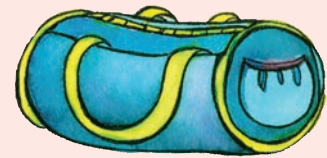
Was it a good idea for them to play at the river that night? Why?

Three blank writing lines for the answer to the third question.



Let's write

Find the words in the story with these sounds and write them into the correct column.



ee	ea	oo

Sight words  
something  
know  
called



Word work

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



shout	call
spout	ball
about	fall

dark	eat
park	scream
mark	please

Let's do



Do a role play of Dumi and Bongji wanting to go and play.  
Show Dumi's mother saying they must eat before they can go and play.

Let's write



Rewrite these sentences using the correct punctuation.



bongi and dumi play on saturday

sam turns six in june



Let's write



Rewrite these sentences, starting with **Yesterday**.  
Use these words to help you.

Past tense

was

played

were

baked

cooked

I am at school.

Yesterday I

I play with my friend.

Yesterday I

He cooks an egg.

Yesterday he

She bakes a cake.

Yesterday she

We are at school

Yesterday we



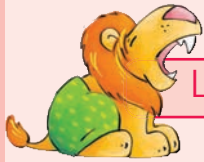
### Running to Dumi's house

Who will get to Dumi's house first? Flip a coin. If you get heads you can move two blocks forward. If you get tails you can only move one block towards Dumi's house. The one who gets to Dumi's house first is the winner. When you land on a word, you must read the word. See how many words you can read correctly.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





Let's speak

Look at the pictures and talk about what you see.



Let's read

Read the story. Then circle the words that end in -y and -ing.

I was happy at Dumi's house. Dumi gave me a beautiful present. She gave me a teddy bear. It was **soft** and **cuddly**.

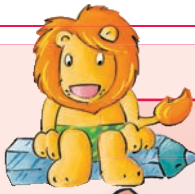
Then, we travelled home by taxi. While we were driving in the taxi it started to rain. The sun was gone and it was very cold. My mother wrapped me in a warm blanket.

We ran in the rain from the taxi to the house. Then I realised that my **teddy** was **missing**. I imagined him in the taxi going off somewhere. I started to cry. I wanted to go to the taxi to look for him.

But then we found him wrapped up in the blanket. He was safe after all.



Date: \_\_\_\_\_



Let's write

Read the story and then choose the right answer.



What is Bongji?	
<b>A</b>	Bongji is a girl.
<b>B</b>	Bongji is a boy.
<b>C</b>	Bongji is a teddy bear.

Sight words

found  
missing  
inside  
off

What is the story about?	
<b>A</b>	Bongji playing with a friend.
<b>B</b>	Bongji running in the rain.
<b>C</b>	Bongji losing a teddy bear.

What was the weather like in the story?	
<b>A</b>	It was a hot day.
<b>B</b>	It was hot, then cold and raining.
<b>C</b>	It rained all day.

Now write answers to these questions.

How did Bongji feel when she thought that her teddy was missing?

How do you know?

Where did she find her teddy?



Word work

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

soft	happy	teddy	missing	hopping
left	pretty	cuddly	messaging	skipping
cleft	fluffy	ugly	hissing	jogging





Let's do

Number these pictures to show the right order.



Let's write

Write one sentence for each picture.

Four horizontal lines for writing.



Date: \_\_\_\_\_



Let's write

Match the present and past tenses of these words.  
Draw lines to join the pairs.

### Past tense

Match the present and past tenses of these words. Draw lines to join the pairs.

Words in clouds:

- danced
- drove
- cried
- walk
- came
- play
- thought
- drive
- think
- cry
- walked
- played
- come

Words in clouds (Past tense):

- talk
- talked
- dance




Fun

Spot the differences.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's speak

Look at the pictures and talk about what you see.



When they **reached** the corner they found Tumi and Ben sitting with a lady who was selling food. Tumi and Ben were **eating** a cake.

Let's read



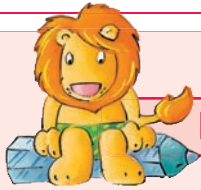
Bongi and Ann were looking after Bongi's sister, Tumi. Tumi is four years old.

Tumi was **playing** with Ben the dog. Then, Bongi and Ann noticed that the door was open. Tumi and Ben were gone.

The girls ran down the **street** looking and calling for Tumi as they went. They were **afraid** because it was getting **dark**.

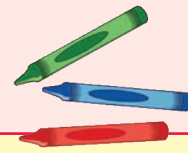


Date: \_\_\_\_\_



Let's write

Read the story and then answer each question.  
The first word of the answer must start with a **capital letter**.  
Remember to end with a **full stop**.



Who was lost?

Why were Ann and Bongji afraid?

They

When did they find Tumi?

They

Where did they find Tumi?

They

What was Tumi doing when they found her?

She



Word work

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



ray	play	street	week	reach
pray	day	meet	creep	read
way	stay	need	weep	eat



Let's write

Underline the doing words or nouns in each sentence.  
Then write **yesterday**, **today** or **tomorrow**, to show when the action should take place.

Sight words

afraid  
door  
looked

They will ride to school.

Tomorrow

He cooked food for us.

We will plant vegetables.

He is talking on the phone.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's write

Write a story of 8 sentences about a time when you were lost.

Blank writing area with 8 horizontal lines for writing a story.



Let's write

Circle the correct word.

I **want/wants** ice cream.He **want/wants** water.She **go/goes** to school.We **was/were** playing soccer.You **are/is** good.They **want/wants** to go home.

Let's write

Number these sentences to show the order of the story.

They found Tumi.

They went to look for Tumi.

Tumi got lost.

Ann and Bongji were looking after Tumi.



Date: \_\_\_\_\_



Let's write

Fill in these words into the correct sound boxes.

walked    running    playing    buck    cow    danced    house  
 bright    right    ray    missed    play    now    black  
 day    night    round    singing    duck    ground

\_\_\_ck

\_\_\_ng

\_\_\_ed

\_\_\_ght



\_\_\_ou\_\_\_

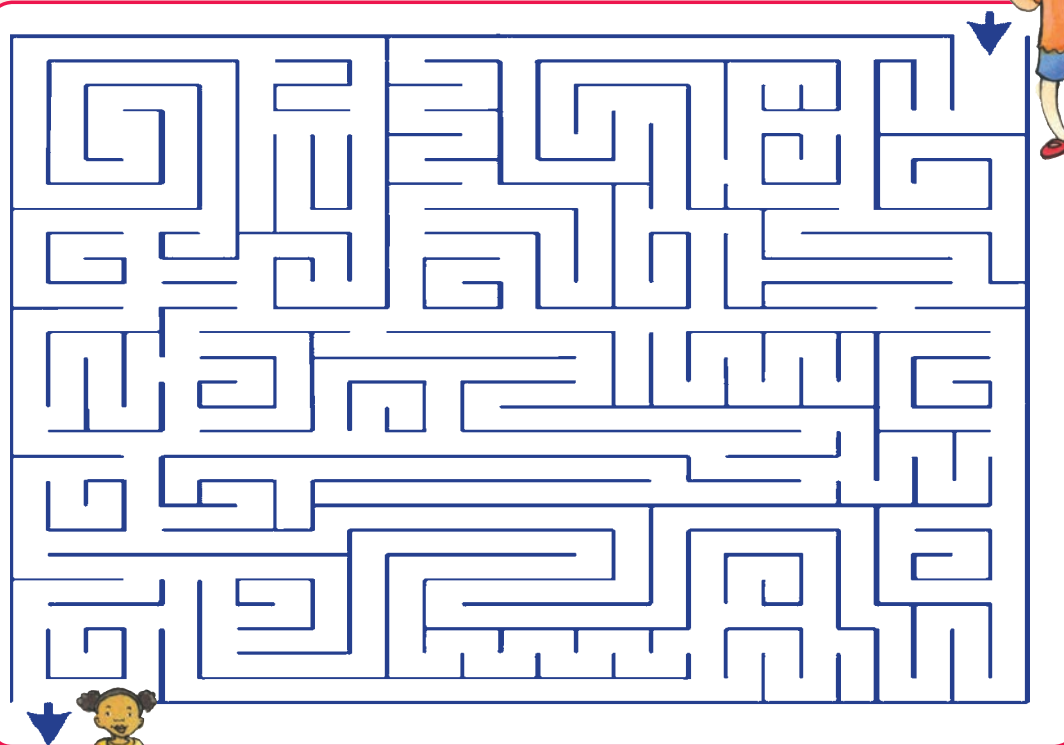
\_\_\_ay

\_\_\_ow\_\_\_



Fun

Help Ann and Bongji to find Tumi.



Teacher: Sign: \_\_\_\_\_ Date: \_\_\_\_\_



TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's read

What: **Grandfather's Birthday Picnic**  
 When: 25 April 2015  
 Where: A picnic at the Blue Gum River Park  
 What time: The bus will leave at 10 o'clock from the Community Hall and will bring you back at 5 o'clock.

What must you bring?

- Please bring your swimming costume.
- Please bring a ball to play with.
- Please bring your own cold drink.
- Please bring some meat to braai.



Date: \_\_\_\_\_



Let's write

Read the story and then answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Why will there be a picnic?

\_\_\_\_\_

Where will the picnic be?

\_\_\_\_\_

At what time will the bus pick them up?

\_\_\_\_\_

What will they eat at the picnic?

\_\_\_\_\_

What will they play?

\_\_\_\_\_

Sight words

what  
why  
will  
they



Word work

Sort out these words into the correct coaches. Then use 5 words to write sentences of your own in your exercise book.

grandfather

please

braai

grandmother

bring

drink

play

drive

click

clock



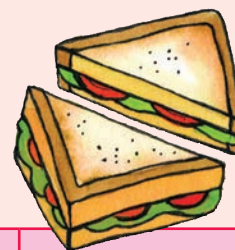
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Ask four friends these questions and fill in their answers.



What is your name?				
Where do you live?				
When were you born?				
Who is your best friend?				
What is your favourite colour?				



Let's write

Circle the words that are in the past tense.

Tenses



go	eat	ate	play	played
drink	drank	drive	drove	went

Now draw a line to match the words in the yellow column with those in the pink column.

Tomorrow I will		Yesterday I
drink		went
drive		played
eat		drove
play		ate
go		drank

Date: \_\_\_\_\_



Let's write

Write these sentences in the past tense, starting with **Yesterday**. Use these words to help you.



ate

played

drove

We will eat meat.

Yesterday

We will drive in a bus.

Yesterday

We will play ball.

Yesterday



Let's write

Number each group of words to show the right alphabetical order.



1	hand
3	house
2	hide

	bed
	bit
	bad

	pain
	pen
	pig



Fun

Write an invitation to a party.

1. Say whose birthday it will be.
2. Say when the party will be.
3. Say what time the party will start.
4. Say where the party will be.

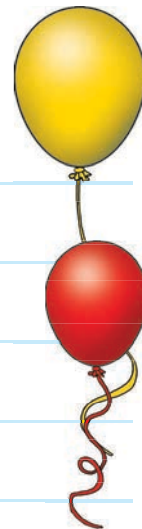
★HAPPY BIRTHDAY!★

1. Name: \_\_\_\_\_

2. Date: \_\_\_\_\_

3. Time: \_\_\_\_\_

4. Place: \_\_\_\_\_



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Look at the picture and talk about what you see.

Let's speak



Let's read

## My busy day

6:30	Woke up	
6:45	Washed	
7:00	Ate breakfast	
7:15	Brushed my teeth	
7:30	Walked to school	
8:00	Worked hard in class	
13:00	Played	
14:00	Had lunch	
15:00	Watered the vegetable garden	
16:00	Did homework	
18:30	Ate supper	
19:45	Brushed my teeth	
19:50	Combed my hair	
20:00	Went to sleep	

Date: \_\_\_\_\_



Let's write

Read "My busy day" and then answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

What time did Jabu wake up?

\_\_\_\_\_

How long did it take him to eat his breakfast?

\_\_\_\_\_

How many times did he brush his teeth?

\_\_\_\_\_

How did Jabu get to school?

\_\_\_\_\_

How many times did he eat?

\_\_\_\_\_

Sight words

there  
where  
when



Word work

Write these words into the correct coaches.

Then use 5 words to write sentences of your own in your exercise book.

sleep pain eat teeth play stay paid  
meat way neat rain need



Let's write

Put these words into the correct sound boxes.

teeth sleep team meat rain train  
ray eat meet play day pain

ee	ea	ay	ai

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Keeping time



Let's do

Look at Jabu's diary on the previous worksheet then draw the hands on the clocks to show what time it is.

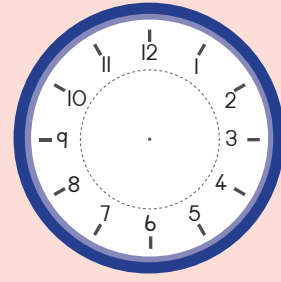
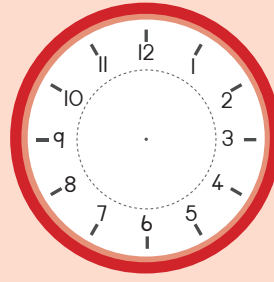
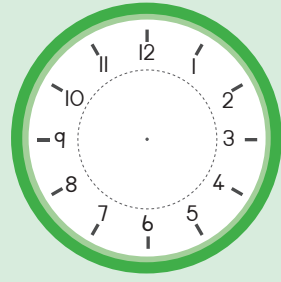
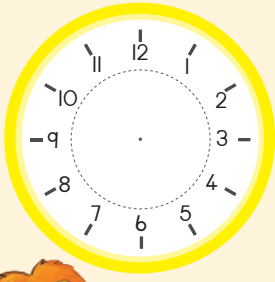


Jabu ate.

Jabu walked to school.

Jabu did his homework.

Jabu watered the garden.

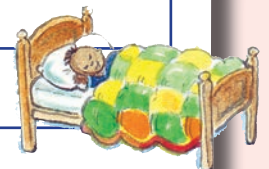


Let's write

What did you do yesterday?  
Write 8 sentences starting with yesterday.

## My busy day

Handwriting practice area with 8 horizontal lines for writing sentences.





Date: \_\_\_\_\_



Let's write

Write down what you will do next week, then swop books with your friend and see if you will do the same thing.



Monday

Date

On Monday I will

Tuesday

Date

Wednesday

Date

Thursday

Date

Friday

Date



Fun

Play snakes and ladders.

**RULES**

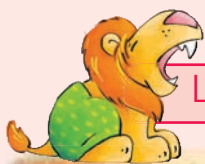
- Take turns to throw the dice.
- Look at the number on the dice when it stops moving.
- Move your marker forward by the number of spaces shown on the dice.
- If you land at the bottom of a ladder you can go up the ladder.
- If you land at the top of a snake, you have to go down to the bottom of the snake.
- The first one to get to 100 is the winner.

You will find the cutouts at the back of the book.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's speak

Look at the picture and talk about what you see.



Let's read

Find and circle the words with the **th** and **ay** sounds.

### Why grandmother makes such beautiful pots

A long, long time ago when I was as young as you,  
I **lived** with my **mother** and **father** on a farm.

We had lots of cows and sheep, but we **lived** far from our  
friends.

I had no one to **play** with. I **used** to watch my mother making  
**clay** pots.

She mixed the **clay** from the soil. She **formed** the pots with  
her hands, and then she put them in the sun to dry.

Then one **day** she let me make my own pot.

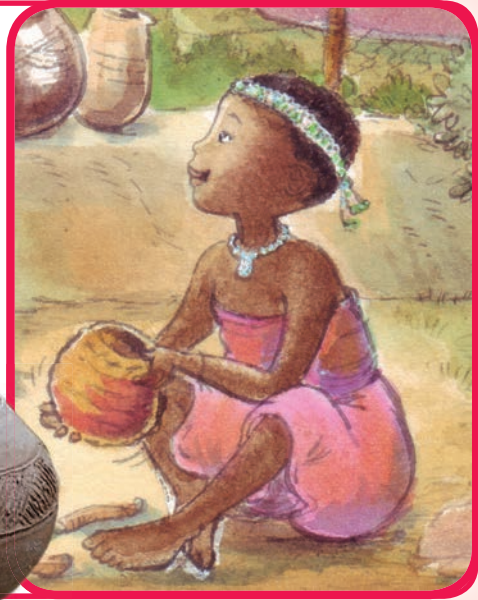
I **formed** the pot carefully and **turned** it round and round.

I was so **excited** to make my very own clay pot.



Date: \_\_\_\_\_

Then I put it out in the sun to dry.  
That night, while I was asleep, it began to **rain**.  
When I woke up I could not find my pot.  
All I could find was the **trail** of red soil running down  
the garden. I had to make **another** pot. I **practised** and  
practised. It was then that I **learned** to make beautiful pots.



Let's write

Read the story about grandmother's clay pot and then answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Who told the story?

What did she do that was careless?

What happened to the clay pot?

Sight words

while  
ago  
could



Word work

Find words in the story with these sounds and fill into the correct space. Then use 5 words to write sentences of your own in your exercise book.

th

-ed

ai

ay

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's do

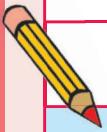
Role play the story of the clay pot.

Number the sentences below in the order that the events happened in the story. Number one has been done for you.

Let's write



	It started to rain.
	She was very sad.
	She made a new pot.
	The pot turned into red water.
	She left the pot to dry in the sun.
1	The grandmother made her first pot when she was a young girl.



Let's write

Plan to write your own story. Tell your friend what you will write about and then fill in your story with a beginning, a middle and an end.



Fun

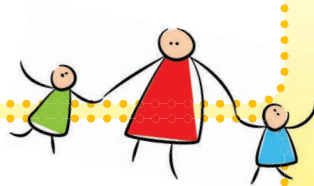
Cut out the next pages. Fold to make a book. On the cover, write the title of the book. Put your name under the title, because you are the writer. Draw a picture on the cover. Now write your story with a beginning, a middle and an end.

BACK COVER



ABOUT THE WRITER

Write your name



Your age

Where you live

8

STEP 4: cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

STEP 1: fold on the dotted line

5

Continue with your story here.



Draw picture here.

7

Write the middle of your story here and on page 5.



Draw picture here.

STEP 2: fold on the dotted line

STEP 3: Staple on this side



Draw picture here.



Draw picture here.



Start writing your story here and on page 3.

Four horizontal lines for writing.

Finish your story.

Four horizontal lines for writing.

2

7

3

9

Continue with your story here.



Write what happens at the end of your story.

Draw picture here.



Draw picture here.





**C**  
**o**  
**n**  
**t**  
**e**  
**n**  
**t**  
**s**

**Theme 3: Travelling around**

**Term 2: Weeks 1–4**

**33 Places to visit 70**

Reading & comprehension: Read the pamphlet for information  
Phonics: ph, gh, -dle

**34 Where should we go? 72**

Draw a picture on the T-shirt and relate it to a place on the SA map  
Language: Rewrite speech bubbles into direct speech using inverted commas  
Speaking: Interview 10 friends and ask what places they would like to visit; Fill in the answers into the table

Visual representation: Draw a chart by colouring in the block each time they say "yes"

**35 Table Mountain 74**

Reading & comprehension: Read the newspaper article; Focus on the headline, date and pictures  
Phonics: ou, sh  
Phonics: Rhyming words

**36 Writing a newspaper 76**

Language: Circle the prepositions; Circle the verbs are in the past tense  
Match the present tense and the past tense words  
Language: Write sentences in the past tense starting with Yesterday  
Speaking: Talk about the newspaper; Talk about your own news from home and school  
Plan to write a newspaper article  
Writing: Write a newspaper article

**37 Look at all the fish 78**

Reading & comprehension: Read a poster and answer questions based on it  
Phonics: gh, ph, tch, le, f

**38 The Aquarium 80**

Speaking: Discuss the poster on the aquarium  
Language: Circle the adjectives  
Writing: Write a description of yourself using adjectives

Writing: Make a poster to describe a lost dog; Give a description of the dog so that people can identify it; Fill in adjectives

**39 Pilanesberg 82**

Speaking: Look at the pictures and predict the news that the news reader is giving  
Reading & comprehension: Read the News Report and answer questions based on it  
Phonics: -ld, ight, tch, ou, gh  
Language: Match the past tense and the present tense of the verbs

**40 Reading the news 84**

Speaking: Pretend you are a TV news reader and tell the news  
Language: Write the sentences in the past tense; Then write them in the future tense  
Convert speech bubbles into direct speech using inverted commas  
Using visuals: Look at the pictures of the elephant drinking water; Explain what you see to your friend

**41 The Addo Elephant Park 86**

Reading & comprehension: (Diary entry)  
Phonics: -u-e, -o-e, -th, -y  
Language: Match the present tense and the past tense verbs

**42 Planning my week 88**

Speaking: Make up a a role play about the story.  
Language: Match the parts of sentences to form "if – then" complex sentences  
Writing: Write down what you will do this week in a weekly diary; (Future tense)  
Reading: Read your friend's weekly diary

**43 Gold Reef City 90**

Reading & comprehension: Read the postcard and then answer questions

Phonics: Find and circle words the tch, str, -ght sounds on the postcard

Language: Add scr or str or sch to given words so that they match with the correct picture

**44 Fun at Gold Reef City 92**

Language: Join sentences using conjunctions – so, because and but  
Language: Choose and circle an adjective to make the sentence more interesting  
Writing: Describe a person or a place you like using adjectives  
Writing: Write postcards to 2 of your friends; Describe a bus trip



**45 Travelling back home 94**

Reading & comprehension: (Narrative)  
Language: Using descriptive words  
Phonics: -y, -ey, -ed, ew, -u-e

**46 About our trip 96**

Speaking: Talk to your friend about two forms of transport  
Complete sentences by matching two parts  
Writing: Draw a picture and then write a description  
Fun: Match these pictures to the correct animal

**47 Let's write a story 98**

Speaking: Use visual cues to predict what the story is about  
Reading: Shared reading (narrative)  
Comprehension exercise  
Identify key details in what was read  
Phonics: -ing, ee, ea, tch  
Language: Circle the correct homophone

**48 Writing my own news 100**

Writing: Plan a story with a beginning, middle and the end.  
Writing: Write a story book using the cut-out template; The story must have a beginning, a middle and an end





Let's read

### Western Cape

Visit Table Mountain. Go up the mountain in a cable car. Have a picnic on top of the mountain. See sharks, dolphins and fish at the aquarium.



### Gauteng

Have fun at Gold Reef City. Go down a gold mine and ride on the merry-go-round. See Soccer City.



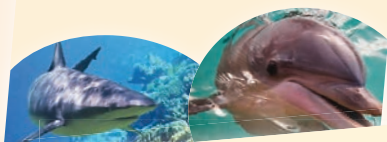
### North West

Come to the Pilanesberg Game Reserve. Ride on an elephant. See giraffes, zebras and lions. Take photos of the animals.



### KwaZulu-Natal

If you come to uShaka Marine you can see the dolphins playing football and penguins dancing. See the seals balance balls on their noses. If you are very brave, you can dive with the sharks.



### Limpopo

Visit the Rain Forest. You will see giant plants and the tallest trees. Remember to bring your raincoat and umbrella.



### Northern Cape

Come to Kimberley, and see the biggest hole in the world. Have lunch at a picnic spot next to the Big Hole.



### Mpumalanga

Spend some time in the Kruger National Park. The Big Five live in the Park. See the lions, leopards, elephants, rhinos and buffaloes and then have a picnic lunch at a place safely away from the wild animals.



### Free State

Visit the Sandfontein Park. You will see rhinos, buffaloes, giraffes and porcupines.

You can also swim in a big dam.



### Eastern Cape

The Addo Elephant Park has lots of elephants. Try to spot them all. At the nearby beach you can see whales and even the great white sharks!



Date: \_\_\_\_\_



## Future tense



Let's write

Read the pamphlet, then answer these questions.  
Remember to start each sentence with a **capital letter** and end with a **full stop**.

Which trip would be the best for you? Why?

---

---

What will they see in the Western Cape?

They will

What will they see in KwaZulu-Natal?

---

---



Word work

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

elephant	orphans	laugh	cough	cradle
dolphin	photos	rough	enough	cable
phone	pamphlet	tough	trough	table



Let's write

The words all sound like the f-sound but they are spelled differently. Circle the words that sound like f.



for	four	black	<b>frog</b>
laugh	photo	fig	tallest
phone	deepest	dolphin	rough
free	tough	food	elephant

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



# Where should we go?



Let's speak

Talk to your friend about where you would like to go and what you would like to see.

Let's do



Then, draw a picture on the T-shirt to show what you will see. On the map, mark the province you will go to.



Let's write

Add the **commas** in the spaces provided in these sentences. Then tell your friend how many items are listed in each sentence.

## Commas

You can see the lions  elephants  buffaloes **and** giraffes.

You can eat meat  vegetables  bread **and** ice cream.

You can see the dolphins  penguins  sharks **and** whales.



I want to go up the mountain.

Rewrite what they are saying between the inverted commas.

Let's write



Jabu said, "

\_\_\_\_\_

"





Let's speak

Look at the newspaper and talk about what you see.

Look at what the children wrote for the class newspaper.

Let's read



## Big School News



### Class goes up and up

16 June 2015

Everyone had a good time on Table Mountain. It was cold on the mountain so we had to wear jackets and hats. A kind man helped us to put Lebo's wheelchair onto the cable car. She could not go up the stairs. On the way up the mountain we saw small dassies. They look just like fat rabbits. The cable car took five minutes to get up to the top of the mountain. The air was cold. When we got to the top we took photos.



The mountain was flat on top.  
Just like a table.

While we were on top of the mountain Sam fell and knocked his knee. He was not hurt.

After we came down, we went to the Two Oceans Aquarium. We saw fish, sharks and turtles.



Date: \_\_\_\_\_



Let's write

Read the news article, then answer these questions. Remember to start each sentence with a **capital letter** and end with a **full stop**.



How long did it take them to get to the top of the mountain?

Blank space for writing the answer.

Why did they wear thick coats and warm hats?

Because

Why do you think it is called Table Mountain?

Because

What happened to Sam?

Blank space for writing the answer.

Do you think the heading of the article is good? Why?

Blank space for writing the answer.



Word work

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



round	mountain	mouse	ship
sound	surrounded	house	sharks
found	around	bound	shells



Let's write

Which words in each row **do not** sound like the word in the first box?

play	pain	they	red	rate	stay
why	eye	cry	I	go	high
feet	read	need	lead	weed	wood
boat	goat	note	heat	road	toad

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

Circle the prepositions in each sentence.  
We have done the first one for you.

The children were on the mountain.

They saw a dassie under the rocks.

The man put the wheelchair inside the cable car.

I had a pen in my bag.

Words that tell  
us where things  
are, are called  
**prepositions.**



Let's write

Circle all the words that are in the **past tense**.  
Then draw a line to match the **present tense** and the past tense words.

run

walk

write

rest

dance

sing

talk

play

watch

phone

phoned

danced

ran

played

rested

sang

walked

watched

talked

wrote

Now write these sentences, starting with Yesterday.

I play.

Yesterday

I walk.

Yesterday

I talk.

Yesterday

They watch the TV.

Yesterday

Date: \_\_\_\_\_



Let's speak

Talk to your friend about the class newspaper, the "Big School News". Talk about your own news from home and school. Talk about the news you will put into your newspaper.



Write down some ideas.

Let's write



What happened?

When did it happen?

Where did it happen?

Why was it interesting?



Fun

Write your news story in the space below. Draw a picture about your story.



\_\_\_\_\_  
Name of newspaper

\_\_\_\_\_  
Date

\_\_\_\_\_  
Heading of story

Write your news here.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture here.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Teacher:

Sign:

Date:

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's speak

Look at the picture of the aquarium and the poster.



An **aquarium** is a place where there are thousands of fish and other sea creatures. People come to look at all the different kinds of fish and sea animals.

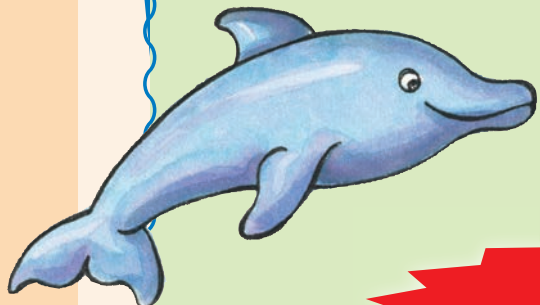
### Visit the aquarium



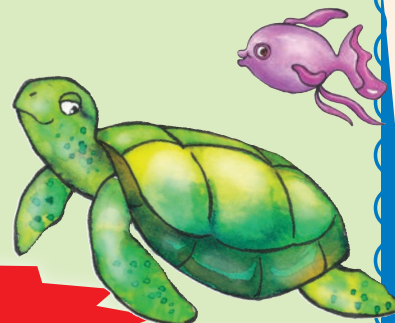
Come to the biggest home for fish.  
We have thousands of fish and other creatures  
in one place. See octopus, starfish, turtles and sharks.  
Then watch the seals and dolphins perform.



Come at lunch time and watch  
the shark eat.



Opens at 9 o'clock  
Closes at 5 o'clock



Adults R10  
School children do not have to pay.  
They can visit for free.

Date: \_\_\_\_\_



Let's write

Read the poster and then answer these questions. Remember to start each sentence with a **capital letter** and end with a **full stop**.

What will you see at the aquarium?

What time does the aquarium open?

What time does it close?

How much do adults pay to go in?

How much do school children pay to go in?



Word work

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

laugh	dolphin	find
rough	phone	found
tough	photo	fish

Sight words

found  
much  
catch

watch	cradle
catch	cable
match	table





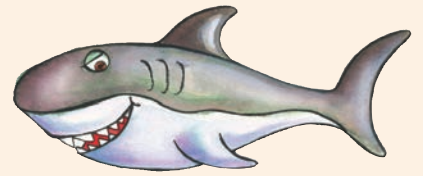
### Let's speak

Talk to your friend about the poster on the previous worksheet.

What does the poster tell us?

Who do you think would be most interested in reading the poster? Children or adults? Why?

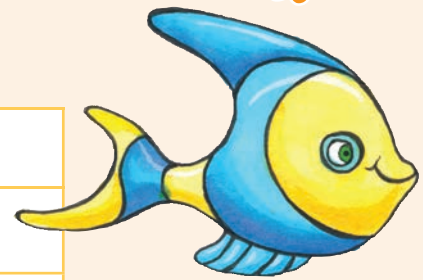
What other posters have you seen? What other information can we get from posters?



### Let's write

Circle the words that describe the different fish.

### Adjectives



The **little** fish swam away.

The big shark with sharp teeth looked at us.

The wobbly jelly fish came floating past.

The slippery dolphin jumped out of the water.

The silly seals balanced balls on their long noses.

Now write a description of yourself.  
Say what you look like. Are you tall or short? Are you big or small?

### Let's write








Date: \_\_\_\_\_



This dog is lost. Talk to your friend about what this dog looks like. Make a poster that describes the dog so that people can look for it. Say what he looks like, how he feels and even what sounds he makes. Give the dog a name. Say who they should call if they find the dog.

# LOST DOG

Looks like

\_\_\_\_\_

Feels like

\_\_\_\_\_

His name

\_\_\_\_\_

If you find my dog, please phone

(Write your name.)

\_\_\_\_\_

My phone number is

\_\_\_\_\_

If you find my dog, you can bring it to this address.

(Write your own address.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Teacher:

Sign:

Date:

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



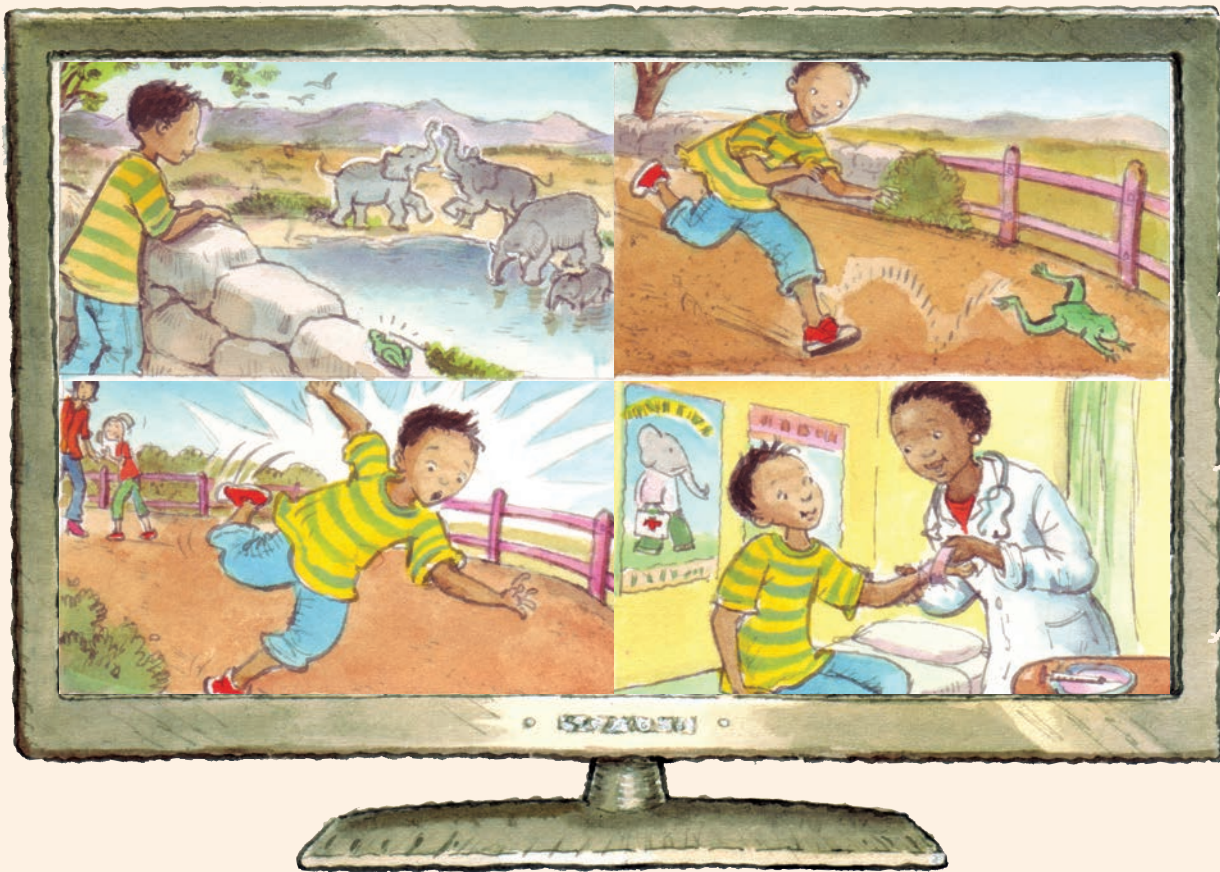
## Let's speak

Look at the picture of the news reader and talk about the news you think he will be giving.



## Let's read

This is the news from the Pilanesberg Game Reserve.  
NEWS Tuesday 16 June.



Yesterday a group of school children arrived at the Pilanesberg Game Reserve in a bus. They came to see the elephants and rhinos and other wild animals.

While Jim Smith watched the elephants drinking, he saw a small green frog. He tried to catch the frog but he slipped and cut his arm.

His teacher took him to the clinic. Later Jim found the small green frog in his pocket.

Date: \_\_\_\_\_



Let's write

Read the news and then answer these questions. Remember to start each sentence with a **capital letter** and end with a **full stop**.



On what date were the children in the Pilanesberg Game Reserve?

Describe the sequence of events the led to Jim going to the clinic.

First he



Then he

Finally he



Word work

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



wild	fight	watched	found	rough
told	bright	matched	round	laugh
hold	right	latched	sound	enough



Let's write

Draw a line to match the **past tense** and the **present tense** words.



found	tried	slip	ask	talked
came	watched	took	look	take
find	come	watch	see	try
slipped	saw	asked	talk	looked

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





## Let's do

Think about some news of your own.  
Pretend you are a TV news reader, and tell everyone the news.



## Let's write

Write the sentences in the **past tense**.  
Then write them in the **future tense**.

## Tenses

I go to school.

Yesterday I went

Tomorrow I will

He takes his medicine.

Yesterday

Tomorrow

We watch TV.

Yesterday

Tomorrow



## Let's write

Write what they say between the inverted commas.



I am  
happy.

Ann says, "

"

.

Date: \_\_\_\_\_

## Direct speech



We are going to the bus.

Peter says, " \_\_\_\_\_ "

Jabu says, " \_\_\_\_\_ "

They are late for school.



You are my best friend.

Bongi says, " \_\_\_\_\_ "



Fun

Look at these pictures of the elephant drinking water. Explain what you see to your friend.

### How does an elephant drink water?

First it sucks up water into its trunk.

Then it puts its trunk into its mouth.

Lastly it blows the water into its mouth.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





## Let's speak

Look at the pictures and talk about what you see.



## Let's read

Read Sam's diary about his trip to the Addo Elephant Park.

Dear Diary

14 May 2015

Today was a very special day for me. It was my ninth birthday and my teacher took us to the Addo Elephant Park! I was happy with my friends, Jabu and Ann. We saw lots of elephants. There was a little baby elephant. It was very cute.

When we stopped to eat, I took my shoes off because I was hot. A silly monkey came and stole one of my shoes. I went home with only 1 shoe.

I was happy when I got home because I could eat my birthday cake.

Sam





Date: \_\_\_\_\_



Let's write

Read the diary and then answer these questions. Remember to start each sentence with a **capital letter** and end with a **full stop**.

Where were the children?

They were at the

What did Sam lose in the park?

He lost

How did Sam lose it? Who took it?

Who were Sam's friends?

Why was Sam happy to get home?



Word work

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

ninth	cute	silly	stole
sixth	tune	happy	role
tenth	tube	pretty	mole



Sight words

off  
little  
go



Let's write

Draw a line to match the **present tense** and the **past tense** words.

came   looked   stole   was   went   saw   stopped

look   see   go   come   stop   is   steal

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



**Let's do**

Do a role play about what happened to Sam at the Addo Elephant Park. Let one of your friends act as the monkey.



**Let's write**

Match the words on the left with the correct words on the right to make a sentence.

If you leave your shoes at the river

If you do your homework

If you go to bed early

If you play with fire

you will burn yourself.

you will be on time for school.

a monkey will steal them.

your teacher will be pleased with you.



**Let's write**

Write down what you will do this week. Then change books with your friend and see if there are any days on which you do the same thing.



## DIARY

My name		Month
Date	Day	What I will do

Date:



Fun

Keep a diary for four days. Write about the weather and other news. Start writing about today. Then write again tomorrow and the next day and the day after until you have completed your diary.

Dear Diary

Date



Dear Diary

Date



Dear Diary

Date



Dear Diary

Date



TEACHER: Sign

Date





Let's speak

Look at the picture and talk about what you see.



Dear Dumi

I thought you would like to get this postcard. I bought it when we went to Gold Reef City in Johannesburg.

We drove to smoky Johannesburg and the streets were very busy and bumpy. We saw Soccer City. It's a huge stadium. It holds about 90 000 people so lots of people can watch soccer there.

At Gold Reef City we went down a very dark, deep mine. It was so dark I had to use a bright torch to see. After that we went for a ride on a colourful merry-go-round. I screamed because it went round so fast.

I wish you could come with us next time.

Your cousin

Bongi.



Dumi Makhanya  
12 Steve Biko Rd  
Soweto  
South Africa  
3219



Date: \_\_\_\_\_



**Let's write**

Read the postcard and then answer these questions. Remember to start each sentence with a **capital letter** and end with a **full stop**.

Who did Bongi write to?

Where did Bongi go?

What two things did Bongi see?

What was it like down the mine?

When did Bongi write the postcard?

Did she have a good time? Say why.



**Word work**

Find and circle words with these sounds on the postcard. Then use 5 words to write sentences of your own in your exercise book.

watch	hatch	street	bought
catch	match	stripe	caught
witch	ditch	stream	ought



**Let's write**

Add **scr** or **str** or **sch** to these words so that they match with the correct picture.



\_\_\_ eam

\_\_\_ eet

\_\_\_ ool

\_\_\_ eam

\_\_\_ aw

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

Match the words in the pink box with the correct words in the green box to make a sentence.



I screamed because

we used a torch.

It was very dark so

it was not cold.

It was raining but

the merry-go-round was fast.



Let's write

Read the postcard and then complete these sentences.  
Use these adjectives to help you.

deep

huge

big

colourful

dark

Soccer City is a \_\_\_\_\_ stadium.

We went on a \_\_\_\_\_ merry-go-round.

Then we went down a \_\_\_\_\_ mine.



Let's write

Choose and circle either a pink word or a blue word to make each sentence more interesting. These words are adjectives, they are used to describe people or things



The **kind/nasty** teacher spoke to the **naughty/clever** girl.

The **big/small** car drove down the **quiet/busy** street.

The **thin/fat** man chased the **small/big** pig.

The **beautiful/ugly** girl went into the **dirty/clean** house.

The **neat/untidy** garden was full of **dead/living** plants.



Date: \_\_\_\_\_



Let's write

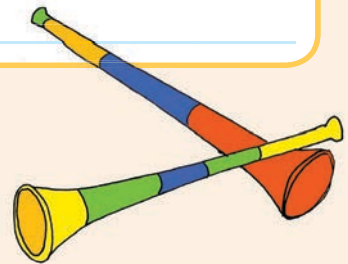
Now write your own sentences describing either a person or a place you like.

Four horizontal blue lines for writing.



Fun

Write postcards to two of your friends. Tell them what you saw when you went on the bus trip.



Four horizontal blue lines for writing.



Four horizontal blue lines for writing.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



## Let's speak

Look at the pictures and talk about what you see.

## Let's read



### We all had to travel back home.

Jabu's group came back by train. It was a long train. The train went **slowly** round the bends, and came down the hills very **quickly**. The train made us very **sleepy** and we all fell asleep.



Bongi's group went home on the Gautrain. Mrs Zita drove the train. It was a **short** grey train. It travelled much **faster** than any other train. Bongi said that she was so excited on the train it felt like she had butterflies in her **tummy**.

Sam's group came back on a yellow bus. The road was very **bumpy** and the bus shook as it travelled. Sometimes it shook hard, and sometimes it **only** shook a little. We all felt **shaky** when we got off.



Some of us went back to school by **donkey** cart. The cart was bright red. It was very slow and **squeaked** and **creaked**.

We enjoyed seeing the bright flowers and green trees as we rode **slowly** home.

Date: \_\_\_\_\_



**Let's write** Read the story and then answer these questions.

Vehicle	What did it look like?	How did it go?	How did the children feel?
	Short and grey	Very fast	Excited 



**Word work**

Sort out these words into the correct coaches.  
Then use 5 words to write sentences of your own in your exercise book.

slowly    squeaked    key    blew    rude    cute    creaked  
 monkey    quickly    leaked    tube    stew    donkey    grew



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_





Let's speak

Talk to your friend about these two forms of transport.  
What do they do that is the same?  
How are they different?



Let's write

Match the words in the pink box with the correct words in the yellow box to make a sentence.



- The long train
- The short grey Gautrain
- The red donkey cart
- The yellow bus

- shook on the bumpy road.
- squeaked and creaked as it went.
- travelled very fast.
- went slowly round the bends.



Let's write

Draw a picture of an animal or a form of transport.  
Then write 2 sentences to describe it.

---

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---

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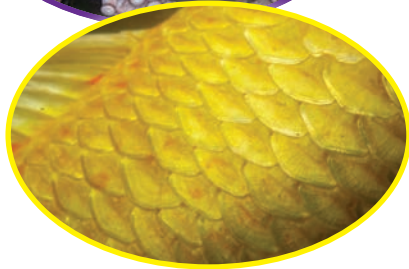
Date: \_\_\_\_\_



Who do these belong to?  
Say what they look like, then match the words with the correct picture.



- leopard
- elephant
- lion
- giraffe
- rhino
- zebra
- dolphin
- octopus
- fish
- dassie
- penguin
- seal



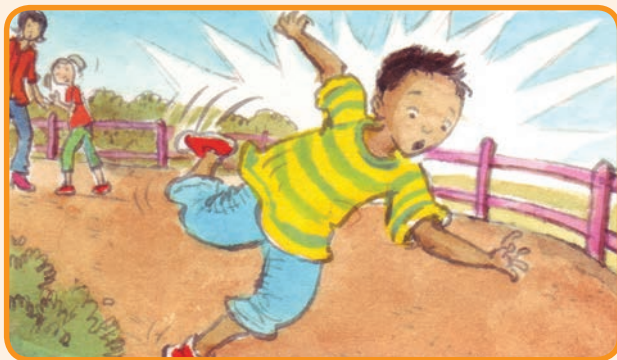
Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





## Let's speak

Look at the pictures and talk about what you see.



## Let's read



## Beginning

Last **week** we were at the elephant park. I stood at the river and watched the elephants drinking water. Two of the elephants were **fighting** with their trunks.

## Middle

Suddenly I saw a tiny **green** frog. I decided to chase the frog.

While I was **running** after the frog I slipped into a **ditch**. I cut my hand and it started to **bleed**.

## End

My **teacher** had to take me to the doctor.

The doctor **stitched** my cut and gave me an injection.

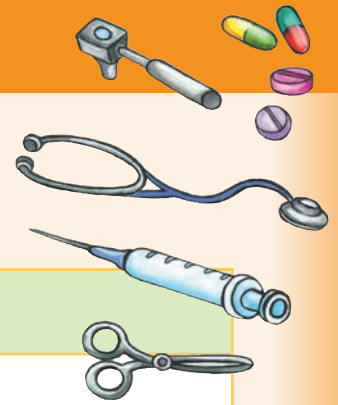


Date: \_\_\_\_\_



Let's write

Read the story and then answer these questions. Remember to start each sentence with a **capital letter** and end with a **full stop**.



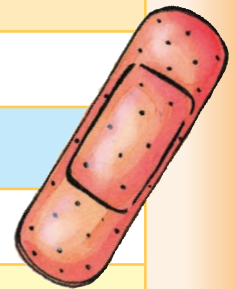
What was Jim doing at the beginning of the story?

How did Jim hurt himself?

What did the doctor do to Jim?

How do you think Jim felt at the doctor?

What is a good name for this story?



Word work

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

running	need	week	leak	stitch
fighting	seek	meet	meat	witch
sleeping	feed	bleed	team	ditch



Let's write

Circle the one we eat.

meet

meat

Circle the one that is a colour.

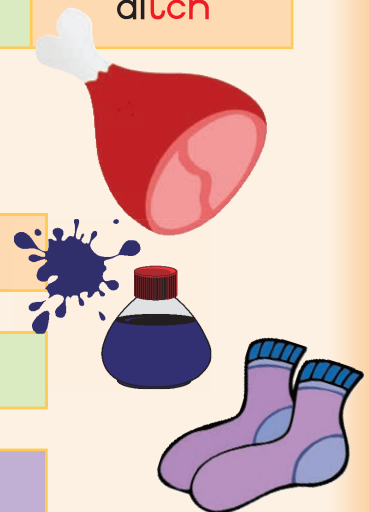
blew

blue

Circle the one we can't eat.

pair

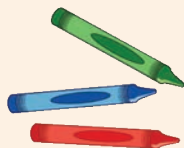
pear





Let's speak

Talk about your own news.  
Tell your friends some news from home.  
Talk about a story you can write.



What will you write about at the beginning?  
What will you write about in the middle?  
How will you end your story?

Let's write



Beginning

Middle

End



Let's write

Start writing your story here.  
Then read it and fix it up before you write it in your book.

A large yellow writing area with a decorative scalloped border at the top and several horizontal blue lines for writing.



Fun

Cut out the next pages. Fold to make a book. On the cover, write the title of the book.  
Put your name under the title, because you are the writer. Draw a picture on the cover.  
Now write your story with a beginning, a middle and an end.



BACK COVER



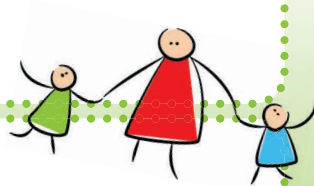
ABOUT THE WRITER

Write your name

Your age

Where you live

8



COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1



STEP 2: Fold on the dashed line

STEP 3: Staple on this side

5

7

Continue with your story here.

Write the middle of your story here and on page 5.



Draw picture here.

Draw picture here.





Draw picture here.



Start writing your story here and on page 3.

Four horizontal blue lines for writing.

2

Draw picture here.



Finish your story.

Four horizontal blue lines for writing.

7

3



Continue with your story here.

Four horizontal blue lines for writing.

Draw picture here.

9

Write what happens at the end of your story.

Four horizontal blue lines for writing.



Draw picture here.



# C o n t e n t s

## Theme 4: Our environment

### Term 2: Weeks 5–8



#### 49 The lion and the mouse 104

Reading & comprehension: (Narrative)  
Writing: Multiple choice comprehension  
Speaking: Cut out finger puppets and use them to tell the story of the lion and the mouse

#### 50 The big lion and the tiny mouse 106

Language: Convert speech bubbles into direct speech  
Phonics: Word endings that sound like t(ed)  
Language: Opposites  
Language: Punctuation  
Writing: Write a thank you card to someone who has helped you

#### 51 The hare and the tortoise 108

Reading & comprehension: (Narrative)  
Language: write sentences to show different meanings of homophones

#### 52 Let's race 110

Speaking: Talk about given riddles  
Writing: Write sentences to show what happened in the beginning, middle and end of the story about the hare and the tortoise  
Language: Write contractions in full  
Fun activity (board game)

#### 53 The sun and the wind 112

Reading & comprehension: (Narrative)  
Phonics: ow, ew, ould, ff, oa

#### 54 The big contest 114

Speaking: Make up a role play about the Sun and the Wind story; What will happen if the story includes the wind and the rain  
Language: Circle the verbs  
Writing: Write a sentence about each of the pictures; (continuous tense)  
Explain the pictures showing the stages of the moon.  
Draw the moon each Monday this month and say what phase it is in.

#### 55 Bongi rides around 116

Reading & comprehension: (Narrative)  
Phonics: -y, -ight, -ful, -ture

#### 56 Bongi's bike ride 118

Speaking: Make up a role play of the story  
Language: Match adjectives with the noun  
Language: Rewrite sentences in the past tense starting with Yesterday  
Language: Add the apostrophe (') to show possession  
Visual representation: Read what Bongi and Ann said and then fill in the correct number of each place on the map; (Inferences and graphic representation)

#### 57 Bongi cleans up the litter 120

Reading & comprehension: (Narrative and poster)  
Phonics: Prefixes un-, re-, and -ces.  
Language: Adjectives

#### 58 The big clean-up 122

Speaking: Discuss how you can clean up your school  
Writing: Write a paragraph about your school  
Language: Fill in the missing adjectives; Add the apostrophe (') after the noun to show possession

Writing: Make a poster inviting children to come and help clean up the school

#### 59 Deep sea diving 124

Reading & comprehension: (Narrative)

#### 60 Under the sea 126

Speaking: Role play the story  
Word work: Suffixes -ful and -est  
Writing: Complete the story ...  
Speaking: Refer to the captions and tell your friend why each item is necessary



#### 61 The ant world 128

Reading & comprehension: (Informational text)  
Phonics: Break words into syllables  
Phonics: the silent C

#### 62 More about ants 130

Describe the picture  
Language: Rewrite sentences in the past tense starting with Yesterday  
Word work: Circle the homophone  
Language: Fill in a or an  
Fun: Draw faces to show the emotions happy, angry, sad and surprised

#### 63 About reading 132

Reading: Discuss the genre  
Word work: Break the words into sounds

#### 64 Let's write a story 134

Speaking: Talk about the characters in the story; Say what you liked most about the story  
Writing: Write a story book using the cut-out template

#### My dictionary 137





Let's speak

Ann's grandmother tells her favourite story. Look at the pictures and say what you think the story is about.

Let's read



### The big lion and the tiny mouse

One day a tiny mouse accidentally woke a sleeping lion. The lion growled and said, "I have been woken by a tiny mouse. I will eat it for a snack."

He **trapped** the mouse's tail under his big paw.

"Oh no, Mr Lion," **squeaked** the mouse. "Please don't eat me. I am just a little mouse."

"You're right," **growled** the lion. "You are too small to fill my tummy."

"Thank you, Mr Lion," squeaked the mouse. "One day I will help you."

"Ha ha ha!" **roared** the big lion. "How can a tiny little mouse like you help a big, strong lion like me? I am the king of all the animals. I can help myself."

Then one day the lion was taking a walk. He **walked** into a hunter's net and was trapped. "Help!" he **yelled**. "I can't get out. I'm **trapped**."

The tiny mouse heard the lion. He ran to the trap and said, "I'll help you!"

"You're too little to help me," growled the lion.

The little mouse began biting the net into small pieces.

Soon the lion was out. He **smiled** and said, "You may be a little mouse, but you're a big help."





Date: \_\_\_\_\_



Let's write

Read the story and then choose the right answer.

What does the story show?

- A It's easy to fool a lion.
- B You don't have to be big to help.

Why did the lion yell?

- A He wanted someone to help him.
- B He wanted the mouse to go away.

What did the lion think when he saw the mouse?

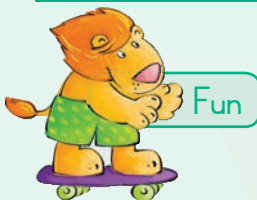
- A He thought the mouse did not know how to help him.
- B He thought the mouse was too small to help him.

Sight words

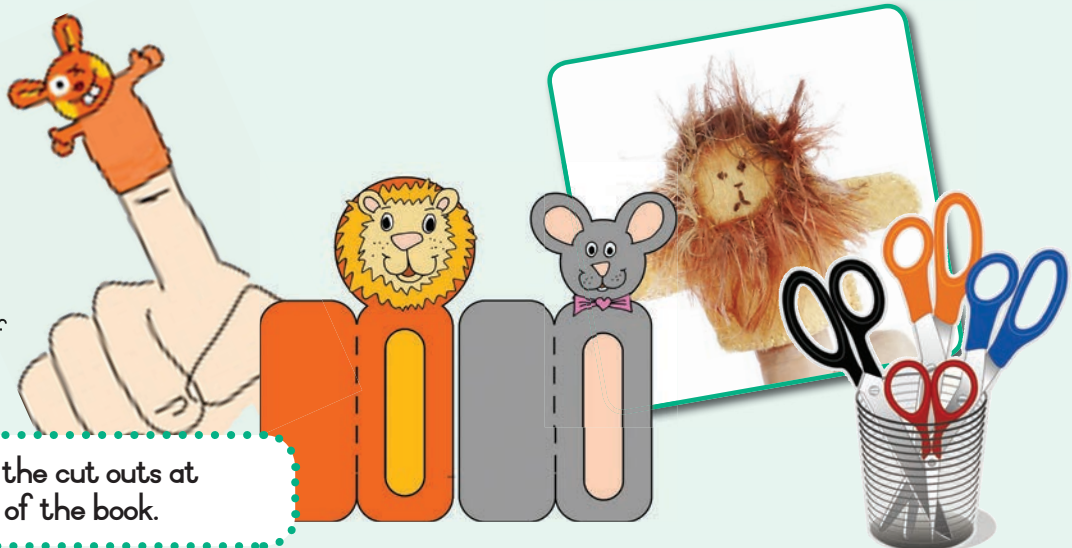
small  
little  
myself



Now write your answer to this question:  
What can we learn from this story?

Cut out these finger puppets, put them on your fingers and use them to tell the story of the lion and the mouse.



You will find the cut outs at the back of the book.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# The big lion and the tiny mouse



Let's write

Write what the lion and the mouse said between the inverted commas.



Please don't eat me,  
Mr Lion. I will help  
you one day.



The mouse said, "

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"

The lion said, "

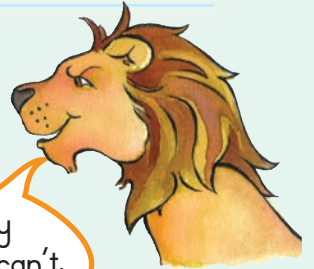
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"

You are a tiny  
little mouse. You can't  
help me.



Word work

Read the words and listen to how the endings sound like **t**.  
Then use 5 words to write sentences of your own in your exercise book.

jumped	walked	trapped	squeaked	picked
looked	slipped	laughed	looked	clapped



Let's write

Match the words in the top row with their opposites in the bottom row.

fat	big	tall	happy	ugly
short	thin	pretty	small	sad



Date:



Let's write

Punctuate these sentences.

do you know the way to town

stop before you fall

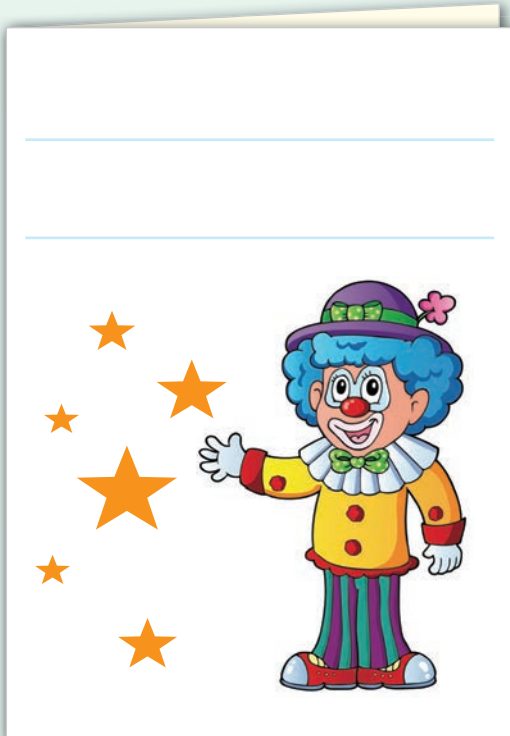
my name is pam. he is sam

ann's birthday is in july



Fun

Write a thank you card to someone who has helped you. On the front of the card write a short message. Inside the card, say how the person has helped you.



Blank lined area for writing the message on the thank you card.



Teacher:  
Sign:  
Date:

TEACHER: Sign

Date



# The hare and the tortoise

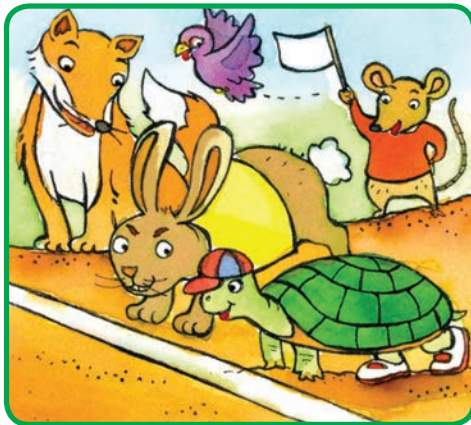


Let's speak

Does your grandmother tell you stories? You are going to read a story that Jabu's grandmother likes to tell. Look at all the pictures and say what you think the story is about.

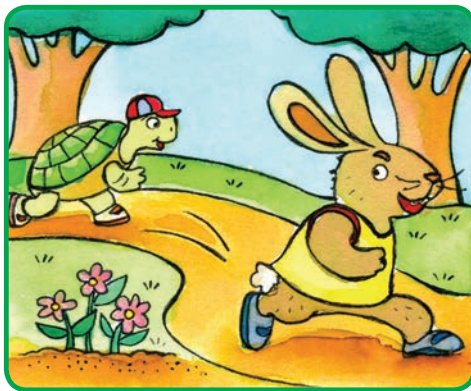


Let's read



## The hare and the tortoise

A long time ago a hare and a tortoise lived in the green forest. The brown tortoise walked very slowly and so the hare always **laughed** at her. One day the hare said to the tortoise, "**Let's** have a race." The tortoise agreed and the hare laughed loudly. All the other animals came to see the race.



The hare ran very fast and was soon far ahead of the tortoise. He looked back but he **couldn't** see the tortoise because she was far behind.



"The tortoise is very slow," thought the hare. "**She'll** take a long time to get here. I'm going to have a rest and when I see the tortoise coming **I'll** run quickly and win the race." The hare lay down, but he fell fast asleep.

Date: \_\_\_\_\_



While he was **sleeping** he heard the other animals cheering. He thought he was **dreaming**. But when he woke up he saw the tortoise was near the winning line.

Read the story and then answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Let's write

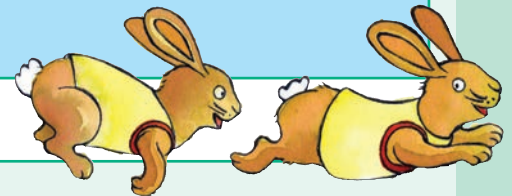


Who won the race? Why?

Who came to see the race?

Where did the hare rest?

Write a good name for this story.



Word work

Read the words. They sound the same but have different meanings. Then use 5 words to write sentences of your own in your exercise book.

hair	stair	pair	where
hare	stare	pear	wear

Sight words

always  
laugh  
when  
brown



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Let's race

## Riddles



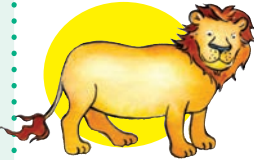
Let's do

Talk about these riddles with your friend and say what animal each one is about.



I can sing sweetly.  
I can fly to my home.  
What am I?

I can run fast  
and jump high.  
You can ride me.  
What am I?



I can walk slowly.  
I take my  
home wherever I go.  
What am I?

I can sting and  
buzz. But I also make  
something very sweet.  
What am I?



Let's write

Write one main sentence about what happened in the beginning, middle and end of the story about the hare and the tortoise.

In the beginning


In the middle

In the end



Let's write

Write these words in full.

I'm	I am 
I'll	
couldn't	
let's	

## Contractions

he'll	
can't	
she'll	
won't	



Date: \_\_\_\_\_

# Imperatives



Fun

Race your friend. Flip a coin. For heads move forward 2 places, for tails move backward one place. Read what it says on the block where you land. Then do what it says.

START

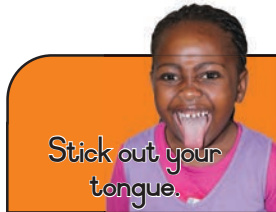
j n m c i d f b e A h



Sing a song



Clap your hands.



Stick out your tongue.

Read this word: incredible

What's the opposite of rapid?

Say what day comes after Thursday.



Say what you want to be when you leave school.

Close your eyes and smile.

Say a word that rhymes with day.

Say a word that starts with E.

Say a word that rhymes with know.

Say today's date.

Say what day comes after Monday.

Balance a book or something soft on your head.



Say a word that has a silent B.

Point to the back of the class.

Say a word that rhymes with O.

Balance a pencil on your finger.

Say a word that rhymes with cake

Loosen your shoe.

Spell your name backwards.



FINISH



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# The sun and the wind



Let's speak

This is Bongi's grandmother's favourite story. Look at all the pictures and say what you think the story is about.

Let's read



## The sun and the wind

Once upon a time the wind **blew** strongly across the **town**. The trees bent over and the **windows** rattled. The wind was very proud. He said, "I am even stronger than the trees. I am even stronger than the Sun!"



The sun came out from behind a **cloud** and said, "Oh no, Wind. I am much stronger than you."

"Let's have a contest to see who is stronger," said the wind. "I'll start," he said. "Look **how** strong I am. I will make that man take off his **coat**."



The wind **huffed** and **puffed** and blew so hard that the trees bent over. But the man just pulled his **coat** tight and said, "I am so cold."

The sun came out from behind a cloud. She smiled and everything became warmer. "Oh," said the man. "It's much warmer **now**." The sun shone brighter and brighter.

Date: \_\_\_\_\_

"Wow!" said the man. "I'm so hot, let me take off my coat."

The sun smiled again and said, "I am the winner!"



### Sight words

of  
off  
should  
over



### Let's write

Answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Who are the main characters in the story?

What did the man do when the wind blew?

What did the man do when the sun shone?

Who would win if the rain joined the contest? Why?



### Word work

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



town	blew	would	huff	coat
now	new	should	bluff	goat
wow	flew	could	puff	road

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

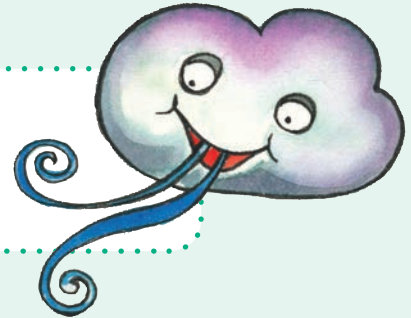


# The big contest



## Let's do

Make up a role play with your friends to show who is the strongest. This time have the **sun**, the **moon**, the **wind** and the **rain**. Remember to have a person with a coat.



## Let's write

Circle the verbs. They are **action words**.

## Verbs

run	swim	think	sneeze	clock
tooth	drive	write	read	take
kick	ball	play	walk	grass
boy	shine	shoe	book	go



## Let's write

Write a sentence about each of these pictures.



1.

2.

3.

4.

Date: \_\_\_\_\_

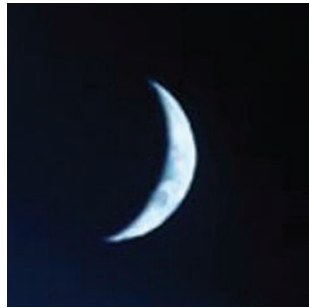


Fun

Read about the moon and the sun, and tell your friend what you see.

## The sun and the moon

The moon looks different as it travels around the earth. This is because as it travels the sun lights up different parts of the moon. We use these names for the way the moon looks at different times.

full moon	half moon	crescent moon	new moon
			



Let's write

Answer the question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

What kind of moon do you see tonight?

Look at the moon on 4 Mondays in this month. Draw its shape each time.

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TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_

# Bongi rides around



Let's speak

Look at the picture and talk about what you see.



Let's read



## The new bike

Bongi's brother Thabo got a new bike for his **tenth** birthday. It was a **bright** and **shiny** red bike. Bongi **wished** she had such a nice bike. One Saturday Bongi asked Thabo if she could borrow the bike.

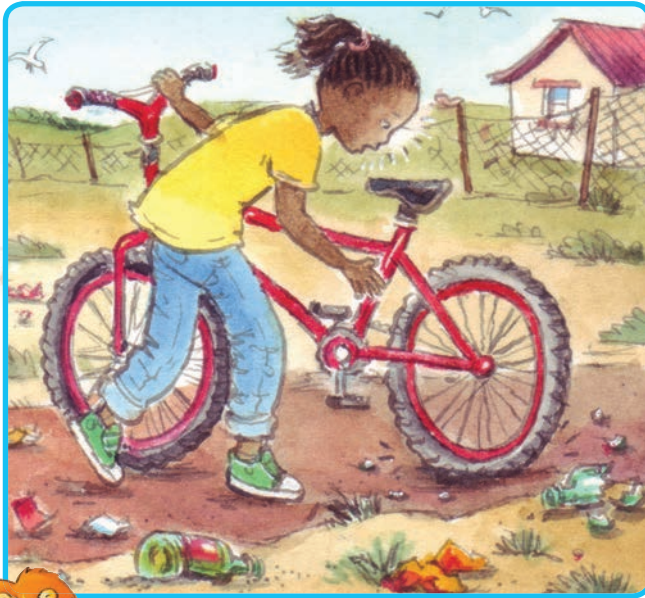
She wanted to go for a ride with Ann. Thabo said she should take good care of his bike.

Bongi and Ann rode through the green bushes, under the tall trees, past the deep river and over the wooden bridge. The countryside was **beautiful** and green.

After they crossed the bridge they saw a lot of litter and broken bottles. Suddenly it became harder and harder for Bongi to pedal. She looked down and saw that the back **tyre** was flat.







There were lots of broken bottles and glass on the ground.

Poor Bongi had to push the bike home and ask Thabo to help her fix the puncture.



Let's write

Answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Whose bike did Bongi ride?

---

What punctured the tyre?

---

How did she take the bike back home?

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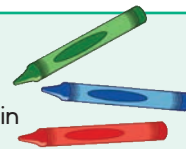
What do you think of people who litter?

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Word work

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



cry	bright	beautiful	puncture
sky	right	wonderful	picture
dry	night	joyful	mixture

Sight words

wish  
through  
under  
over

# Bongi's bike ride



Let's do

Do a role play of Bongi asking Thabo for the bike. Show Bongi and Ann riding along. Then show how Bongi has to carry the bike back and tell Thabo that the back wheel has a puncture. Show how Thabo reacts when he sees his bike.



Let's write

We have underlined a **noun** (or **naming word**) in each sentence below. Now circle the adjective that describes the noun.

It was a bright, shiny, red bike.

Bongi rode through the green bushes.

She rode past the tall trees.

She went over the wooden bridge.

She saw the flat tyre.

She rode over a broken bottle.

**Nouns and adjectives**

Nouns are names of people or things.  
Adjectives tell us what the people or things are like.



Let's write

Rewrite these sentences, starting with **Yesterday**. Use these words to help you.

rode

looked

saw

took

He rides his bike.

Yesterday

I see the broken glass.

Yesterday

She takes his bike.

Yesterday

She looks at the flat tyre.

Yesterday



Date: \_\_\_\_\_

# Apostrophe



Let's write

Add the **apostrophe (')** to show who these things belong to.

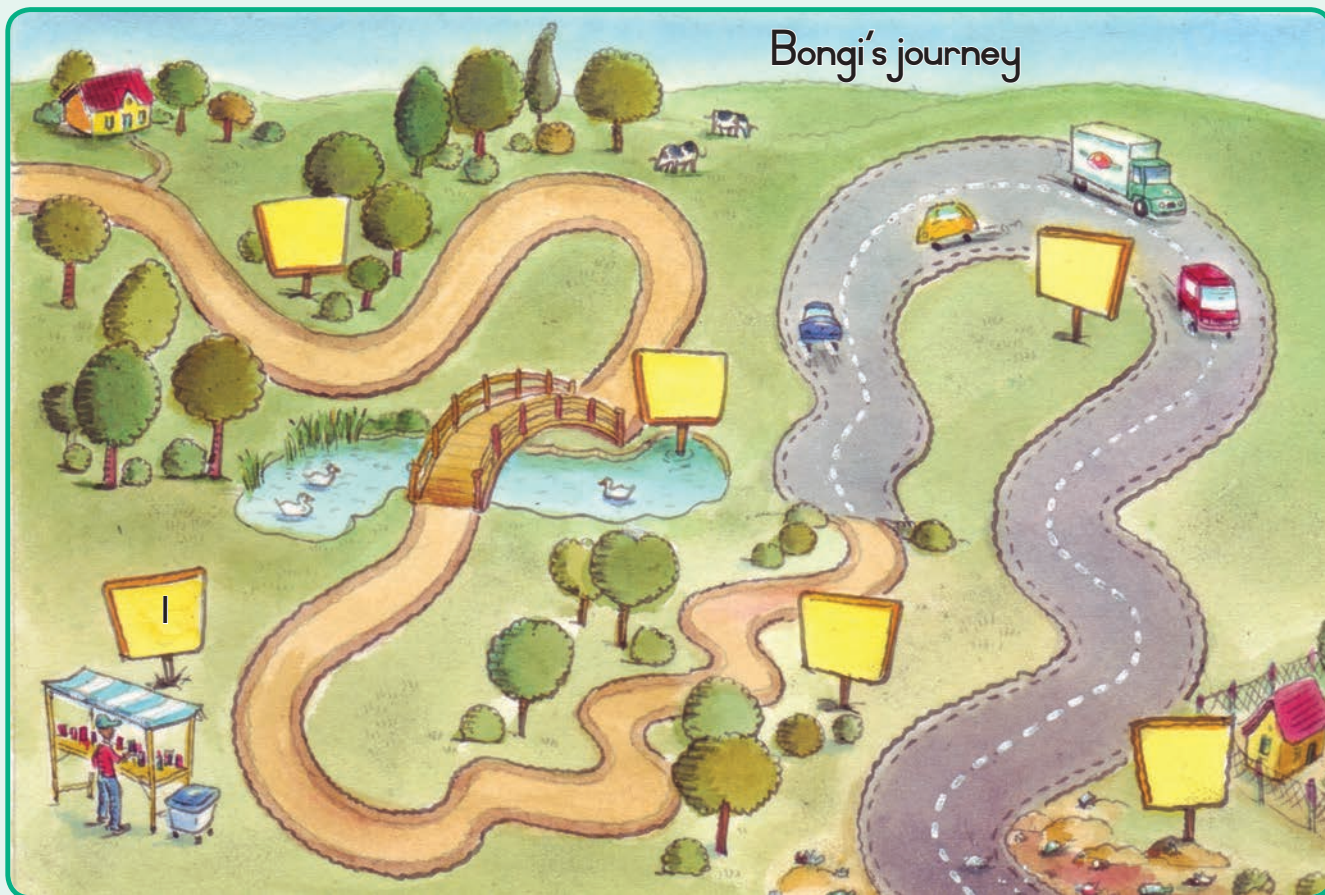
Thabo s bike	Jim s book	Ann  s mother
Bongi s dog	The teacher s apple	Jabu s pen
The lion s tail	Sam s shoe	Father s car 



Fun

Read what Bongi and Ann said when they rode past the different places on the map. Look carefully at the map and work out what they would have said at each flag. Then write the number on the flag.

- |   |   |
|---|---|
| 1 | Let's just stop to buy a cool drink.          |
| 2 | Look how beautiful and green everything is.   |
| 3 | This road twists and turns.                   |
| 4 | Sis! Look at all the litter and broken glass. |
| 5 | I hope this bridge doesn't fall down.         |
| 6 | I will have to ride carefully in the traffic. |



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 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Bongi cleans up the litter



Let's speak

Look at the picture and talk about what you see.



Let's read

## The big clean up

Bongi and Ann told their teacher about the litter at the river. Their teacher said they should invite other children to help clean the park. They put up a poster at school. About 24 children came to help clean up the litter. They removed all the broken bottles, cans and bits of paper.



Let's speak

Look at the poster that Bongi and Ann made.



Date: \_\_\_\_\_



### Word work

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



untidy	places	parks	remove
unfit	faces	hats	return
unlike	races	girls	refuse



### Let's write

Answer these questions. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Who helped Bongi make the poster?

What did the 2 girls decide to do?

Do you think it was a good idea for them to clean up the litter? Why?

What time will the clean up end? How will they get home?



### Let's write

Circle the words that describe the children.

## Adjectives

The little girl picked up the cans.

The big boy helped to clean up the park.

The beautiful girl wanted to help.

The funny boy told us a joke.

The silly boys wanted to hide the dustbin.



# The big clean-up



Let's speak

What could your class do to clean up your school? Talk about what parts of the school are dirty. Say how you could organise a clean up at your school.



Let's write

Write a paragraph of 10 sentences about your school. Say what areas need to be cleaned.

Blank writing area with 10 horizontal lines for a paragraph.



Let's write

Fill in the missing adjectives. Use these words to help you.



brightly

sharp

green

Bongi rode through the \_\_\_\_\_ bushes.

The sun was shining \_\_\_\_\_.

She hit a \_\_\_\_\_ rock.



Date:



Let's write

Add the **apostrophe (')** after the noun to show that these things belong to more than one person.

the girls <b>0</b> books	my sisters _ books	the teachers _ meeting
the boys _ dogs	the teachers _ cars	the nurses _ uniforms
the animals _ tails	my brothers _ toys	the babies _ bottles



Fun

Now make a poster inviting children to come and help clean up the school.



Teacher:  
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TEACHER: Sign

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# Deep sea diving



Let's speak

Sam's grandfather likes to tell a story about how a dolphin saved his life. Look at all the pictures and say what you think the story is about.

Let's read



## Dolphin rescue

When they were young, Grandad Sam and his friend Zakes used to dive deep into the sea.

There was an old ship under the sea. There were **beautiful** gold and silver jewels on the ship.

When Grandad Sam went under the sea he wore a special swimming costume called a wet suit to protect his body. He also used an air tank so that he could breathe under water.

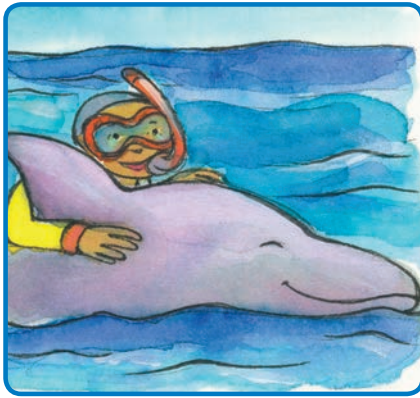
One day Grandad Sam wanted to go down to the ship, but Zakes said, "No, let's not go down today. There's a big storm coming."

"But I saw a thick gold chain. I want to get it. We'll get a lot of money for it," Grandad Sam said.

"The storm will be here in 15 minutes. It's not safe," Zakes said. But Grandad Sam went down under the sea while Zakes waited on the boat for him.

Grandad Sam found the chain but he could not get it loose. He pulled and dug with his fingers, and then it came loose. By then Grandad Sam's air tank was nearly empty, so he came up with the gold chain. But Zakes was gone, and there was a very big storm.





Grandad Sam held the chain tightly and tried to swim but the waves were huge. He thought he was going to drown. The gold chain was heavy and his arms were getting tired. He dropped the chain.

"Help, please someone help me!" he shouted, but there was no one to hear.

Then he heard the **sweetest** sound. It was the sound of a dolphin. The dolphin swam right up to Grandad Sam, and he managed to grab the dolphin's fin. The dolphin brought Grandad Sam back to the beach.

When Grandad Sam was safe, the dolphin swam away and was gone.

"Thank you for saving my life,"

Grandad Sam called out **gratefully**.



Let's write

Answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.

Who are the main characters in the story?

Why did Grandad Sam want to dive under the sea?

Why didn't Zakes wait for Grandad Sam?

How did Grandad Sam get back to the beach?

Sight words

please  
thank you  
found  
through



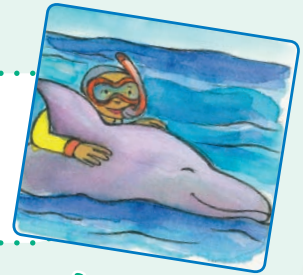


# Under the sea



## Let's do

Role play the story about Grandad Sam and the dolphin. Who will be Grandad Sam and who will be Zakes? Who will be the dolphin that saves Grandad Sam's life?



## Word work

Read the words and listen to the sounds.

Then use 5 words to write sentences of your own in your exercise book.

## Adjectives



beautiful	playful	helpful	sweetest
powerful	grateful	joyful	tallest
painful	thankful	wonderful	hardest



## Let's write

Imagine you are Grandad Sam. Write about what happened to you. We have started the story.



Zakes told me not to dive today but I wanted to get the gold chain. I knew there was going to be a storm but I went down. When I came up with the gold chain...

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Now imagine you are the dolphin. Write about what you saw and what you did. We have started the dolphin's story.

I was swimming down to the rocks because I saw a big storm was coming. Suddenly I saw a man with a gold chain. He was screaming for help.

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Date: \_\_\_\_\_



Fun

Talk to your friend about the different things that divers need when they are under water. Say why they need all these things.

Snorkel

Mask

Snorkel for breathing

Mask

Helps you see underwater

Air tank

Weight belt

Air tank to give you air under the water

Wet suit

Weight belt to make you heavier so that you stay under the water

Wet suit to keep your body warm

Fins

Fins to help you swim faster



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Date \_\_\_\_\_



Let's speak

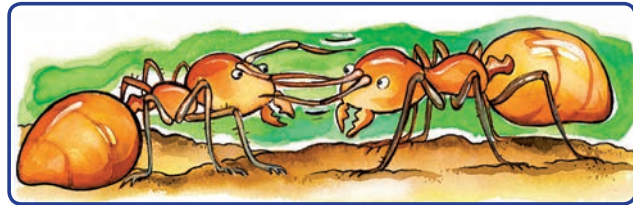
Look at the picture and talk about what you see.

Let's read



### Ants at work

Did you know that ants live **together** in nests? Did you know that ants share food with each other?



If you follow an ant trail you will find some food on the one end. At the other end you will find a nest.

### Follow an ant trail

When an ant finds some food it makes a trail for others to follow. They all follow the same trail to the food. Ants like sweet food like jam or sugar. They also eat any food we leave lying **around** at home. You will then see them **crowding** around the food.

### Try an experiment

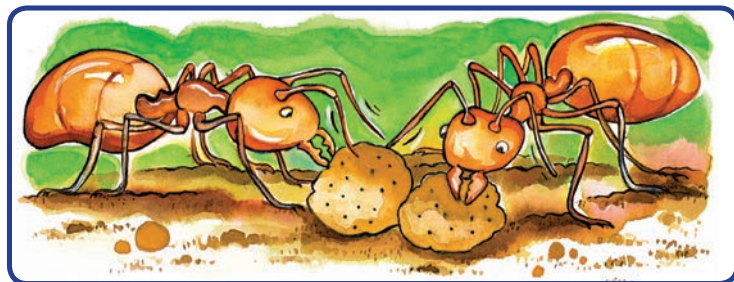
Put a sheet of paper with some food on it near an ants' nest. Wait for some ants to find the food. You will see more and more ants **following** the same trail. Then move the food. Do the ants **follow** it?

What happens if you move the food?

After you have moved the food the ants still follow the old trail. It takes a while **before** they make a new trail.

### Why?

When an ant finds some food, it leaves a special **scent** to show the trail. Other ants from the nest smell the **scent** and they follow it.





Date: \_\_\_\_\_



Let's write

Read the information about ants and then answer each question.



What is this story about?

- A It gives information about ant trails.
- B It tells you how to get rid of ants.
- C It tells you where to find ants.

Why do you need to put some food near to the ants' nest?

- |                             |                                  |
|-----------------------------|----------------------------------|
| A To confuse the ants.      | C So the ants will make a trail. |
| B To block the ants' trail. | D To kill the ants.              |

Once an ant finds some food, how will it tell other ants how to find the food?

- |   |   |
|---|---|
| A They watch and then follow the ant.       | C They smell the food on the paper.           |
| B They run around until they find the food. | D They smell the scent left by the first ant. |

Do you think that ants care about each other? Why do you say this?



Let's write

Read the words and listen to the sounds.

Now break these words into smaller parts.

### The silent C

scent	scene	science
-------	-------	---------

together	follow	running
to/ge/ther		
experiment	information	crowding
around	before	following

### Sight words

together  
where  
before

# More about ants



Let's speak

Look at the picture of an ant trail.  
Then tell your friend what you see in the picture.



Let's write

Rewrite each of these sentences  
starting with **Yesterday**.

followed

ate

saw

The ants follow the trail.

Yesterday the ants

He sees the ants crowding around the food.

Yesterday he

The ants eat sweet food.

Yesterday



Let's write

Circle the correct word.

Concord

The ants **want/wants** to collect food.

The horse **want/wants** water.

Bongi **go/goes** for a ride.

It **is/are** a hot day.

We **was/were** looking at the ants.

You **are/is** late again.

They **want/wants** to eat.

The ants **is/are** looking for food.

Date: \_\_\_\_\_



Let's write

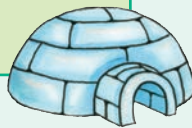
Fill in **a** or **an**.

We use **an** before any word that starts with **a e i o** or **u**.



an	apple
	egg
	ice cream
	butterfly

	crayon
	toy
	orange
	igloo



	diver
	mouse
	umbrella
	elephant



Fun

Ants tell one another where to find food by leaving their scent on the trail to the food. They do this because they can't talk. We can also tell our friends something without talking. We use our faces and eyes to do this.

What do they say?	I am <b>angry</b> .	I am <b>happy</b> .	I am <b>sad</b> .	I am <b>surprised</b> .
Eyes				
Mouth				
Eyebrows				
Face				
Now draw your own faces.				



Teacher: \_\_\_\_\_  
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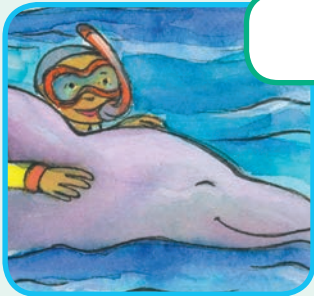
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Let's speak

Look at the pictures of the stories we have read.

The big  
lion and the tiny  
mouseThe sun  
and  
the wind

Dolphin rescue



Ants at work

The hare and  
the tortoiseBongi  
cleans up the  
litter

Let's read



Think about the stories that you have read in this book. What kind of story do you like most?

Think about why you liked some of the stories in this book more than others. Number them, starting with 1 for the story you liked most and going up to 6 for the story you liked least.

Did you like **The big lion and the tiny mouse**, or **The sun and the wind**?

Or **The hare and the tortoise**? You probably prefer reading for pleasure.

Did you choose **Dolphin rescue** or **Bongi cleans up** or **Ants at work**?

You probably prefer reading for information.

Date: \_\_\_\_\_



Let's write

Answer each question. The first word of the answer must start with a **capital letter**. Remember to end with a **full stop**.



What story did you like most?

What did you like about this story?

What story did you like least?

Why did you not like this story?

Do you prefer reading for information or for pleasure?



Word work

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

together	favourite	pleasure
to/ge/ther		
story	information	reading
stories	number	dolphin



Sight words

first  
second  
third  
fourth

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Let's write a story



## Let's do

Talk to your friend about the story you most liked. Talk about the characters in the story. Say what you liked most about the story. Did the story give you information?

Plan to write your own story.

## Let's write



What will it be about?

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Who will your main characters be?

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What information will you give?

---



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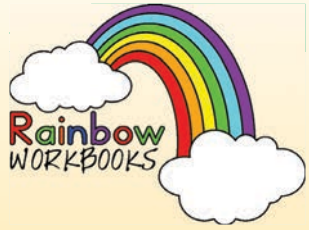
## Fun

Cut out the next pages. Fold to make a book. On the cover, write the title of the book. Put your name under the title, because you are the writer. Draw a picture on the cover. Now write your story with a beginning, a middle and an end.



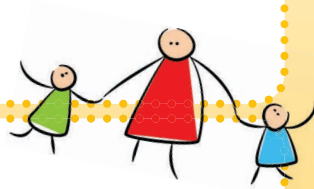


BACK COVER



ABOUT THE WRITER

Write your name



Your age

Where you live

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

STEP 4, cut on the solid line after you have stapled your book

STEP 1, fold on the dotted line



Continue with your story here.

Write the middle of your story here and on page 5.



Draw picture here.

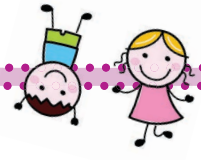
Draw picture here.



Draw picture here.



Draw picture here.



Start writing your story here and on page 3.

Four horizontal blue lines for writing.

Finish your story.

Four horizontal blue lines for writing.

Four horizontal blue lines for writing.



Continue with your story here.

Four horizontal blue lines for writing.

Write what happens at the end of your story.

Draw picture here.



Draw picture here.

# My dictionary

A  
a

Blank lined area for writing words starting with A/a.

Blank lined area for writing words starting with G/g.

G  
g

B  
b

Blank lined area for writing words starting with B/b.

Blank lined area for writing words starting with H/h.

H  
h

C  
c

Blank lined area for writing words starting with C/c.

Blank lined area for writing words starting with I/i.

I  
i

D  
d

Blank lined area for writing words starting with D/d.

Blank lined area for writing words starting with J/j.

J  
j

E  
e

Blank lined area for writing words starting with E/e.

Blank lined area for writing words starting with K/k.

K  
k

F  
f

Blank lined area for writing words starting with F/f.

Blank lined area for writing words starting with L/l.

L  
l



# My dictionary

**M**  
**m**

**S**  
**s**

**N**  
**n**

**T**  
**t**

**O**  
**o**

**U**  
**u**

**P**  
**p**

**V**  
**v**

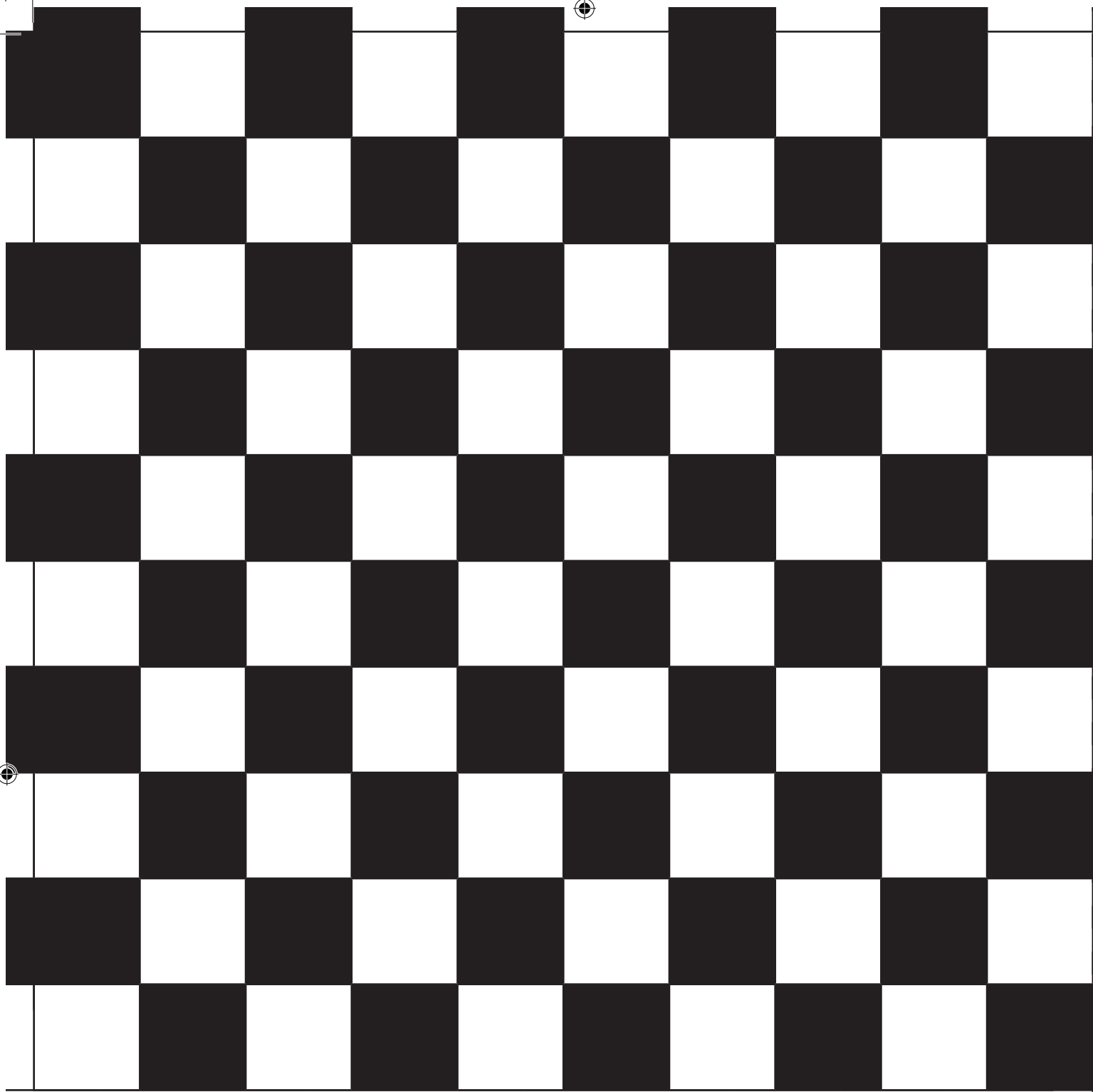
**Q**  
**q**

**W**  
**w**

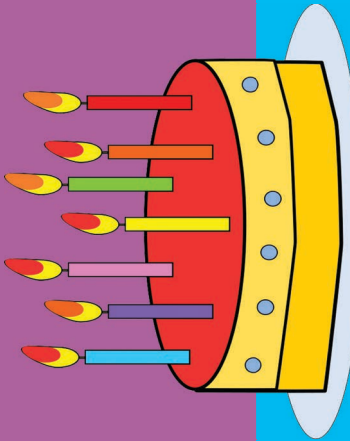
**R**  
**r**

**X-Z**  
**x-z**

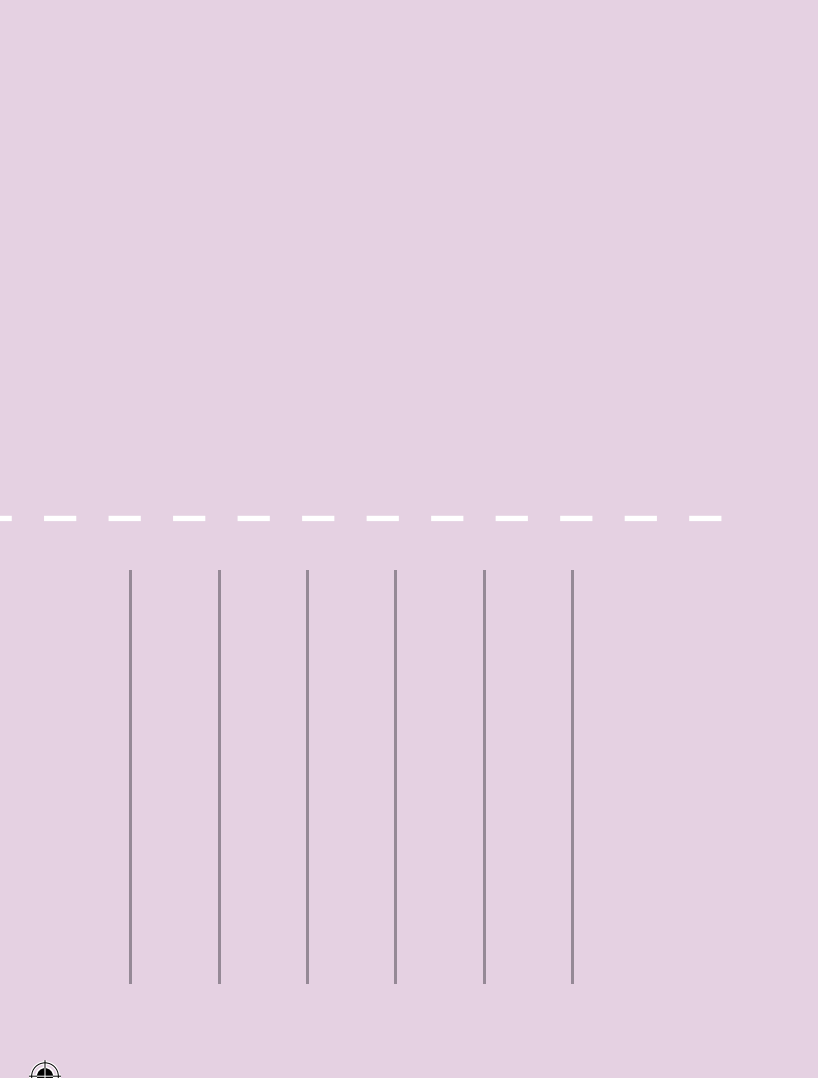
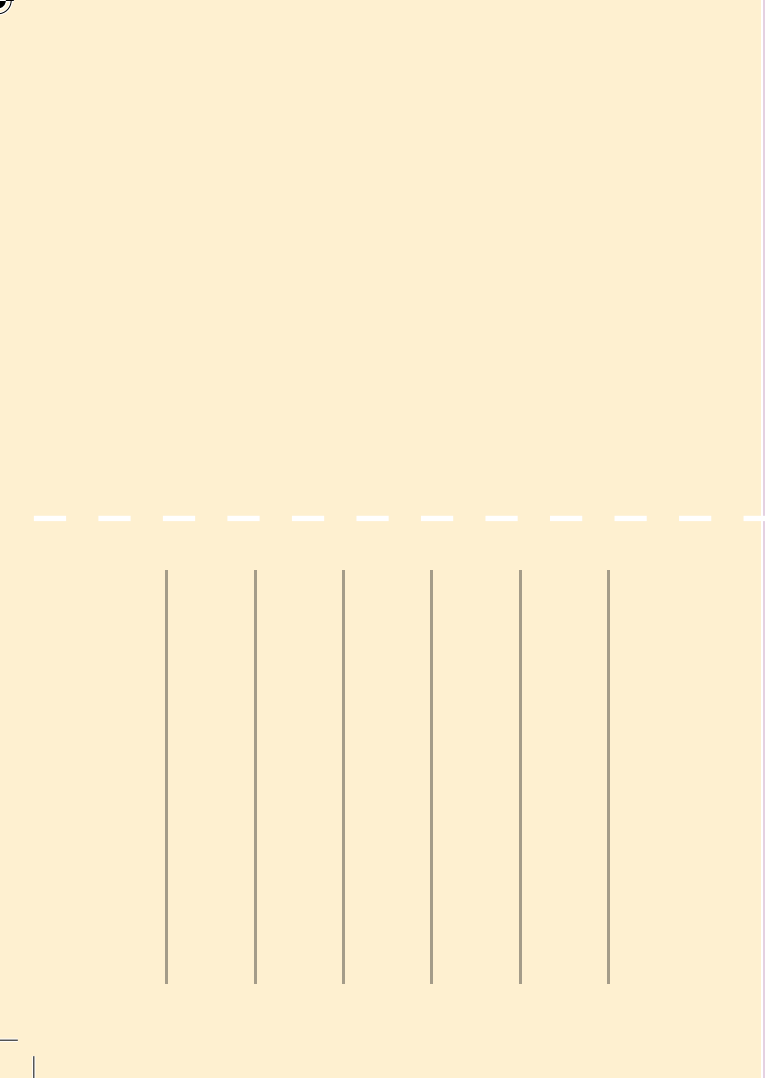
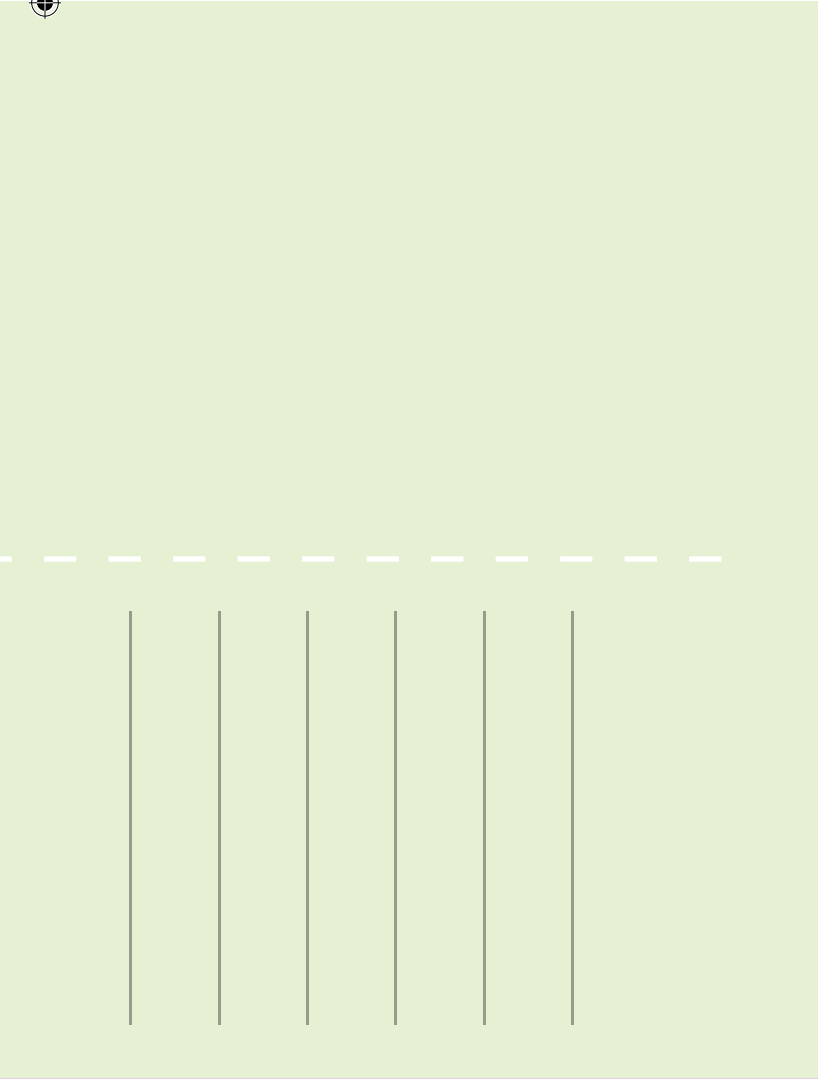
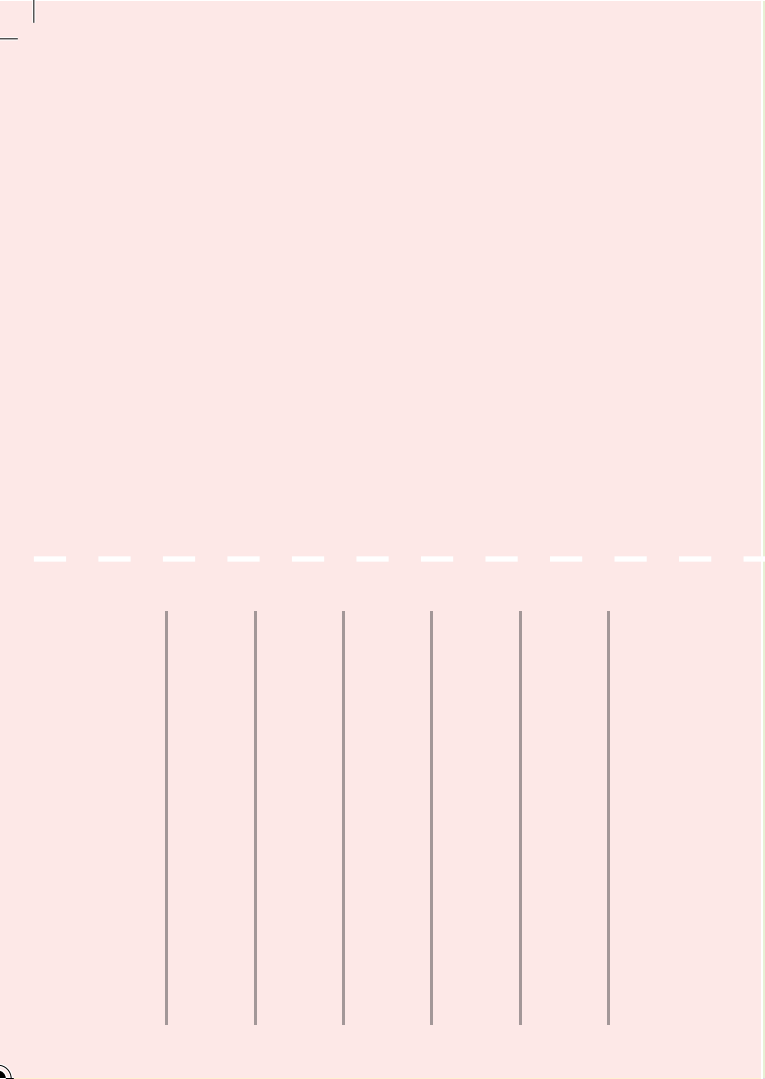
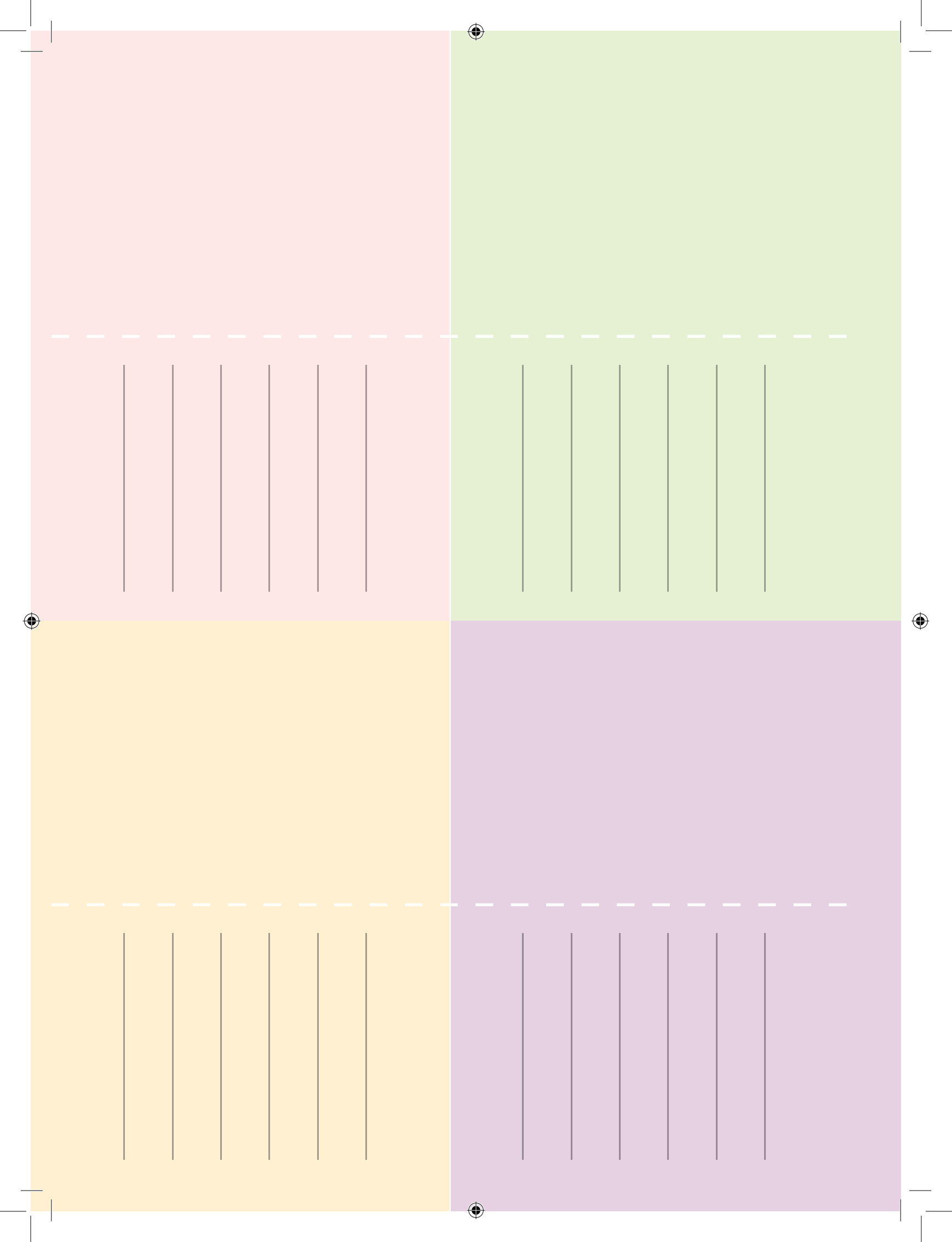






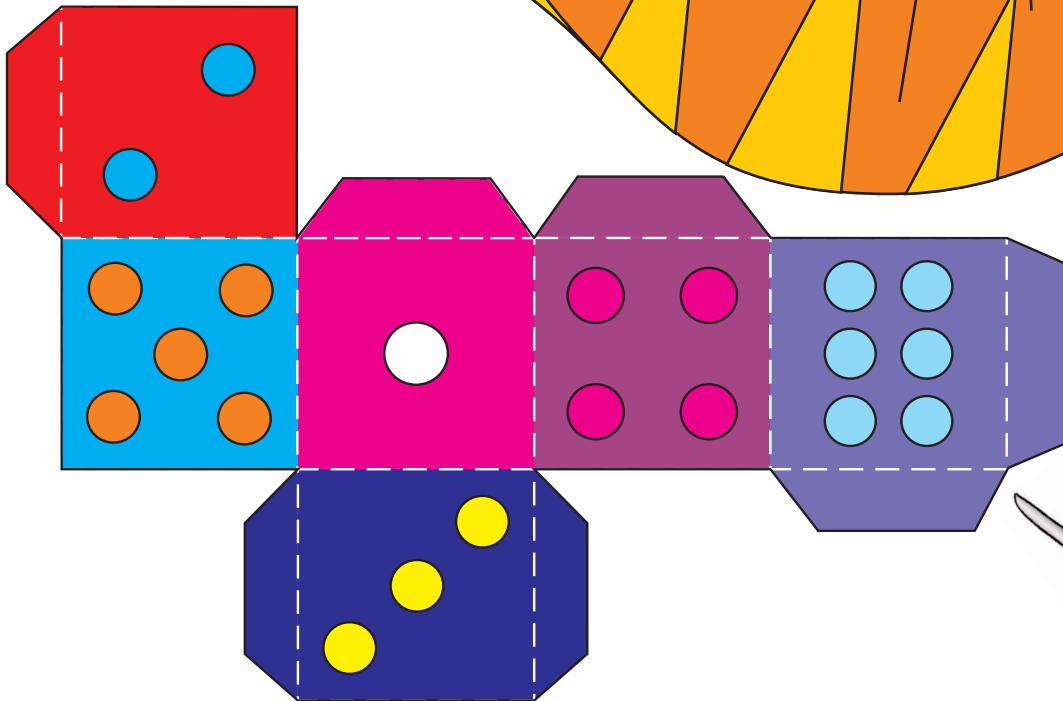
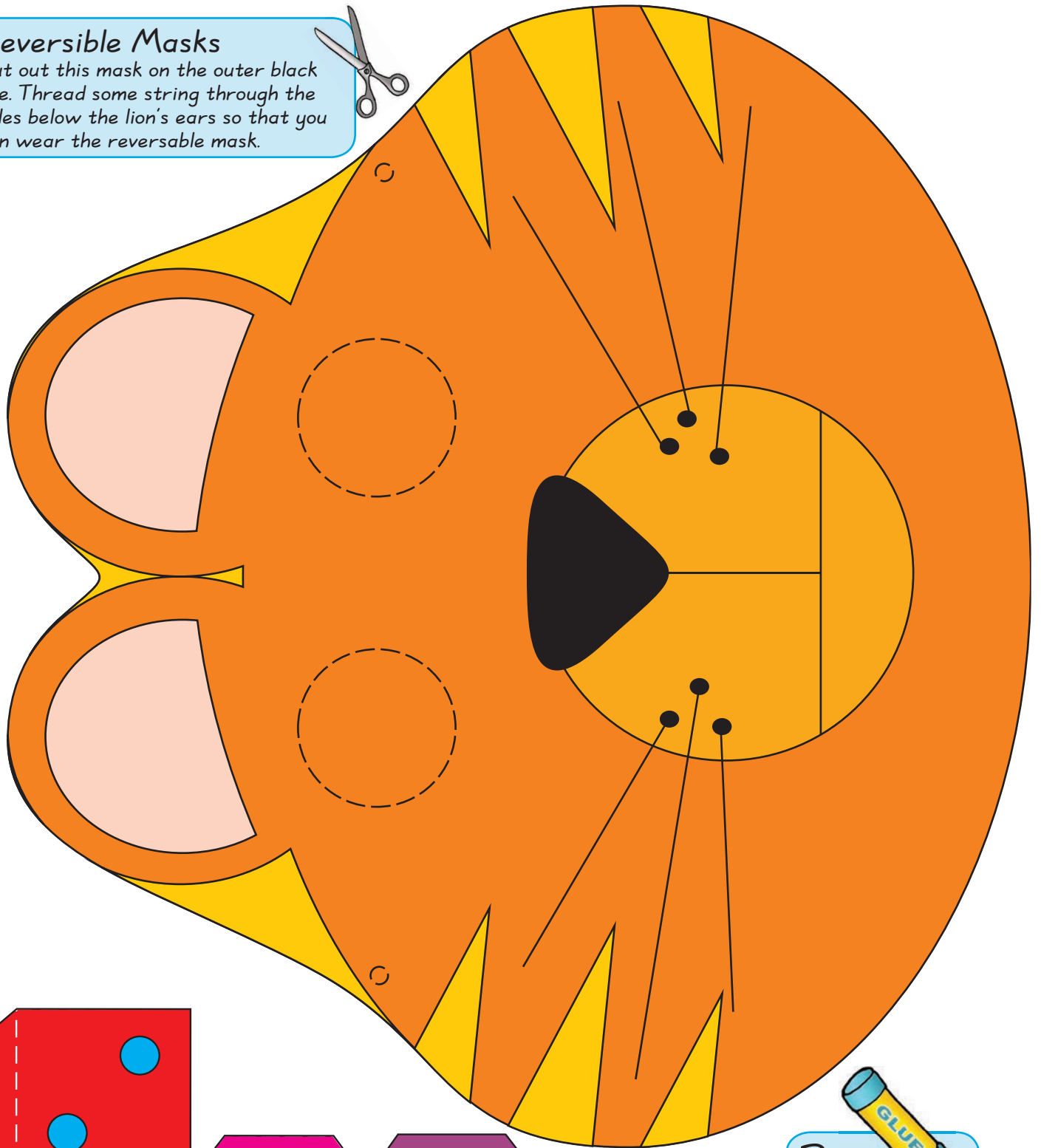






## Reversible Masks

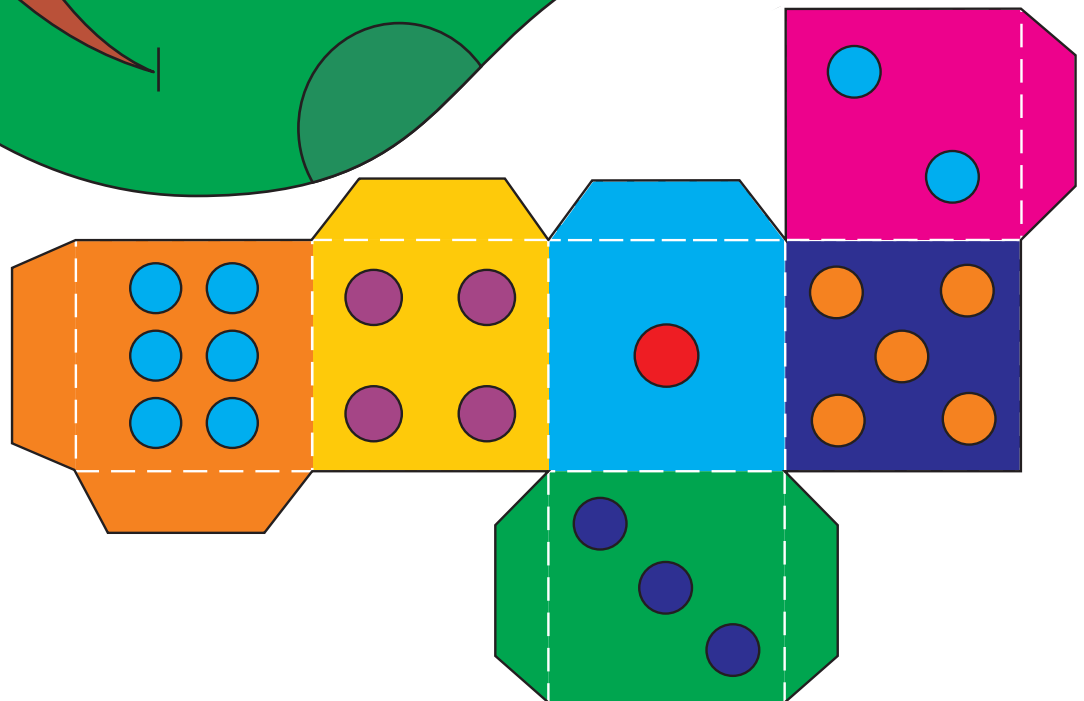
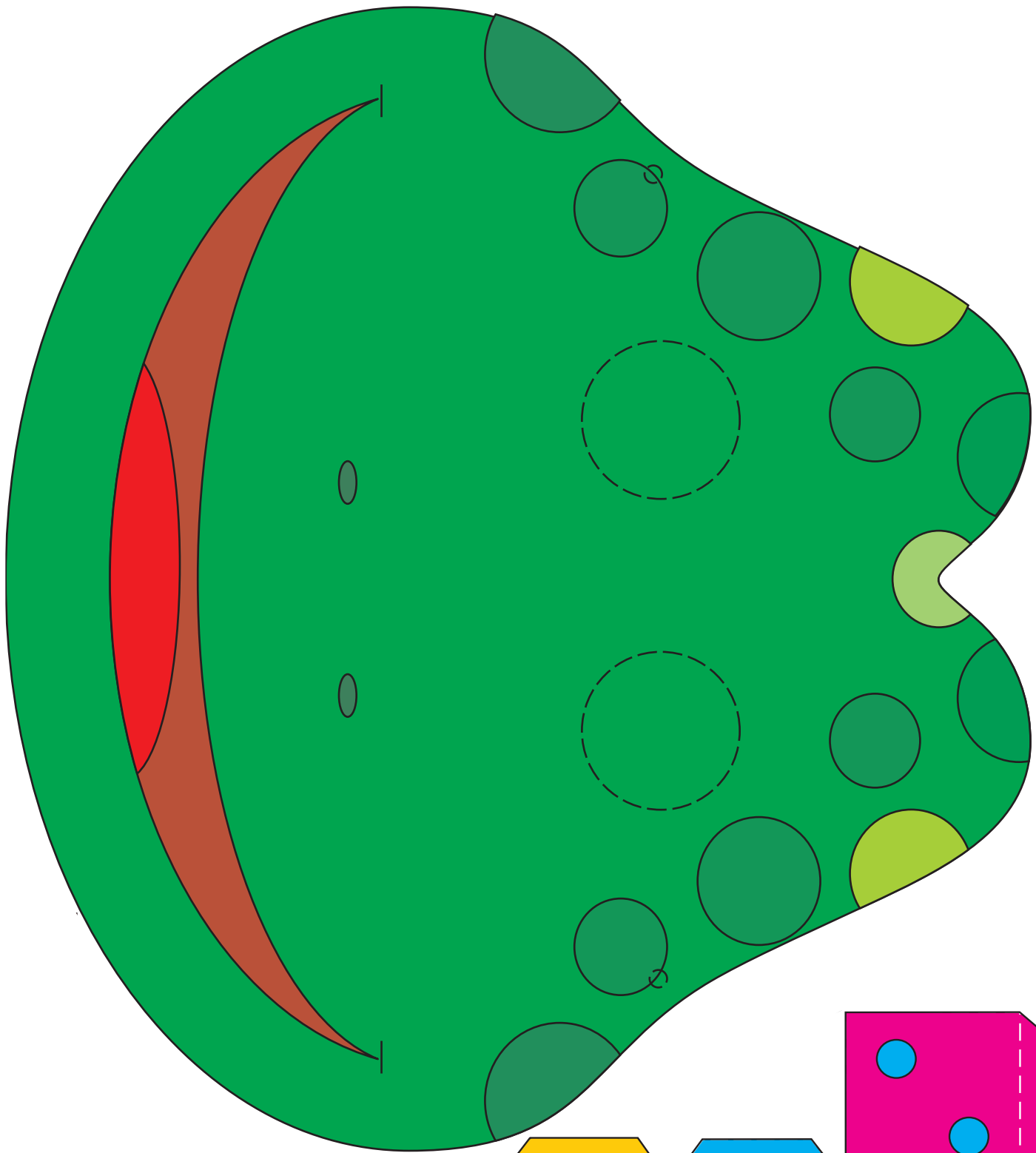
Cut out this mask on the outer black line. Thread some string through the holes below the lion's ears so that you can wear the reversible mask.

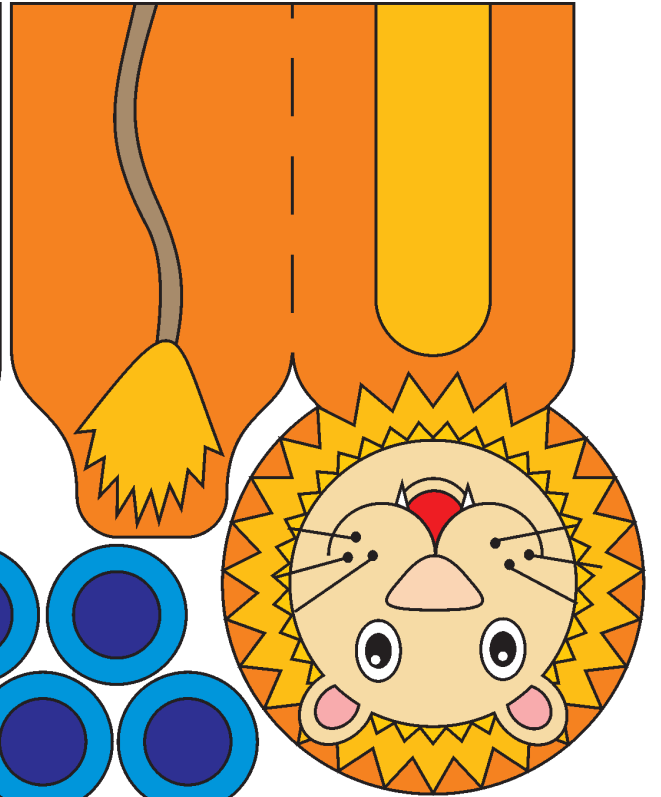
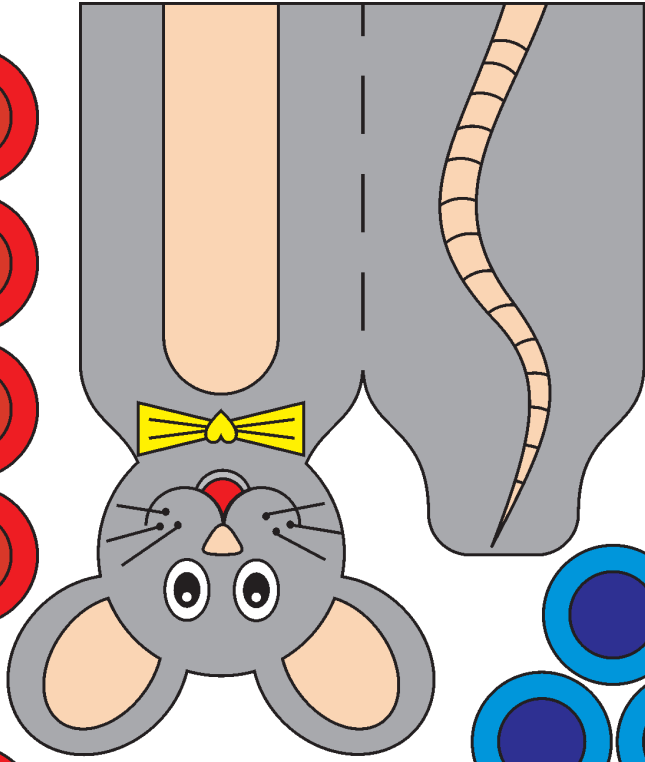
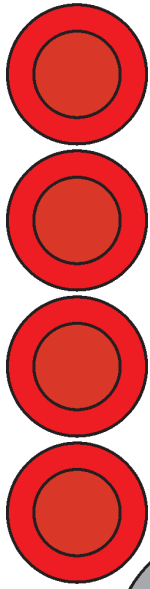


## Dice

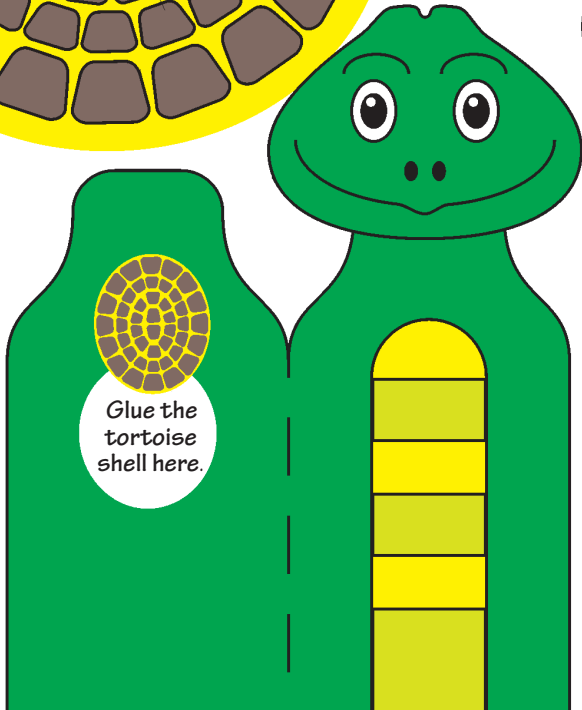
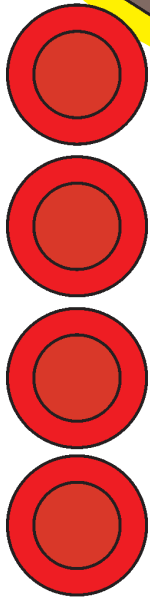
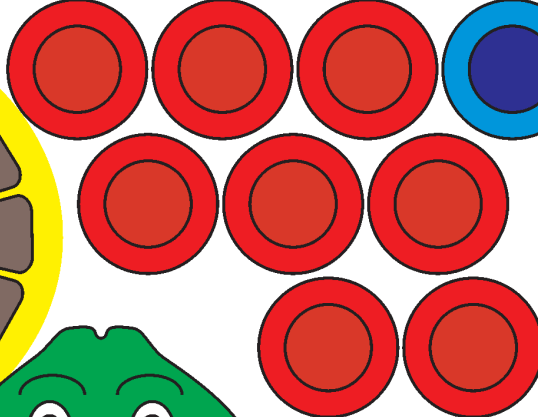
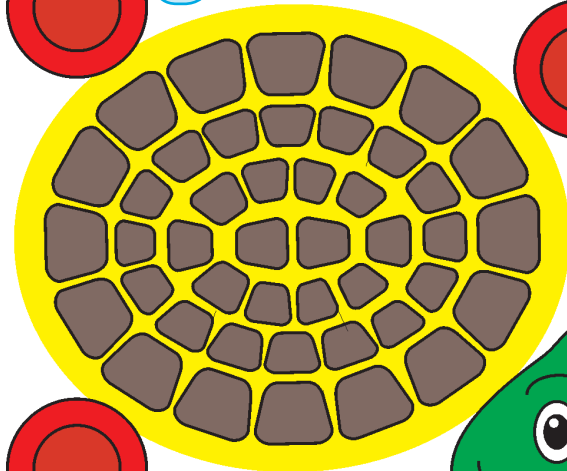
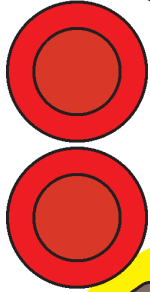
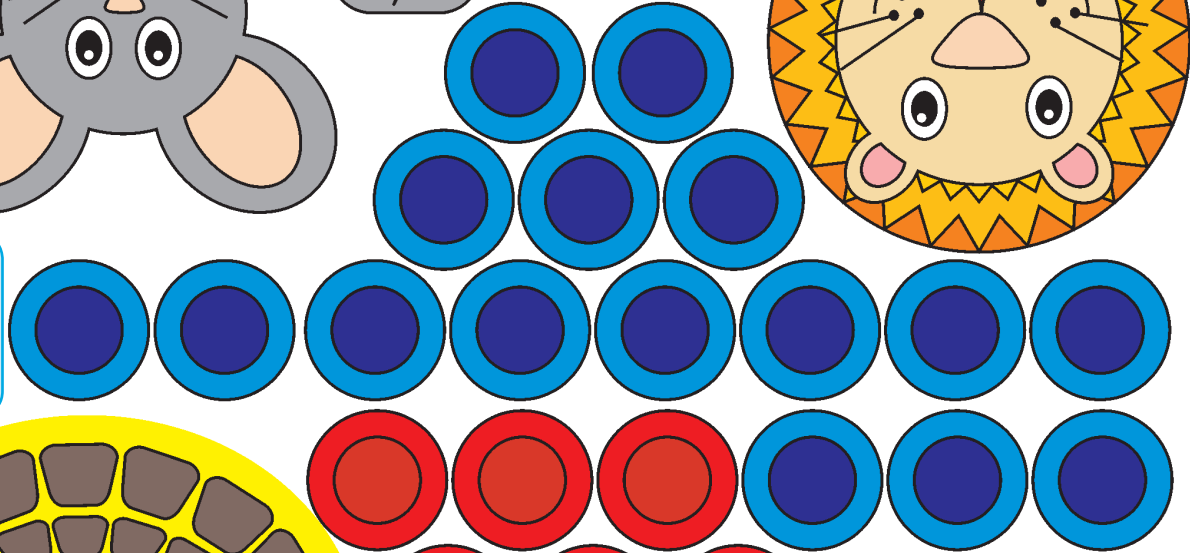
Cut out the dice on the outside black lines and fold on the white dotted lines. Glue the flaps on the inside of the dice.



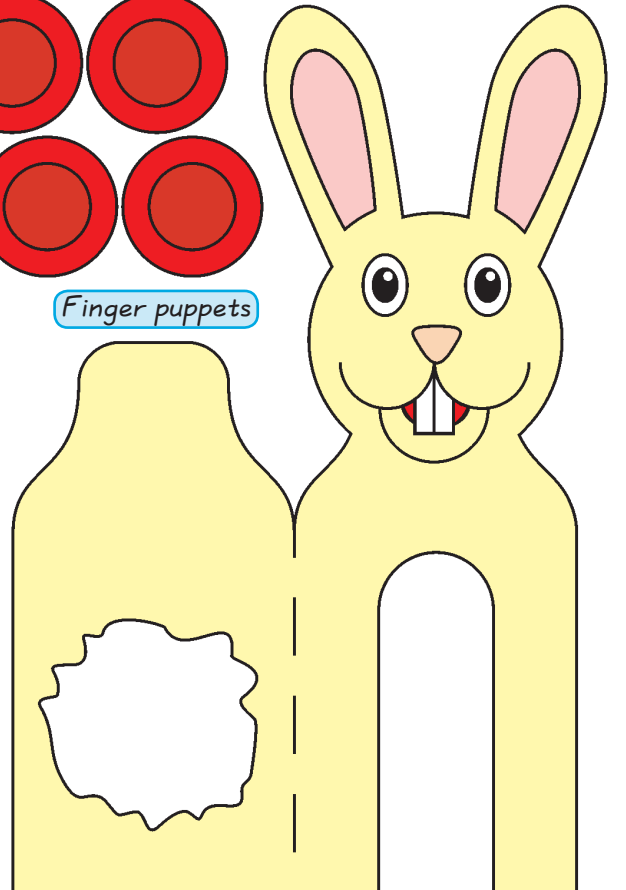




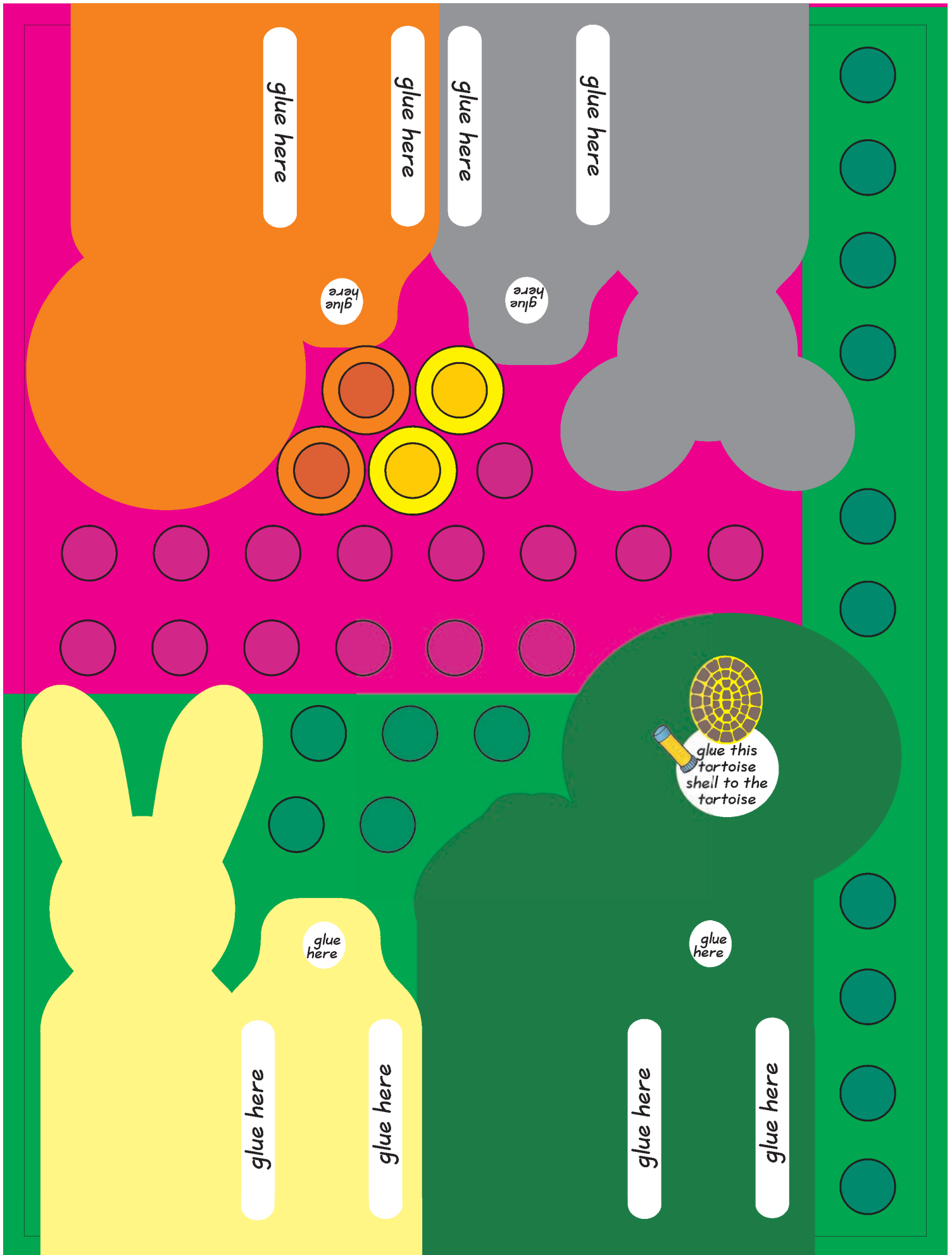
Counters for the board game.



Finger puppets







glue here

glue here

glue here

glue here

glue here

glue here

glue this tortoise shell to the tortoise

glue here

glue here

glue here

glue here

glue here

glue here