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.

Mrs Angie Motshekga,
Minister of Basic Education

Mr Enver Surty,
Deputy Minister of Basic Education
Let your fingers help you to read

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

- **Look at the picture.** See if this will help you to work out what the word is.
- **Look carefully at the word and try to see if you know any parts of the word.**
- **You can try to break up the word into different sounds.** Try to sound the word out.
- **If you still can’t work it out, you should ask a friend, an older brother or sister or your teacher for help.** Ask them to tell you what the word is and what it means.
- **Try leaving out the word and read to the end of the sentence.**
- **You should write the word in your dictionary so you don’t forget it.**

---

### RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

<table>
<thead>
<tr>
<th>Equity</th>
<th>Human dignity</th>
<th>Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treat every person equally and fairly. Do not discriminate.</td>
<td>Respect everyone. Be kind and caring.</td>
<td>All life is precious. Treat all life with respect.</td>
</tr>
<tr>
<td>Respect the beliefs and opinion of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family</th>
<th>Education</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honour and respect your parents. Be kind and loyal to your family.</td>
<td>Attend school, learn and work hard. Adhere to the school’s rules.</td>
<td>Help your family with work in your home. Children must not be forced to get a job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freedom and security</th>
<th>Property</th>
<th>Religion, belief and opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way.</td>
<td>Respect the property of others. Do not damage property and do not steal.</td>
<td>Respect the beliefs and opinion of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Safety</th>
<th>Freedom of expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a good and loyal South African citizen. Obey the laws, and ensure others do as well.</td>
<td>Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe.</td>
<td>Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.</td>
</tr>
</tbody>
</table>
Grade 3
Home Language
IN ENGLISH

This book belongs to:

Rainbow Workbooks

ENGLISH
Book 1
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, auditive 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.
<table>
<thead>
<tr>
<th>Theme 1: Back to school</th>
<th>Term 1: weeks 1–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I am back at school</td>
<td>10 Fire safety</td>
</tr>
<tr>
<td>Speaking: Use visual cues to predict what the story is about</td>
<td>Writing: Number pictures to show the correct sequence</td>
</tr>
<tr>
<td>Reading: Shared reading (narrative)</td>
<td>Writing: Write about each picture</td>
</tr>
<tr>
<td>Comprehension exercise</td>
<td>Language: Punctuate sentences</td>
</tr>
<tr>
<td>Identify key details in what was read</td>
<td>Language: Proper nouns, use nouns in sentences</td>
</tr>
<tr>
<td>Phonics: vowel sounds oo, ea, ee, ch and -ing</td>
<td>Fun: Help the firemen find their way</td>
</tr>
<tr>
<td>Writing sentences in exercise books using words from the word box</td>
<td>Language: Circle the proper nouns that should start with capital letters</td>
</tr>
<tr>
<td>Reading: Sight words</td>
<td>Writing: Make a poster</td>
</tr>
<tr>
<td>2 About my school</td>
<td>11 Library day</td>
</tr>
<tr>
<td>Speaking: Talk to your friend about what sports and games you like</td>
<td>Writing &amp; comprehension: Same as worksheet 1</td>
</tr>
<tr>
<td>Language: Alphabetical order, proper nouns</td>
<td>Phonics: Circle words with the sh-sound in the story</td>
</tr>
<tr>
<td>Writing: Use given words to write sentences in exercise book</td>
<td>Language: Join the two parts of the sentences to form complex sentences using the conjunction “because” (to show cause and effect)</td>
</tr>
<tr>
<td>Fill in information about yourself on a form</td>
<td>Phonics: sh at the beginning and end of words</td>
</tr>
<tr>
<td>Write sentences about what you like and who your friends are</td>
<td>12 Reading books</td>
</tr>
<tr>
<td>Language: Circle the proper nouns that should start with capital letters</td>
<td>Write a book review</td>
</tr>
<tr>
<td>Writing: Make a poster</td>
<td>Find rhyming words</td>
</tr>
<tr>
<td>3 Teacher has a birthday</td>
<td>13 Things we like</td>
</tr>
<tr>
<td>Reading and comprehension: Same as worksheet 1</td>
<td>Writing: Interviewing friends and filling in a table.</td>
</tr>
<tr>
<td>Language: Sorting nouns under the headings of person, place or thing</td>
<td>Write a favourite recipe</td>
</tr>
<tr>
<td>Phonics: ay, ck, -ng and the magic e</td>
<td>Language: Joining sentences – subject and predicate.</td>
</tr>
<tr>
<td>4 My secret birthday wish</td>
<td>14 Who likes what?</td>
</tr>
<tr>
<td>Writing: Make a birthday card for someone special</td>
<td>Writing: Interviewing friends and filling in a table.</td>
</tr>
<tr>
<td>Reading: Read Piet’s diary and talk to your friend about Piet’s secret birthday wish</td>
<td>Write a favourite recipe</td>
</tr>
<tr>
<td>Writing: Write your birthday wish as a diary entry</td>
<td>Language: Joining sentences – subject and predicate.</td>
</tr>
<tr>
<td>Fun: Fill in the names of your friends in the month in which they have their birthdays</td>
<td>Role play the story about the goat coming to school</td>
</tr>
<tr>
<td>5 Sports day</td>
<td>Phonics: oa, ch, ss</td>
</tr>
<tr>
<td>Speaking: Use visual cues to predict what the story is about</td>
<td>15 A strange visitor at our school</td>
</tr>
<tr>
<td>Shared reading: (Narrative)</td>
<td>Role play the story about the goat coming to school</td>
</tr>
<tr>
<td>Phonics: ou, sh, ck, wh and magic e</td>
<td>Phonics: oa, ch, ss</td>
</tr>
<tr>
<td>Language: Break up words into syllables</td>
<td>Writing: Number pictures in the correct order of the story; Write a sentence for each picture</td>
</tr>
<tr>
<td>Writing: Use given words to write sentences</td>
<td>Write a story book using the cut-out template. The story must have a beginning, a middle and an end</td>
</tr>
<tr>
<td>Comprehension: List the jobs mentioned in the story</td>
<td>16 The school goat</td>
</tr>
<tr>
<td>6 Fun day at school</td>
<td>Writing: Make a birthday card for someone special</td>
</tr>
<tr>
<td>Speaking: Ask your friends about their favourite sports; Fill these into the table</td>
<td>Reading books</td>
</tr>
<tr>
<td>Language: Alphabetical order</td>
<td>Find rhyming words</td>
</tr>
<tr>
<td>Phonics: -ing, ai, or</td>
<td>Phonics: word readers</td>
</tr>
<tr>
<td>Language: Compound words</td>
<td>Language: Joining sentences – subject and predicate.</td>
</tr>
<tr>
<td>Writing: Make a poster to advertise Sports Day</td>
<td>Role play the story about the goat coming to school</td>
</tr>
<tr>
<td>7 Sports day is washed away</td>
<td>Phonics: oa, ch, ss</td>
</tr>
<tr>
<td>Reading: Same as worksheet 1</td>
<td>17 Reading books</td>
</tr>
<tr>
<td>Contractions</td>
<td>Writing books</td>
</tr>
<tr>
<td>Phonics: -ing, ai, or</td>
<td>Phonics: sh at the beginning</td>
</tr>
<tr>
<td>8 After sports day</td>
<td>Language: Write sentences in direct speech</td>
</tr>
<tr>
<td>Speaking: Make up a role play of what happened at the Sports Day</td>
<td>Use a mind map for planning</td>
</tr>
<tr>
<td>Language: Write sentences in direct speech</td>
<td>18 The school goat</td>
</tr>
<tr>
<td>Use a mind map for planning</td>
<td>Writing: Number pictures in the correct order of the story; Write a sentence for each picture</td>
</tr>
<tr>
<td>9 The school shed is on fire</td>
<td>Write a story book using the cut-out template. The story must have a beginning, a middle and an end</td>
</tr>
<tr>
<td>Shared reading: Same as worksheet 1</td>
<td>19 Reading books</td>
</tr>
<tr>
<td>Language: Concord and pronouns (circle the words that refer to more than one person)</td>
<td>Write a book review</td>
</tr>
<tr>
<td>Phonics: -ight, th, wh, lt</td>
<td>Find rhyming words</td>
</tr>
<tr>
<td>10 Fire safety</td>
<td>20 Library day</td>
</tr>
<tr>
<td>Writing: Number pictures to show the correct sequence</td>
<td>Reading books</td>
</tr>
<tr>
<td>Writing: Write about each picture</td>
<td>Find rhyming words</td>
</tr>
<tr>
<td>Language: Punctuate sentences</td>
<td>21 Reading books</td>
</tr>
<tr>
<td>Language: Proper nouns, use nouns in sentences</td>
<td>Writing books</td>
</tr>
<tr>
<td>Fun: Help the firemen find their way</td>
<td>22 Library day</td>
</tr>
<tr>
<td>11 Library day</td>
<td>Reading books</td>
</tr>
<tr>
<td>Reading &amp; comprehension: Same as worksheet 1</td>
<td>Writing books</td>
</tr>
<tr>
<td>Phonics: Circle words with the sh-sound in the story</td>
<td>Phonics: sh at the beginning and end of words</td>
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<tr>
<td>Language: Join the two parts of the sentences to form complex sentences using the conjunction “because” (to show cause and effect)</td>
<td>phonics: sh at the beginning</td>
</tr>
<tr>
<td>Phonics: sh at the beginning and end of words</td>
<td>phonics: sh at the beginning</td>
</tr>
<tr>
<td>12 Reading books</td>
<td>23 Reading books</td>
</tr>
<tr>
<td>Write a book review</td>
<td>Writing books</td>
</tr>
<tr>
<td>Find rhyming words</td>
<td>Phonics: sh at the beginning</td>
</tr>
<tr>
<td>13 Things we like</td>
<td>24 Reading books</td>
</tr>
<tr>
<td>Writing: Interviewing friends and filling in a table.</td>
<td>Writing books</td>
</tr>
<tr>
<td>Write a favourite recipe</td>
<td>Phonics: sh at the beginning</td>
</tr>
<tr>
<td>Language: Joining sentences – subject and predicate.</td>
<td>25 Reading books</td>
</tr>
<tr>
<td>14 Who likes what?</td>
<td>Writing books</td>
</tr>
<tr>
<td>Writing: Interviewing friends and filling in a table.</td>
<td>Phonics: sh at the beginning</td>
</tr>
<tr>
<td>Write a favourite recipe</td>
<td>Language: Joining sentences – subject and predicate.</td>
</tr>
<tr>
<td>Language: Joining sentences – subject and predicate.</td>
<td>26 Reading books</td>
</tr>
<tr>
<td>Role play the story about the goat coming to school</td>
<td>Writing books</td>
</tr>
<tr>
<td>Phonics: oa, ch, ss</td>
<td>phonics: sh at the beginning</td>
</tr>
<tr>
<td>15 A strange visitor at our school</td>
<td>27 Reading books</td>
</tr>
<tr>
<td>Role play the story about the goat coming to school</td>
<td>Writing books</td>
</tr>
<tr>
<td>Phonics: oa, ch, ss</td>
<td>Phonics: sh at the beginning</td>
</tr>
<tr>
<td>16 The school goat</td>
<td>28 Reading books</td>
</tr>
<tr>
<td>Writing: Number pictures in the correct order of the story; Write a sentence for each picture</td>
<td>Writing books</td>
</tr>
<tr>
<td>Write a story book using the cut-out template. The story must have a beginning, a middle and an end</td>
<td>Writing books</td>
</tr>
</tbody>
</table>
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.
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
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

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 aprile shoes durban
mrs sibisi jabu sam beach
teacher house sunday january
cape town bike bus polokwane

Now complete this card about yourself.

My name is ________________________________.
I am in grade _______________. I am ____________ years old.
My friend’s name is ________________________________.
My favourite sport is ________________________________.
My favourite book is ________________________________.

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

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.
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. Bongi’s birthday is in June. Lebo’s is in May.
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 Bongi 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

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 do

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.

Let’s read

Read Peter’s diary and talk to your friend about Peter’s secret birthday wish.
Sight words

eight
would
wish

Dear diary

Date

Birthday calendar

Let’s write

Now write your own birthday wish.

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

January

February

March

April

May

June

July

August

September

October

November

December

Teacher: Sign

Date

TEACHER: Sign

Date
“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 Bongi.
“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.
**Prepositions**

Let’s write

Break up these words into their sounds.

<table>
<thead>
<tr>
<th>Now write them in alphabetical order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

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

**SPORTS DAY**

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.

<table>
<thead>
<tr>
<th>What is the job?</th>
<th>Who will do it?</th>
<th>Must it be done before Sports Day or on Sports Day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the poster.</td>
<td>Lebo</td>
<td>Before</td>
</tr>
<tr>
<td>Make popcorn to sell.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See who wins the races.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make up the songs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ask three friends what their favourite sport is. Fill in their name and write down their favourite sport below it.

<table>
<thead>
<tr>
<th>Name</th>
<th>Thandi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favourite sport</td>
<td>Netball</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>rat</th>
<th></th>
<th></th>
<th>rot</th>
<th></th>
<th>2</th>
<th>red</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>hat</td>
<td></td>
<td></td>
<td>hit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>hot</td>
</tr>
<tr>
<td></td>
<td>rest</td>
<td></td>
<td></td>
<td>rug</td>
<td></td>
<td></td>
<td>red</td>
</tr>
</tbody>
</table>

Do these word sums.

- wheel + chair = wheelchair
- wheel + barrow = (blank)
- net + ball = (blank)
- play + ground = (blank)
Write three sentences about your favourite sport.

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
Sports day is washed away

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

**Word work**

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

**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

**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.

1. What stopped the Sports Day?
2. Where did everyone run to?
3. Do you think they listened to the weather report? Why?
4. Write a good heading for this story.
After sports day

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.

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, ""
**Let's write**

Write about what happened on Sports Day.

---

**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?**

**What to do if it rains?**

**What to eat?**

**Who will help?**

---

**Sight words**

stopped
it’s
I’m
every

every

---

**Fun**

---

---
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.
Today's Word: Pronouns

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.

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?
Let’s do
Number these pictures to show the right order.

Let’s write
Write 1 sentence about each picture.
Let’s write

Fill in the correct punctuation marks.

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

<table>
<thead>
<tr>
<th>Stop that noise</th>
<th>!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help, the shed is on fire</td>
<td></td>
</tr>
<tr>
<td>When was the fire</td>
<td></td>
</tr>
<tr>
<td>Where is the fire</td>
<td></td>
</tr>
<tr>
<td>How did they put the fire out</td>
<td></td>
</tr>
</tbody>
</table>

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.

bongi
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.
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.

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

<table>
<thead>
<tr>
<th>He did not go to school because</th>
<th>it was a sunny day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wore a jersey because</td>
<td>it looked like rain.</td>
</tr>
<tr>
<td>I took an umbrella because</td>
<td>he was sick.</td>
</tr>
<tr>
<td>I played outside because</td>
<td>it was cold.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>push</th>
<th>wish</th>
<th>she</th>
<th>shook</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>dish</td>
<td>wash</td>
<td>shelf</td>
<td>shake</td>
<td>whose</td>
</tr>
<tr>
<td>rush</td>
<td>fish</td>
<td>short</td>
<td>shock</td>
<td>why</td>
</tr>
</tbody>
</table>

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 Bongi take a recipe book?

Why did Ben have to sit outside?
Let’s do

Write the title of a book that you liked.

Draw a picture to show what the book was about.

Author:

Let’s write

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

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.
Things we like

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.
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?

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

Let's write

<table>
<thead>
<tr>
<th>oil</th>
<th>dish</th>
<th>shake</th>
<th>eat</th>
<th>heat</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>fish</td>
<td>shy</td>
<td>meat</td>
<td>stream</td>
</tr>
<tr>
<td>soil</td>
<td>wish</td>
<td>should</td>
<td>lean</td>
<td>mean</td>
</tr>
</tbody>
</table>

How does it taste?

Let's write

Find and circle the correct answer.

A sweet  A sweet  A sweet  A sweet
B sour   B sour   B sour   B sour
C bitter C bitter C bitter C bitter
D salty  D salty  D salty  D salty
## Who likes what?

<table>
<thead>
<tr>
<th>What is your</th>
<th>favourite day of the week?</th>
<th>favourite sport or game?</th>
<th>favourite book?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend’s name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend’s name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Let’s write

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

- **Blue 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.

- **Yellow box:**
  - 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.
## Let’s write
Fill in your favourite things.
Now ask two friends about their favourite things.

<table>
<thead>
<tr>
<th>favourite food?</th>
<th>favourite radio or TV programme?</th>
<th>favourite person?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sight words
- going
- down
- Saturday
- Sunday

### Write your own recipe.

Recipe for ____________

**What I need**

1. 
2. 
3. 

**What I must do**

1. 
2. 
3. 

---

Teacher: Sign ___________________________ Date ____________
**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.
Role play the story about the goat coming to school.

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 do

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.
The school goat

Let’s write

Number these pictures in the right order. Then 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.
Start writing your story here and continue on page 3.

Finish your story.

Write what happens at the end of your story.
Theme 2: Family and friends

17 My favourite cousin 36
Speaking: Use visual cues to predict what the story is about
Reading & comprehension: Read the letter from Dumi to Bongi; Note the address and salutation; Comprehension on the content
Phonics: wh, -ed, -ing

35

18 My cousin 38
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)

19 A family visit 40
Speaking: Talk about the picture and predict what will happen in the story
Reading & comprehension: (Narrative)
Phonics: ight, ck, ay

20 On my way to visit my cousin 42
Writing: Make a get well card for someone you know who is sick
Language: Changing sentences from present to future tense starting with Tomorrow
Writing: Write down what makes you feel happy, sad, angry and afraid
Speaking: Trace the maze to find your way then give oral directions to your partner to get to Dumi’s house

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

22 What we did together 46
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

23 The lost teddy bear 48
Reading & comprehension: Read the story and answer the questions
Phonics: Circle the words that end in -y and -ing
Phonics: ft, -y, -ing

24 Finding things 50
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)

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

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

28 Parties and picnics 58
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

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

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

31 My grandmother’s story 64
Reading & comprehension: Read the story about grandmother’s clay pot
Phonics: th, -ed, ai, ay

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

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

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

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
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?

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

<table>
<thead>
<tr>
<th>where</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>who</td>
</tr>
<tr>
<td>why</td>
<td>wheel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>visit</th>
<th>visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>liked</td>
</tr>
<tr>
<td>pick</td>
<td>picked</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>looking</th>
<th>dancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>playing</td>
<td>drumming</td>
</tr>
<tr>
<td>doing</td>
<td>practising</td>
</tr>
</tbody>
</table>
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.

Write your own address

Write today’s date

Dear

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Your cousin,

Write in your name
Draw your family tree. Fill in the names of your family members.
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.
Where is Bongi going?

Who is Bongi going with?

Why are they going to visit Dumi?

What will Bongi do at Dumi’s house?

How will they travel?

When will they travel?

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.

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
**On my way to visit my cousin**

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.

**Let’s write**  
Rewrite each of these sentences, starting with *Tomorrow.*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Rewritten Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I eat my food.</td>
<td>Tomorrow I will eat my food.</td>
</tr>
<tr>
<td>We drove to Dumi’s house.</td>
<td>Tomorrow we will</td>
</tr>
<tr>
<td>I play with Dumi.</td>
<td>Tomorrow I</td>
</tr>
<tr>
<td>We go in the taxi.</td>
<td>Tomorrow we</td>
</tr>
</tbody>
</table>
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?

Tell your friend how to get to Dumi’s house.
Say when they must turn left or right.
Say what places you go past.
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.
What time did the taxi arrive at Dumi’s house?

What did Dumi want to do first?

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

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

<table>
<thead>
<tr>
<th>ee</th>
<th>ea</th>
<th>oo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>shout</th>
<th>call</th>
</tr>
</thead>
<tbody>
<tr>
<td>spout</td>
<td>ball</td>
</tr>
<tr>
<td>about</td>
<td>fall</td>
</tr>
<tr>
<td>dark</td>
<td>eat</td>
</tr>
<tr>
<td>park</td>
<td>scream</td>
</tr>
<tr>
<td>mark</td>
<td>please</td>
</tr>
</tbody>
</table>
What we did together

Term 1 – Week 5–6

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

Rewrite these sentences using the correct punctuation.

1. bongi and dumi play on saturday
2. sam turns six in june

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

- 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.
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.
What is Bongi?

A Bongi is a girl.
B Bongi is a boy.
C Bongi is a teddy bear.

What is the story about?

A Bongi playing with a friend.
B Bongi running in the rain.
C Bongi losing a teddy bear.

What was the weather like in the story?

A It was a hot day.
B It was hot, then cold and raining.
C It rained all day.

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

How do you know?

Where did she find her teddy?

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  messing  skipping
cleft  fluffy  ugly   hissing  jogging
Finding things

Term 1 – Week 5–6

Let’s do

Number these pictures to show the right order.

Let’s write

Write one sentence for each picture.

---

Number these pictures to show the right order:

1. Girl holding a teddy bear in bed.
2. Girl in a yellow shirt talking to another girl.
3. Girl cleaning the teddy bear.
4. Girl giving the teddy bear to another girl.

Write one sentence for each picture:

1. The girl is holding her teddy bear in bed.
2. The girl is talking to her friend.
3. The girl is cleaning the teddy bear.
4. The girl is giving the teddy bear to her friend.
Match the present and past tenses of these words. Draw lines to join the pairs.

- danced → dance
- cried → cried
- walk → walked
- drove → drove
- played → played
- talk → talked
- thought → thought
- drive → drove
- think → thought
- cry → cried
- come → came

Spot the differences.
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.

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.
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.

<table>
<thead>
<tr>
<th>Who was lost?</th>
<th>Why were Ann and Bongi afraid?</th>
<th>When did they find Tumi?</th>
<th>Where did they find Tumi?</th>
<th>What was Tumi doing when they found her?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They</td>
<td>They</td>
<td>They</td>
<td>She</td>
</tr>
</tbody>
</table>

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

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

- They will ride to school. **Tomorrow**
- He cooked food for us.
- We will plant vegetables.
- He is talking on the phone.
Write a story of 8 sentences about a time when you were lost.

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.

They found Tumi.
They went to look for Tumi.
Tumi got lost.
Ann and Bongi were looking after Tumi.
Help Ann and Bongi to find Tumi.

Let’s write

Fill in these words into the correct sound boxes.

walked | running | playing | missed | danced | black
bright | right | ray | now | brown

day | night | round | singing | duck | ground

---

Fun

TEACHER: Sign Date
Our grandfather’s birthday picnic

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.
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?

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

Sight words:
what
why
will
they

Word work:
grandfather
please
braai
grandmother
bring
click
drink
clock
play
drive
### Parties and picnics

#### Let's do
Ask four friends these questions and fill in their answers.

<table>
<thead>
<tr>
<th>What is your name?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When were you born?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is your best friend?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your favourite colour?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Tenses
Circle the words that are in the past tense.

- 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.

<table>
<thead>
<tr>
<th>Tomorrow I will</th>
<th>Yesterday I</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>went</td>
</tr>
<tr>
<td>drive</td>
<td>played</td>
</tr>
<tr>
<td>eat</td>
<td>drove</td>
</tr>
<tr>
<td>play</td>
<td>ate</td>
</tr>
<tr>
<td>go</td>
<td>drank</td>
</tr>
</tbody>
</table>
Write these sentences in the past tense, starting with Yesterday. Use these words to help you.

<table>
<thead>
<tr>
<th></th>
<th>ate</th>
<th>played</th>
<th>drove</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will eat meat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will drive in a bus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will play ball.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>hand</th>
<th>bed</th>
<th>pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>house</td>
<td>bit</td>
<td>pen</td>
</tr>
<tr>
<td>2</td>
<td>hide</td>
<td>bad</td>
<td>pig</td>
</tr>
</tbody>
</table>

Let’s write

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:
### My busy day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30</td>
<td>Woke up</td>
</tr>
<tr>
<td>6:45</td>
<td>Washed</td>
</tr>
<tr>
<td>7:00</td>
<td>Ate breakfast</td>
</tr>
<tr>
<td>7:15</td>
<td>Brushed my teeth</td>
</tr>
<tr>
<td>7:30</td>
<td>Walked to school</td>
</tr>
<tr>
<td>8:00</td>
<td>Worked hard in class</td>
</tr>
<tr>
<td>13:00</td>
<td>Played</td>
</tr>
<tr>
<td>14:00</td>
<td>Had lunch</td>
</tr>
<tr>
<td>15:00</td>
<td>Watered the vegetable garden</td>
</tr>
<tr>
<td>16:00</td>
<td>Did homework</td>
</tr>
<tr>
<td>18:30</td>
<td>Ate supper</td>
</tr>
<tr>
<td>19:45</td>
<td>Brushed my teeth</td>
</tr>
<tr>
<td>19:50</td>
<td>Combed my hair</td>
</tr>
<tr>
<td>20:00</td>
<td>Went to sleep</td>
</tr>
</tbody>
</table>
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?

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

Let’s write

puts these words into the correct sound boxes.
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.

Let’s write

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

My busy day

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

**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.
My grandmother’s story

Look at the picture and talk about what you see.

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.
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.

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?

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.
### A family story

**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.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It started to rain.</td>
</tr>
<tr>
<td>2</td>
<td>She was very sad.</td>
</tr>
<tr>
<td>3</td>
<td>She made a new pot.</td>
</tr>
<tr>
<td>4</td>
<td>The pot turned into red water.</td>
</tr>
<tr>
<td>5</td>
<td>She left the pot to dry in the sun.</td>
</tr>
<tr>
<td>6</td>
<td>The grandmother made her first pot when she was a young girl.</td>
</tr>
</tbody>
</table>

### 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.

#### Planning to write your story

**Beginning**

Start by saying when it was.

**Middle**

Say what happened in the middle.

**End**

How did the story 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.

### ABOUT THE WRITER

BACK COVER

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.
Start writing your story here and on page 3.

Finish your story.

Write what happens at the end of your story.

Continue with your story here.

Draw picture here.

Draw picture here.
<table>
<thead>
<tr>
<th>Theme 3: Travelling around</th>
<th>Term 2: Weeks 1–4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places to visit</strong></td>
<td><strong>Fun at Gold Reef City</strong></td>
</tr>
<tr>
<td>Reading &amp; comprehension: Read the pamphlet for information</td>
<td>Language: Join sentences using conjunctions – so, because and but</td>
</tr>
<tr>
<td>Phonics: ph, gh, -dle</td>
<td>Language: Choose and circle an adjective to make the sentence more interesting</td>
</tr>
<tr>
<td><strong>Where should we go?</strong></td>
<td>Writing: Describe a person or a place you like using adjectives</td>
</tr>
<tr>
<td>Draw a picture on the T-shirt and relate it to a place on the SA map</td>
<td>Writing: Write postcards to 2 of your friends; Describe a bus trip</td>
</tr>
<tr>
<td>Language: Rewrite speech bubbles into direct speech using inverted commas</td>
<td><strong>Travelling back home</strong></td>
</tr>
<tr>
<td>Speaking: Interview 10 friends and ask what places they would like to visit; Fill in the answers into the table</td>
<td><strong>About our trip</strong></td>
</tr>
<tr>
<td>Visual representation: Draw a chart by colouring in the block each time they say &quot;yes&quot;</td>
<td>Writing: Talk to your friend about two forms of transport</td>
</tr>
<tr>
<td><strong>Table Mountain</strong></td>
<td>Complete sentences by matching two parts</td>
</tr>
<tr>
<td>Reading &amp; comprehension: Read the newspaper article; Focus on the headline, date and pictures</td>
<td>Writing: Draw a picture and then write a description</td>
</tr>
<tr>
<td>Phonics: ou, sh</td>
<td>Fun: Match these pictures to the correct animal</td>
</tr>
<tr>
<td><strong>Writing a newspaper</strong></td>
<td><strong>Let’s write a story</strong></td>
</tr>
<tr>
<td>Language: Circle the prepositions; Circle the verbs are in the past tense</td>
<td>Speaking: Use visual cues to predict what the story is about</td>
</tr>
<tr>
<td>Match the present tense and the past tense words</td>
<td>Reading: Shared reading (narrative)</td>
</tr>
<tr>
<td>Language: Write sentences in the past tense starting with Yesterday</td>
<td>Comprehension exercise</td>
</tr>
<tr>
<td>Speaking: Talk about the newspaper; Talk about your own news from home and school</td>
<td>Identify key details in what was read</td>
</tr>
<tr>
<td>Plan to write a newspaper article</td>
<td>Phonics: -ing, ee, ea, tch</td>
</tr>
<tr>
<td>Writing: Write a newspaper article</td>
<td>Language: Circle the correct homophone</td>
</tr>
<tr>
<td><strong>Look at all the fish</strong></td>
<td><strong>Writing my own news</strong></td>
</tr>
<tr>
<td>Reading &amp; comprehension: Read a poster and answer questions based on it</td>
<td>Writing: Plan a story with a beginning, middle and the end</td>
</tr>
<tr>
<td>Phonics: gh, ph, tch, le, f</td>
<td>Writing: Write a story book using the cut-out template; The story must have a beginning, a middle and an end</td>
</tr>
<tr>
<td><strong>The Aquarium</strong></td>
<td><strong>Gold Reef City</strong></td>
</tr>
<tr>
<td>Speaking: Discuss the poster on the aquarium</td>
<td>Reading &amp; comprehension: Read the postcard and then answer questions</td>
</tr>
<tr>
<td>Language: Circle the adjectives</td>
<td>Phonics: Find and circle words the tch, str, -ght sounds on the postcard</td>
</tr>
<tr>
<td>Writing: Write a description of yourself using adjectives</td>
<td>Language: Add scr or str or sch to given words so that they match with the correct picture</td>
</tr>
<tr>
<td><strong>Planning my week</strong></td>
<td><strong>Reading the news</strong></td>
</tr>
<tr>
<td>Speaking: Make up a role play about the story.</td>
<td>Speaking: Pretend you are a TV news reader and tell the news</td>
</tr>
<tr>
<td>Language: Match the parts of sentences to form &quot;if – then&quot; complex sentences</td>
<td>Reading &amp; comprehension: Read the News Report and answer questions based on it</td>
</tr>
<tr>
<td>Writing: Write down what you will do this week in a weekly diary; (Future tense)</td>
<td>Phonics: -ld, ight, tch, ou, gh</td>
</tr>
<tr>
<td>Reading: Read your friend’s weekly diary</td>
<td>Language: Match the past tense and the present tense of the verbs</td>
</tr>
<tr>
<td><strong>Planning my week</strong></td>
<td><strong>The Addo Elephant Park</strong></td>
</tr>
<tr>
<td>Speaking: Make up a role play about the story.</td>
<td>Reading &amp; comprehension: (Diary entry)</td>
</tr>
<tr>
<td>Language: Match the parts of sentences to form &quot;if – then&quot; complex sentences</td>
<td>Phonics: -e, -e, -th, -y</td>
</tr>
<tr>
<td>Writing: Write down what you will do this week in a weekly diary</td>
<td>Language: Match the present tense and the past tense verbs</td>
</tr>
<tr>
<td>Reading: Read your friend’s weekly diary</td>
<td><strong>About our trip</strong></td>
</tr>
<tr>
<td><strong>Gold Reef City</strong></td>
<td>Writing: Talk to your friend about two forms of transport</td>
</tr>
<tr>
<td>Reading &amp; comprehension: Read the postcard and then answer questions</td>
<td>Complete sentences by matching two parts</td>
</tr>
<tr>
<td>Phonics: gh, ph, tch, le, f</td>
<td>Writing: Draw a picture and then write a description</td>
</tr>
<tr>
<td>Writing: Write postcards to 2 of your friends; Describe a bus trip</td>
<td>Fun: Match these pictures to the correct animal</td>
</tr>
<tr>
<td><strong>Let’s write a story</strong></td>
<td><strong>Writing my own news</strong></td>
</tr>
<tr>
<td>Speaking: Use visual cues to predict what the story is about</td>
<td>Writing: Plan a story with a beginning, middle and the end</td>
</tr>
<tr>
<td>Reading: Shared reading (narrative)</td>
<td>Writing: Write a story book using the cut-out template; The story must have a beginning, a middle and an end</td>
</tr>
<tr>
<td>Comprehension exercise</td>
<td>Identify key details in what was read</td>
</tr>
<tr>
<td>Identify key details in what was read</td>
<td>Phonics: -ing, ee, ea, tch</td>
</tr>
<tr>
<td>Language: Circle the correct homophone</td>
<td><strong>Let’s write a story</strong></td>
</tr>
<tr>
<td><strong>Writing my own news</strong></td>
<td>Writing: Plan a story with a beginning, middle and the end</td>
</tr>
<tr>
<td>Writing: Plan a story with a beginning, middle and the end.</td>
<td>Writing: Write a story book using the cut-out template; The story must have a beginning, a middle and an end</td>
</tr>
</tbody>
</table>
**Places to visit**

**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!
Which trip would be the best for you? Why?

What will they see in the Western Cape?

What will they see in KwaZulu-Natal?

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
laugh      photo       fig
phone      deepest      dolphin
free       tough       food

future tense

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

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

Word work

Let’s write
Where should we go?

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

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

Let’s do

Let’s speak

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

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.

Jabu said, “I want to go up the mountain.”

Rewrite what they are saying between the inverted commas.
Can I go up the mountain? Lebo asks, “

Sam says, “

I want to see the Big Five.

Ann says, “

I don’t want to see the big hole!

Ask 10 friends where they would like to go. Ask, “Would you like to go to Table Mountain? Would you like to go to the Addo Elephant Park?” Colour in the block each time they say “yes”. Start at the bottom of the table. Your table will look something like this.
Look at the newspaper and talk about what you see.

Look at what the children wrote for the class newspaper.

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

Why did they wear thick coats and warm hats?

Because

Why do you think it is called Table Mountain?

Because

What happened to Sam?

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

---

<table>
<thead>
<tr>
<th>Word work</th>
<th>Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>round</td>
<td>mountain</td>
</tr>
<tr>
<td>sound</td>
<td>surrounded</td>
</tr>
<tr>
<td>found</td>
<td>around</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Let’s write</th>
<th>Which words in each row do not sound like the word in the first box?</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>pain</td>
</tr>
<tr>
<td>why</td>
<td>eye</td>
</tr>
<tr>
<td>feet</td>
<td>read</td>
</tr>
<tr>
<td>boat</td>
<td>goat</td>
</tr>
</tbody>
</table>
Writing a newspaper

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**.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play.</td>
<td></td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
</tr>
<tr>
<td>I walk.</td>
<td></td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
</tr>
<tr>
<td>I talk.</td>
<td></td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
</tr>
<tr>
<td>They watch the TV.</td>
<td>They watched the TV.</td>
</tr>
</tbody>
</table>
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?

Where did it happen?

When did it happen?

Why was it interesting?

Let's speak

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.
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.
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?

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
- watch
- cradle
- catch
- cable
- match
- table

Sight words:
- found
- much
- catch
The Aquarium

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.

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.

Adjectives

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

Let's write


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.)

__________________________
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.
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

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

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

Let's write

Word work

Let's write

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

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.

I go to school.
Yesterday I went
Tomorrow I will

He takes his medicine.
Yesterday
Tomorrow

We watch TV.
Yesterday
Tomorrow

Write what they say between the inverted commas.

I am happy.
Ann says, “______________________________.”
Bongi says, “You are my best friend.”

Peter says, “ ”

Jabu says, “ ”

They are late for school.

You are my best friend.

Bongi says, “ ”

We are going to the bus.

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.
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
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?

Let’s write

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

ninth
sixth
teneth

cute
tune	
tube
c silly
happy
pretty
c stole
role
mole

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

Sight words

off
little
go
Planning my week

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.

<table>
<thead>
<tr>
<th>If you leave your shoes at the river</th>
<th>you will burn yourself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you do your homework</td>
<td>you will be on time for school.</td>
</tr>
<tr>
<td>If you go to bed early</td>
<td>a monkey will steal them.</td>
</tr>
<tr>
<td>If you play with fire</td>
<td>your teacher will be pleased with you.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>My name</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Dear Diary</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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.

<table>
<thead>
<tr>
<th>Word work</th>
<th>Find and circle words with these sounds on the postcard. Then use 5 words to write sentences of your own in your exercise book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch</td>
<td>hatch</td>
</tr>
<tr>
<td>catch</td>
<td>match</td>
</tr>
<tr>
<td>witch</td>
<td>ditch</td>
</tr>
</tbody>
</table>

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

| ___ eam | ___ eet | ___ ool | ___ eam | ___ aw |
Term 2 – Week 3–4

Fun at Gold Reef City

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.

Soccer City is a ________________ stadium.
We went on a ________________ merry-go-round.
Then we went down a ________________ mine.

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

Let's write

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

Fun
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.
Read the story and then answer these questions.

<table>
<thead>
<tr>
<th>Vehicle</th>
<th>What did it look like?</th>
<th>How did it go?</th>
<th>How did the children feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short and grey</td>
<td>Very fast</td>
<td>Excited</td>
</tr>
</tbody>
</table>

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
- shaky
- creaked
- monkey
- quickly
- leaked
- tube
- stew
- donkey
- grew

Word work
About our trip

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 shook on the bumpy road.
The short grey Gautrain squeaked and creaked as it went.
The red donkey cart travelled very fast.
The yellow bus 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.
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
Let’s write a story

Look at the pictures and talk about what you see.

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.
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?

Let's write

Circle the one we eat.

Circle the one that is a colour.

Circle the one we can't eat.

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

meet meat
blew blue
pair pear
Term 2 – Week 3-4

Writing my own news

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 speak

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.

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.

Let’s write

Tell your friends some news from home.
Talk about a story you can write.
**Theme 4: Our environment**

### Term 2: Weeks 5–8

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

---

**59 Deep sea diving**

Reading & comprehension: (Narrative)

---

**60 Under the sea**

Speaking: Role play the story

Writing: Complete the story …

Speaking: Refer to the captions and tell your friend why each item is necessary

---

**61 The ant world**

Reading & comprehension: (Informational text)

---

**62 More about ants**

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**

Reading: Discuss the genre

Word work: Break the words into sounds

---

**64 Let's write a story**

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**

---
The lion and the mouse

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

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.”
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.

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

Fun

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.
The big lion and the tiny mouse

Let’s write
Write what the lion and the mouse said between the inverted commas.

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
### Let's write

Punctuate these sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>do you know the way to town</td>
<td>?</td>
</tr>
<tr>
<td>stop before you fall</td>
<td>.</td>
</tr>
<tr>
<td>my name is pam. he is sam</td>
<td>.</td>
</tr>
<tr>
<td>ann’s birthday is in july</td>
<td>.</td>
</tr>
</tbody>
</table>

### 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.
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.
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.

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.

Sight words: always, laugh, when, brown, hair, stair, pair, where, hare, stare, pear, wear.
Let’s race

Let’s do

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

Riddles

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.

<table>
<thead>
<tr>
<th>I’m</th>
<th>am</th>
<th>he’ll</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll</td>
<td></td>
<td>can’t</td>
</tr>
<tr>
<td>couldn’t</td>
<td></td>
<td>she’ll</td>
</tr>
<tr>
<td>let’s</td>
<td></td>
<td>won’t</td>
</tr>
</tbody>
</table>
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.
This is Bongi’s grandmother’s favourite story. Look at all the pictures and say what you think the story is about.

Let's speak

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

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

**Let's write**

**Sight words**

**Town blew would huff coat**

Now new should bluff goat

Wow flew could puff road

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.

<table>
<thead>
<tr>
<th>town</th>
<th>blew</th>
<th>would</th>
<th>huff</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>new</td>
<td>should</td>
<td>bluff</td>
<td>goat</td>
</tr>
<tr>
<td>wow</td>
<td>flew</td>
<td>could</td>
<td>puff</td>
<td>road</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>run</th>
<th>swim</th>
<th>think</th>
<th>sneeze</th>
<th>clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>drive</td>
<td>write</td>
<td>read</td>
<td>take</td>
</tr>
<tr>
<td>kick</td>
<td>ball</td>
<td>play</td>
<td>walk</td>
<td>grass</td>
</tr>
<tr>
<td>boy</td>
<td>shine</td>
<td>shoe</td>
<td>book</td>
<td>go</td>
</tr>
</tbody>
</table>

Verbs

Let’s write
Write a sentence about each of these pictures.

1.
2.
3.
4.
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.

<table>
<thead>
<tr>
<th>full moon</th>
<th>half moon</th>
<th>crescent moon</th>
<th>new moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>![full moon image]</td>
<td>![half moon image]</td>
<td>![crescent moon image]</td>
<td>![new moon image]</td>
</tr>
</tbody>
</table>

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.
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

**Whose bike did Bongi ride?**

**What punctured the tyre?**

**How did she take the bike back home?**

**What do you think of people who litter?**

---

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. |

Let’s write
Rewrite these sentences, starting with Yesterday. Use these words to help you.

| He rides his bike. |
| Yesterday |
| I see the broken glass. |
| Yesterday |
| She takes his bike. |
| Yesterday |
| She looks at the flat tire. |
| Yesterday |

Nouns and adjectives
Nouns are names of people or things. Adjectives tell us what the people or things are like.
### Let's write

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

<table>
<thead>
<tr>
<th>Thabo’s bike</th>
<th>Jim’s book</th>
<th>Ann’s mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bongi’s dog</td>
<td>The teacher’s apple</td>
<td>Jabu’s pen</td>
</tr>
<tr>
<td>The lion’s tail</td>
<td>Sam’s shoe</td>
<td>Father’s car</td>
</tr>
</tbody>
</table>

### 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.

### Bongi’s journey

![Map of Bongi’s journey](image)
Bongi cleans up the litter

Let's speak
Look at the picture and talk about what you see.

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.

Look at the poster that Bongi and Ann made.

Join the big clean up.
Everyone will get free juice and sandwiches.
When? Saturday 21 March at 10:00.
The bus will take you back home at 2 o’clock.

Children like to live and play in clean places.
We do not like untidy parks.
Help to clean up along the river.
Let’s all keep our parks clean.
Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>untidy</th>
<th>places</th>
<th>parks</th>
<th>remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfit</td>
<td>faces</td>
<td>hats</td>
<td>return</td>
</tr>
<tr>
<td>unlike</td>
<td>races</td>
<td>girls</td>
<td>refuse</td>
</tr>
</tbody>
</table>

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?

Circle the words that describe the children.

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.

Bongi rode through the _______________ bushes.

The sun was shining ___________________.

She hit a ________________________ rock.

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

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

<table>
<thead>
<tr>
<th>the girls’ books</th>
<th>my sisters’ books</th>
<th>the teachers’ meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>the boys’ dogs</td>
<td>the teachers’ cars</td>
<td>the nurses’ uniforms</td>
</tr>
<tr>
<td>the animals’ tails</td>
<td>my brothers’ toys</td>
<td>the babies’ bottles</td>
</tr>
</tbody>
</table>

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

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.

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.

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?
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.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>playful</th>
<th>helpful</th>
<th>sweetest</th>
</tr>
</thead>
<tbody>
<tr>
<td>powerful</td>
<td>grateful</td>
<td>joyful</td>
<td>tallest</td>
</tr>
<tr>
<td>painful</td>
<td>thankful</td>
<td>wonderful</td>
<td>hardest</td>
</tr>
</tbody>
</table>

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 . . .

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

- **Snorkel**
  - Snorkel for breathing

- **Mask**
  - Helps you see underwater

- **Air tank**
  - Air tank to give you air under the water

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

- **Wet suit**
  - Wet suit to keep your body warm

- **Fins**
  - Fins to help you swim faster
The ant world

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.
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.
B To block the ants’ trail.
C So the ants will make a 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.
B They run around until they find the food.
C They smell the food on the paper.
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.

The silent C

Scent scene science

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

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.

The ants want/wants to collect food.

We was/were looking at the ants.

The horse want/wants water.

You are/is late again.

Bongi go/goes for a ride.

They want/wants to eat.

It is/are a hot day.

The ants is/are looking for food.
We use **an** before any word that starts with **a e i o u**.

<table>
<thead>
<tr>
<th>an</th>
<th>apple</th>
<th>crayon</th>
<th>diver</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td>toy</td>
<td>orange</td>
<td>mouse</td>
</tr>
<tr>
<td>ice cream</td>
<td>igloo</td>
<td>umbrella</td>
<td>elephant</td>
</tr>
<tr>
<td>butterfly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>What do they say?</th>
<th>I am angry.</th>
<th>I am happy.</th>
<th>I am sad.</th>
<th>I am surprised.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyebrows</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now draw your own faces.
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.
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.

Sight words

first
second
third
fourth
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?

Who will your main characters be?

What information will you give?

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.
Write the title of the book here.

Fill in your name (you are the writer).

Write your name

Your age

Where you live

Continue with your story here.

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

Draw picture here.

Draw picture here.
Will it rain today?

Draw picture here.

Start writing your story here and on page 3.

Draw picture here.

Continue with your story here.

Write what happens at the end of your story.

Draw picture here.

Finish your story.

Draw picture here.
Snakes and ladders
Cut out these counters for Snakes and Ladders.
**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.
Glue the tortoise shell here.

Finger puppets

Counters for the board game
glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue here

glue this tortoise shell to the tortoise.