



Mrs Angie Motshekga,  
Minister of Basic  
Education



Mr Enver Surty,  
Deputy Minister  
of Basic Education

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

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

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

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

We wish you and your learners every success in using these workbooks.

### Learning about the Constitution of the Republic of South Africa (1996)

The Constitution of South Africa (1996) is the highest law in the country! This law is higher than the President, higher than the courts and higher than the government.

It describes how the people of our country should treat each other, and what their rights and responsibilities are. The constitution of a country is there to protect all of us now, and our children in the future.

#### Be aware of our past.

We, the people of South Africa,

Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as law of the Republic so as to—

Heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a Sovereign state in the family of nations.

#### Claim your rights as a South African and be responsible to protect the rights of others.

#### Know your Bill of rights & Bill of Responsibilities.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

Workbooks available in this series:

- First Additional Languages Grades 1–2  
(In all official languages)
- First Additional languages Grades 3–6  
(In English)
- Home Language Grades 1–6  
(In all official languages)
- Mathematics Grades 1–3  
(In all official languages)
- Mathematics Grades 4–9  
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Rainbow  
WORKBOOKS

ENGLISH HOME LANGUAGE  
GRADE 3 – BOOK 2  
TERMS 3 & 4

ISBN 978-1-4315-0070-3  
**THIS BOOK MAY  
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Book 2  
Terms  
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basic education

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Basic Education  
REPUBLIC OF SOUTH AFRICA





## 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.

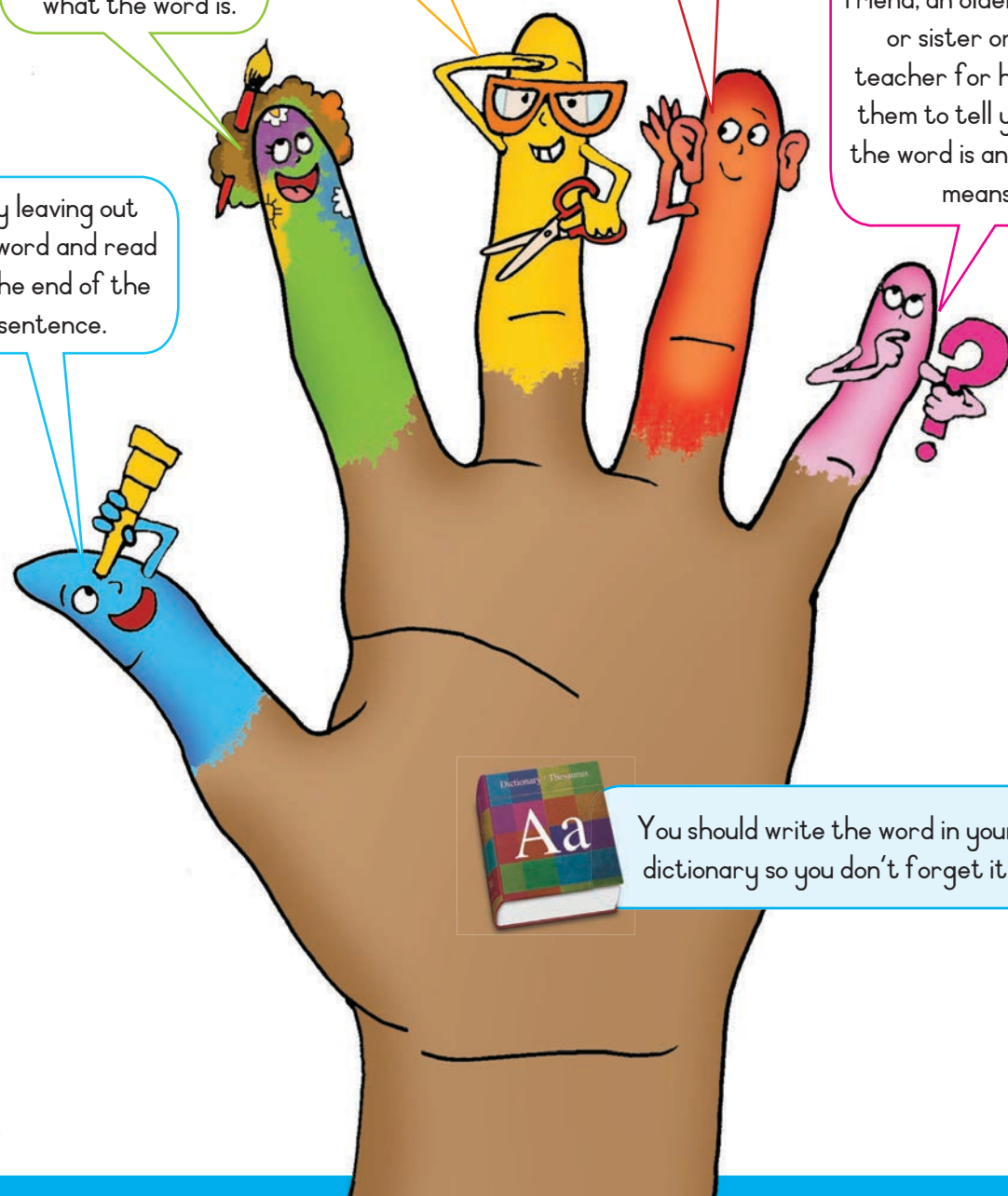
Look at the picture. See if this will help you to work out what the word is.

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.

## Blends and digraphs

ch



cheese

th



thumb

wh



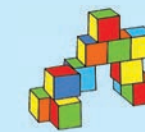
whale

sh



ship

bl



blocks

br



bread

cl



clown

cr



cry

dr



dress

fl



flag

fr



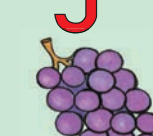
frog

gl



glasses

gr



grapes

pl



plums

pr



present

qu



queen

sc



scarf

sk



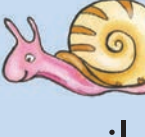
skip

sl



sleep

sn



snail

sp



spoon

st



star

sw



swing

tr



train

tw



twins



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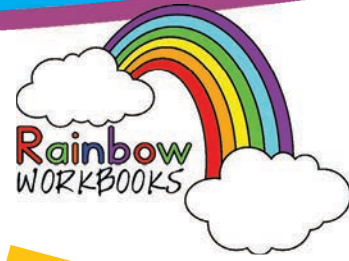
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Author: V McKay

Grade 3



# Home Language

IN ENGLISH

This book belongs to:



ENGLISH  
Book

2





# TEACHERS' GUIDELINES

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

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

## TEACHING TIPS

### Listening and speaking

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

### Picture discussions

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

### Reading

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

### Writing

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

#### **Keep the following in mind:**

- Learners' learning preferences differ. It is important that learners should be stimulated visually, auditively and kinesthetically (experientially) for them to learn effectively.
- Learners should experience learning, therefore activities should be **practised** before being completed in writing, e.g.:

**Sentence construction:** Give learners the opportunity to build words using letter cards.

**Comprehension:** Learners should complete the answers orally in their groups before completing them in writing. The group leader poses the questions while the group members find the answers and answer the questions.

#### **Selecting words to complete sentences:**

Provide the groups with incomplete writing strips and word cards. Learners complete the sentences by placing the word cards correctly.

**Matching words to pictures:** Enlarge the page to A3. In their groups, learners place markers on the correct answers.

**Matching two parts of a sentence:** In their groups, learners match parts of sentences.

**Writing own newspaper article:** Have learners write a class article followed by a group article before writing their own articles.

**Dictionaries:** Use dictionaries daily. Learners' capabilities determine the degree of difficulty of activities.

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





# Theme 5: After the holidays

Term 3: Weeks 1 - 4



## 65 Back to school after the holidays 2

Reads a narrative text about being back at school in the third term.  
Reads items on notice board.  
Makes a list of the different items pinned on the notice board.  
Fills in information from a text onto a timetable.  
Sorts words into the sound boxes (er, ir, ee, ea, ay-sounds).

## 66 What we do after school 4

Discusses sports, games and hobbies.  
Completes a timetable for him/herself.  
Writes sentences about extramural activities.  
Writes a diary entry about returning to school after the holidays.  
Reads a chart and answers questions about the chart.  
Makes a poster to advertise their sport or hobby.

## 67 Nomsa's secret 6

Reads narrative text.  
Answers multiple choice questions about the text.  
Finds antonyms for words in the text.  
Recalls sequence of events for the story by numbering the sentences.

## 68 Feelings 8

Discusses the main character.  
Makes up a role play about the story.  
Writes a diary entry summarising the story.  
Reads and recites a poem about friendship.  
Makes a card for a friend and writes a short poem on the card.  
Sorts words into sound boxes (ir, ou, ur and oo-sounds).  
Writes sentences using given words.

## 69 School in the news 10

Reads a text from a newspaper.  
Answers questions based on the text.  
Breaks up the words into their sounds (ea, ay, ai, ee and oa).  
Writes words i alphabetical order.

## 70 My own newspaper 12

Discusses news from home, school and about friends.  
Writes ideas in a mind map.

Identifies sentence type (statement, question, command, exclamation).  
Rewrites sentences in direct speech.  
Writes sentences to show the meanings of homophones.  
Writes a story for a newspaper using a mind map.

## 71 Play safe 14

Reads dialogue.  
Writes an ending for the dialogue.  
Fills in speech bubbles to show direct speech.  
Matches contractions.  
Sorts words into sound boxes (ee, ai, ea, ay).

## 72 What did they say? 16

Talks about the best possible ending for story.  
Makes a role play of the best story.  
Rewrites sentences using direct speech.  
Joins sounds together to form words using the ou-sound

## 73 A letter to a friend 18

Reads a letter.  
Answers questions about the letter.  
Identifies correct tense words.  
Identifies the synonyms.

## 74 Mandla is a champion 20

Writes a congratulatory card.  
Identify words with same sounds.  
Punctuates sentences correctly.  
Identifies correct pronouns.  
Completes a word puzzle about different sports.

## 75 Library day 22

Reads text about the library.  
Answers questions about the text.  
Sorts words into sound boxes.  
Combines phrases for form sentences.  
Uses the ur-sound to form words.

## 76 Reading books 24

Answers questions about a book they have read.  
Writes sentences saying why they liked book.  
Identifies the title and author of each book.  
Predicts what the book is about.  
Numbers the books in order of preference.

## 77 Our trip to the circus 26

Reads text about the circus.  
Answers questions about the text.  
Uses verbs to complete sentences.  
Identifies adverbs.

## 78 What happened to Dan 28

Role plays the story of Dan at the circus.  
Writes a diary entry summarising the story.  
Identifies the verbs in the diary entry.  
Identifies what the adverb tells us about when, where or how.  
Identifies the verb that the adverb describes.  
Identifies the correct homophone.

## 79 About sounds 30

Matches words with the same sounds.

## 80 Writing your story 31

Talks about the plot of the story.  
Writes ideas for a story in a story organiser.  
Writes your story in a cut-out story book.







Let's speak



Let's read



Good morning class.

Welcome back after the holidays. We are now in the **third term**.

I hope that you will all work hard. It is still very cold. If any of you have a **jersey** or jacket that is too small for you, please bring it to school so that we can help children who don't have warm clothes.

If you look at the notice board, you will **see** that we will have lots of activities this term. I hope you will all join in.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1-2 pm	Netball Sewing Club	Soccer Netball	School play Soccer	Soccer Library	Netball
2-3 pm	Athletics	School play	Athletics	Choir	Library

Grade 3 trip to the Circus

Saturday 30 July

Grade 3 class will be having a Cake and Candy Sale at break

on Friday 21 July

**FOUND**

Girl's spectacles

Ask at the Secretary's office.

**LOST CAT**

If you find my black cat with white paws, please see **Lucy** Grade 3.



If you would like to help in the library during playtime, please tell Mrs Ndlovu.







Let's write

Look at the notice board and answer the following questions.

What was lost? \_\_\_\_\_

When is the cake and candy sale? \_\_\_\_\_

What was found? \_\_\_\_\_

Who is in charge of the library? \_\_\_\_\_



Let's write

Look at the school timetable on the notice board, then fill in the days and times of each activity.



Fill in the name of the activity	Days	Time
_____		
_____		
_____		
_____		
_____		



Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.



her

bee

way

team

bird

shirt

bean

been

after

always

term

third

see

sea

say

Sight words

about  
clean  
drink  
full



# What we do after school



Let's do

Talk to your friend about the sports, games or hobbies that you like.

Write down what you do after school each day.

Let's write



Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 – 2 pm					
2 – 3 pm					



Let's write

Write three sentences about what you do after school.

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---



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Now write a diary entry about how you felt coming back to school after the holidays.

Dear Diary

Date \_\_\_\_\_

---



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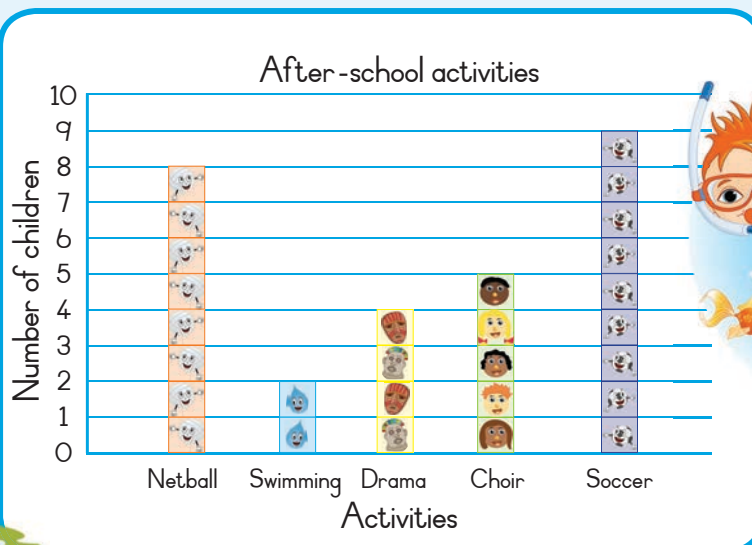
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Let's write

Look at the chart and then answer these questions.



What is the most popular after-school activity?

What activity do children like least?

How many children like drama?

Which of these after-school activities do you like most?



Fun

Make a poster to advertise your sport or hobby. Your poster must encourage people to play your sport, or to do your hobby.





Although it is cold in the winter mornings it gets hot at midday. At playtime, the children like to run around in the hot sun. Then they all take off the jerseys they are wearing over their shirts.

Nomsa is very hot but she does not take off her **jersey**. It hides her secret. Poor Nomsa **burned** a large hole in the back of her **shirt** when she was ironing it. She keeps **her** jersey on to hide the hole. Her **mother** says she will buy Nomsa a new shirt next month as she does not have money now.

Nomsa is the best in her class at reading and sums. Her teacher often shows her work to the rest of the class. "Wow, that's **cool**!" the children **shout**.

At playtime, Nomsa and her friends, Pam and Busi, play their favourite game, hide-and-seek.

When they get back to class they are all hot from running **around**.





They all take off their jerseys, but Nomsa keeps hers on.

Busi sees that Nomsa looks sad and very hot.

She whispers into her ear: "I know why you don't want to take your jersey off. But don't worry Nomsa, I will give you one of my spare shirts."

Nomsa is very happy because she does not have to keep wearing her jersey for another month. She will not get so hot and tired any more.

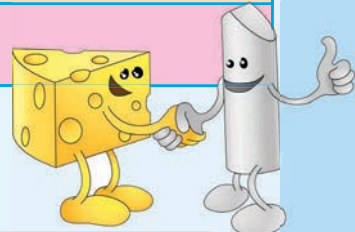
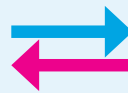


Let's write

After you have read the story, circle the letter of the correct answer.

Whom did Nomsa always play with?	In what season did this story take place?	Choose one word that best describes Busi.
A Busi and Pam	A Summer	A Naughty
B Bongi and Ann	B Winter	B Caring
C Busi	C Autumn	C Clever
D Bongi	D Spring	D Sad

Look at the first three paragraphs of the story. Find two words that are the **opposite** (antonym) of these two words.



small

worst

The following sentences tell us about Nomsa's story. Number the sentences in the boxes from 1 to 4 to show the order of the events.

	Busi promised to give Nomsa a shirt.
	Nomsa is sad because she has a hole in the back of her shirt.
	She must wait for her mother to get enough money to buy her a new shirt.
	She burned a hole in the back of her shirt when she was ironing it.



Let's speak

Talk about how Nomsa felt. Do you think that Busi was a good friend? Why? Make up a role play of the story.

Imagine you are Nomsa. Write a diary entry in which you write about what happened today. Say how you felt.

Let's write



Dear Diary

Date \_\_\_\_\_

Blank lined area for writing a diary entry.



Let's read

Read this poem about friends. Say it out loud with your group.



I talk with a friend  
I walk with a friend  
We share an umbrella in the rain.



I run with my friend  
I have fun with my friend  
And we learn together and explain.



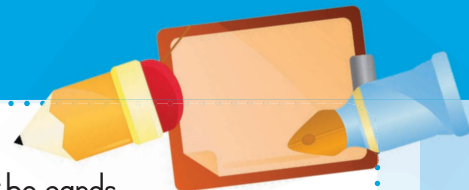




Fun



Friends at school  
Are big and small.  
Friends at school  
Are best of all!



Make a card for your friend.

You can write a short poem on one of the cards.

Blank lined area for writing a poem or message.



Blank lined area for writing a poem or message.



Sight words

small  
kind  
much  
own

Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

skirt

school

return

sound

found

pool

turn

circus



shirt

around

burn

cool

shirt	around	burn	cool



Let's read



## Kiddy Times



### The Lesedi Primary School wins the clean-up prize again!

By Jenny Smith

12 August 2015

This is the second year that the children of Lesedi Primary School have cleaned up the park.

Last Saturday 60 children from Lesedi Primary School cleaned up the park near their school. The children picked up the litter. They then sorted the litter into different bags so that the school can sell the litter that can be recycled. The school will use the money to buy books for the school library.

The Principal, Mrs K Nkuna, says that the children have learned a lot from cleaning the park. First, they learned how to care

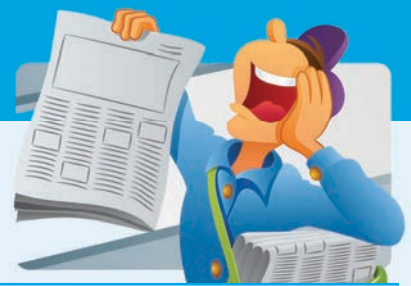


for the environment. Second, they now know what kind of paper and cardboard can be recycled.

Bongi Shabalala, a grade 3 pupil, said: "We learned a lot and we had lots of fun!" Dan Smit, who is a grade 3 schoolboy, said: "It was hard work, but we had a great day!"

The mayor will give the school a prize for their big clean-up.





Let's write

Answer these questions.

What school is in the news?

What is the name of the newspaper?

Work out from the newspaper article when the school had the clean-up. Write the date.

Who is the principal of the school?

Does the principal think that the clean-up is a good thing? Say 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.



clean	day	rain	sleep	coat
leap	Saturday	pain	weep	goat
scream	everyday	train	tree	loaf

Sight words

Saturday  
show  
ten  
warm



Let's write

Break up these words into their sounds.



Now write the words in alphabetical order.

re/mem/ber
environment
principal
second
Saturday



1	
2	
3	
4	
5	



Let's do

Tell the news you have from home, school and about your friends. Write down some of your ideas in this mind map.



News from home



School news



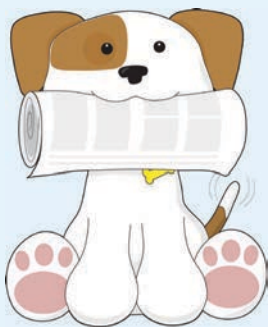
My news



News about my friends



News about sports or hobbies



Let's write

Write down what kind of sentence each one is in the space on the right. Then rewrite the sentences using the correct quotation.

statement

question

command

exclamation



i like sweets

I like sweets.

statement



help i am in trouble

dan you must come to school on time



do you like birds



Let's write

Write a sentence with each of these words to show their meanings.

see

sea

their

there



Fun

Look back at your mind map on the previous page.

Use the notes you wrote about your news to help you write a story for this newspaper.



Fill in the name of the newspaper.

Headline or name of article.

Fill in your name as a writer.

Date

What happened?

Where did it happen?

How do you feel about what happened?

Draw a picture to illustrate your story.



Let's read

Fill in the speech bubbles to show what Jabu and Dan say to each other.

Glad it's home time.

Me too. Let's hurry home.  
Oh, oh. Look there!



When Bongi and Ann were leaving school today, they saw a car stop near a small girl.

1

Come with us. You must not get into a car with a stranger.



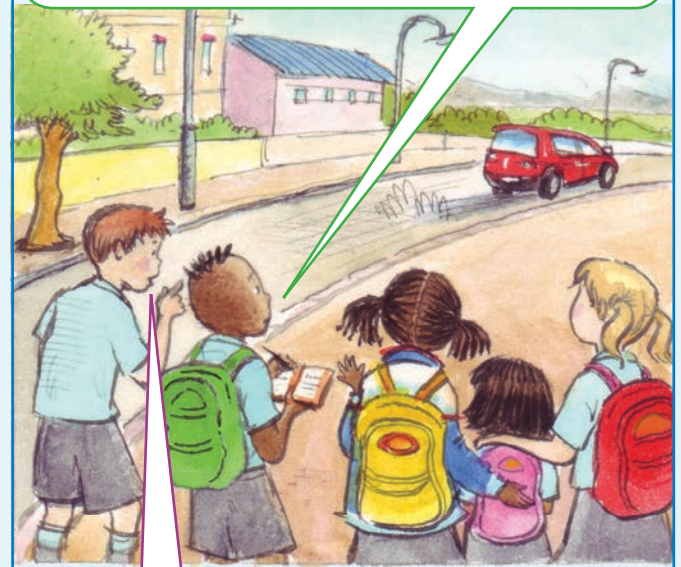
Bongi and Ann called the little girl and took her away.

3

Oh no, Sisi. You can't go with him.



2



Dan and Jabu wrote down the number on the number plate.  
Then...

4





Let's write

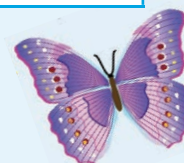
Now write an ending for the story in which you say what you think happened next.


Do you think Ann and Bongi cared about the little girl? Why do you think this?




Let's write

Draw a line to join the short form with the long form on the right.



it's
I'm
we're
mustn't



I am
we are
must not
it is

Sight words

better  
before  
eight  
hurt



Word work

Fill in words with the same sounds into the correct sound boxes.

rain

say

lead

sleep

read

day

gain

play

bead

weep

pain

keep



sleep			

# What did they say?



Let's do

In your groups, read the endings of the story you wrote on the previous worksheet. Decide which ending is the best. Use role play to act out the best story.



Let's write

Rewrite what they say, using the correct speech marks.



You mustn't go with strange people.

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

\_\_\_\_\_



I like drama and singing.

Bongsi said, " \_\_\_\_\_ "

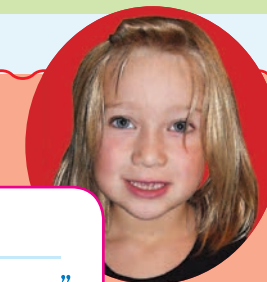
\_\_\_\_\_



Be careful!

Gugu screamed, " \_\_\_\_\_ "

\_\_\_\_\_



Should we take the little girl home?

Ann asked, " \_\_\_\_\_ "

\_\_\_\_\_





Let's write

How many words can you make by joining the sounds together?  
Write them in the spaces.



Diagram illustrating word formation using the sound 'ir'.

Central sound: **ir**

Left side sounds (connected to 'ir'):

- f
- sh
- c
- sk
- b
- g
- d

Right side sounds (connected to 'ir'):

- st
- t
- cus
- t
- th
- l
- ty

Example word formed: **first** (using f, ir, st)

Other words to be formed in the spaces:

- t
- cus
- t
- th
- l
- ty

Diagram illustrating word formation using the sound 'ou'.

Central sound: **ou**

Left side sounds (connected to 'ou'):

- h
- thr
- r
- m
- f
- s
- gr
- m

Right side sounds (connected to 'ou'):

- se
- gh
- gh
- se
- nd
- nd
- nd
- ntain

Other words to be formed in the spaces:

- se
- gh
- gh
- se
- nd
- nd
- nd
- ntain



Let's read



24 Jupiter Street  
Marsville  
2033  
14 August 2015

Dear Dan

I have not heard from you for a long time. I want to tell you my good news. I won the karate championships. I am now the under 9 karate champion! I did not think I would win. I was very scared because the other boy was much bigger than me.

I stopped thinking about him, and I just thought about my kicks that I had practised. Then I heard my friends calling my name and I knew I had won the match.

I think that all children should learn karate. It helps to keep you fit and healthy.

In karate, I have learned how to look after myself. That does not mean I like to fight, but I can stop someone from hurting me.

Please come over and visit me.

Your friend

Mandla





Who wrote the letter?

On what date did he write the letter?

What news did the writer give Dan?

### Sight words

laugh  
myself  
pick  
bring

Does the writer think that karate is a good sport for children to learn?  
Why do you say this?

Choose and then circle the correct word.

Let's write



The girl **is/are** running home.

They **is/are** at karate.

He **is/are** the champion.

Bongi **is/are** taking the girl home.



Find the synonym for each word in bold and write it in the space.

Synonyms are words with the same meanings.



Let's write

easy

delicious

wide

tiny

We ate a **tasty** pie for supper.

I find these sums very **simple** to do.

The river was **broad**.

The baby was **small**.



$$12 - 6 = 6$$





Let's do

Send Mandla (or one of your friends) a congratulatory card.

Write a special message on the inside of the card.



Write three sentences about what you can do well.

Let's write



Word work

Read the words and listen to the sounds.

The words look different but they have the same sounds.



boat	need	like	pain	round
note	read	fly	play	crown
blow	key	high	weigh	how



! ? .



Let's write

Fill in the correct punctuation marks at the end of these sentences.  
Use a **question mark ?** or an **exclamation mark !** or a **full stop**.

Congratulations, Mandla, you are the new champion **!**

Does Mandla have a black belt in karate \_\_\_\_\_

We need to learn how to protect ourselves \_\_\_\_\_

When did Mandla write the letter \_\_\_\_\_

Where does Mandla live \_\_\_\_\_



Let's write

Read each sentence, then circle the pronoun that you can use in the place of the underlined word.



Mandla has a black belt in karate.

you

he

she

we

they

it

Bongi and I went to visit Pam.

you

he

she

we

they

it

The netball players will be going to Durban.

you

he

she

we

they

it

The dog came into the class today.

you

he

she

we

they

it

Nomsa needed a jersey.

you

he

she

we

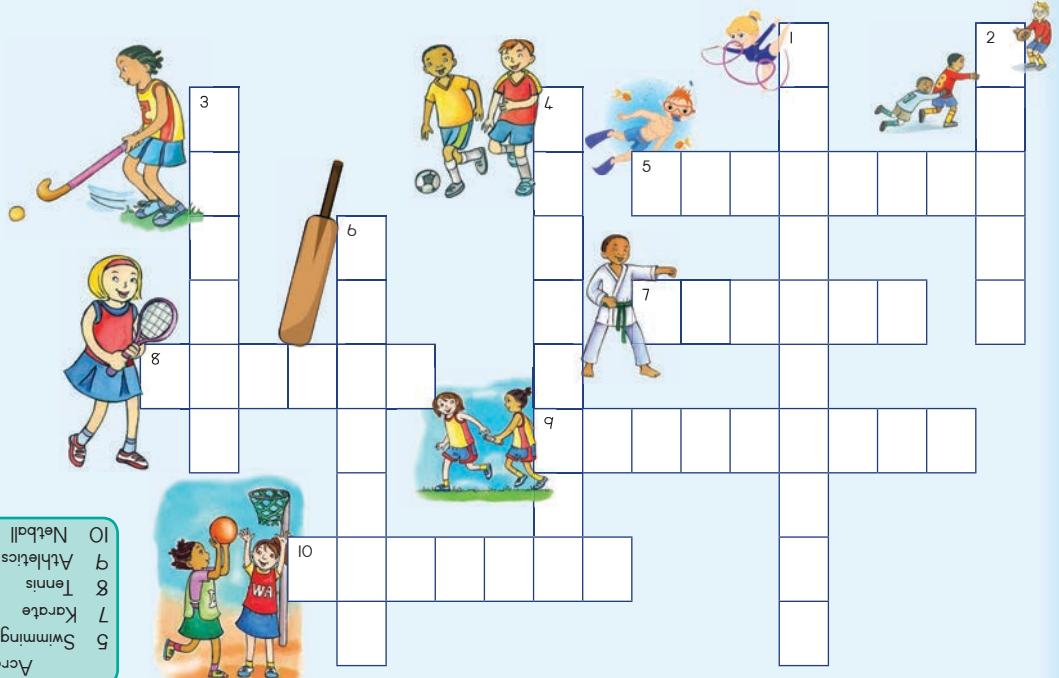
they

it



Fun

Use these pictures to help you complete this sports crossword.



Down  
1 Gymnastics  
2 Rugby  
3 Hockey  
4 Football  
6 Cricket

Across  
5 Swimming  
7 Karate  
8 Tennis  
9 Athletics  
10 Netball



Let's read

Every week, the children all go to the library after school. They love to go to the library. The teacher at the library reads to them. Pam and Busi help in the library at playtime on Tuesdays and Thursdays. They pack the books neatly in the shelves. They put a date stamp in the books that children take home with them. You can take two books home every week. You must bring the books back before you can take out more books. Busi and Pam read two books every week.

They also go to the library to do their homework. It is very quiet and you are not allowed to eat in the library. There is a computer in the library. Busi and Pam are learning how to use it. They can only use the computer for 20 minutes at a time.



Let's write

Answer these questions.

On what days do Busi and Pam work in the library?	
What work do they do in the library?	
1	
2	
For how long can they use the computer?	





## Word work

game

Fill in words with the same sounds. Then use 5 words to write sentences of your own in your exercise book.

lime

bite

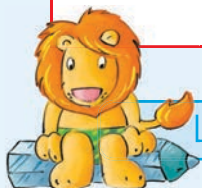
kite

slime

make

lame

bake



## Let's write

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

She was late for school **because**

the electricity is off.

You can't use the computer **because**

he never does his homework.

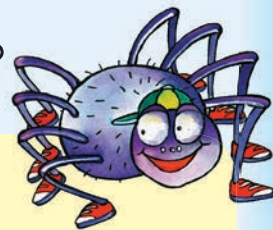
He failed his test **because**

she woke up late.



## Let's write

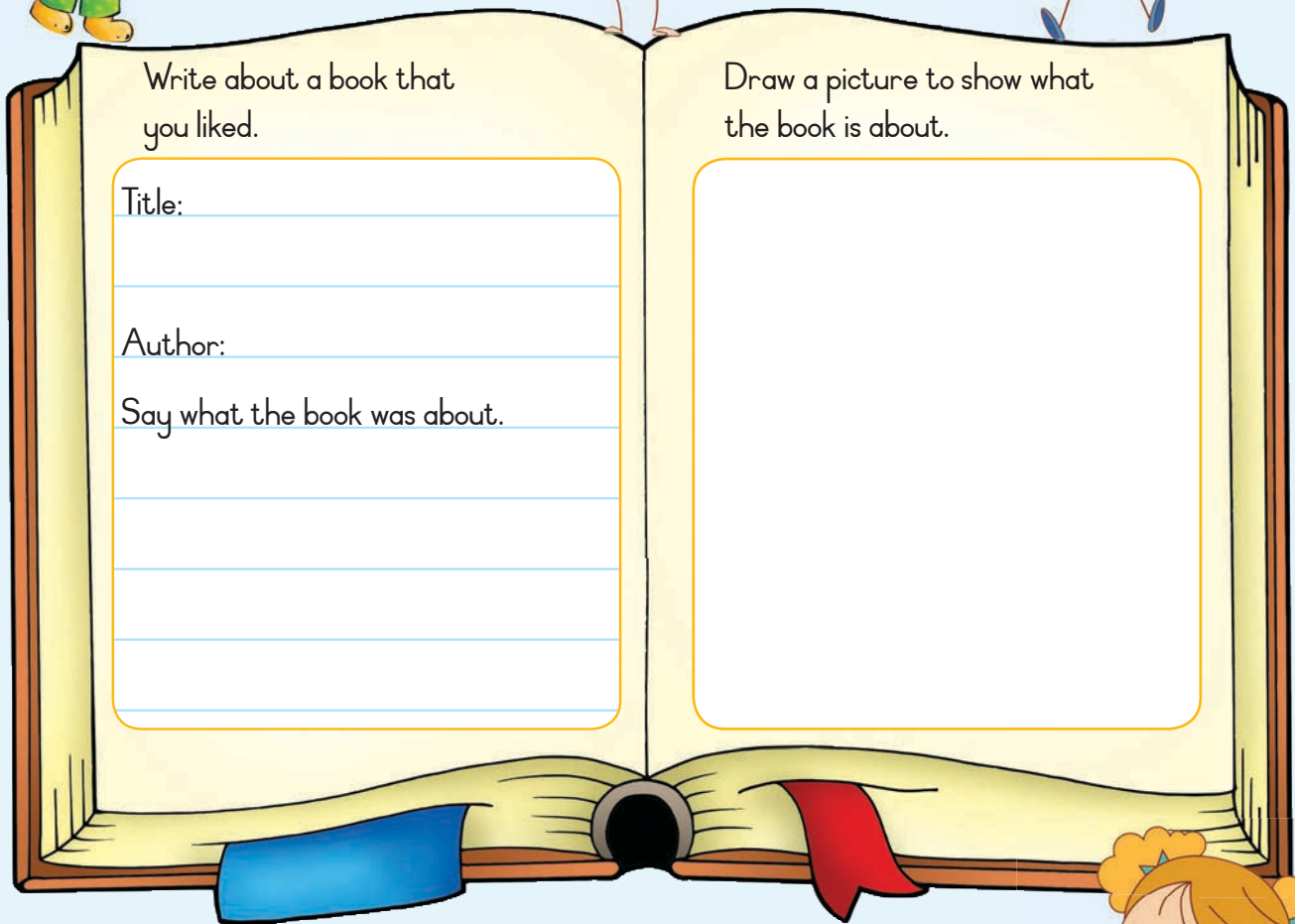
How many words can you make by joining the sounds together?  
Write them in the spaces.



A word-building activity where the sound 'ur' is joined with various prefixes and suffixes to form words. The central sound 'ur' is in a blue oval. Lines connect it to other sounds in ovals: 'c', 'ch', 'ret', 'n', 's', 's', 'c' on the left; 've', 'ch', 'n', 'se', 'name', 'vive', 'tain' on the right. The word 'curve' is already formed by joining 'c' and 'ur', with a pencil icon next to it. Below the central 'ur' is a cartoon spider character sitting on a web. To the right of the word-building area are seven empty rounded rectangular boxes for writing words.



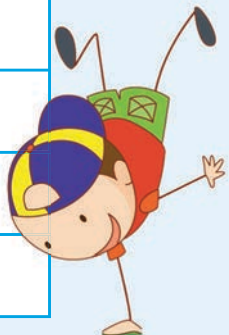
Let's do



Let's write

Write six sentences saying what you liked about the book.

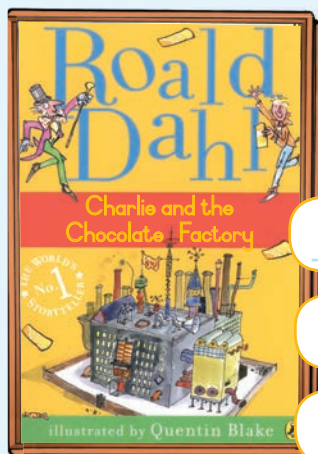




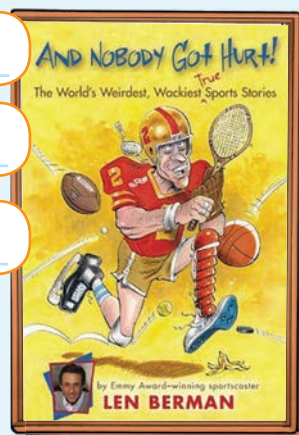
Fun

Look at each of these book covers with your friend. You and your friend must find the title of each book and the name of the author. Say what you think each book is about. Which books would you like to read? Number the books from **1** for the book you would like to read **most**, to **5** to show the book you would like to read **least**. Why don't you go to the library and see if you can take out some of these books?



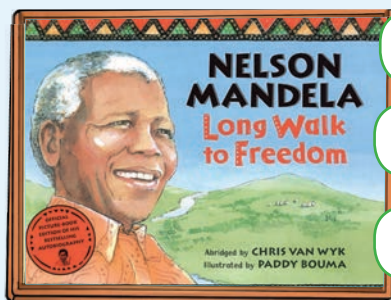
Title

Author



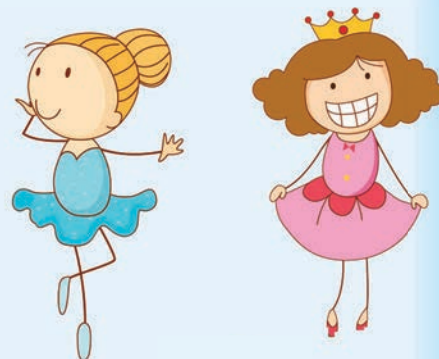
Title

Author



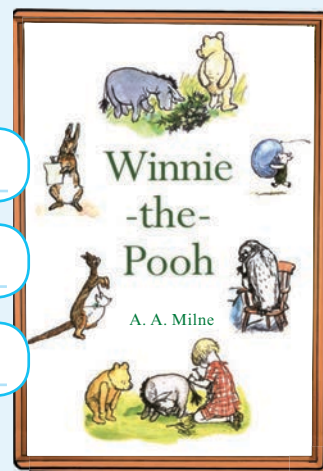
Title

Author



Title

Author



Title

Author







Let's read

Our big day had come. The circus was in town and grade 3 was on the bus to see the circus. We arrived at the big tent.

**Teacher:** Stay together so that you don't get lost. If you get lost, stand at the ticket office next to the entrance and we will find you.

**Jabu:** Wow! Look at the clown walking on stilts.

**Bongi:** I love the seals that dance.

**Ann:** Will we be able to go closer to the lion after the show?

**Sam:** What happens if he escapes?

**Busi:** Oh, I would love to do acrobatics like that!

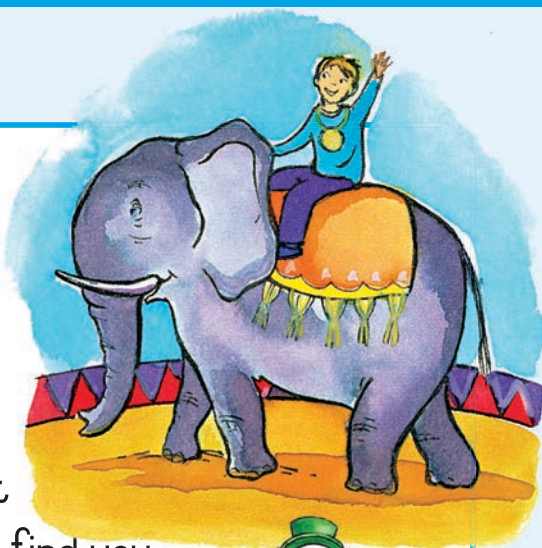
**Teacher:** Where is Dan?

**Sam:** I don't know.

**Teacher:** Quick! Go and see if he is at the ticket office.

**Pam:** Look! Look! There he is! He's riding on the elephant!

**Teacher:** Oh my goodness! That is not possible!



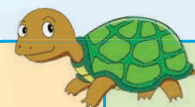
Word work

Read the words and listen to the sounds.

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

brightly	sadly
slowly	proudly
quietly	loudly

kind	bind
find	blind
mind	behind





Let's write

Write your answers to these questions in the spaces.

What did each of the children like at the circus?

Jabu

Bongi

Ann

Busi

What happened to Dan?

Write an ending for the story. Write what the teacher and Dan said.

Teacher:

Dan:

Sight words

grow  
light  
never  
seven



Let's write

Use these action words (verbs) to complete the sentences.  
Then underline the words that tell us about the action.

plays

walks

scream

rides

drive

Dan rides proudly on the elephant.

The children \_\_\_\_\_ loudly with excitement.

The clown \_\_\_\_\_ carefully on stilts.

The seal \_\_\_\_\_ happily with a ball.

We \_\_\_\_\_ home sadly in the yellow bus.

Action words are called verbs. They tell us what someone or something does. Adverbs describe how they do the action.



# What happened to Dan



Let's do

Make up a role play to show Dan telling his friends what happened to him at the circus. One of you must play the role of the teacher.

Pretend you are Dan.

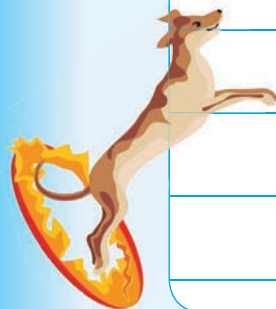
Write a diary entry about your time at the circus.

Let's write



Dear Diary

Date \_\_\_\_\_



Let's write

Underline all the action words (verbs) in your diary entry.  
Write down six of your action words in this table.








Let's write

Does the underlined adverb tell us **when**, **where** or **how** an action happens? Write how, when, or where next to the sentence. Now circle the verb that the adverb describes.

when

where

how

Jabu ate his lunch quickly.

how

Pam often reads books about animals.Dan proudly told us about the circus.Sometimes we go on school trips.The clown danced merrily at the circus.After the circus, the children walked slowly back to the bus.

Let's write

Circle the correct word (homophone) in each of these sentences.

I like to eat **pears/pairs**.She hurt her **write/right** hand.I went to the circus **too/two**.The boats **sale/sail** in the dam.I will see you next **week/weak**.**I/eye** did not go to school today.It took one **our/hour** to get there.



## Word work

Fill in words with the same sounds.

rain

round

keep

gain

girl

tough

loaf

meat

pain

bird

rough

goat

team

nurse

found

peep

coat

clean

turn

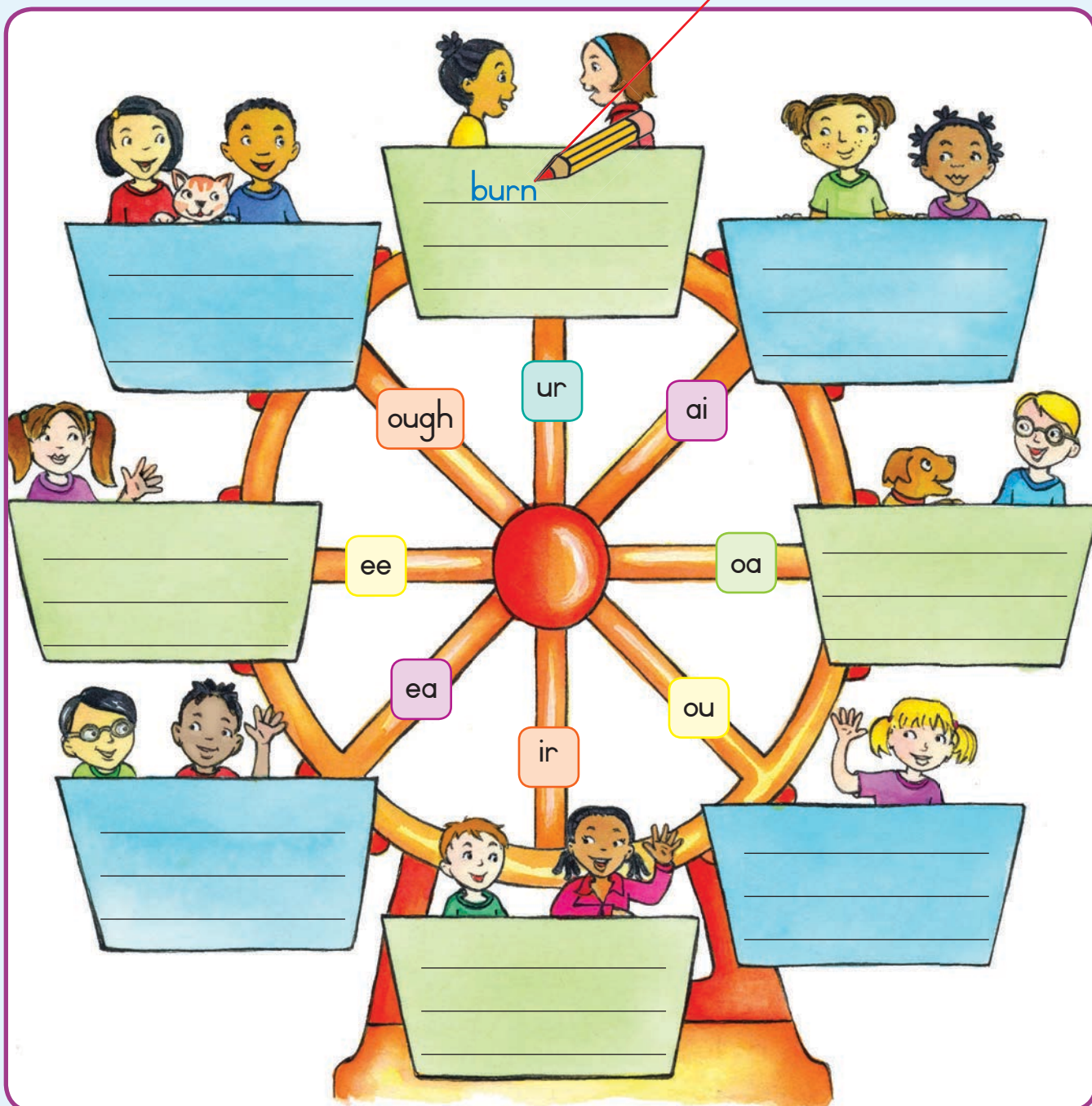
ground

weep

burn

dirt

enough

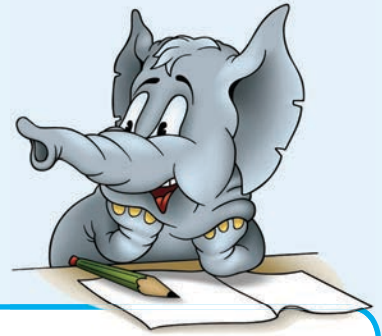




Let's speak

Talk to your friend about a story that you want to write.  
Then fill in your ideas on this page.

## My story planner



Term 3 – Week 3–4

### The characters and the setting

Who is in your story?

Where does the story happen?

When does the story happen?

### The beginning

What happens at the start of the story?



## The middle

What happens in the middle of the story?



## The end

How does the story end?



Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. 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 in the book.



# ABOUT THE WRITER

Write your name

Your age

Where you live



8

Step 4: Cut on the solid line after you have stapled your book

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

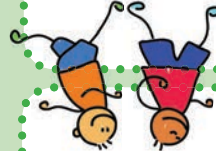
Continue with your story here.



Draw picture here.

7

Write the middle of your story here.



Draw picture here.

Draw picture here.

Start writing your story here.



2

3

Continue with your story here.



Draw picture here.

Draw picture here.

Finish your story.



7

9

Write what happens at the end of your story.



Draw picture here.



# Theme 6: Living in a town

Term 3: Weeks 5 - 10

## 81 Town life 36

Reads text about Jim moving to town.  
Uses a picture of a block of flat to work out coordinates.  
Talks about what is happening in each flat.  
Fills in the correct verbs to describe the activities in each flat.

## 82 Reading maps 38

Discusses a map.  
Answers questions based on the map.

## 83 Jim sends an e-mail to his friends 40

Reads an email text.  
Uses conjunctions to join the sentences.  
Identifies antonyms.

## 84 Jim's friends write back 42

Reads an email text.  
Answers questions based on the email.  
Uses verbs to complete sentences.  
Identified the tenses in sentences. (present or past tense)  
Uses prepositions of direction and position.

## 85 Giving directions 44

Reads a map.  
Answers questions based on the map.  
Writes directions to specified places on the map.  
Identifies road signs and says what they mean.

## 86 Where I live 46

Addresses an envelope.  
Joins the sentences using conjunctions.  
Identifies proper nouns.  
Fills in an invitation card to a school concert.  
Draws a map giving directions.

## 87 Giving directions 48

Pastes in places on a map.  
Discusses map with a friend.  
Discusses which places are safe and which are unsafe.  
Answers questions based on the map.

## 88 Reading carefully 50

Asks and gives directions to different places on the map  
Breaks up words into sounds.  
Numbers the words in alphabetical order.  
Reads an advertisement.  
Answers questions on the advert.  
Designs an advert.

## 89 We see an accident 52

Reads the picture story.  
Fills in a speech bubble to complete the story.  
Predicts and writes an ending for a story.  
Sorts words into the correct sound boxes.  
Reads the words and listens to the sounds.  
Identifies and matches pronouns.

## 90 What happened? 54

Identifies the sequence of a story.  
Compares two pictures and identifies the differences.  
Completes the accident form by filling in information.

## 91 A school concert 56

Reads a programme for a school concert.  
Discusses the programme with a friend.  
Answers questions based on the programme.  
Designs a poster to advertise a concert.

## 92 Visitors at our concert 58

Reads a newspaper article.  
Answers questions based on the newspaper article.  
Sorts words into the correct sound boxes. (y, alk, str and shr)  
Identifies missing nouns and adjectives and uses them to complete sentences.

## 93 Funny Dan 60

Reads text about Dan.  
Writes a description of Dan.

## 94 Discusses a map of South Africa. 62

## 95 Picture cut-outs 63

## 96 Writing your story 65

Discuss a story plot.  
Fills in ideas for a story under the prescribed headings.  
Makes a cut-out book.





Let's read

### Jim moves to town

Jim's father got a new job in town and so his family had to move. Jim was sad to leave all his school friends behind. He had to go to a new school.



Living in town is very different to living in a village.

There are many people living in town **and** there is a lot of traffic. In the streets you see people walking, driving, taking taxis and trains, all going to different places. Many people do not have gardens **because** they live upstairs in flats in high buildings.

Jim lives in a block of flats. He lives on the 2nd floor in flat number 2A. The flat is near the school **so** he can walk to school.



Jim keeps on getting lost **because** there are so many streets and they all look the same. His friend Thandi helps him when he is lost. She has been living in town for two years.



Let's write

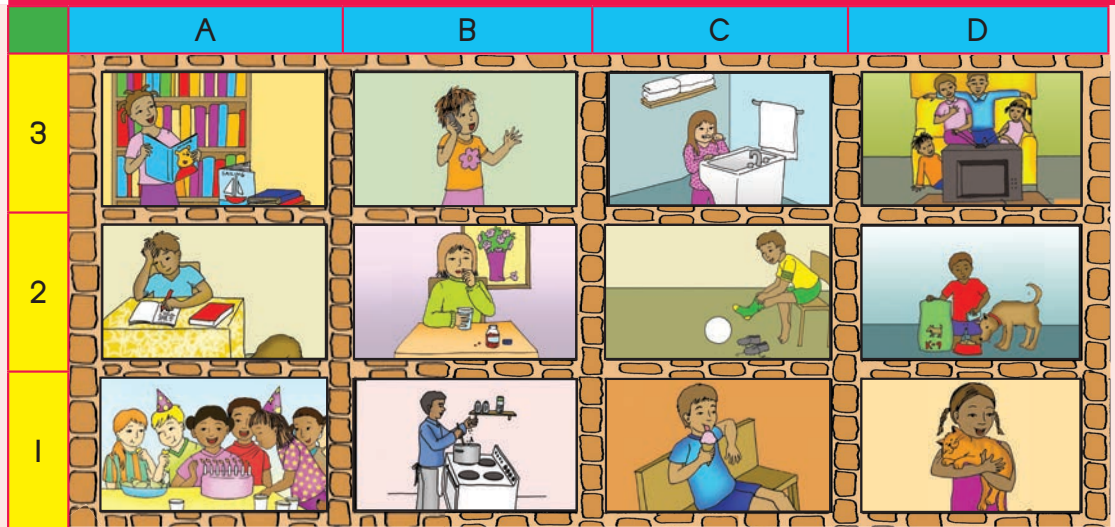
Look at what people are doing in the block of flats.

In the picture, we have numbered all the flats.

There are three floors, with four flats on each floor.

Each floor has a number, and each flat has a letter of the alphabet.

The table has a list of what everyone is doing. For each activity, fill in the number of the flat in which it is being done. Use the number of the floor (in the yellow column on the left), and the number of the flat (in the blue row at the top).



Jim is doing  
his homework.



2A

The girl is taking her  
medicine.

The girl is reading  
her library book.

The children are  
having a party.

The boy is dressing  
for soccer.

The man is cooking.

The girl is brushing  
her teeth.

The boy is eating an  
ice cream.

The girl is holding  
her cat.

The girl is talking  
on the phone.

The boy is feeding  
the dog.

They are watching  
TV.



Let's write

Now fill in the missing words to complete these  
sentences.

They are



TV.

She is



on the phone.

The boy is



the dog.

The boy is



ice cream.

Thandi is



a book.





Let's read


Look at the map and talk about the buildings and places it shows.  
Point to what you see in each block and say what it is.

	A	B	C	D
6	houses 	houses 	bank 	market 
5	school 	park 	hospital 	shops 
4	sport stadium 	swimming pool 	church 	railway station 
3	restaurant 	crèche 	library 	flats 
2	clinic 	supermarket 	police station 	fire station 
1	zoo 	garage 	post office 	airport 



Let's write

Now say where each of these places are. Use the yellow numbers from the left of the map and the blue letters from the top.

Where is the clinic?		2A	Where is the hospital?	
Where is the library?			Where is the police station?	
Where is the fire station?			Where are the flats?	
Where is the school?			Where is the zoo?	
In which block are there lots of trees?			Where is the railway station?	

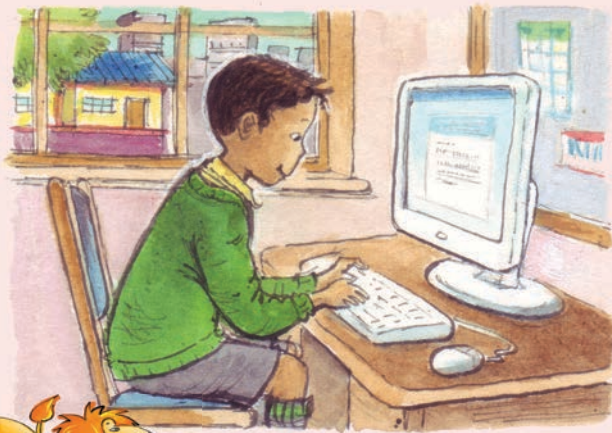


Let's write

Now talk to your friend about the different places on the map. Answer these questions together and then fill in the answers.



Name two places that are <u>near</u> to the school.	
Name two places that are <u>opposite</u> the church.	
What place is in <u>front</u> of the airport?	
What place is <u>next</u> to the school?	
The school is <u>between</u> the	_____ and the _____.
Are the flats <u>near</u> or <u>far</u> from the school?	
If there was a fire at school, how far would the fire engine need to drive? Count the blocks.	
Where would you like to live? Say which block and say why you choose that block.	



Let's read

To: [Bongi@library.com](mailto:Bongi@library.com), [jabu@library.com](mailto:jabu@library.com), [Ann@library.com](mailto:Ann@library.com), [Sam@library.com](mailto:Sam@library.com)

From: [Jim@school.com](mailto:Jim@school.com)

1 September 2015

14:22

Dear Bongi, Ann, Sam and Jabu

I am now living in town. I am so glad that I can use the school computer to send you an e-mail. I miss you all so much.

Town is very busy and there is a lot of traffic. I have started at my new school. It is a very big school. We have nearly 1 000 children. The school is near the park and the swimming pool. In the afternoon I go for swimming lessons. I have a new friend. Her name is Thandi. She is in my class. When I get lost in the school she helps me.

I now live in a block of flats. I live on the 2nd floor. It is very high. We do not have a garden, but we are lucky that we live near the park. I can go and play there with my friends.

I am hoping that I will be chosen for the soccer team and I hope that we can play against your school. I will come and visit you when I visit my grandmother at Christmas time.

Please write back now, I will wait at the computer for your reply.

Bye

Jim

Send



Word work

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



Sight words

buy  
bought  
catch  
caught

near	blow	male	pole	cube
tear	flow	sale	role	tube
clear	grow	whale	whole	cute





Let's write

Join each pair of sentences using one of these conjunctions.

and

because

so

And, so and because  
are conjunctions.  
We use them to join  
sentences.

There are many people living in town.

There is a lot of traffic.

Many people don't have gardens.

They live in flats.

Jim lives near to his school.

He can walk to school.

There is a swimming pool near his school.

He goes for swimming lessons.

Jim keeps getting lost.

There are lots of streets.

We do not have a garden to play in.

I play in the park.



Let's write

Find the antonym (or opposite) of each word in bold and write it in the space.

far

narrow

buy

noisy

short

The school is **near**.

far

They **sell** sweets.The river is **broad**.It takes a **long** time to walk to school.It is very **quiet** in the city at night.

Do you remember  
what a **synonym** is?  
It's a word that has  
the **same meaning**  
as another word. An  
**antonym** is a word  
that **means the**  
**opposite** of another  
word.



Let's read

To: [Jim@school.com](mailto:Jim@school.com)From: [Bongi@library.com](mailto:Bongi@library.com)

1 September 2015

14:45

Dear Jim

Wow, we just got your email. We are all using the computer in the library.

We miss you too. You are in a very big school. So you are learning to swim. That is so cool. We hope we can come and visit you and see your school.

Maybe we can see you before Christmas.

Bye

Bongi, Sam, Ann and Jabu

Send



Let's write

Answer these questions.

Who wrote back?

On what date did she write back?


At what time did she write back?

Where were the children sitting?



Let's write

Use these action words (verbs) to complete these sentences.  
Then say if the sentence is in the present tense or the past tense.

<div>moved</div> <div>moves</div>	Jim <b>moves</b> to town.	present 
<div>eats</div> <div>ate</div>	Last month Jim _____ to town.	
<div>walked</div> <div>walks</div>	Jim _____ his lunch.	
<div>picked</div> <div>picks</div>	Yesterday he _____ at home.	
<div>walked</div> <div>walks</div>	He _____ to school.	
<div>picked</div> <div>picks</div>	Yesterday Jim _____ to school.	
<div>picked</div> <div>picks</div>	Thandi _____ up the book.	
<div>picked</div> <div>picks</div>	Yesterday Thandi _____ up the book.	



Fun

Fill these prepositions into the word grid. Count the letters in each word to help you find the correct space for each one.


during

alongside

above

on

into

between



# Giving directions



Let's read

Look at the map and then answer the questions.



	A	B	C	D
6				
	First Avenue	Second Avenue	Third Avenue	
5				
	Mandela Road			
4				
	Railway Road			
3				
	Church Street			
2				
	Rose Road			
1				
	Flower Street			

bite  
bit  
blow  
blew



Let's write

Look at the map and then fill in the answers to these questions.

In which street is the school?

On which corner is the supermarket?

In which street is the hospital entrance?

Which places are safe for children to play?

What places are noisy?

What places are unsafe for playing?



Let's write

Write directions from the school to the post office.

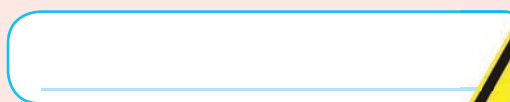
Write directions from the hospital to the school.

Write directions from the school to the garage.



Fun

What do these signs mean?





Let's write

Address this envelope to yourself.



Let's write

Draw a line from the blue box to the pink box to complete each sentence. In each sentence underline the joining word or conjunction.

And, so and because  
are conjunctions.  
We use them to join  
sentences.

He walked across the  
road because

She took out her recipe book  
because

I was going to play soccer, so

I did not know which days we  
had netball practice, so

I went to bed late and

I had nothing to read, so

We went to the sports field  
because

She went to the clinic because

I went to the library.

I looked at the notice board.

the robot was green.

I took my soccer boots to school.

she wanted to bake a cake.

we were playing a match.

could not wake up in the  
morning.

she was feeling sick.

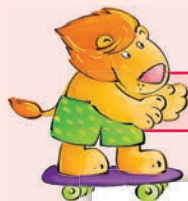




Let's write

Underline the nouns that should start with a capital letter.

<u>bongi</u>	mandla	october	lusikisiki	durban	dan
monday	chair	cake	book	polokwane	flower
pen	busi	bike	limpopo	johannesburg	scissors



Fun

Send Bongi and Sam an invitation to your school concert. Fill in the information on the invitation card and then draw and label the directions from the station or bus stop to your school.

Dear Bongi and Sam

Concert programme

You are invited to our  
school concert.

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

School: \_\_\_\_\_



Draw the directions from the station to the school. Add labels to show street names and the names of places they will go past.





Let's do

Make your own map.



Cut out the pictures of the different places on worksheet 95 (on page 63) and paste them onto this grid. You can decide where you will put each place. You can choose one of the houses for yourself and decide where you want to paste it. Do you want to live near the school?

	A	B	C	D
6				
5				
4				
3				
2				
1				



Let's write

Show your friend your map. Point to where you have put each place. Then fill in the number and letter to show where each place is. In the space, write down why you decided to put the picture there. Tell your friend which places are safe or unsafe for playing.

between  
during  
begin  
began



Say which block these places are in.		Say why you have put these places there. Because
Where is the clinic?		
Where is the library?		
Where is the hospital?		
Where is the school?		
Where is the fire station?		
Where is the police station?		
Where is the railway station?		
Where are the flats?		
Where is the park?		
Where is your house?		
Where is the swimming pool?		
Where is the supermarket?		
Where is the church?		





Let's do

Ask each other for directions to different places on the map. Use the following words.

turn left

at the corner turn ...

turn right

You will see a \_\_\_\_ on your right

continue along the road

at the corner turn ...



Word work

Break up these words to show the different sounds.  
Then number the words in each box in alphabetical order.

1	hos/pi/tal
3	swimming
2	railway

	police
	library
	swimming

	supermarket
	restaurant
	garage

	playground
	market
	taxi



Let's read

Read the advert on the opposite page, then talk to your friend about what the advert promises you. Then fill in yes or no to these questions.

Read these questions and tick (✓) yes or no.	yes	no
Do you think a T-shirt can make you run fast?		
Do you think a T-shirt can help you to become a champion?		
Do you think the T-shirt can make you feel super?		
Do you think the T-shirt is cheap?		
Do you think this is a true and honest advert?		
Do you know any other advert that is not honest?		

**The T-shirt that every smart  
kid must have!**

Kids, if you want to be cool you need  
a **Super Cool T-shirt**.

It will improve your running and you  
will become a super champ.

You will feel super good in this  
**Super Cool T-shirt**.

You will be invited to everyone's parties.

Buy one today. Lowest prices in town.

**Only R150! Sale for 1 week only.**



Fun

Design your own advert. Draw a picture and write some  
sentences to make people want to buy it.

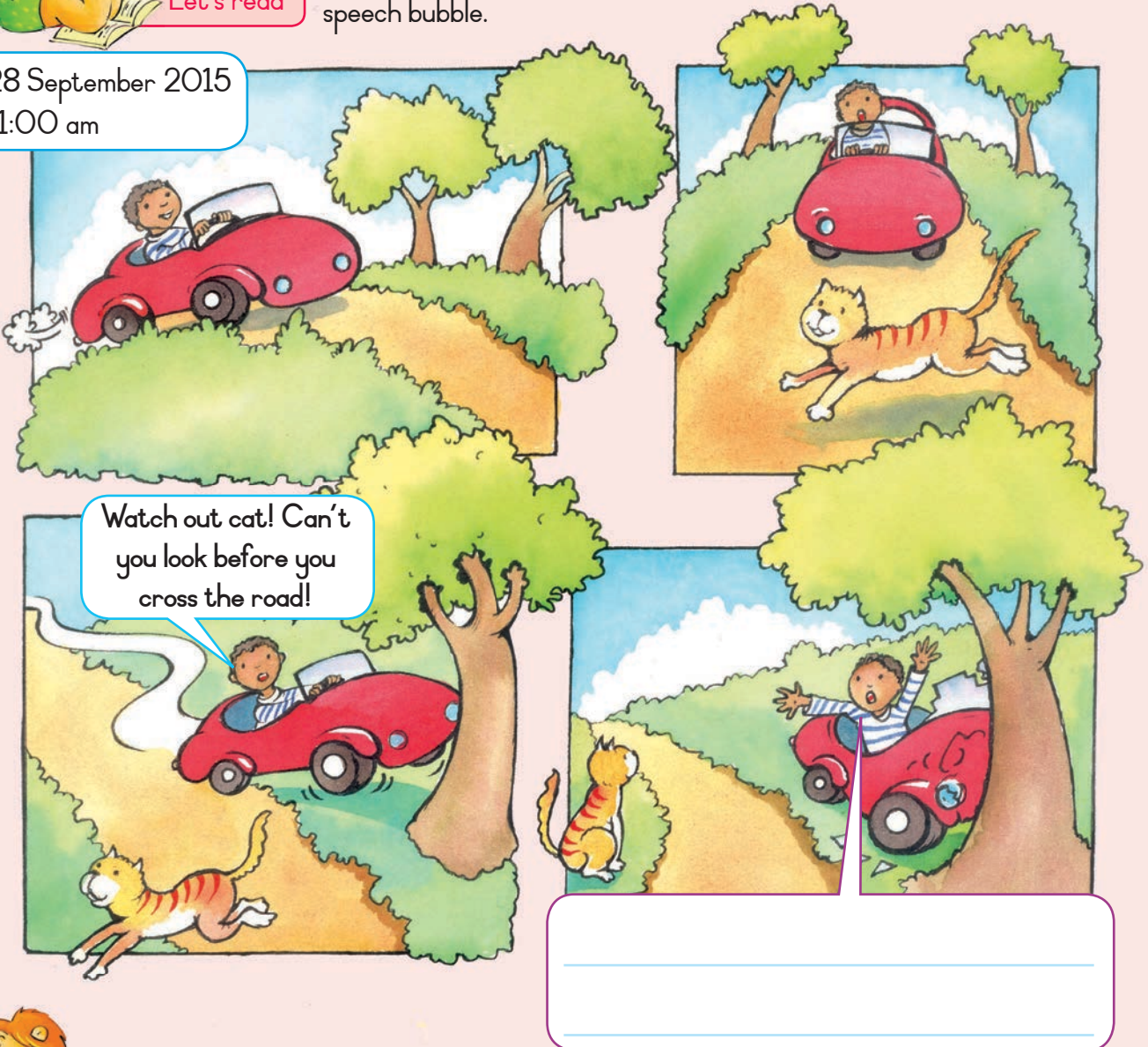
# We see an accident



Let's read

28 September 2015  
11:00 am

Read the picture story and fill in what you think the driver said in the last speech bubble.



Let's write

Do you think that the man can still drive his car after the accident? Should he call the police? Now write five sentences about what you think will happen next in the story.






## Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

shy

pull

true

cart

dart

glue

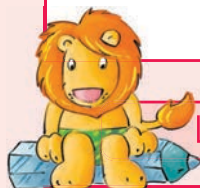
full

fly

## Sight words

break  
broke  
bring  
brought

cry	part	bull	blue



## Let's write

Read each sentence, then circle the pronoun that you can use in the place of the underlined words.



The <u>man</u> drove his car into the tree.	you	he	she	we	they	it
The <u>cat</u> ran across the road.	you	he	she	we	they	it
<u>Jim and Thandi</u> saw the accident.	you	he	she	we	they	it
<u>Thandi</u> had to write a report for the police.	you	he	she	we	they	it
<u>Thandi and I</u> took the cat home.	you	he	she	we	they	it



## Let's write

Draw a line to match the pronouns in the first column with the correct pronouns in the second column.

he	my
she	your
it	his
we	hers
I	our
you	their
they	its



# What happened?



Let's do

Number these pictures to show the correct order and then tell your friend what happened in the correct sequence.



Fun

Spot the differences.





Let's write

You must fill in the accident form.

Imagine you were walking home from school. You saw the accident. You saw a motorist swerve suddenly to avoid a cat. The car went into a tree, but the driver was not hurt and neither was the cat.

You were the only person who saw the accident, so you have been asked to write about what happened. Before you fill in the form, tell your friend what you will say.

### Accident form



Your name	
Date of accident	
Time of accident	
What happened:	
First	
Then	
After that	
In the end	
Signature:	





Let's speak

Read the programme carefully and tell your friend what the concert will be about. Say which item you think you would enjoy most.



### Programme for **NEW TOWN** Primary School Concert

Date: 3 September 2015

Time: 13:00 to 15:30

Time	Grade	Item
13:00		Opening by Principal: Mrs J Gaga
13:10	Grade 1	Winnie the Pooh song.
13:20	Grade 2	Song: We are not afraid of the big bad wolf.
13:40	Grade 3	Jack and the beanstalk Stars: Jim is acting as Jack. Thandi is acting as Jack's mother
14:00 to 14:30		Interval  There will be juice and popcorn for all the learners.  Tea and coffee will be on sale for parents.
14:30		Prize giving for grades 1, 2 and 3.
15:00	Grade 4	Children's choir singing the National Anthem.
15:15		Closing speech: Minister of Basic Education.



Let's write

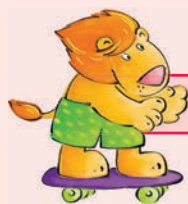
Look at the programme, and then answer these questions.

What time does the concert start?

Who will do the opening?

What will the Grade 1 class do?

What will happen at 13:20?	
Who are the stars of the show at 13:40?	
What will the grade 4 class do?	
What will happen at interval?	
Who will make the closing speech?	
If you were at the concert, which item would you enjoy most?	
What will you miss if you only arrive at 14:30?	1
	2
	3
	4



Fun

Draw a poster to advertise this concert. Give all the relevant information.





Let's read



## Kiddy Times

### New Town School has a jolly good concert

Reporter Yvonne Noates

4 September 2015

The children of New Town School produced an excellent concert yesterday. They entertained the audience with scenes from Winnie the Pooh and the Three Pigs. The stars of the show were Jim Brown and Thandi Ndlovu, who acted in Jack and the beanstalk. Jim was Jack, and Thandi was his mother.

The principal Mrs J Gaga was very happy because the Minister of Basic Education attended the concert. The Minister said: "I am very proud of this school. The children are



doing well and I can see that the teachers and parents are doing a good job."

The school handed out prizes for learners who always did their homework. These same learners did very well in the ANA exams last month.

The Big Book Shop donated book prizes.



Let's write



Do you think the writer of the article thinks that New Town School is doing good things? How do you know?

What did the children receive prizes for?



Where did the school get the prizes?

Copy the sentence that tells us the Minister was pleased with the school.



### Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

silly

stretch

shred

walk

chalk

shrug

strict

folly

### Sight words

come

came

drink

drank

jolly

stalk

street

shriek

Fill in the missing nouns and the adjectives that describe them.  
Use these words to help you.

### Let's write



### Nouns

cars

buildings

trees

school

people

### Adjectives

high

noisy

fast

tall

big

The  \_\_\_\_\_ were \_\_\_\_\_.

The  \_\_\_\_\_ were \_\_\_\_\_.

The  \_\_\_\_\_ were \_\_\_\_\_.

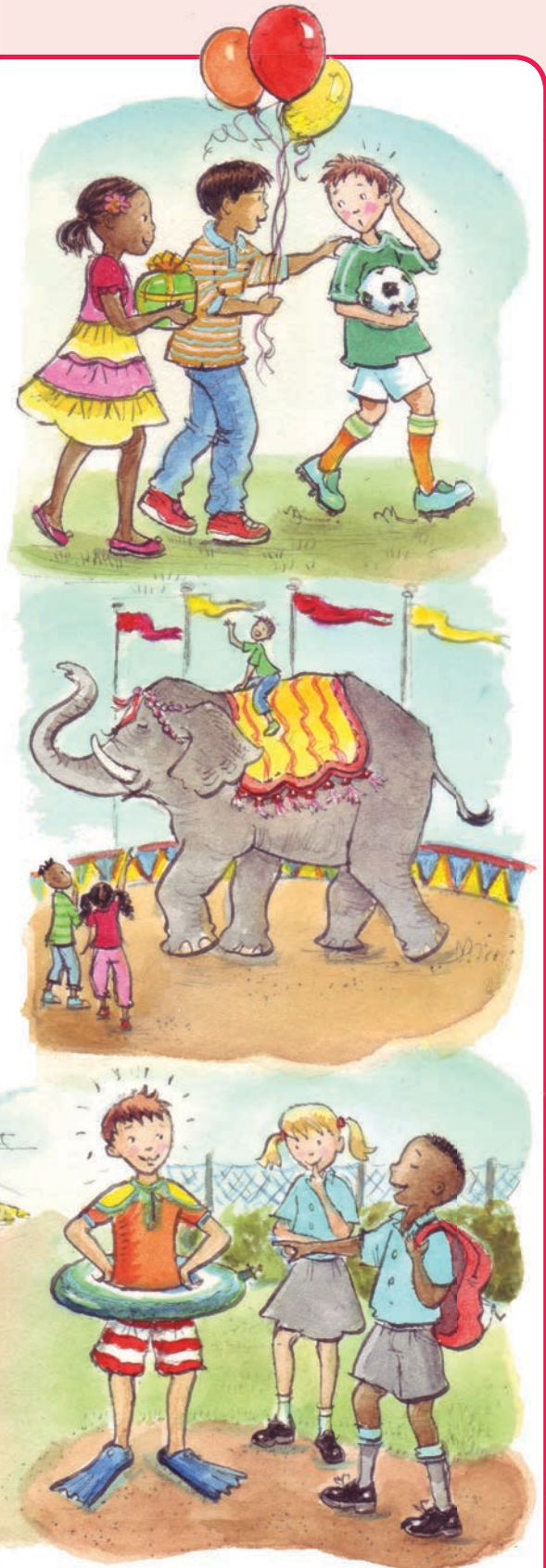
The  \_\_\_\_\_ was \_\_\_\_\_.

The  \_\_\_\_\_ were \_\_\_\_\_.



Let's read

Dan is always late and he always forgets everything.  
 Last year he forgot his own birthday.  
 Last month he left his school bag on the bus.  
 Last week he rode on the elephant at the circus.  
 Yesterday he missed the train to the concert.  
 This morning he went to school in his swimming costume.  
 He is really a funny guy.





Let's write

Use this mind map to describe Dan.



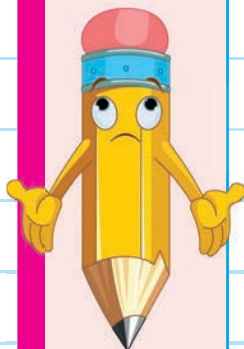
How he looks

Some funny things he does



Who his friends are

What Dan can do to remember things





# Discusses a map of South Africa



Let's speak

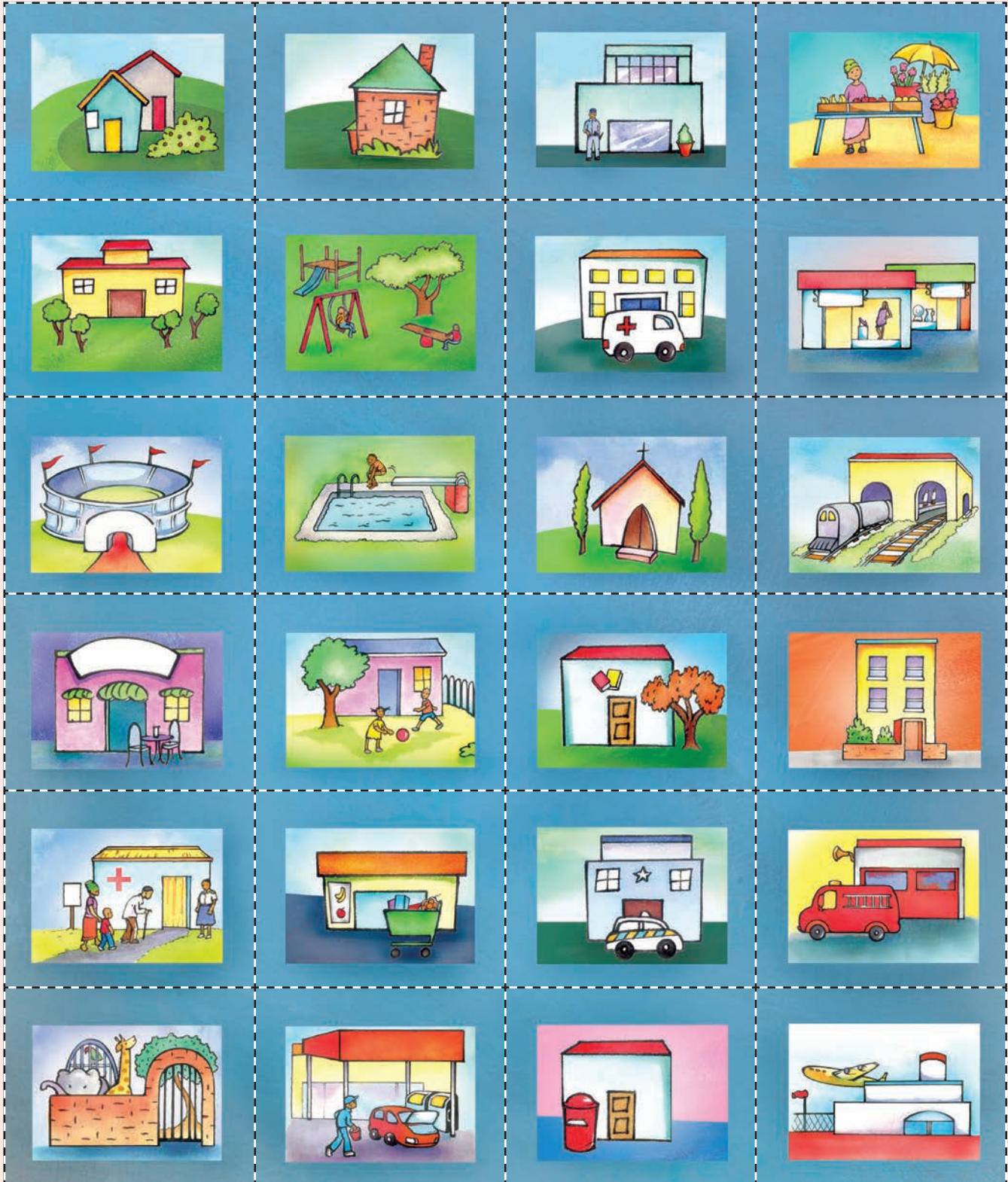
- Look at the map of South Africa.
- Point to the 9 provinces.
- Which province do you live in?
- Say what the capital of each province is.
- Point to the photos that show some of the important places in each province.
- Which provinces are on the coast?



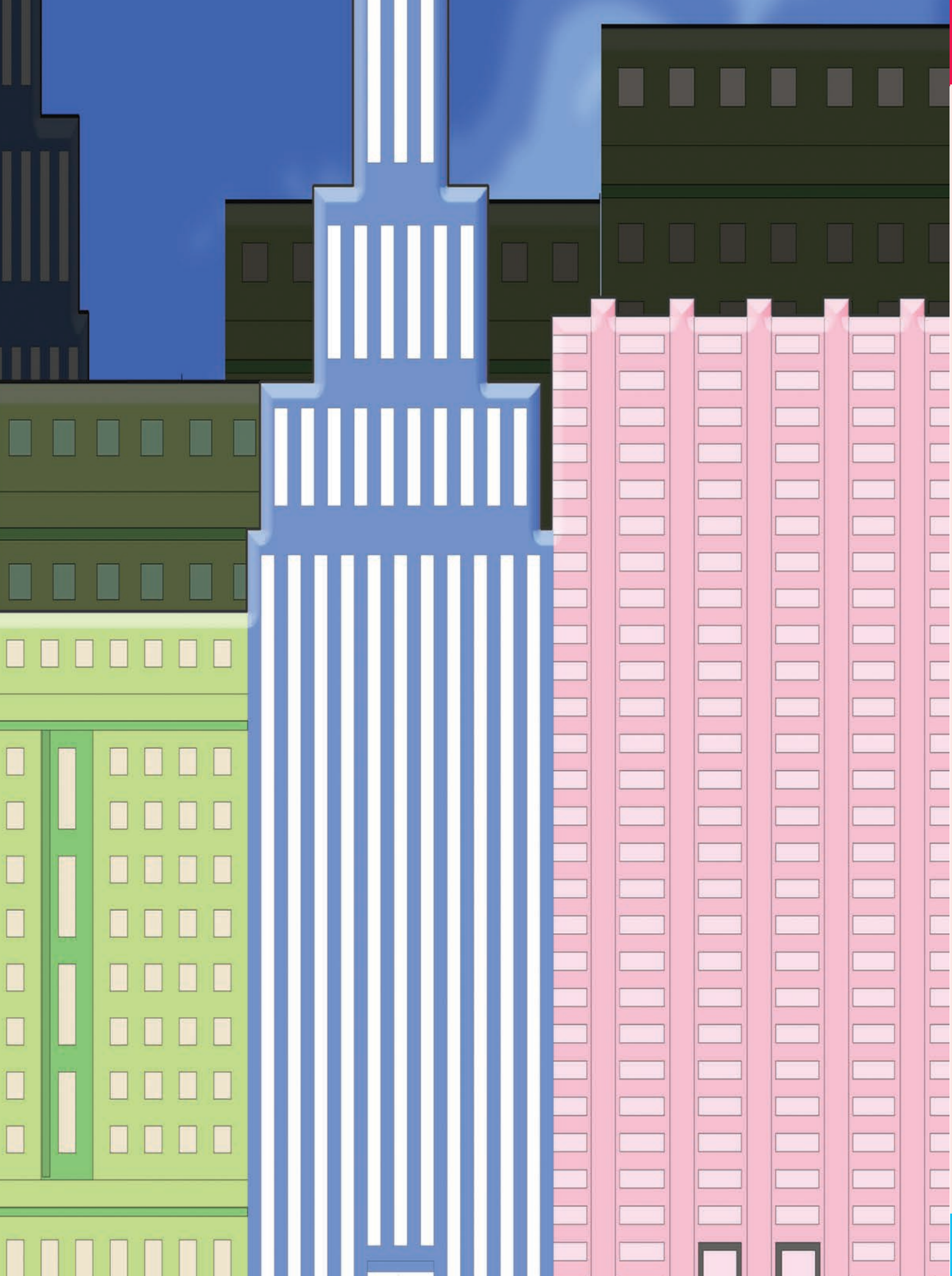


Let's do

Cut these pictures out and use them to make your own map on page 48.











Let's speak

Talk to your friend about a story that you want to write.  
Then fill in your ideas on this page.

## My story planner

### The characters and the setting



Who is in your story?

Where does the story happen?

When does the story happen?

### The beginning

What happens at the start of the story?

## The middle

What happens in the middle of the story?



## The end

How does the story end?



Fun

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. 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 in the book.





ABOUT THE WRITER

Write your name

Your age

Where you live



8

Step 4: Cut on the solid line after you have stapled your book

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

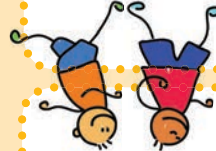
Continue with your story here.



Draw picture here.

7

Write the middle of your story here.



Draw picture here.



Draw picture here.

Start writing your story here.



2

3

Continue with your story here.



Draw picture here.

Draw picture here.

Finish your story.



7

9

Write what happens at the end of your story.



Draw picture here.

# Theme 7: People and places

Term 4: Weeks 1 - 4

## 97 New children at our school 70

Reads a text about new children at school.  
Fills in information obtained from text into a table.  
Answers questions based on the text.

## 98 Different places in South Africa 72

Cuts out and pastes the nine provinces on a map.  
Answers questions based on the province they live in.  
Identifies silent letters.  
Sorts words into alphabetical order.  
Rewrites sentences using the correct punctuation.

## 99 Our weather 74

Reads a weather broadcast.  
Uses information from the weather broadcast to complete a weather chart.  
Uses conjunctions to join sentences.  
Uses prefixes to complete words.

## 100 What I did 76

Draws four pictures of what they did on the weekend.  
Explains drawings.  
Writes a sentence about the pictures identifying the verb.  
Matches the present and past tense.  
Uses verbs to complete sentences.  
Identifies present, past and future tense.  
Makes a congratulation card for a friend.

## 101 Children from elsewhere 78

Reads descriptive text about children from other countries.  
Tabulates information about the children.  
Make words with -ough, -ess, -y, -ies and c sounds.  
Formulates questions.

## 102 What we enjoy 80

Conducts a survey and tabulates results.  
Answers questions based on the results of the survey.  
Breaks the words into sounds.  
Writes words in alphabetical order.  
Uses regular and irregular verbs.  
Completes a maze.

## 103 Two little kittens 82

Reads poem about two little kittens.  
Answers specific questions based on the poem.  
Identifies rhyming words in the poem.

## 104 What the cats said 84

Recites and role plays the poem.  
Rewrites sentences in direct speech.  
Plays word game based using present and past tense verbs.

## 105 A letter to my friend 86

Reads a friendly letter.  
Answers questions based on the letter.  
Identifies nouns and adjectives used in the letter.

## 106 Describing things 88

Uses adjectives to describe yourself.  
Uses adjectives to describe pictures.  
Uses adjectives to complete sentences.  
Writes a descriptive paragraph.  
Compares two pictures and identifies the differences.

## 107 Library day again 90

Reads informative text about elephants  
Answers questions based on the text.  
Uses pronouns to complete the sentences.

## 108 Reading books 92

Reads book cover and table of contents.  
Answers questions based on the cover and table of contents.  
Writes sentences about why they would like to read a book.  
Uses prepositions to complete the sentences.  
Reads a tongue twister.

## 109 Our trip to the elephant park 94

Reads text about trip to elephant park and pamphlet about elephants.  
Writes four sentences using what they have learned about elephants.  
Labels a drawing of an elephant.

## 110 Elephant talk 96

Asks questions about an elephant.  
Identifies the correct homophone.  
Rewrites sentences in direct speech.

## 111 Elephant talk (continued) 97

Uses alphabetical order to join the dots.

## 112 Writing your story 98

Plans to write a story.  
Fills in ideas for a story in a writing frame.  
Makes a story book and writes the story.





Let's read

Jim and Thandi are back at school after the holidays. Their school is in Johannesburg. All the children at their school speak English in class. They all have different home languages, because they come from many different places. Some of them even come from other countries. Let's meet some of the children.

**Thandi**  
Gauteng

**Jim**  
Gauteng

**Northern Cape**  
I am Margriet. I am seven years old. I speak Afrikaans. I like to play with my pets.

**North West**  
I am Dipuo. I am eight. I speak Setswana. My favourite food is sweets.

**Free State**  
I am Makgomo. I am nine. I speak Sesotho. I like reading.

**Limpopo**  
I am Phaladi. I am eight years old. I live in Limpopo. I speak Sepedi. I like playing with my friends.

**Western Cape**  
I am Jannie. I am eight years old. I speak Afrikaans. I like watching TV.

**Mpumalanga**  
I am Siabelo. I am nine years old. I speak Siswati. Soccer is my game!

**Eastern Cape**  
I am Lulama. I am nine years old. I like playing with my pets. I speak isiXhosa.

**KwaZulu-Natal**  
I am Mandu. I am eight years old. I speak isiZulu. I like playing netball.








Let's write

Read about the new children and then complete the table.

Fill in their names, ages, the provinces they come from, their home languages and what they like. Tick whether they are boys or girls.

Name	Age			Language	Province	Likes 
Dipuo	8		✓	Setswana	North West	Sweets



Let's write

Now answer these questions.

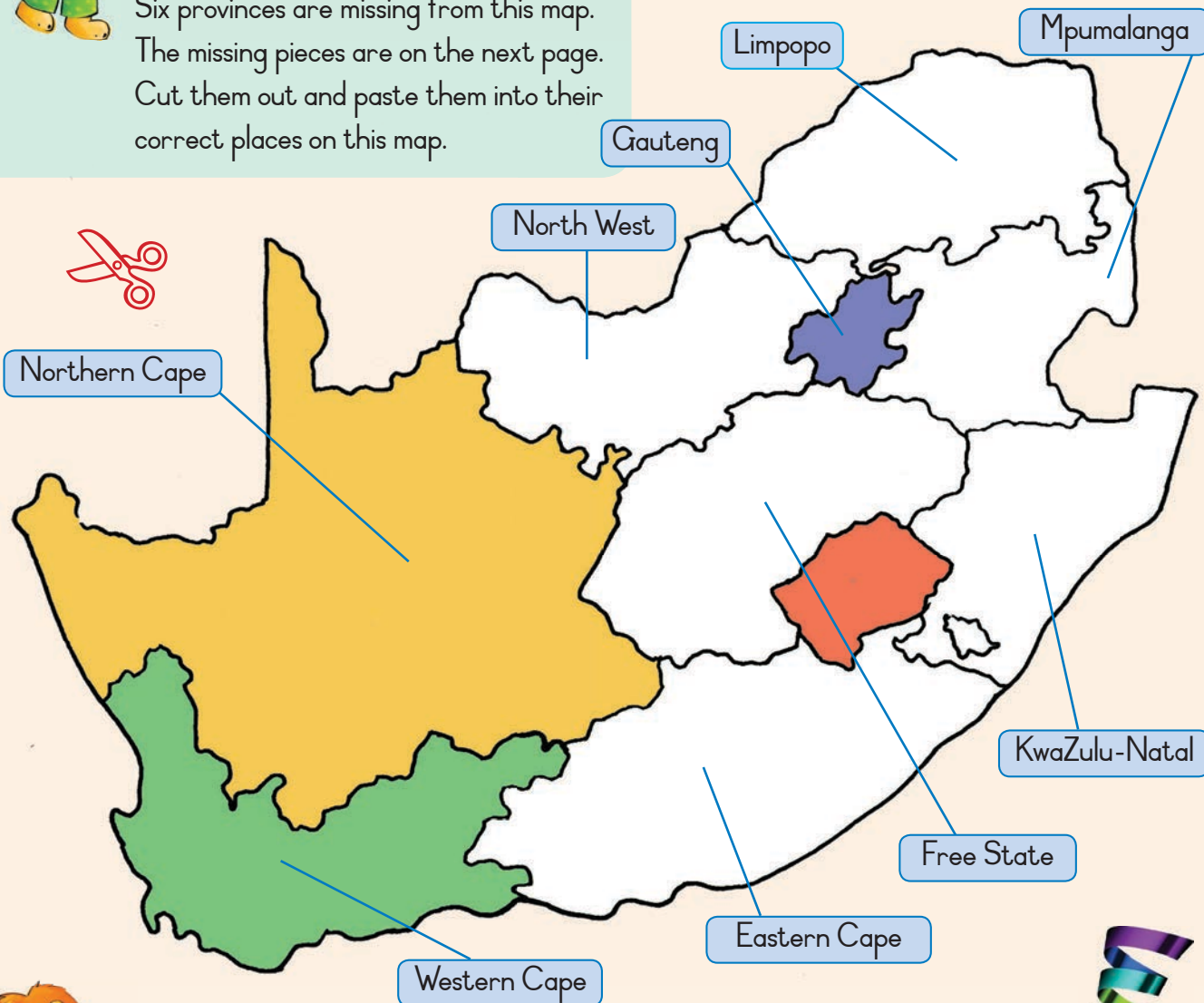


Where is the children's school?			
How many new boys and girls started school today?	_____ boys _____ girls		
How many of these children are:	7	8	9
What province do Thandi and Jim live in? (Look at the story again.)			
What language do they speak in class?			



Let's do

Six provinces are missing from this map.  
The missing pieces are on the next page.  
Cut them out and paste them into their  
correct places on this map.



Let's write

Answer these questions.



Which province do you live in?

What language do you speak at home?

What language do you speak at school?

Which other provinces have you been to?

What is special about your province?

along  
always  
anything  
around

## Word work

Say these words aloud and then circle the letters you do not sound. Then number the words in alphabetical order.

2	write
3	wrong
1	wrist

	know
	knock
	kneel

	comb
	numb
	thumb

	half
	calf
	yolk

Rewrite each of these sentences using the correct punctuation. Then fill in what type of sentence this is.

## Let's write

statement

question

command

exclamation

dipuo likes sweets

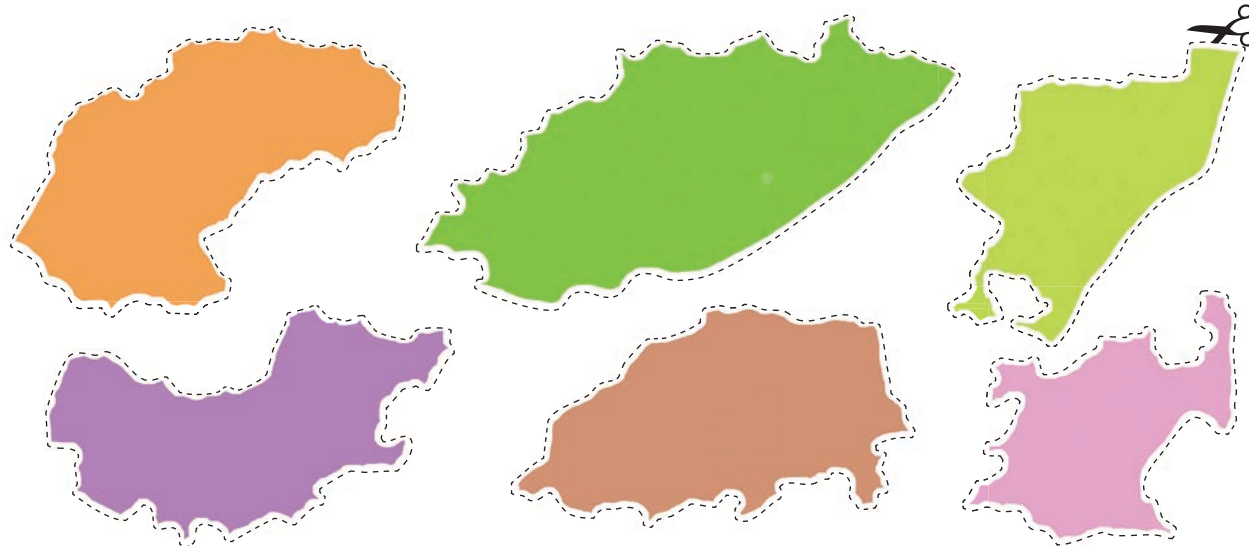
Statement

Dipuo likes sweets.

how many languages can you speak

write neatly in your book

oh no it is raining and I don't have my umbrella







Let's read

Good morning. This is today's weather.

It will be **raining** in **KwaZulu-Natal** and in the Eastern Cape.

It will be sunny and hot in Limpopo and the Northern Cape.

It will be partly cloudy in Gauteng.

It will be cold in the Free State.

There will be thunderstorms in Mpumalanga and North West.

It will be windy in the Western Cape.



Let's do

Underline the name of the province and the kind of weather. Then cut out the weather symbols at the bottom of **the next page** and paste them onto the weather chart. Now tell your friend what the weather is in each province.



Gauteng	Western Cape	KwaZulu- Natal	Eastern Cape	North West	Mpumalanga	Free State	Northern Cape	Limpopo



brown  
carry  
clean  
close

## Word work

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

here	air	share	square	neigh
there	hair	hare	care	sleigh

## Let's write

Join these sentences. Use each of these conjunctions once only.

and

because

so

but

They won't go to school today.

It is Saturday.

Dipuo is eight years old.

Makgomo is nine.

It is raining.

Jim will use an umbrella.

I would like to buy a bike.

I don't have enough money.

## Let's write

Fill in the answers to these word sums.

## Prefixes and suffixes

If we start a word with **un** we mean not.

**Unhappy** means **not happy**.

If we end a word with **ful** we mean full of.

So **careful** means **full of care**.

un + tidy =

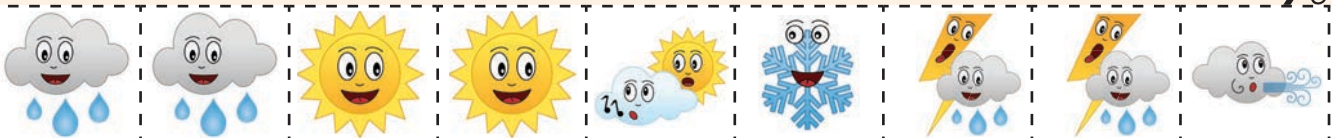
un + happy =

un + clear =

un + attractive =

un + kind =

un + comfortable =





Let's do

Draw four pictures of what you did last weekend.

Talk to your friend about what you did.



Let's write

Now write down one sentence for each picture and underline the verb.

I played soccer.



Let's write

Match the present and past tenses of these verbs.

The **past tense** of a verb does not always end in **ed**. With some verbs, the **whole word changes**.

buy

bought

caught

fly

eat

drove

flew

fall

come

catch

found

came

ate

drink

fell

find

drive

drank

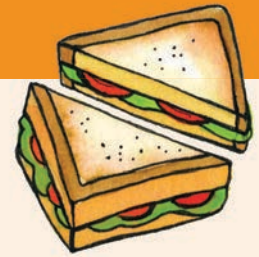


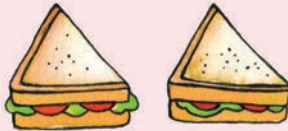





Let's write

Use the verbs in the table to complete the sentences.  
Then say if the sentence is in the present tense, the past tense or the future tense.



Choose the correct word	Fill in the correct verb (action word) in each of the sentences. 	Is the sentence in the <b>present</b> , <b>past</b> or <b>future</b> tense? 
buy	I will <b>buy</b> a sandwich for lunch.	future
bought	Last month I _____ a new uniform.	
drove	We _____ to school by bus.	
drive	My father _____ to work at 7 o'clock.	
dug	I _____ in my garden.	
dig	Yesterday I _____ in my garden.	
sing	We _____ in class.	
sang	Yesterday the choir _____.	



Fun

Make a card to congratulate a friend who has done well at sport or in a hobby. Say what the sport or hobby is on the front of the card. Write a special message on the inside.




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Let's read

At our school, there are five new children who come from other countries.

**Bheki comes from Zimbabwe.**

Bheki loves to play soccer.  
He is the goalkeeper.



**Lee is Chinese.** She is learning to read and write in English. She has two little kittens. One day she brought them to school and they hid in the cupboard.



**Naresh is from India.** He loves to play computer games. He has many friends who play computer games with him. He goes to the computer centre every day after school.



**Peter comes from England.**  
He likes to play chess.

**Renate comes from Germany.**  
She likes to play netball.






Let's write

Fill in this table with information about each child in this story.



Sight words

clothes  
coat  
didn't  
don't

Name	Country	Hobby
Renate	Germany	Netball 



Word work

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



bought	chess	lady	ladies	cent
ought	less	baby	babies	scent
fought	mess	daisy	daisies	circle



Let's write

Get to know your friend better. Write down questions that start with each of these words. Then ask your friend the questions. Write down what he or she says.

What

Where

When

Why





Let's do

Do a survey to find out what hobbies your friends enjoy most. Ask ten friends to tell you which of these five hobbies they like best. For each answer, colour in the correct block in the table. Start at the bottom of the table.



Sport	Reading	Craft work	Computers	TV

Which is the most popular hobby?

Which is the least popular hobby?



Sight words

dear  
does  
door  
dress



Word work

Break up these words to show the different sounds.  
Then number the words in each box in alphabetical order.

hos/pi/tal	3	Zimbabwe		after		behind	
computer	1	Germany		before		opposite	
football	2	England		during		alongside	

You can't form the **past tense** of these verbs by adding **ed**. The past and present tenses need different words. Verbs like these are called **irregular verbs**.



Circle the correct form of the verb.

Let's write



Yesterday he **drinks**/**drank** his juice at lunch time.

Yesterday Dan **came**/**come** late to the concert.

Yesterday Thandi **lose**/**lost** her book.

My whole family **catch**/**caught** flu last winter.

We **make**/**made** a cake for my last birthday.

We **go**/**went** to the zoo last weekend.

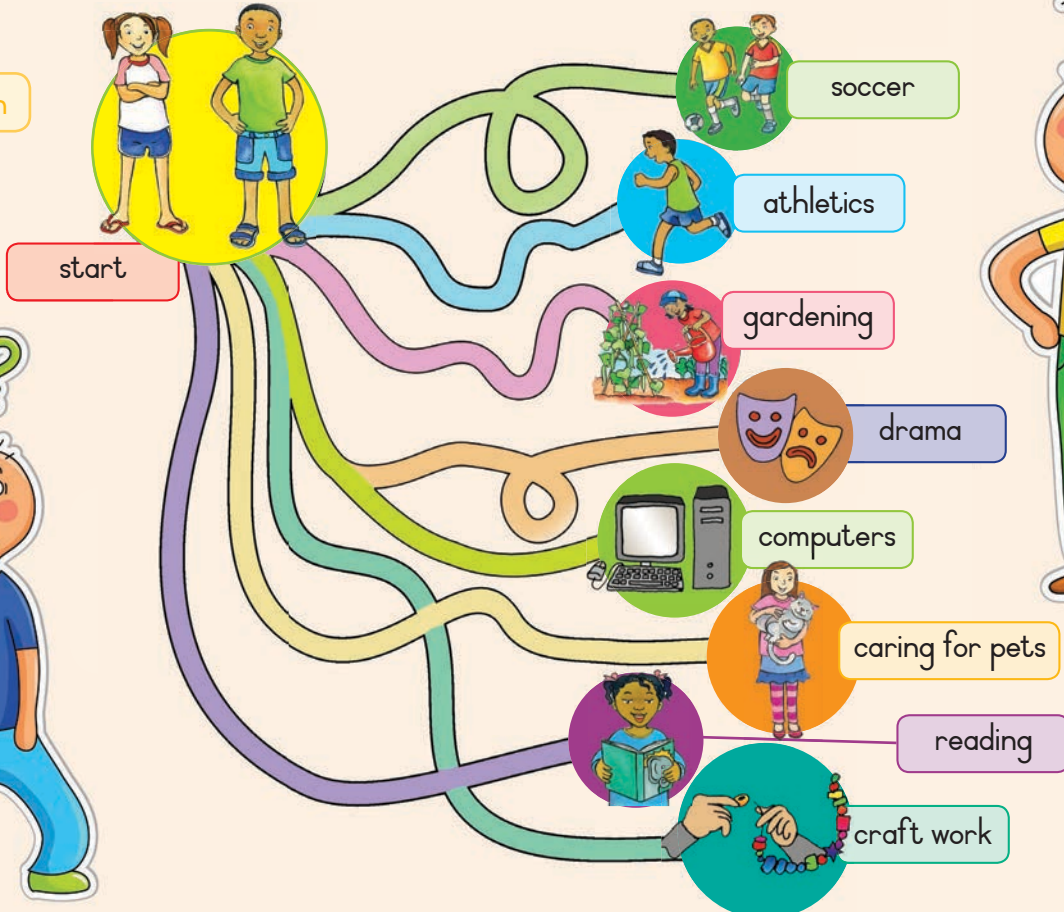
We **take**/**took** a photo of the elephant last weekend.

Yesterday I **eat**/**ate** at Jabu's house.



Fun

Find your way to the hobbies you like most.





Let's read

Two little kittens, one stormy **night**,  
Began to quarrel, and then to **fight**.  
One had a mouse, the other had **not**,  
And that's the way the quarrel got **hot**.



"I'll have that mouse," said the biggest **cat**,  
"You'll have that mouse? We'll see about **that**!"  
"I will have that mouse," said the eldest **son**.  
"You won't have my mouse," said the little **one**.



Then an old woman with a **broom**,  
Swept the two kittens right out  
of the **room**.

The ground was covered with  
frost and **snow**.

And the two little kittens  
had nowhere to **go**.



They then crept in, as quiet as **mice**,  
All wet with the snow, and cold as **ice**.  
They knew it was better, that stormy **night**,  
Rather to sleep than to quarrel and **fight**.

*Anonymous, adapted (Circa 1880)*





Let's write

Read the poem aloud with your friend, then answer the questions.

early  
eight  
every  
eyes

What were the kittens fighting over?

Describe the weather that night.


Why did the cats decide to stop fighting?



Word work

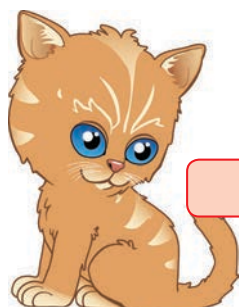
Find the rhyming words in the poem.



night	cat	broom	fight
fight 			

not	son	snow	mice

Remember



small



smaller



smallest





Let's do

Recite and role play the poem. One person must play the role of the big kitten and someone else must be the small kitten. One of you must play the role of the old lady with the broom.



Let's write

Rewrite what they are saying as direct speech.



I want that mouse.

The big kitten said, "I



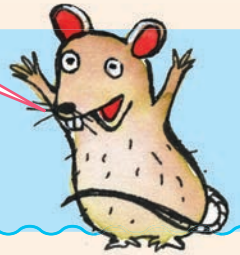
I found the mouse first.



The small kitten answered, "I

Please let me go.

The little mouse begged, "



You are making a noise. Out you go!



The old lady shouted, "

Ooh, it is so cold! Let's not fight anymore.

The little kitten exclaimed, "



# VERB RACE



dig	dug		gave	give
draw	drew		went	go
drive	drove		had	have
eat	ate		kept	keep
fall	fell		knew	know
feed	fed		made	make
feel	felt		paid	pay
find	found		ran	run
fly	flew		saw	see
get	got		showed	show
give	gave		sat	sit
go	went		slept	sleep
grow	grew		spoke	speak
have	had		stood	stand
hear	heard		swept	sweep
hide	hid		swam	swim

Fun



Run a race.

Read the present and past tense of each verb in the yellow track.

Your friend must read the words in the blue track.

See who wins.

Then ask each other what the past tense of each verb is.







Let's read



123 Rose Street  
New Town  
1234

13 October 2015

Dear Min

I have now been living in **sunny** South Africa for six months. It is a **beautiful** country. The yellow sun shines every day. I live in a **small** street. My house is opposite a green park. We have three trees in our big garden. There are lots of high buildings in our town. I have **two** kittens. The **naughty little** kittens follow me wherever I go. One day they followed me to school and they sat in a **dark** cupboard meowing all day.

I have **four** friends in South Africa. They all speak good English. I wish you could visit me in this wonderful country.

Your friend,

Lee





Let's write

Answer these questions.

Sight words

 fall  
 full  
 fast  
 fire

How long has Lee been living in South Africa?

Where does she come from?

How many friends does she have in South Africa?

Do you think she likes living in South Africa? Why do you think so?



Word work

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

wonderful	unhappy	giant	go
beautiful	undress	giraffe	get
grateful	untidy	gem	gate



Let's write

Look at the letter again. In each sentence, there is a word that tells us more about the noun. (These words are adjectives.) Read each sentence carefully and underline the nouns (the naming words). Then circle the adjective that describes each noun.

Example: I am now living in sunny South Africa.



When you have done this, write the adjectives you circled under the correct heading in this table.

Number words	Colour words	Size words



Let's do

Describe yourself. Tick the correct box to describe your hair, eyes and height.



Hair		Brown	Eyes		Black	Height		Short
		Black			Green			Medium
		Blond			Blue			Tall
		Red			Brown			Very tall




Let's write

Fill in adjectives that describe each of these pictures.




Choose adjectives that tell us more about the highlighted nouns. Then fill the adjectives into the spaces.

old big	 The <b>old</b> man rode into a _____ tree.
naughty little	The _____ boy chased the _____ dog.
delicious clever	The _____ girl baked a _____ cake.
small kind	The _____ teacher helped the _____ girl.





Let's write

Circle the word that best completes the sentence.



I	is	am	are	enjoying school.
You	is	am	are	a very good runner.
He	is	am	are	a good cook.
She	is	am	are	a good netball player.
It	is	am	are	a hot day.
We	is	am	are	going to the shop.
They	is	am	are	late for school.

Write a description of someone you find interesting. It could be a famous person, or a friend, or a family member.

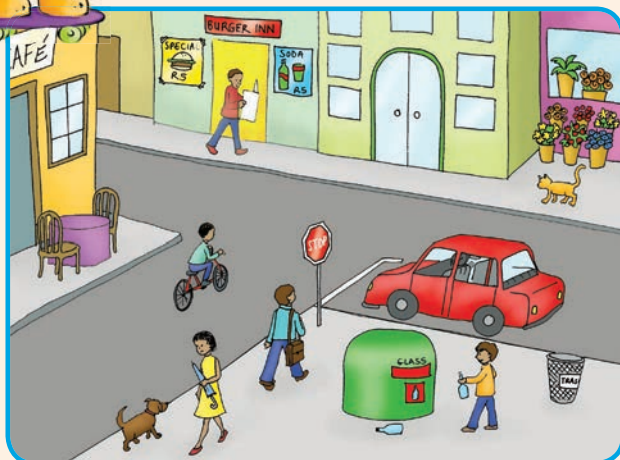
Let's write






Fun

Spot the 3 differences. Circle what is different.





Let's read



## Three interesting things about ELEPHANTS



They all begin with **T**:  
**Trunk**, **Tusk** and **Teeth**.

### TRUNKS

Elephants use their trunks to trumpet. They also use them to put food or water into their mouths. Some elephants are so clever they can even use their trunks to turn on a tap. But nobody told them that they must turn the tap off again.

### TUSKS

An elephant has two tusks. The tusks are made of ivory.



They grow from the elephant's upper jaw. The tusks grow throughout an elephant's life. An elephant uses its tusks to dig for water and food. Bad people kill the elephants to steal the tusks, so that they can get the ivory.

### TEETH

Elephants also have four flat teeth, called molars. They use them to grind the plants they eat. Eventually the molars get worn down, and then the elephant grows new ones. This happens about every ten years. An elephant grows up to six sets of teeth over its lifetime. We humans only have two sets.





Let's write

Answer these questions.

gave  
goes  
green  
grow

What are the three interesting things about elephants?

T \_\_\_\_\_ T \_\_\_\_\_ T \_\_\_\_\_

What do they use their trunks for?

\_\_\_\_\_

What do they use their tusks for?

\_\_\_\_\_

What do you know about their teeth?

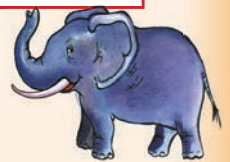
\_\_\_\_\_



Word work

Read the words and listen to the sounds.

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



elephant

blow

note

cake

dolphin

flow

tone

make

photo

grow

phone

take



Let's write

Use these pronouns to help you complete these sentences.

your

his

her

their

my

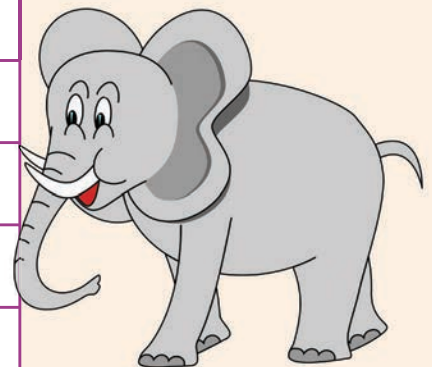
He did \_\_\_\_\_ homework.

She took \_\_\_\_\_ book to school.

They ate \_\_\_\_\_ supper.

I ate \_\_\_\_\_ lunch.

You must do \_\_\_\_\_ homework.

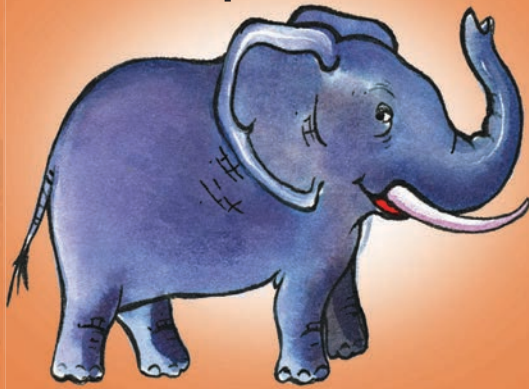






Let's read

## Everything about elephants



by Eli Smith

### Table of contents

- 1 What do elephants look like? ..... 4
- 2 What do they eat? ..... 10
- 3 How do elephants communicate? ..... 11
- 4 Elephant families ..... 15



Let's write

Answer these questions.

What is the title of the book?

Who is the author of the book?

What are the four sections mentioned in the contents?

1

2

3

4





Let's write

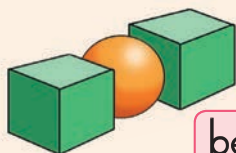
Write five sentences saying whether you would like to read the book. Say why or why not.






Let's write

These words are all prepositions. They tell us about place. Fill them into the correct places in these sentences.



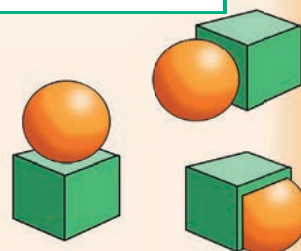
up

in

under

between

over



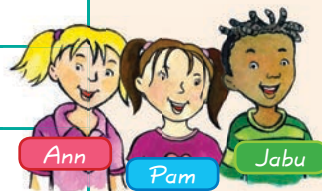
The kittens hid \_\_\_\_\_ the cupboard.

The puppy sat \_\_\_\_\_ the table.

Pam sat \_\_\_\_\_ Ann and Jabu.

The elephant walked \_\_\_\_\_ the hill.

We drove \_\_\_\_\_ the bridge to the park.



**Tongue twister:** Read this as fast as you can.



She sells sea shells on the sea shore. The sea shells that she sells are sea shells I am sure.







Let's read

Our bus stopped at the elephant park. The grade 3 learners went to look at the elephants. African elephants are the biggest land animals on earth. Elephants have very big brains for an animal, so they are very clever animals. We looked at this pamphlet.

**How old do they get?**

They can live up to 70 years.

**How tall are they?**

African elephants can be as tall as 4 metres.

**Are they family animals?**

Yes. Family comes first. They look after their babies. They even adopt orphan elephants that don't have any one to look after them.







Let's write

Write four sentences about what you have learned about elephants.



Sight words

happy  
hard  
head  
hear



Word work

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

gem	magic	engine	giant
gym	ginger	imagine	gent
gel	angel	legend	gentle



Let's do

Label this drawing of an elephant.

mouth

tail

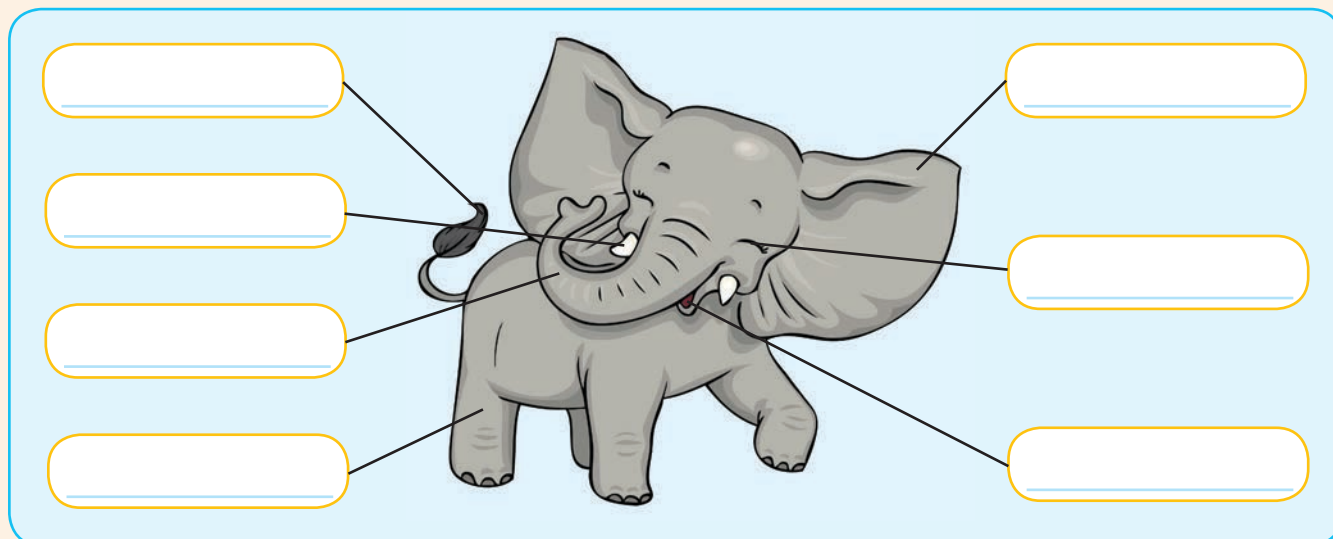
tusk

trunk

ear

eye

leg



Interview your friend about elephants.

Ask questions based on what you have read about elephants.



Let's do



Let's write

Circle the correct word in each of these sentences.

I **eight/ate** an apple.

You must **grate/great** the cheese.

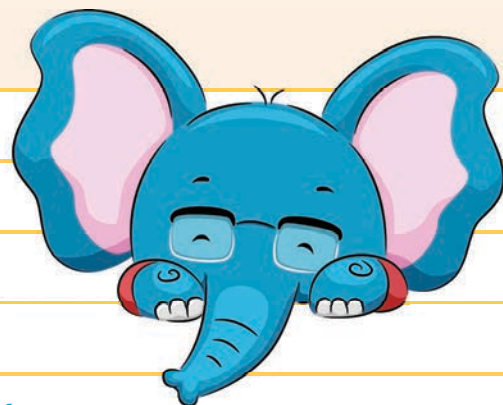
We will **read/reed** a book about elephants.

Elephants have **four/for** molar teeth.

The old mother elephant is now very **week/weak**.

The dog hurt its **paw/pour**.

Did you **see/sea** the elephants?



Rewrite what they are saying as direct speech. Use speech marks.

Let's write



Did you enjoy the elephant park?

Thandi asked, "Did you



Yes, it was very good.

Jim replied, "



It was good to read the book about elephants.

Thandi said, "



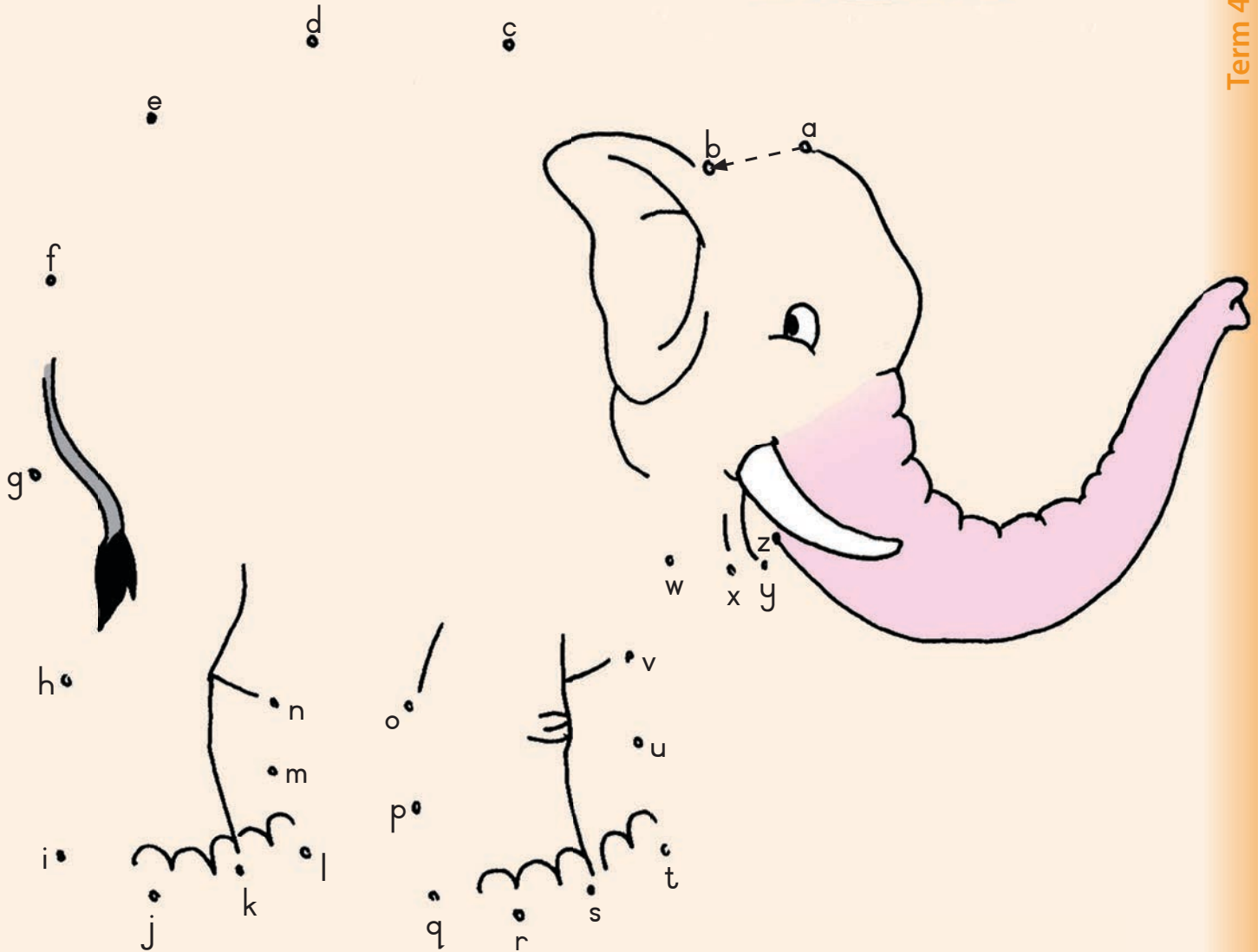
Last year I saw many elephants at the Addo Elephant Park.

Jim said, "



Fun

Follow the alphabet to join the dots.



Remember



hot



hotter



hottest





Let's speak

Talk to your friend about a story that you want to write. Then fill in your ideas on this page.



## My story planner

The characters and the setting.



The beginning

Who is in your story?

Where does the story happen?

When does the story happen?

What happens at the start of the story?

The middle

What happens in the middle of the story?

The end

How does the story end?



Fun

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the author. Draw a picture on the cover. Now write your story in the book.

# BACK COVER



## ABOUT THE WRITER

Write your name

Your age

Where you live



8

Step 4: Cut on the solid line after you have stapled your book

# COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

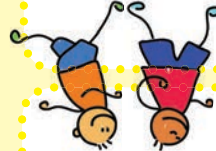
Continue with your story here.



Draw picture here.

7

Write the middle of your story here.



Draw picture here.

Draw picture here.

Start writing your story here.



2

3

Continue with your story here.



Draw picture here.

Draw picture here.

Finish your story.



7

9

Write what happens at the end of your story.



Draw picture here.



**113 Special Teacher's Day 102**

Reads text about Teacher's Day.  
Reads a poem about a teacher.  
Answers questions based on the poem.  
Identifies prefixes and suffixes.  
Sorts words into alphabetical order.  
Uses apostrophe correctly.  
Reads tongue twister.

**114 Thank you teacher 104**

Writes a thank you card for teacher.  
Joins sentences and identifies the verbs.  
Underlines adverbs of time.  
Uses the apostrophe to show possession.  
Identifies silent letters.  
Designs a Teacher's Day poster.

**115 Spotty Ann 106**

Reads a letter to teacher from Ann.  
Answers multiple choice questions based on the letter.  
Identifies synonyms.  
Recalls sequence of events.

**116 Get well, Ann 108**

Writes a diary entry about a time they were sick.  
Uses prefixes and suffixes to complete words.  
Writes sentences using prefixes and suffixes.  
Writes a letter to Ann wishing her a speedy recovery and giving some school news.

**117 A wonderful day ... a horrible day 110**

Reads two descriptions of the same event.  
Plans the writing of diary entries.  
Uses a mind map to plan the diary entries.  
Writes diary entries using the mind map.

**118 Where we went 112**

Addresses and writes a postcard to a friend.  
Joins the sentences using conjunctions.

Matches the singular and plural words.  
Uses the apostrophe appropriately.  
Finds and circles the picture that does not fit into the group.

**119 We go to the game 114**

Predicts the story from the title and pictures.  
Writes dialogue to match the pictures.  
Answer questions based on the picture story.  
Draws the hands on each clock to show what time an action happened.

**120 About the game 116**

Use the pictures to write a story about the children's trip.  
Labels the pictures.  
Forms compound words.

**121 Thembi the firefighter 118**

Reads a radio interview a firefighter.  
Role plays the interview.  
Answers multiple choice questions based on the interview.  
Writes a paragraph about their future occupation.

**122 What I want to be 120**

Conducts an interview with a friend and writes answers to the questions.  
Matches the correct prefixes to words.  
Writes sentences using prefixes.  
Completes the degrees of comparison.  
Matches the similes to the pictures.  
Makes up a simile.

**123 The ant and the grasshopper 122**

Reads story about Gerry the grasshopper and the ant.  
Answers questions based on the text.

**124 Grasshopper chirps 124**

Labels a drawing.  
Rewrites sentences using direct speech.  
Finds words in the word search.

**125 All over the world we celebrate 126**

Reads text about different celebrations.  
Completes a table on ideas for presents.  
Conducts a survey about holidays and tabulates results.

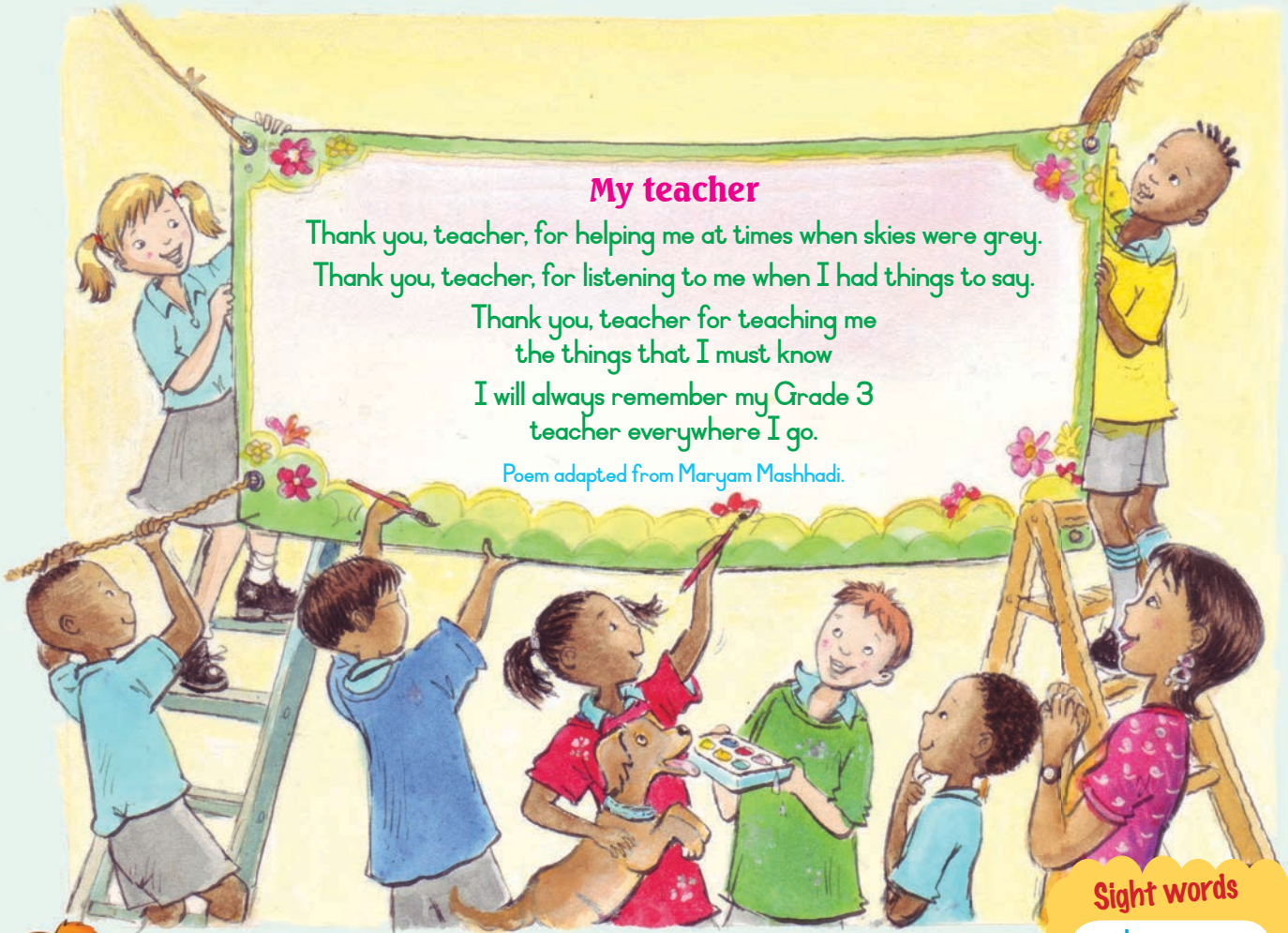
Certificate 130





Let's read

Teachers' Day is on 8 October. On this day, we write letters and cards to say thank you to our teachers. Some children even write poems for their teachers. Look at this poem written by a school girl.



### My teacher

Thank you, teacher, for helping me at times when skies were grey.  
Thank you, teacher, for listening to me when I had things to say.

Thank you, teacher for teaching me  
the things that I must know

I will always remember my Grade 3  
teacher everywhere I go.

Poem adapted from Maryam Mashhadi.

Sight words

hear  
year  
early  
ear



Let's write

Read the poem, then answer the questions.

What three things does the girl thank her teacher for?  
Underline them in the poem and then write them down.

1

2

3

How does the school girl feel when skies are grey? ✓

a Happy

b Unhappy

Look at the poem again. Find, and then fill in, words that rhyme with

grey

know



Word work

Say these words aloud. Circle the prefixes and the suffixes.

Then number the words in alphabetical order.



care/ful	2
wonderful	3
beautiful	1

unkind	
unhappy	
untidy	

goodness	
weakness	
careless	

redo	
rewrite	
refund	



Let's write

Show who owns these by filling in the apostrophes.

Then fill in the name of the owner and what he or she owns.

This is Sam's book.	Sam	Book
My mother's bag is broken.		
The dog's tail is wagging		
Sara's tooth hurt.		
My teacher's car is red.		
He took Jabu's ball.		

**Tongue twister:** Read this as fast as you can.



Betty bought a bit of bitter butter. Then she bought a bit of better butter to make the bitter butter better.







Let's write

Write a special thank you card for your teacher.



Let's write

THANK YOU,  
TEACHER




Underline the verbs or action words in the blue box and the nouns in the green box. Then draw a line to join the two parts of the sentence.

Subject

The green frog

My little sister

The old man

My friend Jane

The brown dog

The naughty children

Find the verb

were playing with a ball.

ate a fly.

ate a bone.

was driving his car.

wore a pretty dress.

sat next to me at school.





Let's write

Underline the words that tell you when things happen.

About time

When do we use the prepositions **at** and **on**?

We use

**at** for a particular time  
**on** for days and dates

School starts at 8 am.

School ends at 2 pm.

Do you go to school on Saturdays?

Ann went home at midday.

Her birthday is on 20 November.

We go to bed at 8 o'clock.

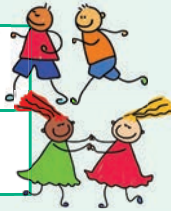
Where will you be on New Year's Day?



Let's write

When more than one subject owns something, we put the apostrophe after the **s**. Fill in the apostrophes in these sentences.

The boys' books.



The girls' pens

The dogs' food.

The teachers' cars.



Let's write

Say these words, then circle the silent letters.

(h) our



write

school

spaghetti

thumb

wrong

knob

scissors

crumb

chemist

ghost

Wednesday



Fun

Look again at the poem to "My teacher." Now work with your friend and make a poster to advertise Teachers' Day. Say why teachers are important to children. Say what children can do to say thank you to their teachers.



Let's read



25 Berry Road

Old Town

1234

19 October 2015

Dear Teacher

I have not been able to come to school. I have chicken pox and the doctor says I cannot come to school because I will infect the other children.

I woke up last Monday and my body was full of red spots. I tried to rub them off, but they didn't go away. Then I tried to wash them off with soap, but still they didn't go away. I was so unhappy. Then I started to feel very hot. My mother took me to the doctor. He said I had a high temperature. He gave me medicine and told me to stay away from school. That was five days ago.

Every day, I check to see if the spots have gone, but they're still there. I miss my friends. I would like to come back to school, but I can't. Teacher, do you think you can let me have my workbooks, so that I can work at home?

I don't want to get behind with my school work. My father says he will come and collect the books.

I miss you all very much.

Ann







Let's write

After you have read the letter, answer these questions.  
Circle the letter of the correct answer.

What is the main purpose of Ann's letter?

- |   |   |
|---|---|
| A | To tell the teacher she had chicken pox.  |
| B | To say she went to the doctor.            |
| C | To ask for her workbooks.                 |
| D | To tell her teacher what the doctor said. |

How long has Ann been away from school?

- |   |         |
|---|---------|
| A | 2 days  |
| B | 5 days  |
| C | 7 days  |
| D | 10 days |

What was the first thing that made Ann think something was wrong?

- |   |  |
|---|--|
| A | She saw she was full of spots.           |
| B | The doctor told her she had chicken pox. |
| C | She had a temperature.                   |
| D | Her mother took her to the doctor.       |



Let's write

Look carefully at the letter and find words that mean the same as these words (synonyms).

pass on the sickness (paragraph 1)

not happy (paragraph 2)

very hot (paragraph 2)

fetch (paragraph 3)

Sight words

help  
hold  
hope  
jump



Let's write

Put these sentences in the correct order. Number them from one to four.

I went to the doctor.

I tried to wash them off.

I had a high temperature.

I woke up and saw that I was covered in red spots.



Let's do

Write a diary entry about a time you were sick.  
Say how you felt, what medicine you took and  
who cared for you.



Dear Diary



Date \_\_\_\_\_




Let's write

Do these word sums.

## Prefixes and suffixes

If we start a word with **un** we mean not.**Unhappy** means **not** happy.If we end a word with **ful** we mean full of.So **careful** means **full of** care.

un + happy =

unhappy



un + tidy =

un + kind =

wonder + ful =

colour + ful =

tear + ful =

Write a sentence using an **-un** word and another sentence using a **-ful** word.




Let's write

Pretend that you are Ann's friend. Write a letter to tell her that you hope she gets well soon. Give her some school news.



Fill in house number and street.

Fill in the name of the village or suburb.

Fill in the postal code.

Fill in the date.

Dear

From





Let's read

Sam and his sister Sara went on an outing with their family. Sam enjoyed the outing, but Sara did not.



That was a wonderful day!  
I really hope we can go there again.

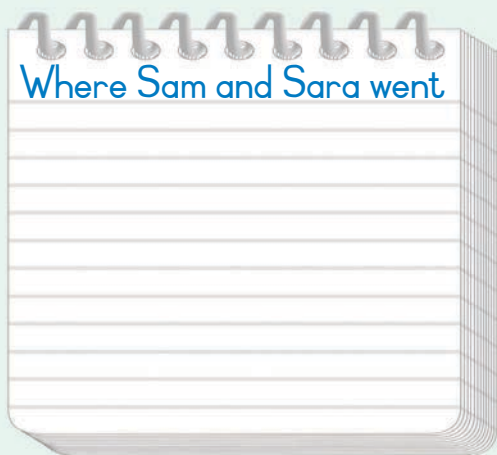
What a horrible day! Apart from lunch, I can't think of one single thing I enjoyed.



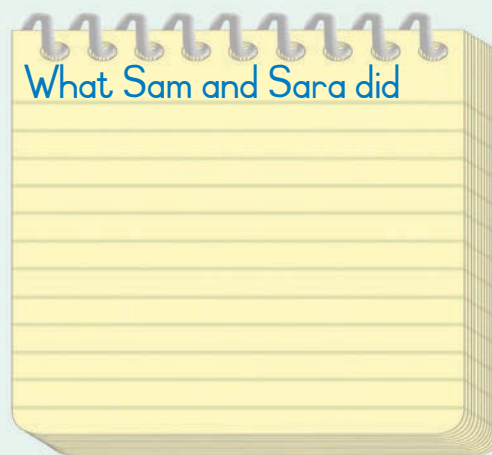
Let's do

You are going to write diary entries for Sam and Sara. But first, in your group, design a mind map that will help you to write their diary entries. Talk about why the two children who went to the same place felt so differently about the visit. You must make up the information to complete the mind map.

Where Sam and Sara went



What Sam and Sara did



Sam and Sara's outing



What Sam enjoyed



What Sara did not enjoy





## Word work

Read these words and listen to the sounds.

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

right	caught	rough	square	freight
might	taught	tough	care	weight
light	naughty	enough	beware	eight



## Let's write

Now write diary entries for Sam and Sara for that day. Use your mind map to help you.



## Sam's diary

Dear Diary



Date \_\_\_\_\_

Today I had the most wonderful day of my life. We went



## Sara's diary

Dear Diary




Date \_\_\_\_\_

Today I had the most horrible day of my life. We went



Let's do

Pretend that you are Sam or Sara. Send a postcard to your friend saying what you did when you went out, why you enjoyed or why you did not enjoy it. Address the card to your friend.

<p>Dear _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>From _____</p>	 <p>_____</p> <p>Your friend's name.</p> <p>_____</p> <p>House number and name of street.</p> <p>_____</p> <p>Suburb/City/country</p> <p>_____</p> <p>_____</p> <p>Postal code</p>
--	---



Let's write

Join these two sentences. You can only use each of these words once.

and

because

but

We went to a very nice place.

I did not enjoy myself.

I went with my parents.

I went with my brother.

I did not want to go.

I wanted to go to my friend's party.





Let's write

Match these singular words with their plural partners.

dresses

dress

match

fox

boxes

dishes

bunch

foxes

wish

box

dish

matches

bunches

wishes



Let's write

Decide whether there is one owner or more.  
Then fill in the apostrophe in the correct space.

Fill in apostrophe

The trees' leaves.

The flowers petals.

The boys jacket.

The bees wings.

The girls books.

The clowns nose.

Fill in how many

more than 1



Remember, if there is **one** owner, the apostrophe comes **before the s**.  
If there are **more** owners, it comes **after the s**.



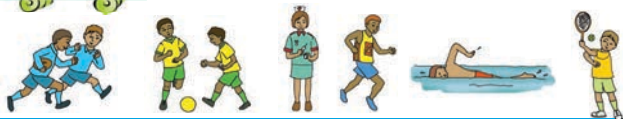
Fun

Find and circle the odd one out.  
Then write the name of each group.

sport

transport

jobs





Let's speak

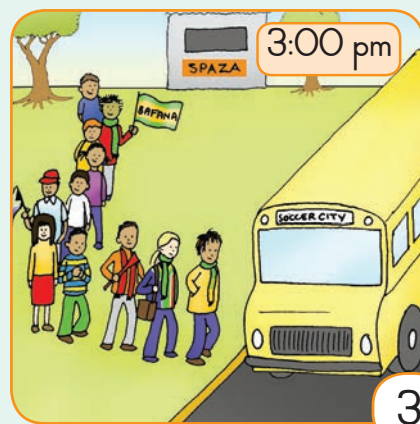
Look at the pictures and talk to your friend about what is happening.



1



2



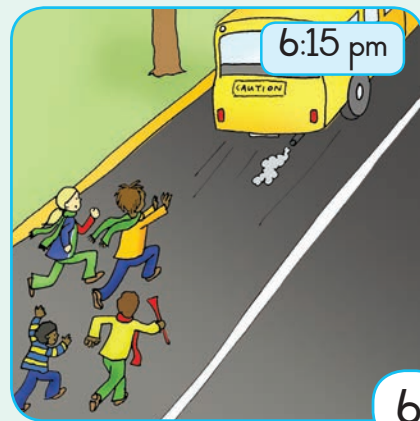
3



4



5



6



Let's write

Talk about how the children felt in each picture. What do you think they said in each picture? Now fill in the correct picture number to show when the children said these things.

Oh, no! There goes our bus! We missed the last bus!

Oh, no! Look how long this queue is! Will we ever get into the stadium?

I must wear a scarf because it is cold.

Hi, Jim. It's already two-thirty. We must hurry!

Wow, our team is winning!

Let's get into this queue for the bus.



Let's write

Where did the children go?

In how many queues did they have to wait?

How long were they in the second queue?

What did they do at 4:30?

What happened at 6:15?



Word work

Read these words and listen to the sounds. Remember, the **k** is silent. Then use 5 words to write sentences of your own in your exercise book.

city	giant	grow	know	knock
circle	giraffe	grab	knee	knit
centre	gem	go	knob	knew

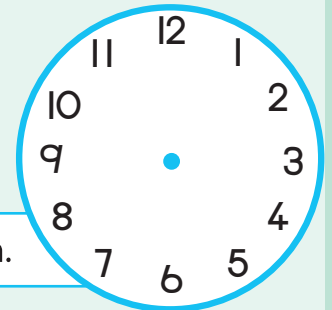
Sight words

letter  
love  
because  
money

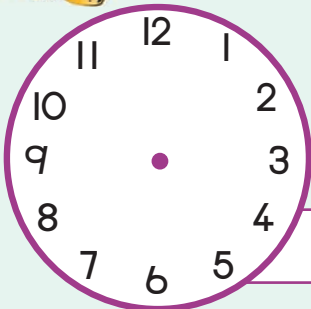


Let's do

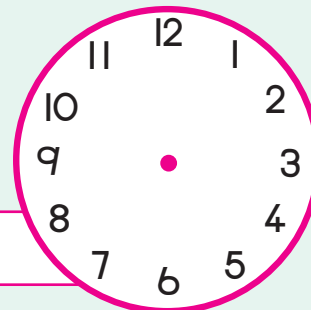
Fill in the hands on each clock to show what time the action happened.



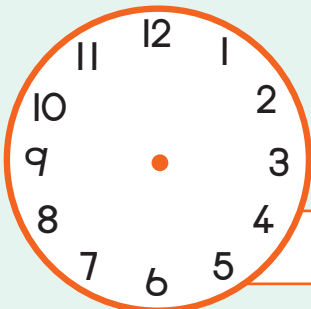
They stood in the queue at the stadium.



The boy put on his scarf.



They missed the bus.



He met his friends.







Let's write

Use the pictures to help you write the story about the children's trip to the soccer game. End your story by saying what happened after 6:15 pm.



1



2



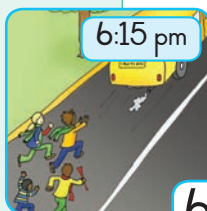
3



4



5



6



Fun

Label each picture. Now join the words to form one word.

This kind of word, which is made up of two words, is called a compound word.



foot

+



ball

=

football



+



=



+



=



+



=



+



=



+



=



long



longer

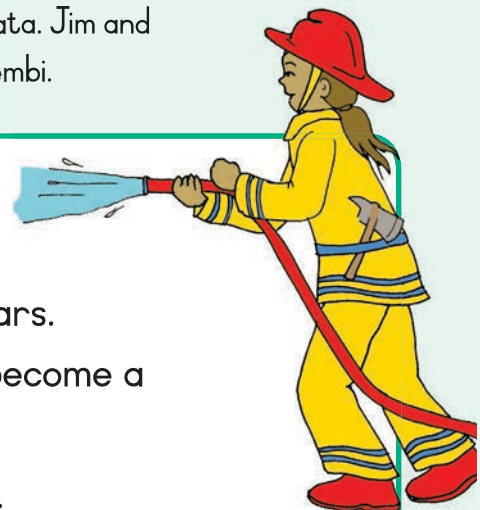


longest



Let's read

Thembi is a firefighter. She works in Umtata. Jim and Thandi listen to a radio interview with Thembi.



**Interviewer:** How long have you been a firefighter, Thembi?

**Thembi:** A long time. For five years.

**Interviewer:** Why did you decide to become a firefighter?

**Thembi:** I wanted to help people.

**Interviewer:** How did you learn to do this job?

**Thembi:** I went to firefighting school. I learned how to put out fires, and how to use an axe and a hose. I also learned first aid.

**Interviewer:** Do you have to be fit and strong for this job?

**Thembi:** Yes, you must be very fit. I keep fit by jogging for one hour every day. I also go to the gym every day.

**Interviewer:** Do you get scared when you are fighting a fire?

**Thembi:** No, never. I'm too busy thinking about the fire and how to put it out.

**Interviewer:** Do you ever save animals?

**Thembi:** Yes, last week I saved a dog. It was hiding under a bed. Pets hide because they are scared of fires. It's hard for us to find them.



Let's do

Read the interview with your friend. One of you must be the interviewer, and the other must be Thembi.





Let's write

Answer these questions.

What is the main purpose of this radio interview?

- |   |   |
|---|---|
| A | To tell people how to prevent fires.              |
| B | To encourage people to become firefighters.       |
| C | To give listeners information about firefighters. |
| D | To tell people how famous Thembi is.              |

What do pets do when there is a fire?

- |   |   |
|---|---|
| A | They hide because they are scared.          |
| B | They run out.                               |
| C | They look for a way out.                    |
| D | They bark loudly so that you can find them. |

Why is Thembi not afraid when she puts out a fire?

- |   |                                       |
|---|---------------------------------------|
| A | She has special equipment.            |
| B | She is fit and strong.                |
| C | She knows how to fight fires.         |
| D | She is too busy putting out the fire. |

How does she stay fit?

- |   |                               |
|---|-------------------------------|
| A | She goes to the gym.          |
| B | She jogs.                     |
| C | She jogs and goes to the gym. |
| D | She is naturally strong.      |



Let's write

Write about what you want to be when you grow up. Say why you want to do this work.






Let's do

Pretend that you are already doing the work you want to do one day. Do this exercise with your friend and take turns to interview one another.

How long have you been a \_\_\_\_\_ ?

What made you decide to become a \_\_\_\_\_ ?

What do you like about this job?



Do you remember what **un** means at the start of a word? It means **not**. When we add **re** to a word, it means **again**.



Let's write

Do these word sums.

un + sure =

unsure



un + fair =

un + done =

re + try =

re + fill =

re + write =

Make a sentence using an **un-** word and another sentence using a **re-** word.




Let's write

Fill in the missing words.

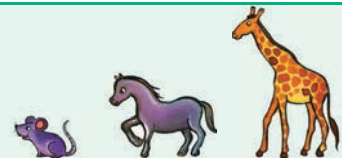
tall

stronger

long

tallest

longest





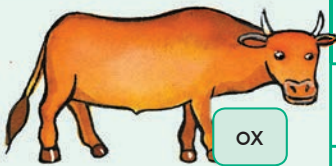
Fun

Draw a line from the simile to the animal.

kitten



peacock



ox



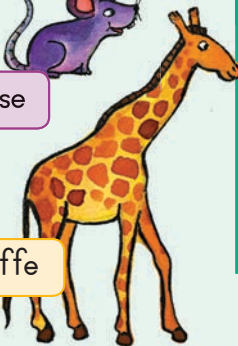
lion



tortoise



mouse



giraffe

1 As heavy as an elephant.



2 As brave as a \_\_\_\_\_

3 As busy as a \_\_\_\_\_

4 As slow as a \_\_\_\_\_

5 As free as a \_\_\_\_\_

6 As gentle as a \_\_\_\_\_

7 As hungry as a \_\_\_\_\_

8 As proud as a \_\_\_\_\_

9 As sly as a \_\_\_\_\_

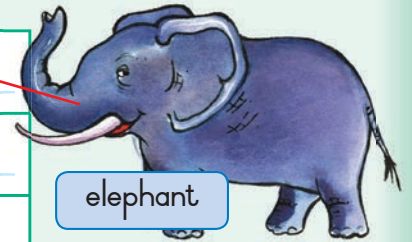
10 As tall as a \_\_\_\_\_

11 As weak as a \_\_\_\_\_

12 As wise as an \_\_\_\_\_

13 As strong as an \_\_\_\_\_

14 As quiet as a \_\_\_\_\_



elephant



lamb



wolf



bee



bird



owl



fox

Now make up your own similes. Write them down here.


1 elephant 2 lion 3 bee 4 tortoise 5 bird 6 lamb 7 wolf 8 peacock 9 fox 10 giraffe 11 kitten 12 owl 13 ox 14 mouse

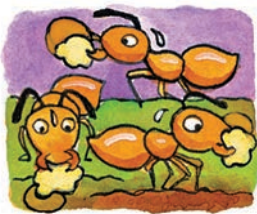




Let's read

Jim and Thandi go to the library again. Today they take out a book about insects. Let's see what the book is about.

It was a warm, sunny day and the little ants were busy collecting mealies and other food to put away for winter.



Gerry the grasshopper was singing and chirping and hopping about. He was having a wonderful time. He watched the trail of ants gathering and storing grain for the winter.



**Gerry:** Why don't you stop working and come and sing and dance with me?

**Ant:** Oh no, we're too busy. The winter is coming and we must store food for the cold days.

**Gerry:** Oh, nonsense. I can't be bothered yet. Winter is still a long time off and there is plenty of food.



So Gerry the grasshopper continued to dance and sing and chirp, and the ants continued to work.



Then the winter came. Gerry the grasshopper had no food. He was feeling very, very hungry. He went to the ants' house.

**Gerry:** Please can I have something to eat. I'm starving. Don't you have some food for me?

The ant gave him a few pieces of food.

**Ant:** You danced all summer, but you didn't store any food for the winter. There is a time to work and a time to play.



The next summer the grasshopper worked hard collecting and storing food for the winter. He had learned a lesson and he did not want to be hungry again.



Let's write

Answer the questions.

Why is it better for the grasshopper to collect his own food?

What would have happened to the grasshopper if the ants had not given him food when he was hungry?

Do you think the ants were right to give him food? Why?

How did the grasshopper change?

Write a good name for this story.

Find four verbs (action words) in this story.



Word work

Read the words and notice how the **g** sounds like **j**. Then use 5 words to write sentences of your own in your exercise book.

gem	magic	engine	giant
Gerry	ginger	imagine	gent
gel	logic	legend	gentle

Sight words

order  
pair  
part  
round



Let's do

Read the description of the grasshopper's body, then fill in the correct labels in the picture.

**Walking legs** – four short front legs that are used for walking.

**Feelers** – two feelers on its head that it uses for touching and smelling.

**Thorax** – the middle part of the grasshopper's body, where the legs and wings are attached.

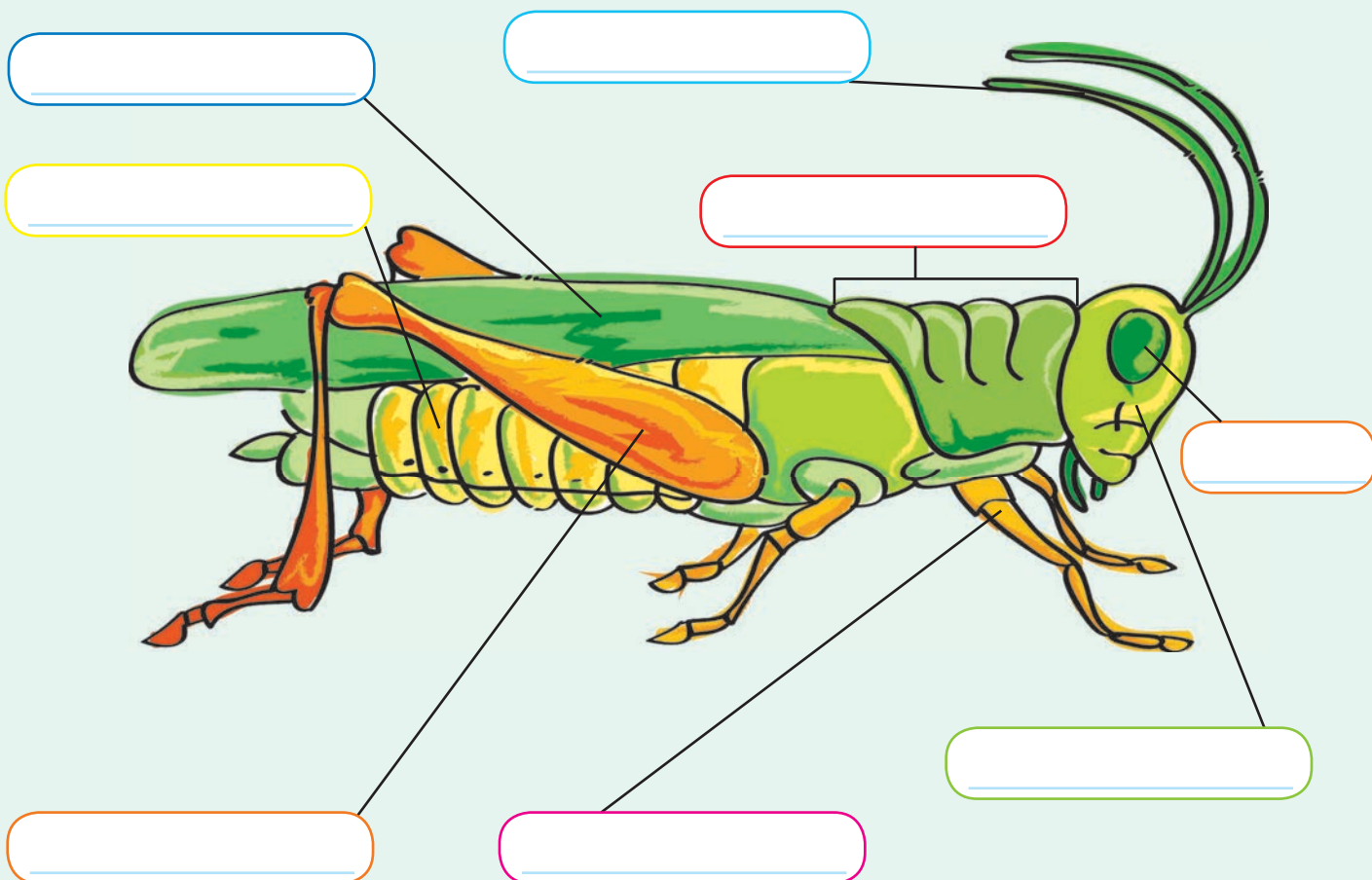
**Abdomen** – the tail part of the grasshopper. It has holes along the segments for breathing.

**Wings** – grasshoppers have two long wings, used for flying.

**Eyes** – two eyes made up of many smaller eyes.

**Head** – in the front of its body.

**Jumping legs** – the back legs are bigger and stronger to help it jump.







Let's write

Rewrite what they are saying as direct speech. Use speech marks.



You are so boring, come and play.

The grasshopper said, "You \_\_\_\_\_"

You must collect food for the winter.

The little ant answered, " \_\_\_\_\_"



Let's dance.

The grasshopper said, " \_\_\_\_\_"

Please give me some food.

The grasshopper begged, " \_\_\_\_\_"



Fun

Find and circle these words in the grid.

ready

x	v	o	x	r	e	a	d	y	z	x	z
o	s	t	x	u	a	o	n	z	x	z	x
u	z	w	x	n	q	z	x	q	w	z	x
g	r	a	s	s	h	o	p	p	e	r	z
h	z	z	q	r	i	t	r	h	q	o	w
t	h	r	o	u	g	h	q	o	z	u	z
z	x	v	q	w	h	w	x	n	x	g	e
t	o	u	g	h	x	s	h	e	q	h	e

ought

we

through

high

grasshopper

phone

tough

rough

it

he

she

runs



Let's read

All over the world we have holidays and celebrations.

We are now at the end of Grade 3. We are looking forward to going to Grade 4. We all look forward to our own special celebrations.



At Christmas time we get presents. We also give presents to our friends and to our family. We have a Christmas tree in our house. We put the presents under the tree. We decorate the tree and put a star at the top. At Christmas time we eat lots of good food.

We can't wait for Diwali. This is the time we get lots of sweets and lots of presents. We pack delicious sweets and cakes in boxes and we give them to people who visit us. We light small lamps and we put them around the house. We decorate our house and make it look beautiful.



Soon it will be Hanukkah. We will have lots of good food to eat. We like to eat pancakes and donuts. We also like to get presents. Our cousins will come to visit us. We will all help to make the food and we light candles in our house.

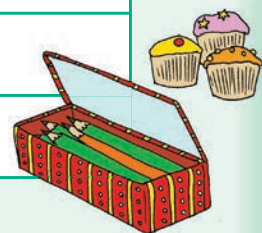
Soon it will be Eid. I hope we get nice presents. We give our friends presents too. We will also have lots of cakes and sweets to eat. We know that it is Eid from the shape of the moon. It is on a different date each year.



Let's write

What presents can you make to give to family and friends?

Who will you give the present to?	What can you make?



Word work

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

ought	rough	stair	where
bought	tough	hair	there
taught	enough	pair	here

Sight words

second  
third  
those  
thought



Let's write

Try to find out the following information about these holidays.

Holiday	What date will it be on?	Do you know anyone who will celebrate this holiday?
Christmas		
Diwali		
Eid		
Hanukkah		











**You are special.**  
**Your whole body is special.**  
**Your body belongs to you!**



**NOBODY**  
**should touch**  
**your private**  
**parts.**

**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**

**Who to call for help:**

**Child Line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

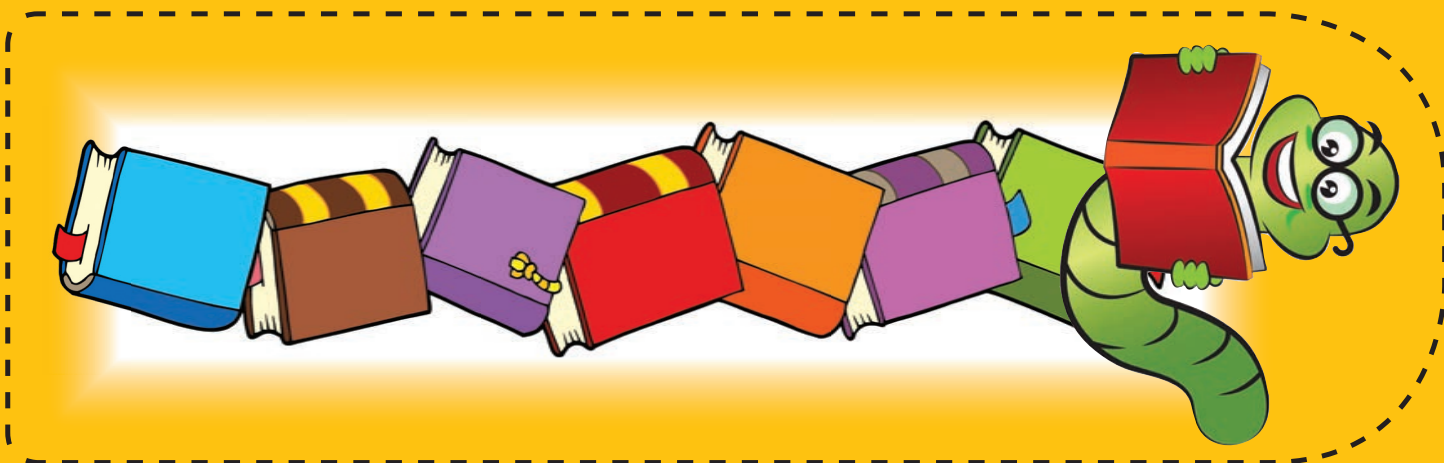
**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

**Child Protection Unit: 012 393 2359/2362/2363**

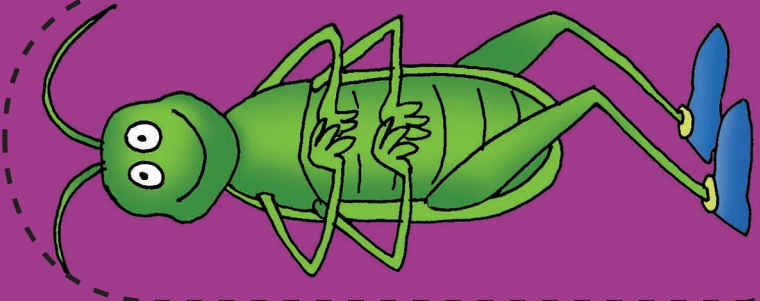
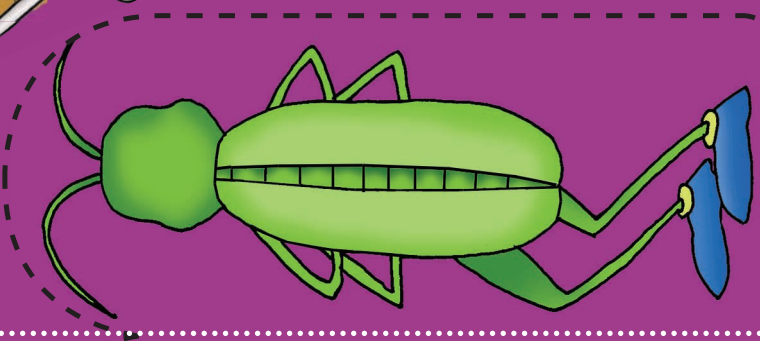
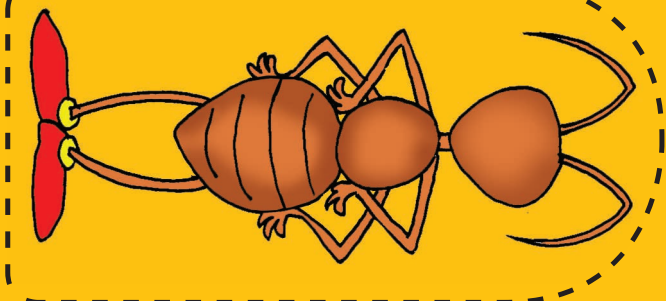
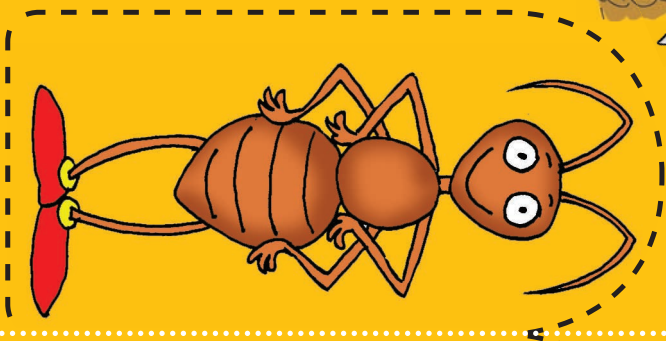






### Finger puppets:

Cut out the finger puppets on the dotted black lines and fold on the dotted white lines. Now glue on the back where shown to form a finger puppet.





A series of vertical blue lines for writing, located within a red rectangular frame with rounded corners and a dashed border.

glue here

fold here

glue here

fold here



