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Minister of Basic Education



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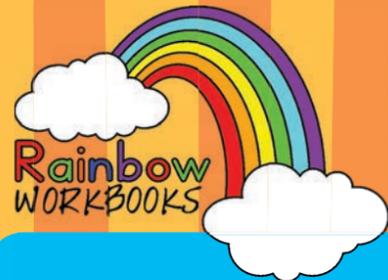
This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.

Many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language. The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners' understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.

We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.

We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.



FIRST ADDITIONAL
LANGUAGE - ENGLISH
GRADE 3 – TERM 1 - 2

ISBN 978-1-4315-0204-2

THIS BOOK MAY
NOT BE SOLD.



Workbooks available in this series:

- Home Language Grades 1 – 6
(In all official languages)
- Mathematics Grades 1 – 3
(In all official languages)
- Mathematics Grades 4 – 9
(In English and Afrikaans)
- Lifeskills Grades 1 – 3
(In all official languages)
- First Additional Language Grades 1 – 2
(In all official languages)
- First Additional Language Grades 3 – 6
(In English)



STICKERBOOK

Paste the stickers in the
correct spaces.

Revised and
CAPS aligned

Grade 3

ENGLISH
First Additional Language

Term 1-2



Name:

Class:

ENGLISH



ENGLISH

First Additional Language

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Pretoria
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Author: Veronica McKay

A BILL OF RESPONSIBILITIES

FOR THE YOUTH OF SOUTH AFRICA

Preamble:

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

MY RESPONSIBILITY IN ENSURING THE RIGHT...



South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same.
Our country's motto: IKE E: /XARRA // KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human race.
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

TO EQUALITY

- treat every person equally and fairly.
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class, language or birth.

TO WORK

- work hard and do our best in everything we do.
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- this right must never be used for exploitation by exposing children to child labour.

TO OWN PROPERTY

- respect the property of others.
- take pride in and protect both private and public property, and not to take what belongs to others.
- give generously to charity and good causes, where I am able to do so.

TO FREEDOM AND SECURITY OF THE PERSON

- not hurt, bully or intimidate others or allow others to do so.
- solve any conflict in a peaceful manner.
- to take action to protect my safety and the safety of others.



TO LIVE IN A SAFE ENVIRONMENT

- promote sustainable development, and the conservation and preservation of the natural environment.
- protect animal and plant-life, as well as the responsibility to prevent pollution.
- not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.



TO FREEDOM OF RELIGION, BELIEF AND OPINION

- allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.

TO FREEDOM OF EXPRESSION

- express views which do not advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

TO CITIZENSHIP

- to participate actively in the activities of the community and affairs of the country.
- obey the laws of our country, ensuring that others do so as well.
- contribute in every possible way to making South Africa a great country.



TO FAMILY OR PARENTAL CARE

- honour and respect my parents, and to help them.
- to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

TO EDUCATION

- attend school regularly, to learn, and to work hard.
- cooperate respectfully with teachers and fellow learners.
- adhere to the rules and the Code of Conduct of the school.

AND PLACES ON MY TEACHERS THE RESPONSIBILITY TO:

- promote and reflect the culture of learning and teaching in giving effect to this right.
- to eliminate unprofessional behaviour.

TO LIFE

- protect and defend the lives of others.
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

AND CONCURRENTLY PLACES ON MY PARENTS AND CAREGIVERS THE RESPONSIBILITY TO:

- ensure that I attend school and receive their support.
- ensure that I participate in school activities.
- create a home environment conducive to studying.

Conclusion: I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society which will make me proud to be a South African.

This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.



South African Interfaith Council



Grade **3**

First Additional Language
ENGLISH

Terms 1 & 2



This book belongs to:

Theme 1: About our holidays

Term 1: weeks 1-5

1 Thinking about our holidays 2

Reading: A dialogue about the school holidays.
Comprehension questions, identifying information from text and presenting in a table
Language: Past tense
Writing: Description

2 Nomsa went to the farm 4

Reading: Narrative in past tense
Language: Verbs
Comprehension: Yes/No answers
Phonics: ch and sh-sounds
Speaking: Explaining a life cycle from pictures

3 About farm life 6

Writing: Drawing and labelling
Vocabulary: Using stickers to match animals to their products
Speaking: Practise sentence construction
Writing: Sequencing a sentences

4 Jabu went to the zoo 8

Reading: narrative and notices
Comprehension: Answering 'wh' questions based on text
Phonics: wh and th

5 Sports Day 10

Vocabulary: Using stickers to classify animals
Riddles: Guessing the names of animals from riddles.
Writing: Design a poster.



Theme 2: What we enjoy most

Term 1: weeks 1-5

6 It's Sport Day 12

Reading: Narrative
Vocabulary: New word captions related to the theme picture
Writing: Design a poster

7 The games we play 14

Comprehension based on narrative
Writing: Write a diary entry based on picture
Language: Verbs
Using antonyms to write sentences

8 What I like to do 16

Reading: Mind map
Speaking: Discuss hobbies
Writing: Complete mind map, write a paragraph based on mind map
Writing: Design a poster to advertise a hobby/sport

9 We like reading 18

Reading: Narrative text, present tense
Speaking and comprehension based on text
Language: Game using the apostrophe for possession.

10 Reading a book 20

Reading: Understanding the conventions on a book cover
Writing: Labelling an elephant
Speaking: Describing elephant
Phonics: u



Theme 3: Families

Term 1: weeks 6-10

11 A big family 22

Reading: Narrative in the present tense.
Comprehension based on text
Phonics: 'th' words
Language: Adjectives and antonyms, converting text from present to past tense

12 My own family 24

Speaking: Draw a picture of family. Explain it drawing using 'This is....' 'These are ...'
Writing: Complete and information table on family members (name, relationship and age)
Writing: 'This is/these are' sentences

Language: Use pictures to form present continuous sentences
Speaking: Asking 'Do you like ...?'
Filling answers on a table

13 We keep our home clean 26

Reading narrative text
Comprehension based on text.
Phonics: Long oo-sound, ee-sound
Writing sentences

14 Visiting granny 28

Reading narrative in present tense
Comprehension: True or false
Phonics: th, ld, ck
Writing sentences

15 Just checking 30

Language: Plurals, alphabetical order and punctuation
Phonics: Combing sounds to form words (pi-nk)
Reading: Interpreting a bar chart



Theme 4: Friendship

Term 1: weeks 6-10

16 Ann writes a letter 32

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Comprehension based on letter
Phonics: The silent 'e'
Writing: Write sentences based on pictures

17 What Nomsa and Ann will do 34

Speaking: Sequence pictures and tell the story
Writing: Write the story in sequence
Write an invitation card
Vocabulary: Silent 'e' words

18 Ann visits Nomsa 36

Reading: Descriptive text that goes with picture
Comprehension based on text and a picture
Memory exercise
Phonics: the oa and o-sound as in goat and hope.

19 Let's start cooking 38

Reading: A recipe
Speaking: About a recipe
Comprehension based on recipe

Writing: Write a recipe, sequence method
Phonics: -ink, -ck

20 Visiting Thabo 40

Reading: Picture comprehension
Language: Using 'There is ...' 'There are ...'
Phonics: ee and ea



Theme 5: Round and about

Term 2: weeks 1-5

21 Planning our trip 42

Reading: Map work using stickers
Speaking: Discussion of map and route

22 Getting ready to go 44

Comprehension based on text
Language: Answering 'wh' questions
Reading an itinerary and answering questions on it.

23 We see a new town 46

Speaking about places in a picture
Writing: Linking places with purpose
Phonics: Short and long oo-sounds

24 We go on a boat 48

Reading: Narrative text
Multiple choice comprehension questions
Phonics: oa-sound
Language: Using 'this is' and 'that is ...'

25 On the island 50

Writing: Write a postcard to describe events
Speaking: Using 'This is ...' 'that is ...'
Language: Use stickers for concord (subject verb) activity



Theme 6: We are still travelling

Term 2: weeks 1-5

26 To the mountain 52

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Open ended comprehension questions
Language: Using stickers to teach "this is ... /these are ..."

27 On the mountain 54

Speaking: Make up a role play
Writing: Write the role play
Phonics: ee and ea sounds
Language: Subject verb agreement
Punctuating sentences

28 Flying back home 56

Reading: Narrative introducing new vocabulary
Open ended comprehension questions
Phonics: the -y sound (fly, spy)

29 After our trip 58

Speaking about a story
Write a letter
Phonics: form words with the -u sound
Language: Punctuation

30 Just checking 60

Language: Using 'in' and 'on' correctly
Language: Using pictures to teach correct use of this or that/these or those
Language: Completing sentences using this is/these are, that is, etc
Phonics: ar and sh



Theme 7: About time

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Reading: Read a timetable
Speaking: Using 'before, after'
Comprehension: Extracting information from the time table

32 About time 64

Writing: Compiling own timetable
Speaking: Explaining timetable
Vocabulary: Days of the week
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33 Seasons and weather 66

Reading: Annotated diagram
Comprehension questions based on diagram
Speaking and writing: Finding out and filling in friends' birthdays on a season chart.

34 Reading a weather chart 68

Reading: A weather chart
Speaking: Places on map and weather
Comprehension questions based on chart
Writing: Draw a picture showing weather.

Write sentences about what you like to do when the weather is like this.

35 After the storm 70

Speaking: Sequence pictures to tell the story
Write a diary entry based on pictures
Language: Subject verb agreement
Comprehension based on picture
Phonics: Using the '-y' sound as in baby



Theme 8: About our garden

Term 2: weeks 6-10

36 We work in our garden 72

Reading: Read a newspaper article
Speaking: Discuss the article
Writing: Comprehension based on article
Phonics: 'ai' sound and the silent e.

37 We grow vegetables 74

Labelling a picture
Reading: Interpreting a chart
Writing sentences based on chart

38 Just checking 76

Reading: Sequencing pictures to tell a story
Phonics: Identifying word-sound families
Combining sounds to form words.
Speaking: Asking about reading preferences.
Language: Completing sentences using this is, these are, that is, etc
Phonics: ing, ink and ck



THEME 1. ABOUT OUR HOLIDAYS

Thinking about our holidays



Term 1 – Week 1-5



Let's talk

Look at the picture and talk about what you see. Look at the thought bubbles and say what each child is thinking about.



Pam



Jabu



Nomsa



Ken



Let's read

Read the story and then answer the questions that follow.



Teacher: Hello children. Are you happy to be back at school?

Ken: Hello teacher. I am so happy to see my friends again.

Pam: Hello teacher. I am happy to be in Grade 3. I am nearly 8.

Teacher: Let's talk about what you did in the holidays.

Jabu: I went to the zoo.

Ken: I went to the sea.

Pam: I stayed at home with my mom and dad and my dog.

Nomsa: I went to my grandmother's farm.

Teacher: Now that we are back, I hope you are all going to enjoy being in Grade 3 this year.



Let's talk

Look at the picture on the opposite page. Read these questions and talk to your friend about the answers. Then write down the correct answers.

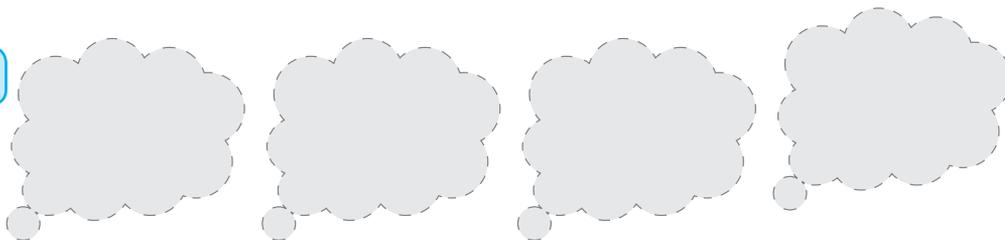


How many boys are there in the picture?	
How many girls?	
What colour is the teacher's blouse?	
Who is wearing glasses?	
Who is thinking about the beach?	
Who is thinking about the zoo?	
Who is thinking about the farm?	
What do you think they have in the box on the bookshelf?	



Listen and repeat

Draw a line to show what place each child visited in the holidays.



I saw animals at the zoo.

I played in the sand.

I played with my dog at home.

I saw cows and sheep.

Paste the stickers in the correct spaces.



WORD BOX
for
found
four
from



Let's write

Write five sentences about what you did in the holidays.



Nomsa went to the farm



Let's talk

Look at the picture and talk about what you see.
Colour the tractor green. Colour the roof of the shed red.



tractor

beehive

milking

digging

sitting

bench

trough



Let's read

Read the story and then underline all the verbs in the past tense.

In the holidays Nomsa visited her grandmother.

Her grandmother lives on a farm.

Every morning when Nomsa woke up she milked the cows.

Her grandmother made butter from the milk.

She rode on the tractor.

Nomsa ate eggs from the hens and honey from the bees.

At night she ate vegetables from the garden and then she drank some milk from the cows.





Let's write



Look at the picture and say if these statements are correct.			If the statement is incorrect, write the correct answer here.
Ken milks the cows.	Yes	No	
The tractor is blue.	Yes	No	
The cow is brown.	Yes	No	
Nomsa milks the cow.	Yes	No	
There are 4 pigs.	Yes	No	
There are 3 ducks.	Yes	No	
There are 6 chickens.	Yes	No	
Grandmother digs.	Yes	No	
Ken waters the plants.	Yes	No	

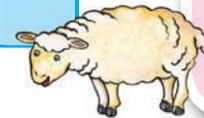


Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

chicken	chocolate
chips	cheese
chops	chicks

sheep	shoes
shop	shell
ship	show



WORD BOX

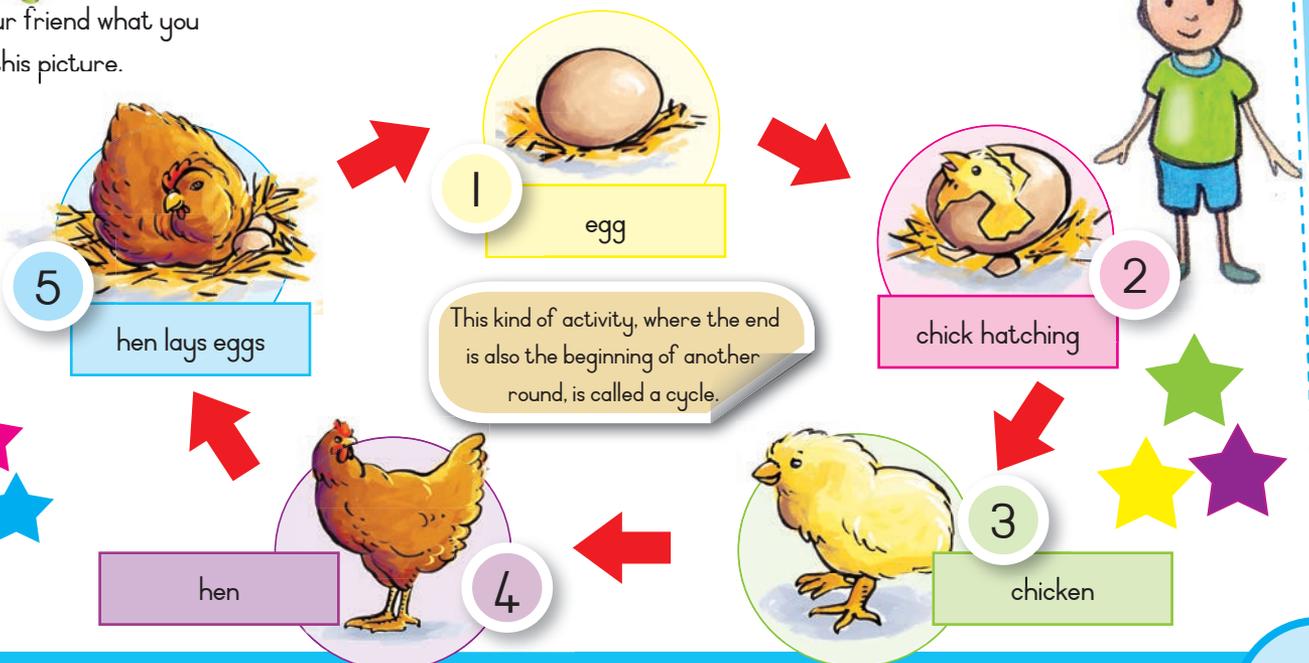
full
fun
funny
gave



Fun

Tell your friend what you see in this picture.

The chicken and the egg



TEACHER: Sign

Date



Let's write

Draw your favourite farm animal. Then label the different parts of the animal. Use the spaces on either side of the picture to write your labels. When you have finished, explain to your friend what you have drawn.



legs

[Empty rounded rectangular boxes for writing labels on the left side of the drawing area]

[Large dotted-line outline for drawing a farm animal]

eyes

[Empty rounded rectangular boxes for writing labels on the right side of the drawing area]



Let's do

Paste stickers in the spaces. Then draw a line to show where we get these foods from.



honey	eggs	pap	milk	butter

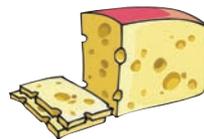


Listen and repeat

We get **eggs** from the hen.

We get **milk** from the cow.

We get **mealie meal** from mealies.



We get **oil** from sunflowers.

We get **honey** from bees.

We make **butter** from milk.





Let's do

Find the picture on the sticker page that matches each of these sentences. Then tell your friend what Jabu is doing in each picture.

Paste the stickers in the correct spaces.

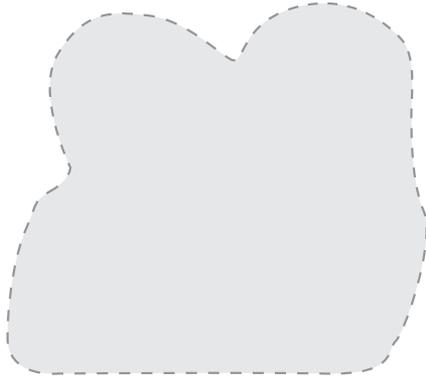
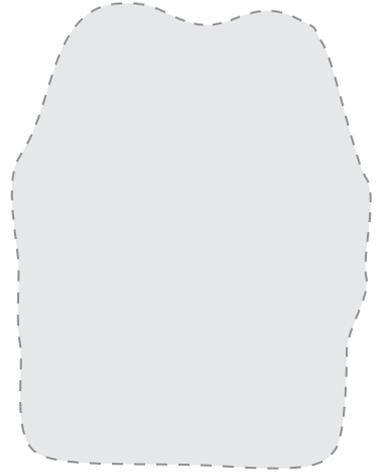
1 First I put the seed in the ground and cover it with soil.

2

I water the plant every day.

3

I watch it grow every day.



Then when the plant has grown I eat a delicious mealie for supper.

4



Let's do

Draw a line from the words to the correct part of the plant.

mealies

leaves

roots

stem



TEACHER: Sign

Date

Jabu went to the zoo



Let's talk

Look at the picture and talk about what you see.



I want to see a cheetah with black spots.

I want to see children who do not get lost.

I want to see a rhino with a big horn.

I want to see a zebra with black and white stripes.

I want to see a crocodile with sharp teeth.



Let's read

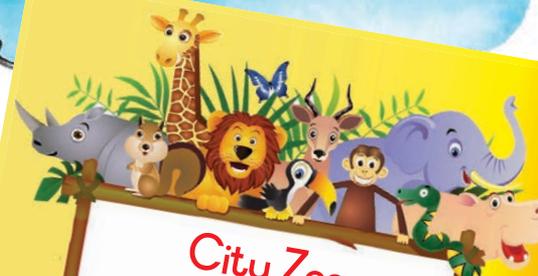
Read the story and then underline all the adjectives that tell us how things look.

WE ALL GO TO THE ZOO

Today is **Saturday**. Jabu and his friends are very happy because they are going to the **zoo**.

They drive in a big yellow bus.

What will we see? We will see a big **elephant** with a long trunk, a tall **giraffe** with a long neck and a small **monkey** with a curly tail.



City Zoo

Opens 6:30

Closes 7:00

Come and see the
wildest animals in town.

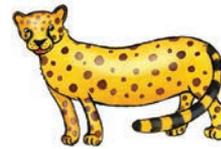
R10 for adults

R5 for children



Let's write

Read the story to find answers to these questions.
Write your answers in the table.



Why were the children happy?

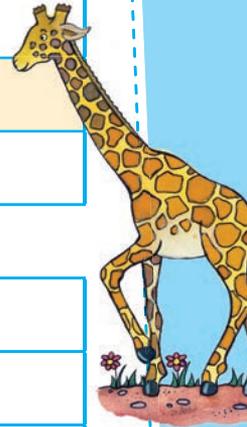
They were

Where did the children go?

They went

How did they get to the zoo?

They went by



When did they go to the zoo?

What time does the zoo open?

Which animal has stripes?

Which animal has spots?



Let's write

Now make up your own questions starting with **who**, **when**, **why**, **what** and **where**.

Who went to the zoo?

When

Why

What

Where

WORD BOX

get
give
go
goes



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

who	when
what	where
whale	why

this	they
that	there
then	these





Let's write

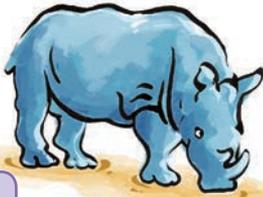
Paste your stickers under the correct headings.



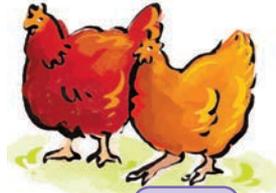
Wild animals

Farm animals

Domestic animals



rhino



hens



hamster



Let's talk

Ask your friend these questions. Then fill in the correct answers.

Let's write



What animal has stripes?	
What animal has long ears?	
What animal has a trunk?	
What animal has a horn on its nose?	
What animal has long hair around its head?	



Let's write

Now read these descriptions of animals to your friend. Ask your friend to guess what animal you are describing. Fill in the correct answer.

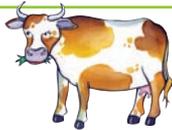
I am big and grey. I am very heavy. I have sharp tusks and a long trunk. What am I?



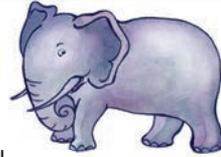
I have two horns. I live on a farm. You get milk from me. What am I?



I am small and I have a long curly tail. I like to climb and jump. What am I?



I have spots and I can run faster than any other animal. What am I?



Let's write

Make a poster to tell people about the zoo.
Draw a picture that will encourage people to read the poster.



Zoo

Opens: _____

Closes: _____

What you will see:

Cost: _____



TEACHER: Sign

Date



Let's write

Read the story on the previous page and look at the picture. Then answer these questions.



What sports do they play on Sports Day?

What is the soccer score?

Newtown School _____ and Sunshine School _____.

Who will help if the children get hurt?



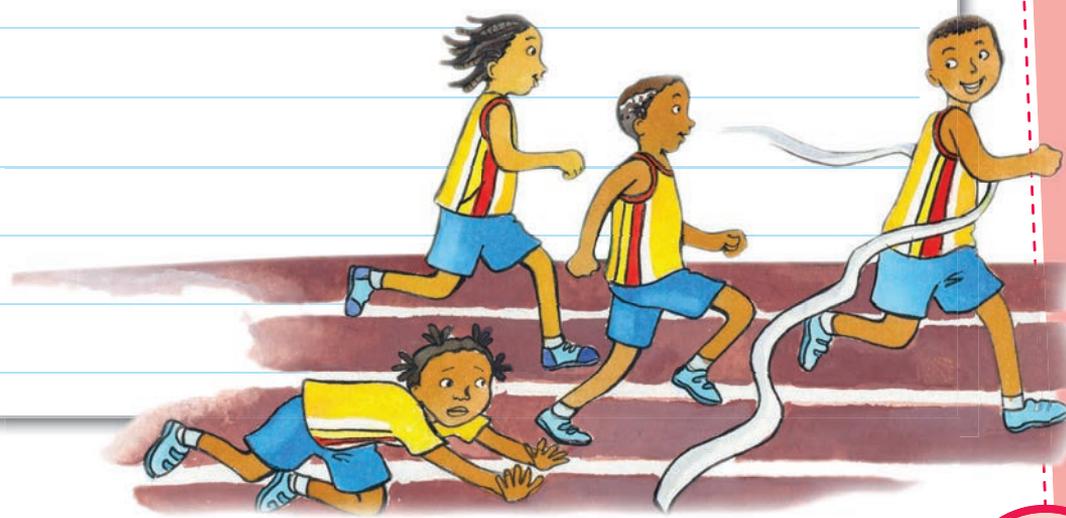
Let's write

Look at the picture below. Imagine you are the child who has fallen just before the winning line. Tell your friend what happened. Then write a diary entry to say how you felt.

Dear Diary

Date:

Handwriting practice lines for the diary entry.



TEACHER: Sign

Blank box for teacher's signature.

Date

Blank box for the date.

The games we play



Let's write Fill in this card about yourself.

Name: _____

Surname: _____

Age: _____

Boy or girl: _____

Grade: _____

School: _____

Name of your teacher: _____

Name of your principal: _____

Names of your best friends: _____

Favourite sport: _____

Favourite colour: _____

My picture

Now make a poster to tell people about a special sports game at your school.

Let's write



SCHOOL SPORTS DAY

Starts: _____

Ends: _____

Date: _____

What sports you will see:

What you can eat: _____

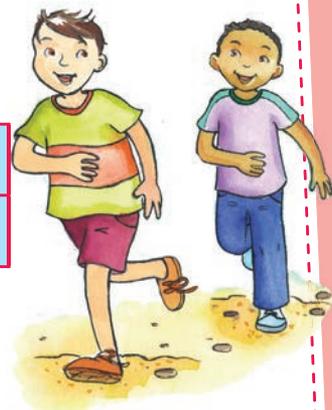
What you must bring:



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

running	singing	eating	jumping
winning	dancing	sleeping	looking



Let's write

Write five sentences about Sports Day.



Let's do

Match the words that have opposite meanings. Use a ruler to draw the lines.

hot	win	sunny	happy	noisy
unhappy	rainy	quiet	lose	cold



Let's write

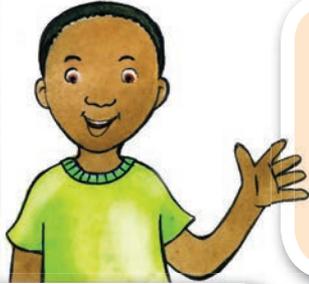
Select three pairs of opposites and use them to write six sentences.

What I like to do



Let's talk

Talk to your friend about what you like to do in your spare time. Do you like to play sports, do you like to read or do you have another hobby? Fill in the different things that you like into the space on the mind map.



Firstly I like to ...



Thirdly I like to ...

Secondly I like to ...

**WHAT I
LIKE TO
DO IN
MY FREE
TIME**

Sometimes I like to ...

Lastly I like to ...



In summer I like to ...

When it rains I like to ...



WORD BOX

- grow
- had
- has
- have



Let's write

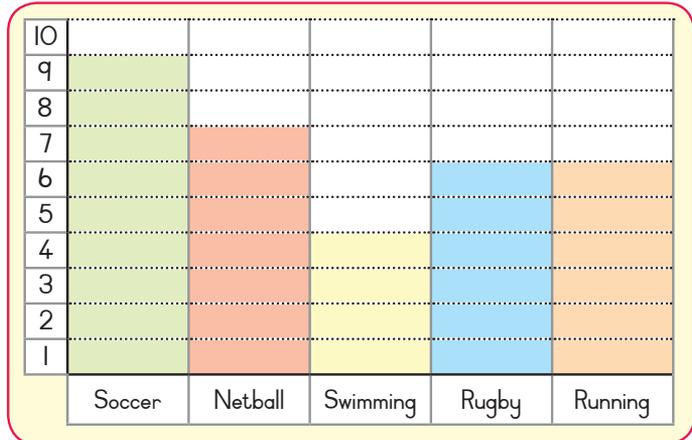
Use the ideas in your mind map to write a paragraph about what you like to do in your free time. When you have done this, read your paragraph to your friend.

What I like to do in my spare time



Let's do

Make a poster to invite children to join your sport or hobby with you. Draw a picture to show what sport it is. Where can they play? When can they play? What do they need to play this sport? If your hobby is not a sport, make a poster to show what it is.



Look at the chart. It shows the different sports that the children at Newtown School play.

Which sport do the children like most?

Which sport do they like the least?

What sport do children enjoy as much as running?





Let's read

Read the story and then underline all the verbs.

Today the children went to the library.

They were excited to see all the books.

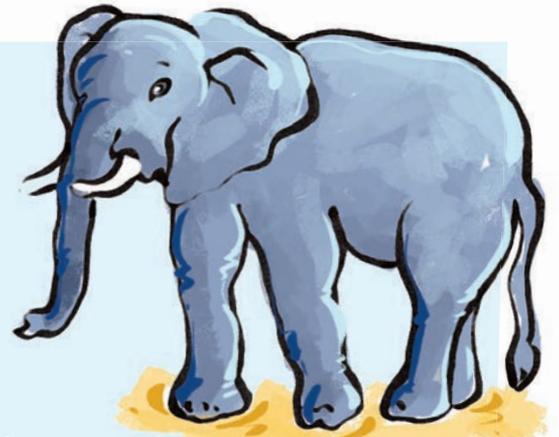
There were all sorts of books.

There were story books, books about animals and books about sport.

The library teacher reads a story to the children about *How the elephant got its trunk*.

It was an exciting story. Ann and Sam both wanted to take the book home to read the story again.

At three o'clock the children each took a book and went home.





Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

ship	chip	this	what
sheep	chin	that	when



Let's write

Read the story and look at the picture. Then write answers to these questions.



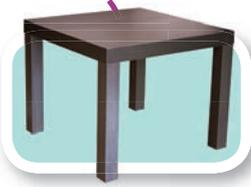
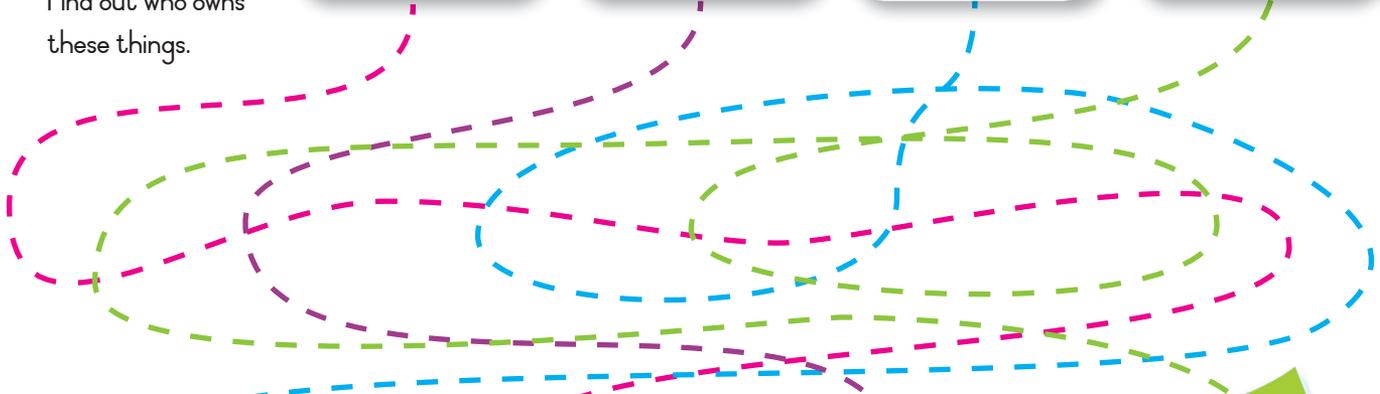
On what date did the children go to the library?	
What day of the week was it?	
What story did the teacher read to the children?	
At what time did the children go home?	
What kinds of books were there in the library?	



Let's do

Find out who owns these things.

Ken teacher Pam Sam



Let's write

Now write down what belongs to each person. Fill in the apostrophe ' to show who owns these things. Read each sentence aloud.



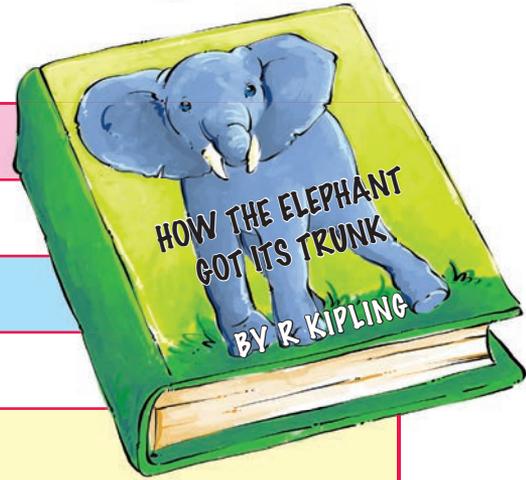
This is Ken's bag. This is Pam's _____.

This is the teacher's _____ . This is Sam's _____ .



Let's talk

Look at this book cover and tell your friend what you think this story is about.



What is the title of the book?

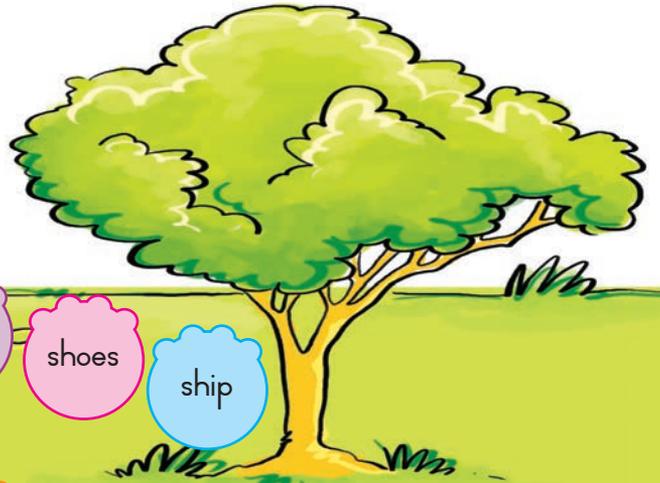
Who is the author?

What do you think the book is about?



Fun

Read the words in the elephant's path to see where he was going.



cheese

sheep

shop

shell

ship

shoes

ship

chips

chimp

chat

what

where

push

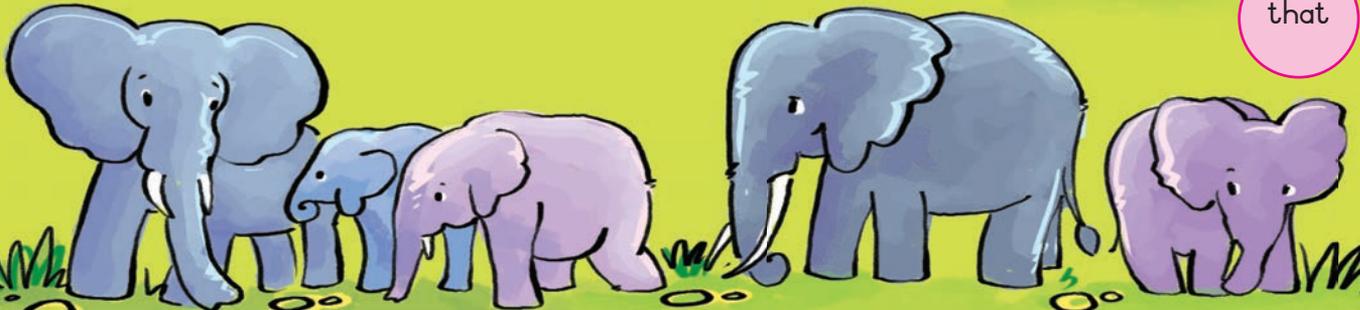
pull

bus

but

this

that





Word work

Read the words and listen how the **u** sounds different in the two boxes. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

push	full	bus	sun
put	bull	hut	fun
pull	bush	run	but

WORD BOX

- know
- laugh
- let
- light



Let's write Fill in this card to join the library.

NEWTOWN LIBRARY

Name: _____

Age: _____

School: _____

Grade: _____

My favourite book: _____



Let's do

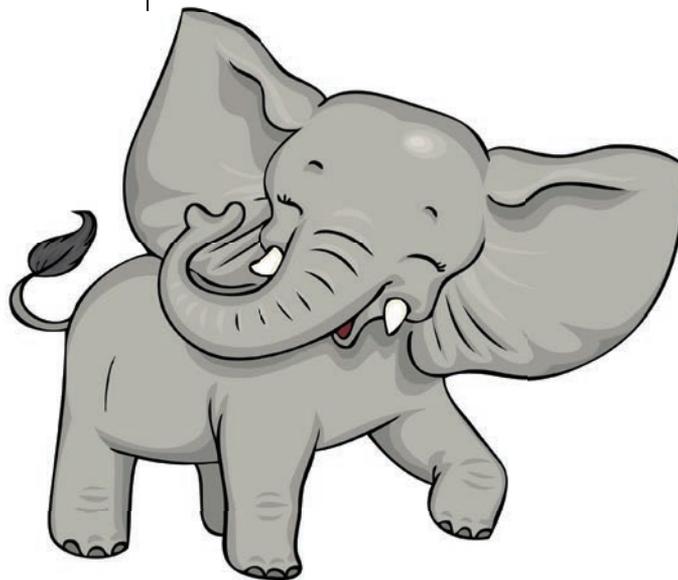
Label this picture of an elephant. Draw a line from the label to the correct part of the elephant. Use a ruler.

back

tail

trunk

skin



eyes

ear

tusk

leg

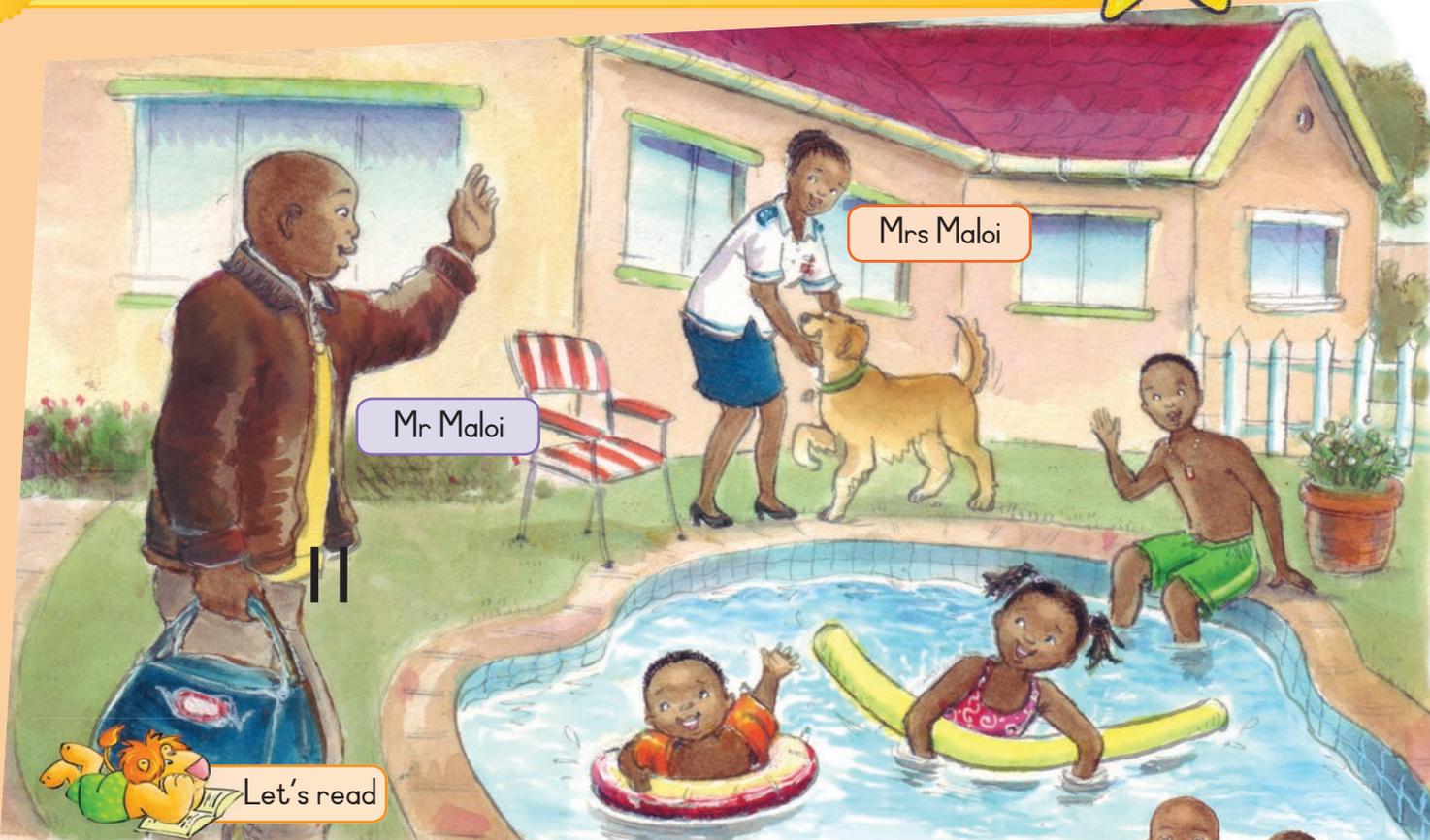
Then point to the different parts of the elephant and ask your friend to say what they are.

Say: What's that?



TEACHER: Sign _____

Date _____



Mr Maloi

Mrs Maloi

Let's read

This is the Maloi family. They have a house with a **pool**.

Mr Maloi is 36. He works in a **tool** factory in town.

Mrs Maloi is 35. She is a nurse at the hospital.

They have **three** children and a pet dog and fish.

Thabo is 3. He goes to the **Green Tree Nursery School**.

It is in the **street** where they live.

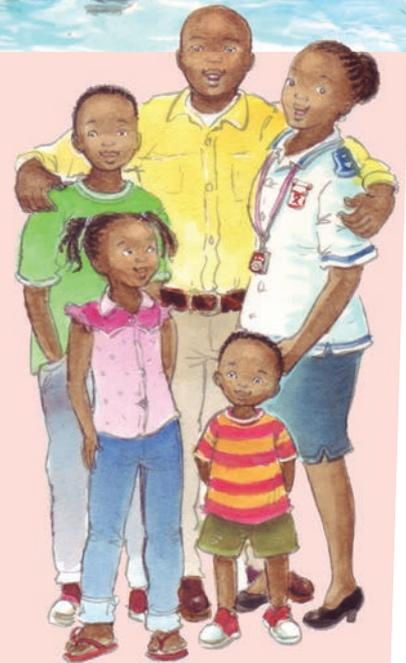
Mandu is 7. She is in Grade I at Sunshine Primary School.

Her best friend is Susan.

Mandu has a big brother. His name is Peter. He is 13. He is in Grade 7.

He **keeps** fish.

Peter has two best friends, Dick and John. They like to swim in the pool.





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

Who is three years old?	
Who is 35 years old?	
Where does Mrs Maloi work?	
Who goes to Sunshine Primary School?	
Who is the eldest child?	
Which school does Thabo go to?	
Who are Peter's best friends?	
What does Peter have as pets?	



Word work

Read the words and listen to the sounds. Listen to how the **th**-words in the blue columns sound different to the words in the orange columns. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

their	they	three	thick
that	this	threw	thin
then	there	Thursday	thud

WORD BOX

he
help
her
here

3



Let's do

Draw lines to match these adjectives with their opposites. Adjectives describe how things look.

big

fat

beautiful

tall

high

thin

ugly

small

low

short



Let's write

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

rode

saw

looked

Ann rides Jabu's bike.

Yesterday Ann

He sees his teacher's car.

Yesterday he

She looks at her sister's dress.

Yesterday she



Let's do

Draw a picture of your own family. Write down the name and age of each person in your drawing. Show your friend your picture and tell him or her who each person is.



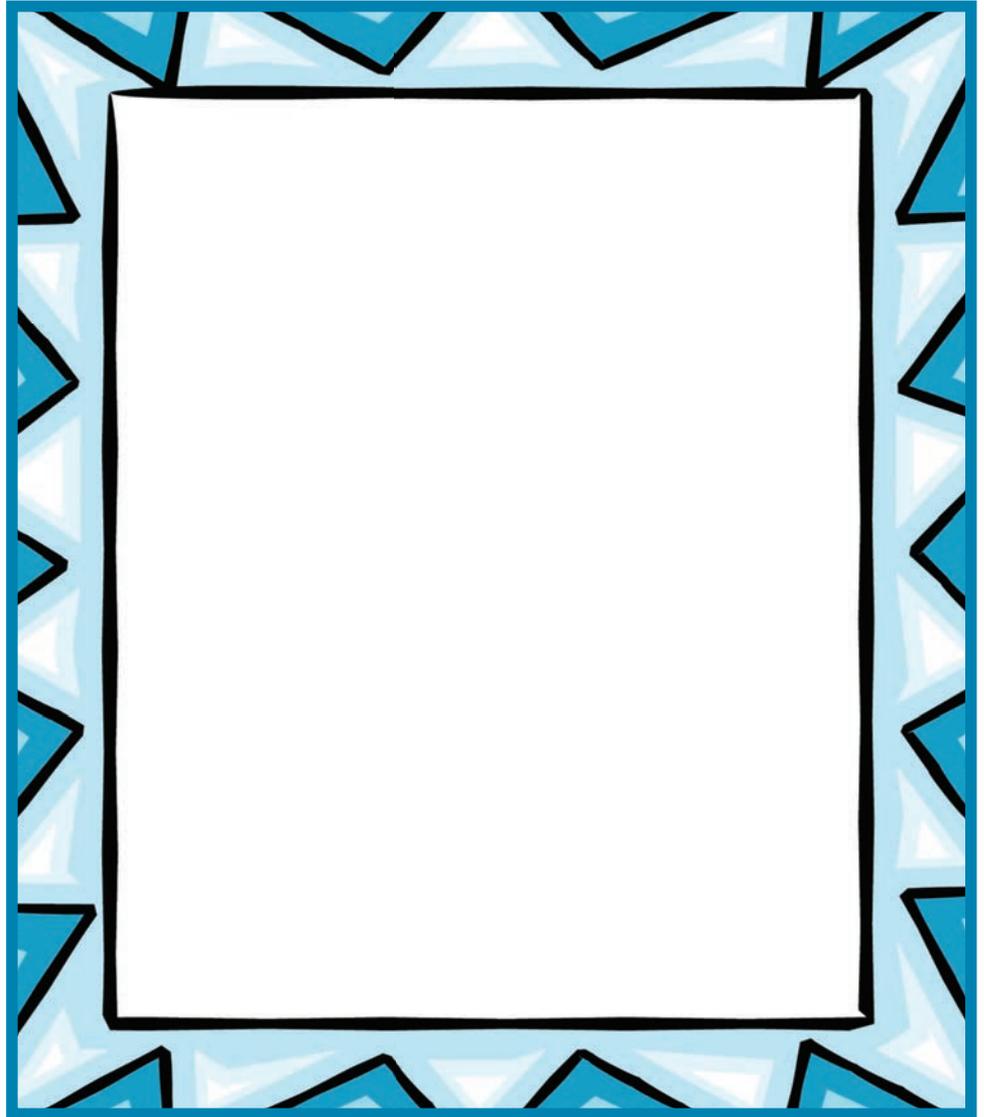
Let's talk

Point to the people in your drawing and say:

This is my sister.

This is my brother.

This is my ...



Let's write

Now fill in the table. Write the names of each person in your picture in the first column. In the second column say how you are related to this person. Fill in the age of the person in the last column.

Name of person	Who is he/she?	How old is he/she?
Ann	sister	7





Let's write

Tell your friend about your family members and then answer the questions.



How many people are there in your family?	There are
How many boys?	
How many girls?	
Who is the oldest in your family?	
Who is the youngest?	
Does your family have pets?	



Let's talk

Write full sentences to say what is happening in each picture.



- 1 eating
- 2 playing
- 3 reading
- 4 running
- 5 swimming

1.	They are eating a mealie.
2.	
3.	
4.	
5.	



Let's talk

Ask 4 friends these questions and then put a tick (✓) for yes, or a cross (✗) for no in the correct box. Fill in their names in the blue spaces. Then tell your friend who likes what food. Say *Ann likes milk and sweets.*

Names				
Do you like milk?				
Do you like honey?				
Do you like onions?				
Do you like beans?				
Do you like sweets?				
Do you like cabbage?				

We keep our home clean



Let's read

Read the story. Then circle all the words with the ee- and oo-sounds.

We all need to help at home each week.

I sweep the floor. Mother washes the dishes and father dusts.

My sister peels the vegetables.

The baby messes and weeps.

When our house looks nice and clean we cook
and then we all sit and eat.

Then I look at a good book until I go to sleep.





Let's write

Paste in the correct stickers to match the words. Then, below each sticker say who in the story is using the item.

How many people are there in this family?

Who does the cleaning in your home?



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

fish	much
dish	such
wish	lunch

boot	moon
spoon	boot
broom	stool



WORD BOX

- not
- now
- more
- on



Let's write

Write a sentence using a word from the word box.



--



Let's write

Find all the words on page 26 with ee and oo. Write them in the correct columns.

ee

oo



TEACHER: Sign

Date

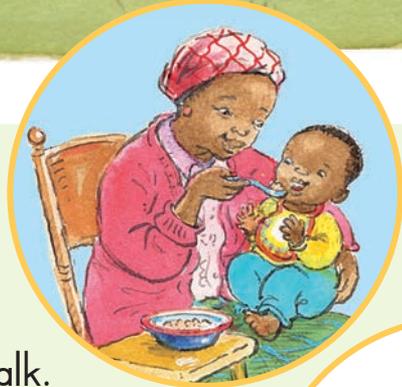


Let's read

Today Mandu and her family went by car to visit their grandmother. Mandu's grandmother is very old and her back hurts. Mandu helps her grandmother to walk.

The family sit under a tree in the garden and drink tea.

Mandu likes to visit her grandmother because she can play with her cousins and have good food to eat.





Let's write

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

	✓	✗
The family sits under the tree.		
Grandmother has a pain in her tooth.		
They see their cousins.		
Mandu lives with her grandother.		
Mandu's house is very near to grandmother's house.		



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

this	old	back	tooth
that	cold	neck	both
then	told	stick	mother



WORD BOX

over
our
out
said



Let's write

Write sentences using words from the word box.





Let's do

Paste in the correct stickers.

small	smaller	smallest

Just checking

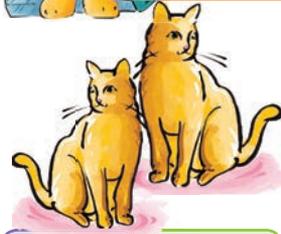


When we refer to more than one thing we speak about plurals.



Let's write

How many are there?
Circle the correct word.



cat cats

tooth teeth

boy boys

foot feet



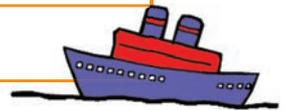
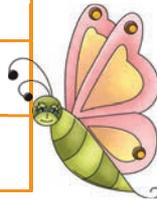
Let's write

Do these word sums.

ri + ng =	
pi + nk =	
bla + ck =	
ch + op =	
cl + ap =	
pla + nk =	



cr + ab =	
bri + ng =	
sh + op =	
sh + ip =	
ch + ips =	
wh + at =	



Let's write

Punctuate these sentences using
Don't forget the capital letters.



peter and sam went to the sea in july

did you go on holiday

i went to the shop and bought sweets chips and apples

stop the robot is red

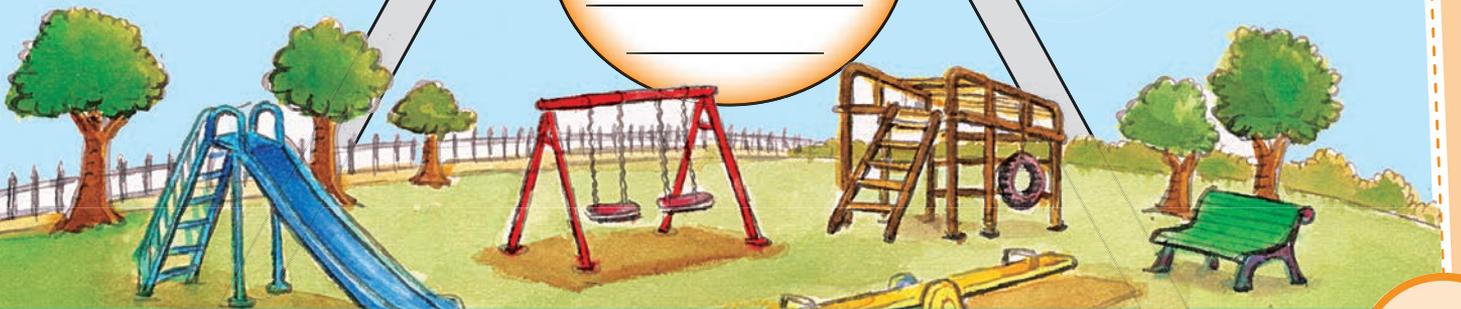
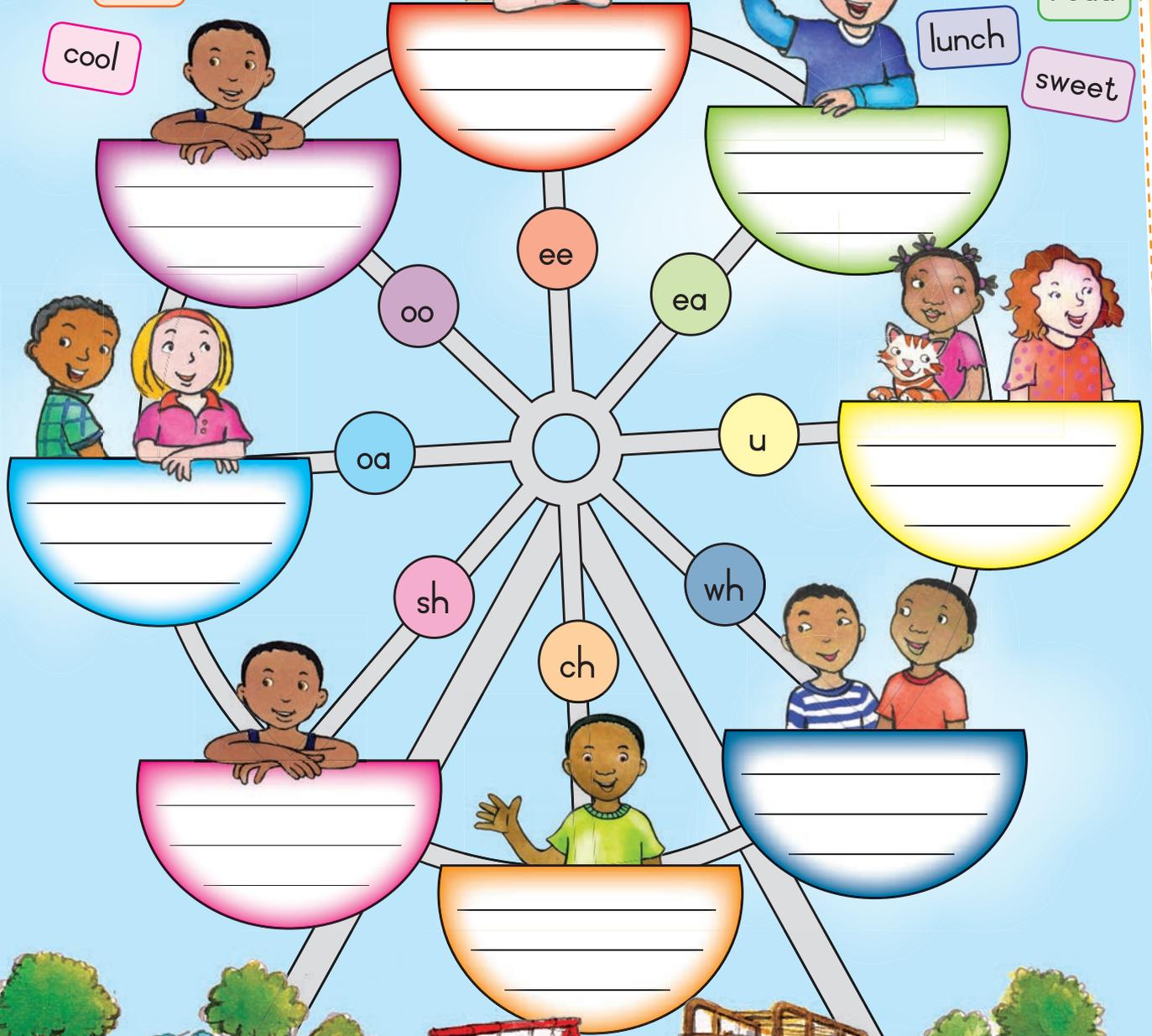




Fun

Write these words into the correct sound boxes.

- weep
- wish
- lean
- goat
- where
- moon
- such
- meat
- sheep
- pull
- which
- put
- keep
- boat
- push
- spoon
- fish
- cheese
- eat
- road
- when
- cool
- lunch
- sweet



TEACHER: Sign

Date



Dear Nomsa

You are my best friend and it will be nice if you can come to visit me on Saturday.

We can play with our dolls and we can ride our bikes.

I will make a cake. Then we can ride our bikes to the park next to the lake.

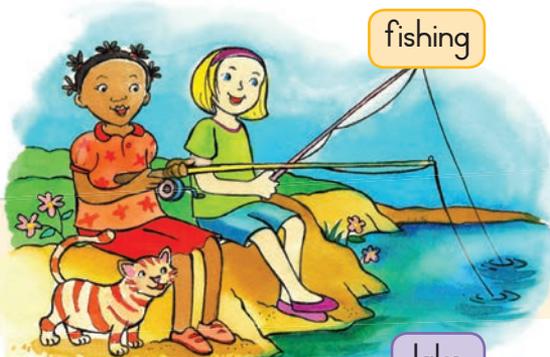
We can play on the swings and on the merry-go-round. Then we can have a good time fishing at the lake.

If you bring some money we can buy some ice cream at the park.

After supper we can go to sleep.

Your friend

Ann





Let's write



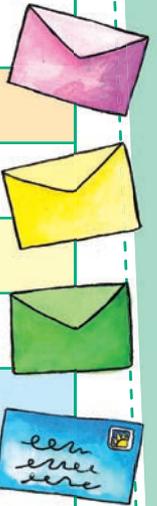
Who wrote the letter?

What will the girls do?

Where will they go?

What will they eat at the park?

What will they do at the lake?



Let's write

Fill in these words into the correct sound coaches.

- meet
- shop
- goat
- spoon
- where
- shoe
- cool
- why
- weep
- boat
- such
- when
- keep
- ship
- coat
- much
- moon
- lunch



ee

oa

oo

wh

sh

ch

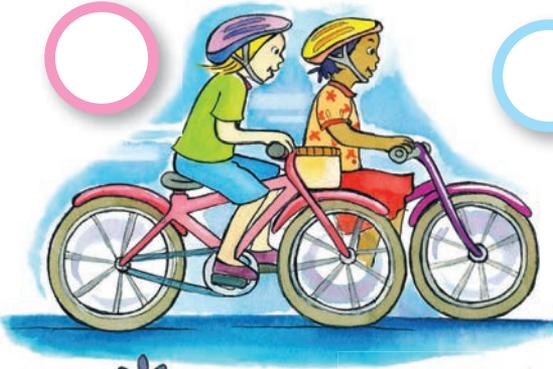
What Nomsa and Ann will do



Let's talk

Look at the pictures and tell your friend what Nomsa and Ann will do on Saturday. Start your sentences with **They will**.

Now number the pictures in the correct order to show what Ann and Nomsa will do.



Let's write

Write one sentence about each picture. Write them in the correct order.

1

2

3

4

5

6



Let's write

Write a card inviting your friend to come and play at your house. Draw a picture on the front of the card. Fill in the missing information on the inside of the card.

You are invited to
come and play



Dear _____

Come and play on: _____

Date: _____

My address is: _____

We will play: _____

From: _____



Let's write

Now write a card to a friend wishing her or him a happy birthday.

Happy Birthday



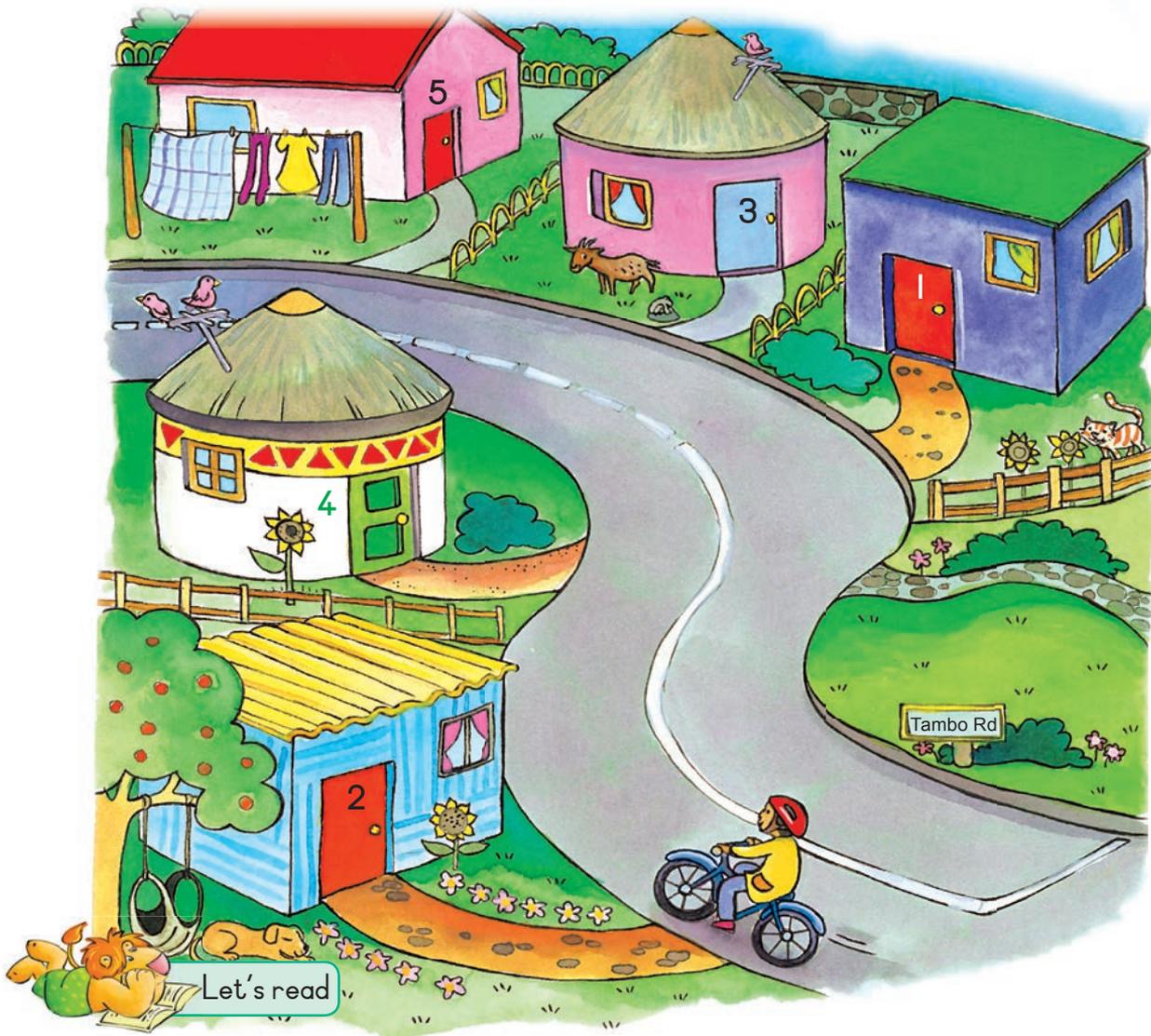


TEACHER: Sign _____ Date _____



Look at the houses in this picture. What shapes are they? What colours are they?
Read the story and say which house is Nomsa's house.

Let's talk



Let's read

Today Ann goes to visit Nomsa. She puts on her coat and rides on her new blue bike. How will she find Nomsa's house in Tambo Road?

Her house is round. It has a grass roof. It is next to a square house with a green roof.

Nomsa has a little brown goat and a small green toad. She has a TV. She does not have a swing.

Can you help Ann to find her house?

WORD BOX

how
hurt
into
it
its



Let's write Look at the houses and answer the questions.

Which house is Nomsa's house?	
What is the name of the road?	
How many houses are there in this street?	
Which houses are on the left hand side?	
Which houses are square?	
Which houses are round?	
Which house has triangles painted on it?	
Which houses are pink?	
Which house has a red roof?	
Which house has a big tree?	
Which house is blue with a yellow roof?	
Which house would you like to live in? Why?	



Let's do How well can you remember?
Cover the picture and see how many of these questions you can answer.

Which house has washing on the line?	
Which house has a tree?	
Which house has a TV aerial?	



Word work Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

coat	toad	hope	joke
goat	road	note	mope
boat	moat	cope	rope





Let's read

Today Ann and Nomsa will show you how to make a sandwich.
Read their recipe.



How to make a peanut butter sandwich

What will you need?

- 2 slices of bread
- some peanut butter
- some margarine
- a knife
- a plate



What must you do?

1. Spread some margarine on each slice of bread.
2. Spread some peanut butter on one slice.
3. Put the two slices of bread together.
4. Press them together gently.
5. Cut the sandwich in half.
6. Eat your sandwich!





Let's talk Read the recipe and then fill in the answers.

What is the heading?

What do you need to make this sandwich? (Remember to put commas between the items.)

What is the third thing you must do when you make a sandwich?



Let's write Now write your own recipe.



How to make _____

What will you need? _____

What must you do?

1. _____
2. _____
3. _____
4. _____
5. _____



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

ink	wink	black	duck
rink	blink	crack	buck
stink	sink	smack	cluck



WORD BOX

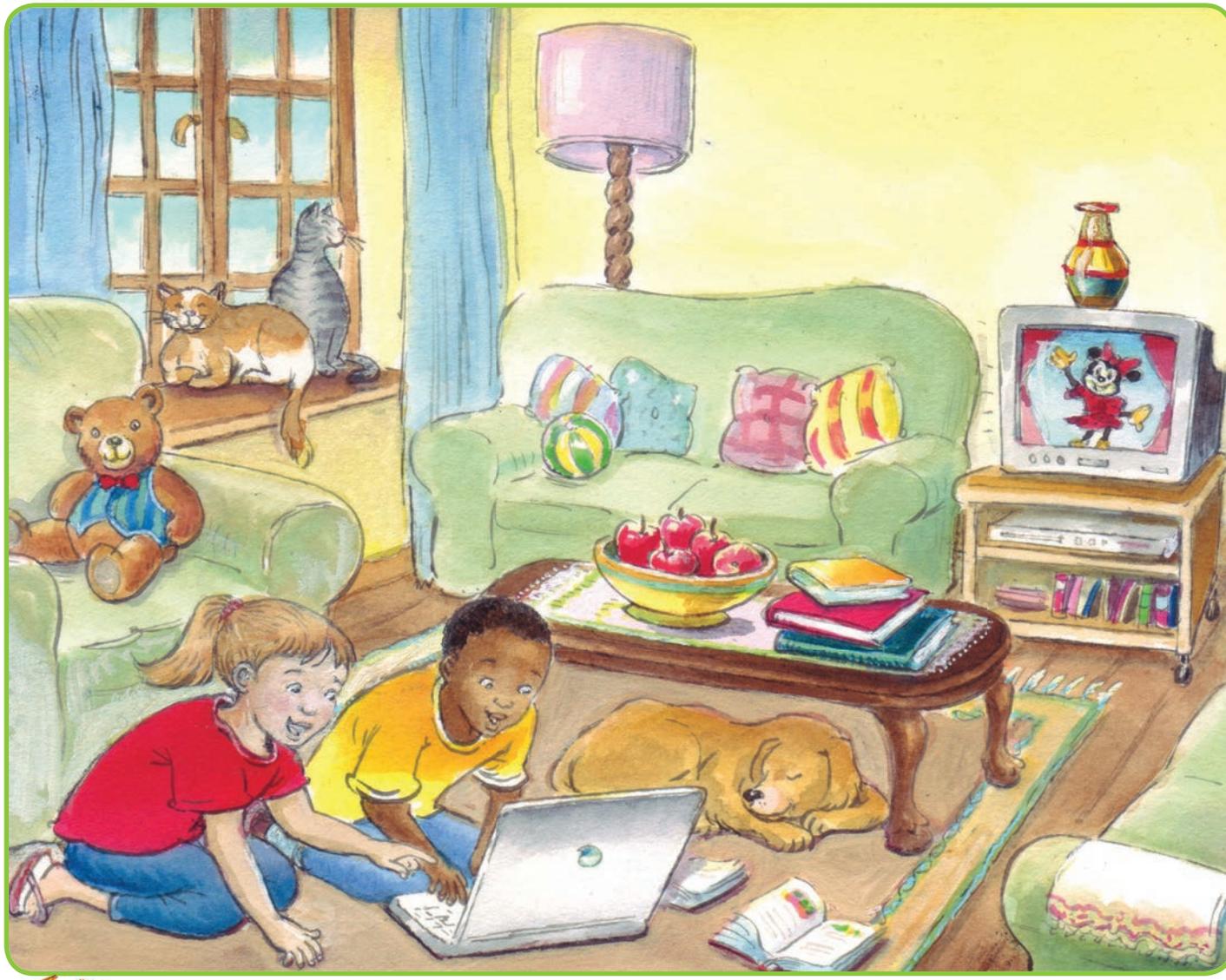
jump
just
keep
kind

Visiting Thabo



Let's talk

Tell your friend what you see in the picture. Say where everything is.



Let's read

Read these sentences about the picture. Tick ✓ each one that is correct and make a cross ✗ if it is wrong.

There is a vase on the TV.



There are books on the TV.



There is a boy on the chair.



There are children on the table.



There is a girl under the table.



There are pictures on the wall.



There is a dog under the table.



There are apples in the dish on the table.



There is a teddy on the sofa.



There are cats on the windowsill.





Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

eat	read	need	keep
meat	neat	week	weep
deal	seal	wheel	feet

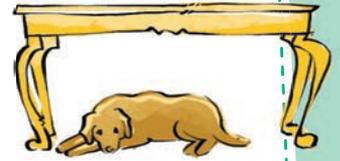


Let's write

Write a sentence about each picture. Start each sentence with either **There is** or **There are**.

Remember we use

- **there is** for one thing.
- **there are** for more than one thing.





Let's do

Draw a room in your house.

Now write three sentences about your picture. Say "There is..." and "there are..."





THEME 5. ROUND AND ABOUT

21

Planning our trip



Term 2 – Week 1-5



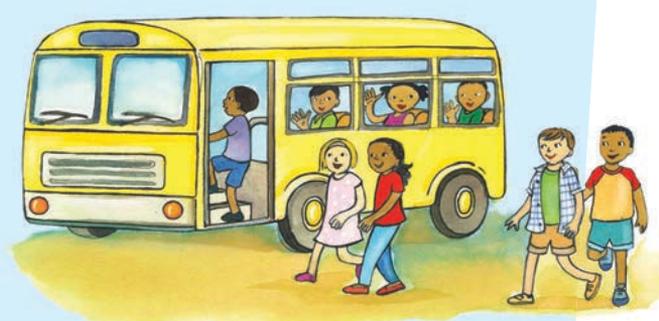
Let's talk

Look at the picture and talk about what you see.



Let's read Read the story and then answer the questions that follow.

Today our teacher told us that we are going on a school trip next week.
We are going to Cape Town by train.
Then we will go by bus to the beach.
After our holiday we will fly back home on a big aeroplane.





Let's talk

Look at this map. Paste your stickers in the correct spaces. Talk about the places that are shown on the map. Point to the different forms of transport and tell your friend how the children will go from one place to the next.

WORD BOX

- like
- little
- live
- long

School

Johannesburg Station

Johannesburg City

Cape Town City

Cape Town Airport

Beach

Table Mountain

Robben Island



Let's write Read the story and look at the picture. Then answer these questions.

Who told the children they were going on a school trip?

What is the first place the children will go to?

Where would you like to go for a holiday?



Let's write Fill in the words to match the pictures.

fish

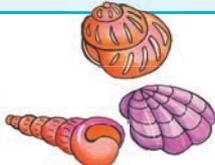
shells

shoes

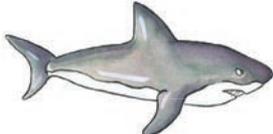
ship

shark



I pick up  _____ on the beach.

I saw  _____ swimming in the sea.

The  _____ has sharp teeth.

There is a big  _____ on the sea.

I take off my  _____ to walk on the sand.



Let's write Look at this timetable. Then answer the questions.

Day	Where will they go?	What transport will they use?
Sunday	From school to the station	Taxi
Sunday	From Johannesburg to Cape Town	Train
Monday	From Cape Town to the beach	Bus
Tuesday	From the beach to Robben Island	Boat
Wednesday	Up a mountain	Cable car
Thursday	Cape Town to Johannesburg	Aeroplane
Thursday	Airport to school	Gautrain and bus



Where will they go on Thursday?

How will they travel on Tuesday?

How will they go up the mountain?

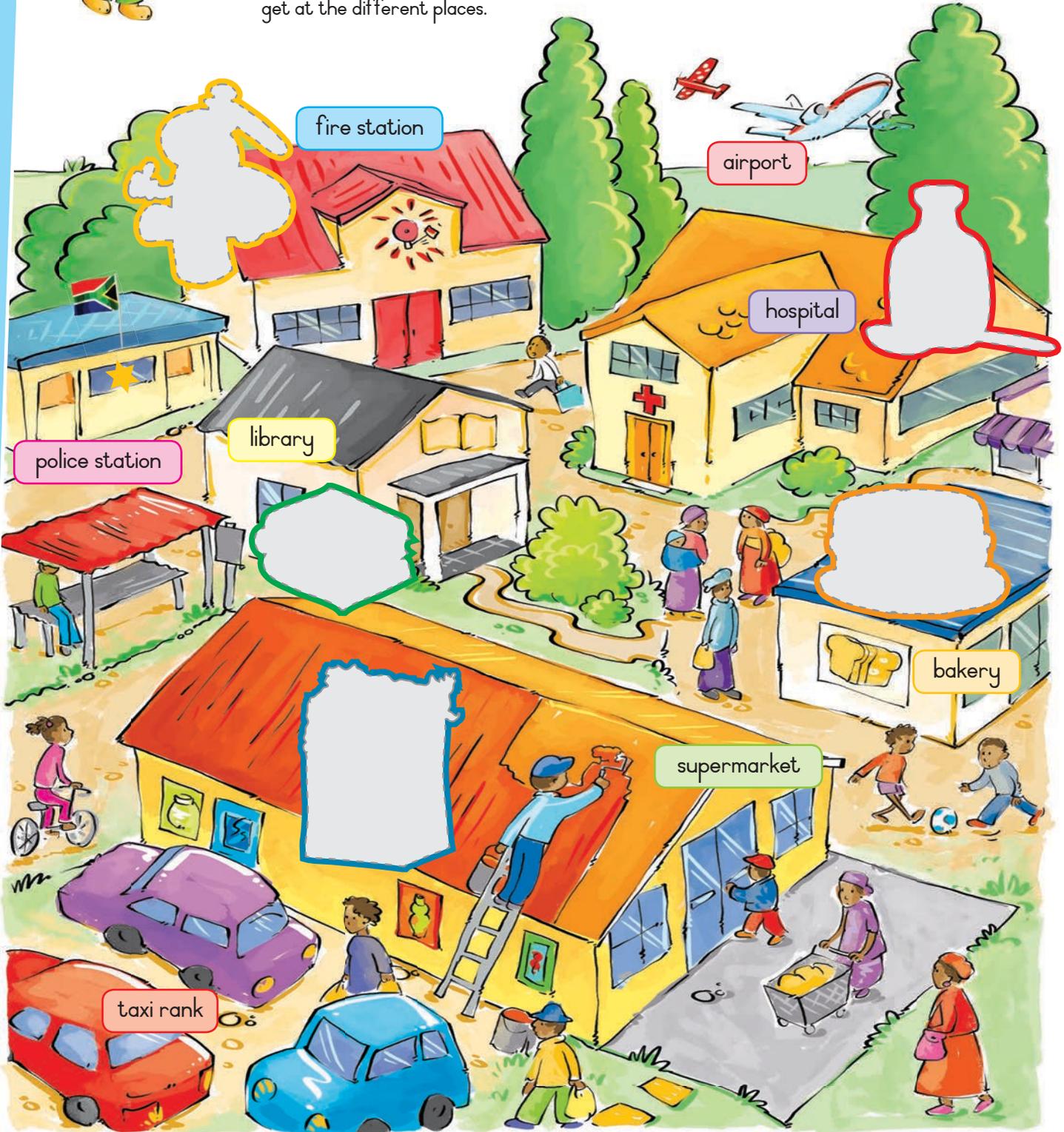
Name two forms of transport used on Thursday.

On what day will they go to Robben Island?



Let's do

Paste in the correct sticker to show what we can get at the different places.



Let's talk

Look at the picture and tell your friend all the places you see.





Let's do

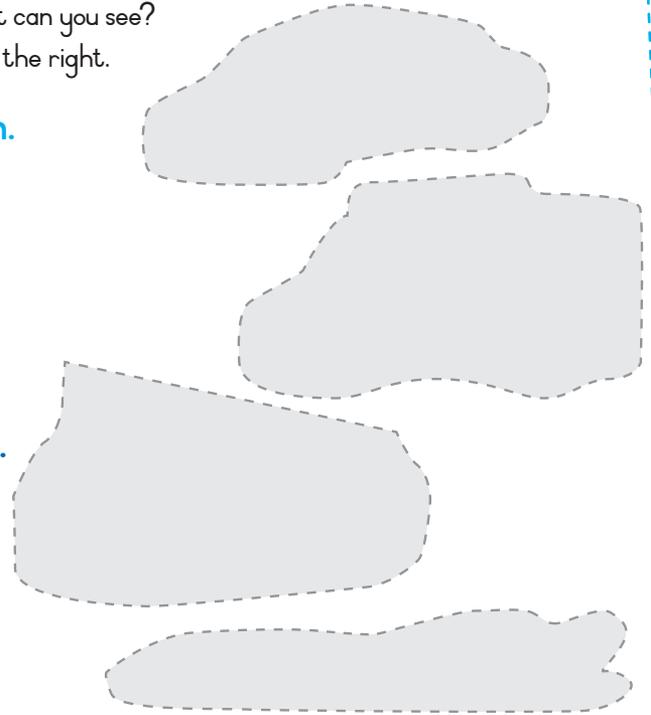
Look at the places in this picture. What can you see?
Paste stickers in the correct spaces on the right.

There is a police car at the police station.

There is an ambulance at the hospital.

There is a fire engine at the fire station.

There is a plane at the airport.



Let's write

Look at the picture and then fill in the names of the places you will go to.

I am hungry.	
My house is burning.	
I need transport.	
Someone stole my bag.	
I want to fly home.	
I want a book.	

WORD BOX

- look
- made
- make
- many



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

school	boot
tool	fool
pool	moon

look	book
cook	hook
took	nook

Can you hear how the **oo** sound longer than those in the pink boxes?



Let's talk

Look at the picture and talk about what you see.



Let's read

Read the story and then answer the questions that follow.

This is how we say the word **island**.
i + lind

We all run to the boat. We are going to Robben Island. We put on our life jackets over our **coats**. As we go, we feel the **boat** bounce up and down. Tim feels sick. Poor Tim! He is seasick but he will feel fine when we are on land again.

On the way we see a whale **float** past. We see some dolphins playing together. We hope that we don't see a shark.

Then the boat reaches the island. There are lots of penguins on the island. The penguins run around in the **foam** on the beach. Ann says, "I wish I could take a penguin home for a pet."

We buy postcards to send to our families. Nomsa buys a postcard with a picture of a penguin.





Let's write

Read the story and look at the pictures.

Then circle the number next to the correct answer.

Who felt seasick?	
1	Nomsa
2	Ann
3	Tim

What pet does Ann want?	
1	A penguin
2	A dog
3	A cat

How did the children travel to the island?	
1	By boat
2	By ship
3	By train

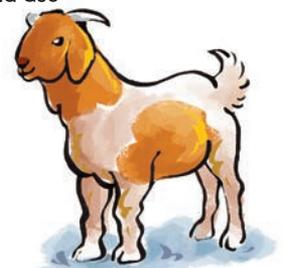
What animals did they see on the island?	
1	Sharks
2	Penguins
3	Dolphins



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

boat	goat	moan	moat
coat	toast	groan	foam
loan	road	toad	float



We say **this** is when it is near.

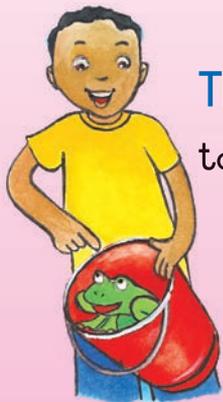


This is the road I live in.

This is the toaster.



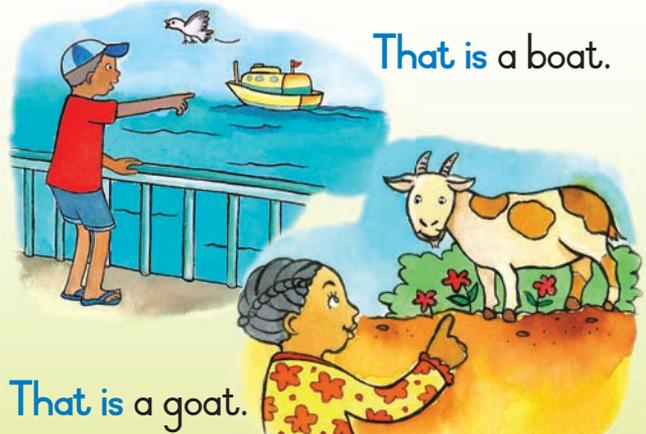
This is a toad.



This is a coat.

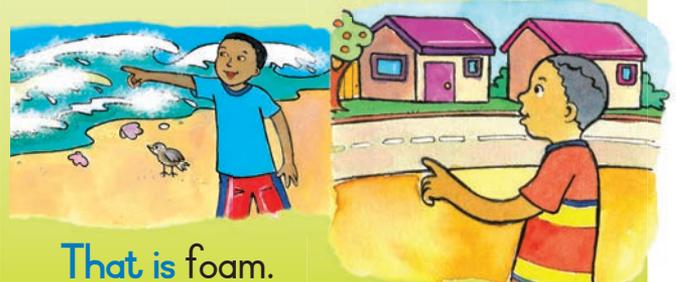


We say **that** is when it is far away.



That is a boat.

That is a goat.



That is foam.

That is Biko Road.

On the island



Let's write Write a postcard to your friend telling her or him about the trip to the island.

Dear _____

From _____



Name

House number and street name

Place/suburb

City

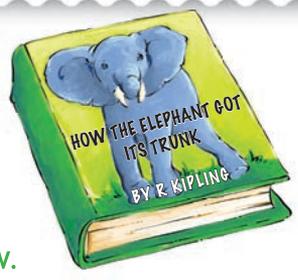
Code



Let's talk Point to things that are near and far in your classroom.

If they are near to you, say **This is a book.**

If they are far from you, say **That is the window.**



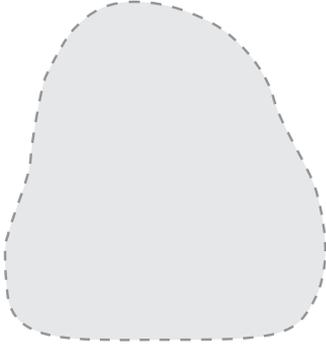


Let's write

Paste the correct sticker in each space and then circle the correct word in each sentence.

WORD BOX

- may
- me
- much
- must



She **is/are**
a sailor.

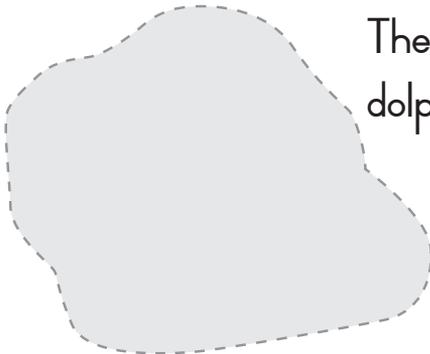
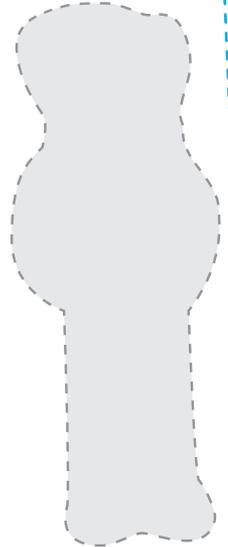


I **am/are** ten.

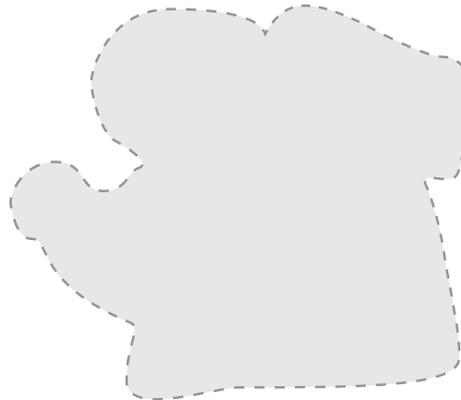


They **is/are**
penguins.

You **is/are**
nine.



They **is/are**
dolphins.



We **is/are**
friends.



Let's write

Fill in the missing letters to complete these words so they match the picture.



ch

wh

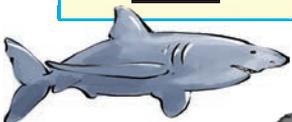
sh

__ark

__ocolate

__ale

__eep



__imp

__oe

wat__

__rimp



Let's talk

Look at the picture and talk about what you see.



Let's read



Read the letter that Ann wrote to her family.

Dear Mom and Dad

Today is Wednesday. We went in a cable car to the top of Table Mountain. We were very high and it was cold on the mountain. We could see very far. We could see the sea.

There were lots of dassies on the mountain. They look like small fat rabbits. Sam was silly. He tried to catch a dassie. He was not looking and he fell over a rock and hurt his hand. Our teacher took him to the nurse in the First Aid tent. He came out with a very big bandage. We all laughed.

Then we had a picnic lunch under a tree. A baby dassie came and ate Sam's lunch. Poor Sam had no lunch.

Love from
Ann



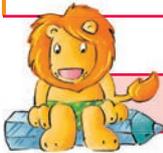


Let's write Write answers to these questions.

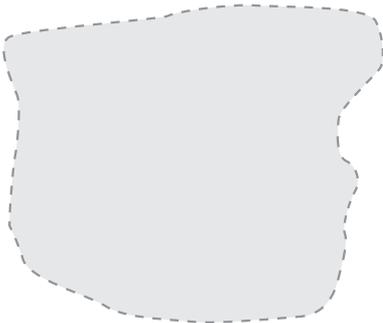
On what day did the children go up the mountain?

What happened to Sam?

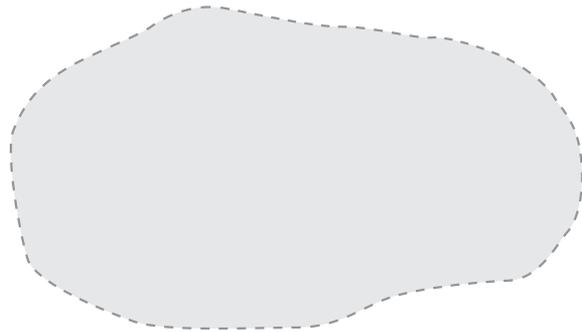
List 4 things that the children saw when they were on the mountain.



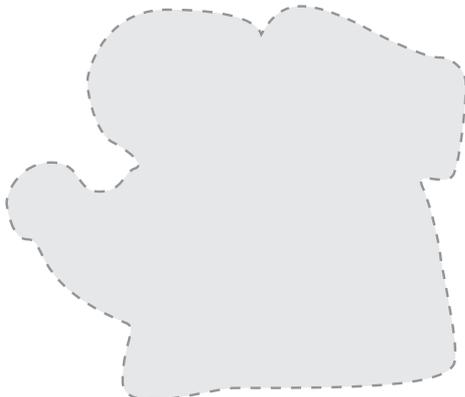
Let's write Paste the correct sticker in each space and then circle the correct word in each sentence.



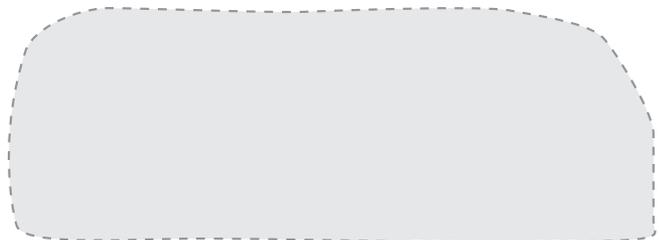
This/These is a cable car.



This/These are dassies.



This/These are children.



This/These is Table Mountain.

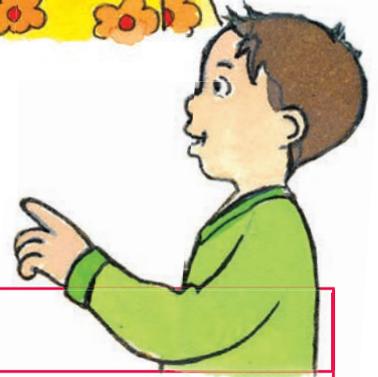


Let's do

Make up a role play to show what happened to Sam.

You need the following characters:

Sam, teacher, the nurse and a dassie.



Let's write

Now write five sentences explaining what happened to Sam.



Word work

Read the words and listen to the sounds. Write the words into the correct box. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

beat	sea	see	bee	meet	heat
cream	team	green	meat	greet	teen

ee words	

ea words	



Let's write

Circle the correct word.

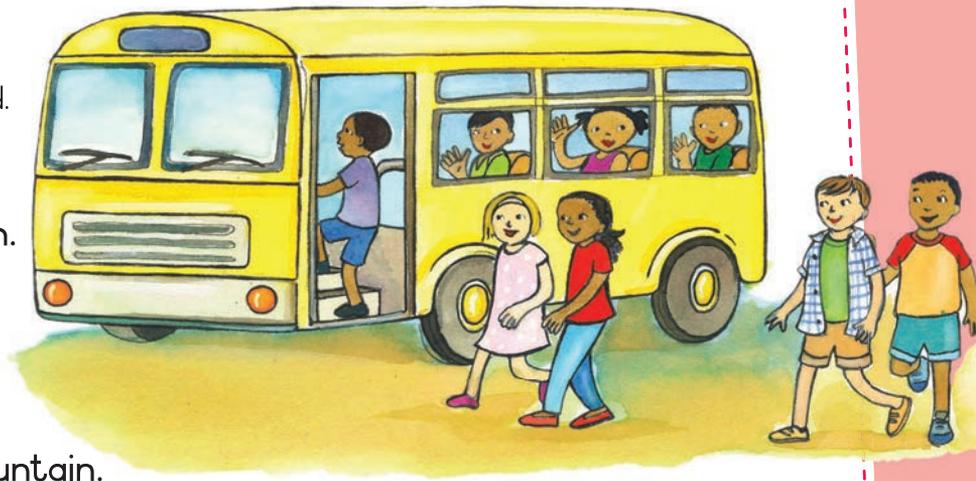
I **is/am** on the bus.

We **is/are** going to the beach.

He **is/are** on the boat.

It **is/are** a big plane.

They **is/are** going up the mountain.



Let's write

Punctuate these sentences using **capital letters** and these **punctuation marks**:



sam and nomsa went to robben island on wednesday

did you enjoy the trip

sam bought bread sweets chips and apples

sit down now

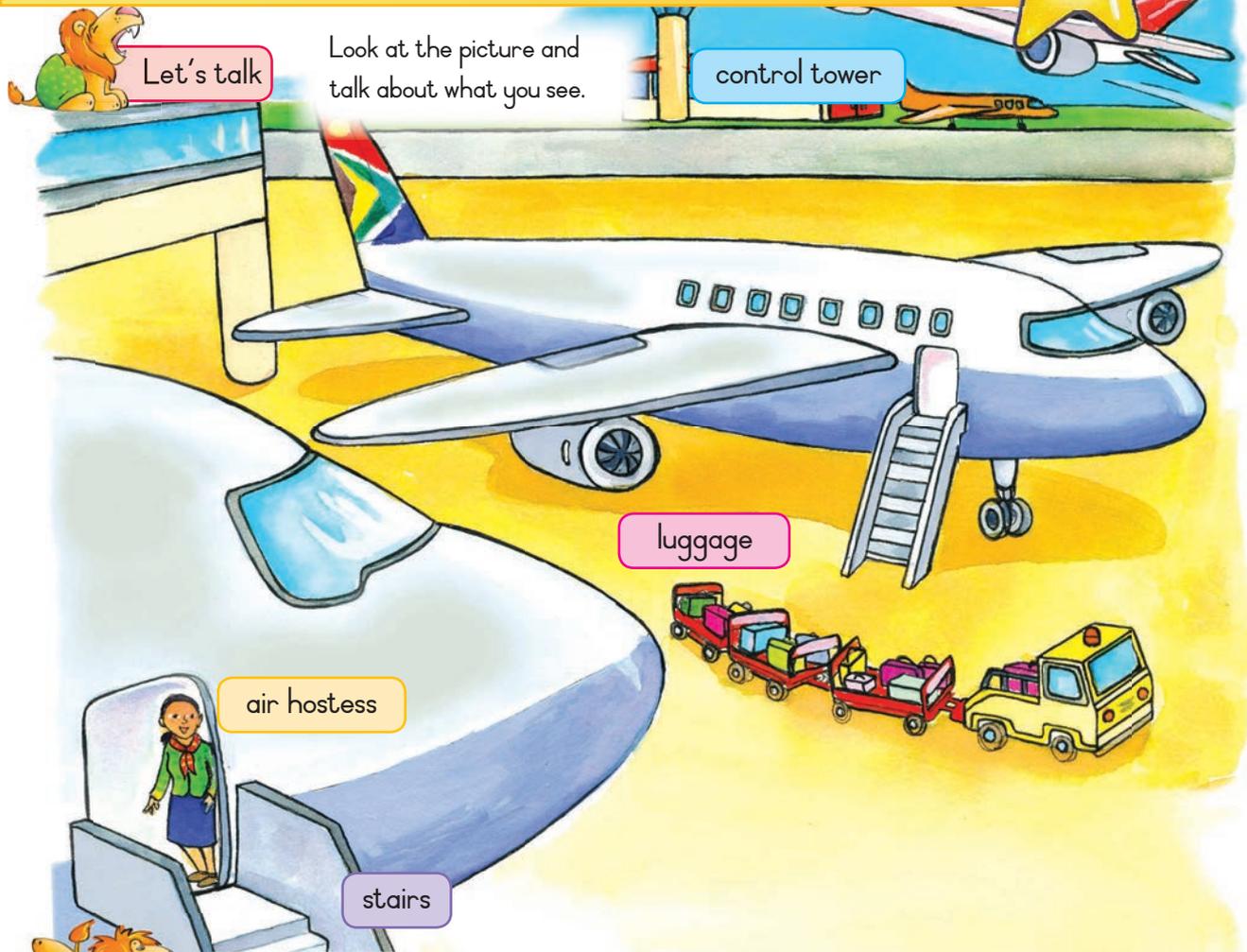
this is anns book



WORD BOX

- my
- myself
- never
- new

Flying back home



Let's talk

Look at the picture and talk about what you see.

control tower

luggage

air hostess

stairs

Let's read

Read the story and then answer the questions that follow.

It is time to go home. We all feel very sad. Ann wants to cry. We go to Cape Town airport. The planes look bigger than houses.

We climb the steps to get onto the plane. The air hostess tells us to fasten our seat belts. We feel the plane going up into the sky. We try to hold onto our things.

Then the air hostess brings us our lunch. Ken feels shy. We look out of the window. It feels funny to be above the clouds. Everything on the ground looks so small.

Then we land at OR Tambo airport. We get onto the Gautrain. It is very fast and it takes us to Johannesburg in a few minutes.

I can't wait to see my family.



Let's write

Write answers to these questions.

How do the children feel because they have to fly home?

How do they travel from Cape Town to Johannesburg?

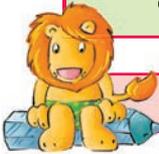
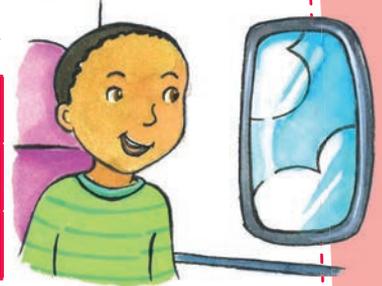
What do they see when they look out through the window of the aeroplane?



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

fly	my	ply	by
sky	why	cry	try
dry	shy	fry	spy



Let's write

Fill in **a e i o u** to complete these words so that they match the pictures. Then draw a line from the word to the correct picture.

c__ke
r__ke
l__ke
n__te
g__te



b__ke
h__ve
k__te
m__ce
sl__ce





Let's talk

Tell your friend about the different places the children visited on their trip. Pretend you went with them. Write a letter to your family. Tell them about the places you visited and what you saw. We have put in some pictures to remind you about the different places.

Dear



Love from



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

tub	tube	run	rude
cub	cube	duck	duke
cut	cute	fun	fume

WORD BOX

- no
- now
- of
- off



Let's write

Add a **y** to complete these words so that they match the pictures. Then draw a line from the word to the correct picture.

fl__



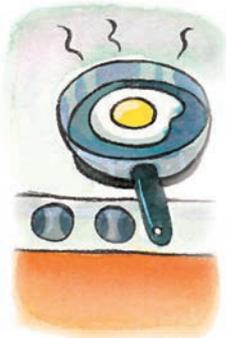
cr__

sp__

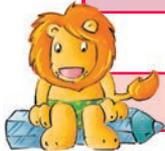


fr__

dr__



sh__



Let's write

Punctuate these sentences using capital letters and these punctuation marks:



ann and nomsa wanted to cry

have you seen an aeroplane

i had meat peas rice and beans for lunch

fasten your seat belt sam



Just checking



Let's write Fill in either **in** or **on**.

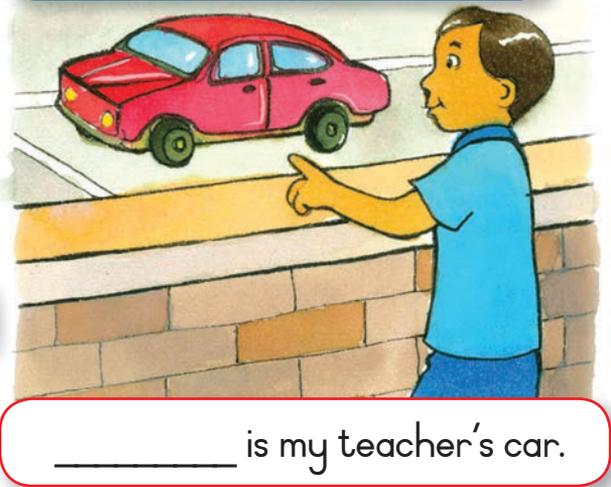
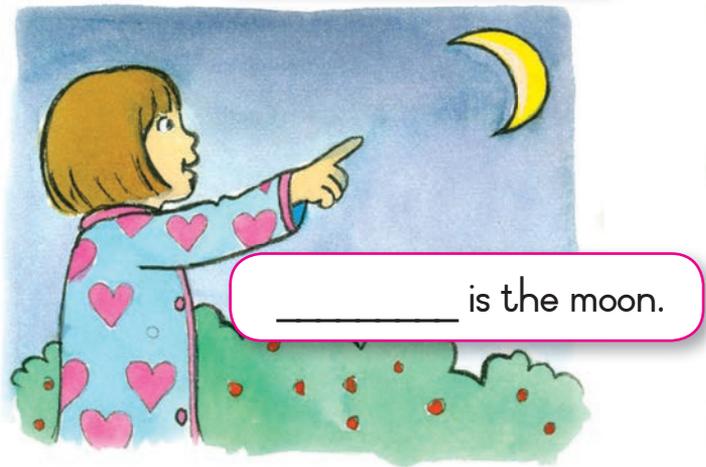
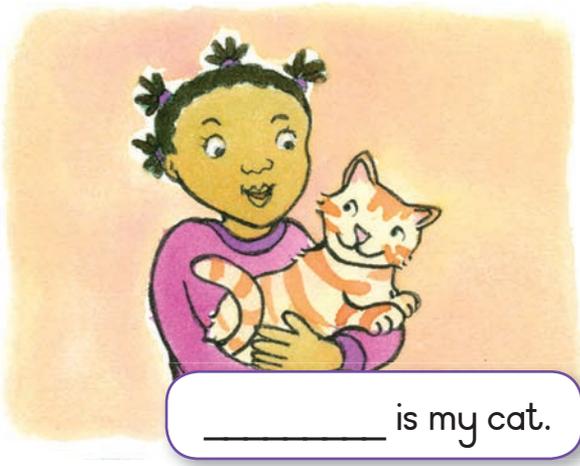
When do we use the prepositions **in** and **on**?
We use **in** for a period of time and **on** for days and dates.

in	on
My birthday is _____ July.	Sam's birthday is _____ Saturday.
We swim _____ December.	We go to church _____ Sunday.
We swim _____ summer.	We play soccer _____ Tuesday.
Leaves fall _____ autumn.	We have art _____ Monday.



Let's write Fill in **this** or **that**.

We use **this** if it is **near** and **that** if it is **far**.





Let's write Now fill in **these** or **those**

For plurals we use **these** if they are **near** and **those** if they are **far**.



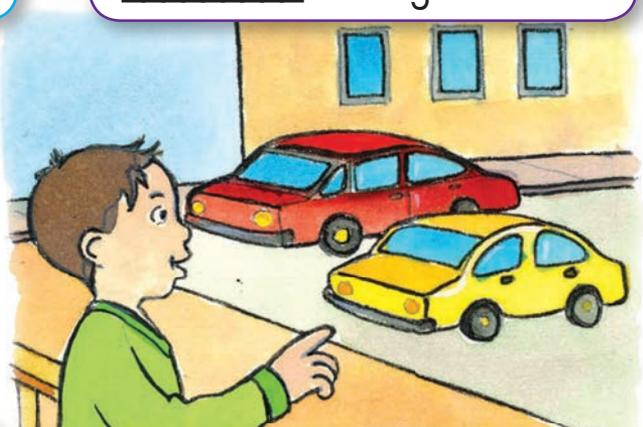
_____ are my cats.



_____ are my new shoes.



_____ are stars.



_____ are cars.



Let's write Write your own sentences starting with these words.

This is
These are
That is
Those are

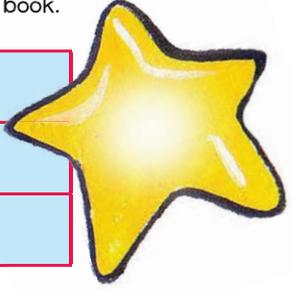


Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

jar	are
hard	star
march	car

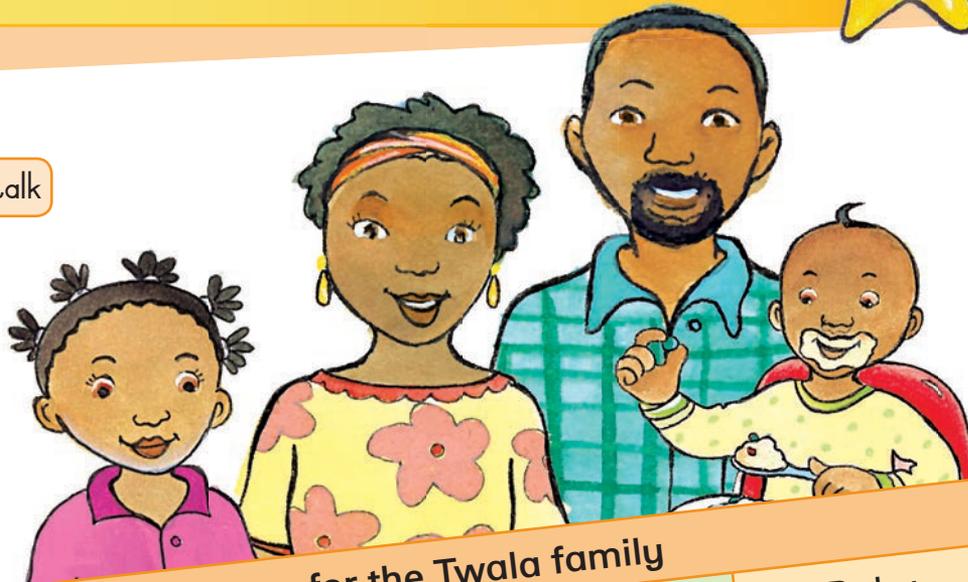
fish	wash
wish	mash
dish	lash





Let's talk

Look at the Twala family's daily planner and talk about what each family member does.



Daily planner for the Twala family

Time	Mr Twala	Mrs Twala	Nomsa	Baby
06:00	Get up	Get up	Get up	
07:00	Go to work	Go to work	Go to school	
08:00			In class	Get up
09:00			First break	Go to school
10:00				Play
11:00				Play
12:00			Have lunch	Have lunch
13:00	Have lunch	Have lunch	Play sport	Sleep
14:00		Tea time	Go home	Play
15:00	Tea time	Finish work	Do homework	Play
16:00		Cook	Watch TV	Watch TV
17:00	Finish work	Eat	Eat	Eat
18:00	Eat	Eat	Wash dishes	Sleep
19:00	Wash dishes	Read a book	Bath and sleep	
20:00	Watch TV	Watch TV		





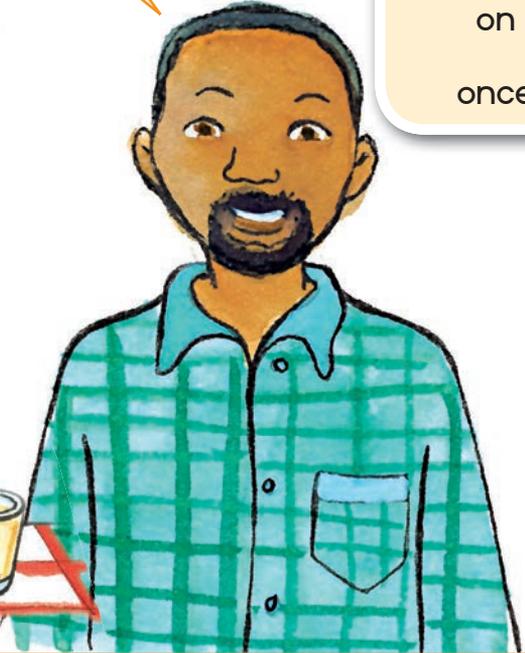
Let's talk

Ask and answer these questions with your friend.

After school I eat my lunch.

I go to work early in the morning.

I like to play and sleep.



WORD BOX

old

on

once

What time does father wake up?

What time does Nomsa go to school?

What does Nomsa do at 14:00?

What does mother do at 16:00?

What does Nomsa do at 16:00?

What time does the baby sleep?

At what times does Nomsa enjoy herself?



Let's write Now fill in a timetable for yourself.



Time	What I do
06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	
18:00	
19:00	
20:00	



Let's talk Tell your friend:

I wake up at _____.

I leave for school at _____.





Let's write

Fill in the days of the week in the correct order starting with Sunday. Then draw a picture to show what you do on each day of the week. Tell your friend what you do each day. For example, tell your friend, "I play soccer on Saturday."

Monday

Wednesday

Tuesday

Friday

Thursday

Saturday

MY WEEKLY PLANNER

Sunday

Blank box for Monday with a small header box.

Blank box for Sunday with a small header box.

Blank box for Wednesday with a small header box.

Blank box for Friday with a small header box.

Blank box for Tuesday with a small header box.

Blank box for Thursday with a small header box.



Let's write

Now write sentences about what you do on any three of the days.



Five horizontal lines for writing sentences.

TEACHER: Sign

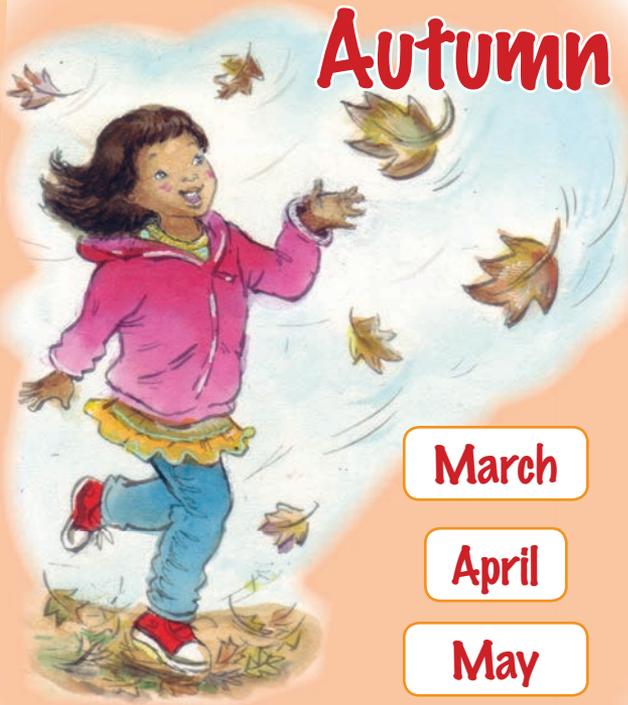
Blank box for teacher signature.

Date

Blank box for date.



Autumn

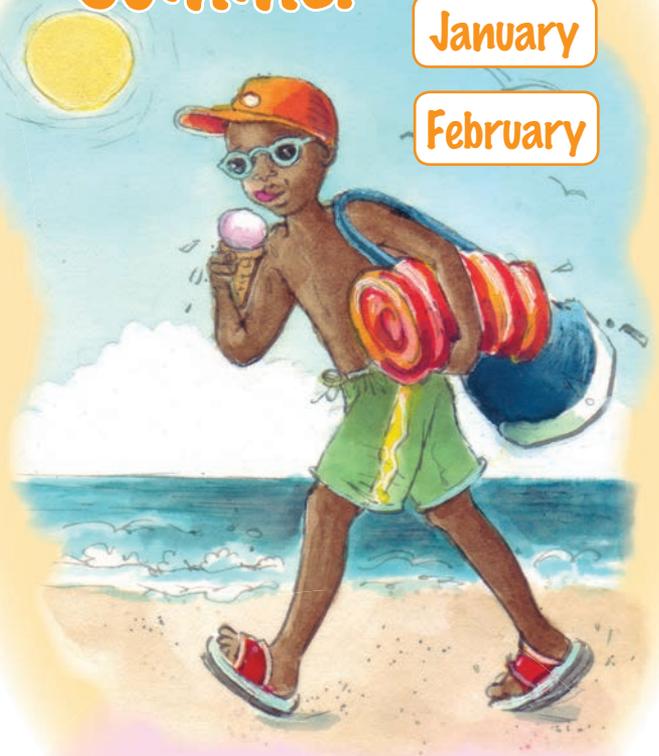


March

April

May

Summer



December

January

February



Winter

June

July

August



Spring

September

October

November



Let's write Look at the picture and then answer the following questions.



Which months are summer months?

In which months is it very cold?

In what season do the plants start to bloom?

In which month is your birthday?

In which season is your birthday?

WORD BOX

- one
- only
- onto



Let's walk and talk

Find out in which seasons your friends have birthdays. Fill in their names under the correct season. Ask them: In which month is your birthday? Then work out what season her or his birthday is in.

Summer



Autumn



Winter



Spring



Reading a weather chart



Let's talk

Look at the map. Then point to the different forms of weather and talk to your friend about them.

Say what kind of weather each place has.

It is raining in ...

It is sunny in ...

Where do you live?

What kind of weather do you have?



Term 2 - Week 6-10

Limpopo

Mpumalanga

Gauteng

North West

Northern Cape

Free State

KwaZulu-Natal

Eastern Cape

Western Cape



Let's write

Now answer these questions.
Write your answers in the table.



Where is it raining?

Where is it sunny?

Where is it partly cloudy?

Where is it windy?

Where are there thunderstorms?

Where is there snow?

WORD BOX

- open
- or
- our
- out



Let's do

Draw a picture of the weather you like best. Show your drawing to your friend.
Write 3 sentences about why you like this kind of weather.







Let's talk

Number the pictures in the correct order. Then imagine you are the child in these pictures. Tell your friend what is happening in each picture.

Looks like rain.



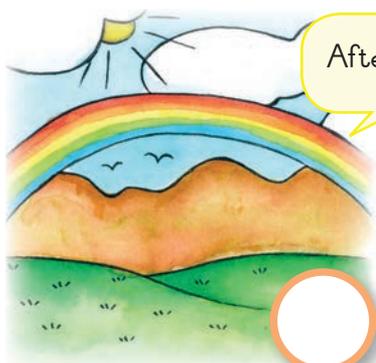
Ooh! I left my umbrella at home.



I'll have to run.



After the storm.



Let's do

Make up a role play about what you did in each of the pictures.



Let's write

Now write a diary entry about what happened to you in each of the pictures.

Dear Diary

Date _____

1

2

3

4



Let's do

Look carefully at the picture. and talk about what you see.



Let's write

Look at the picture and circle the correct words.

There **is/are** one teacher in the class.

There **is/are** a board in the front of the class.

There **is/are** four boys in the class.

There **is/are** three desks in the class.

There **is/are** one girl in the class.

There **is/are** four bags in the class.

There **is/are** two windows in the class.

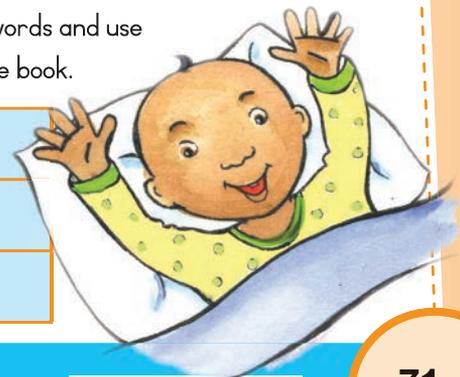
There **is/are** a girl in the class.



Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

silly	family	happy	baby
Willy	funny	dirty	teddy
Billy	sunny	grumpy	bunny



TEACHER: Sign

Date

THEME 8. ABOUT OUR GARDEN

36

We work in our garden



Term 2 – Week 6-10



Let's talk

Look at the picture and the newspaper headline below, and say what you think the news article is about.



Let's read

Read the story and then answer the questions that follow.

@Kiddy News



Newtown School is GROWING

April 2015

Kids at Newtown School have been growing vegetables in their school garden. The principal, Mrs Tessa, says that the children have learned a lot about growing vegetables.

They know that all plants need good soil, lots of water, air and sunlight to grow.

The children water their vegetable gardens every day.

In the summer there are a lot of weeds, so the children need to pull out the weeds each week.



The children planted their vegetables in the Spring. They have had a lot of rain, so they have a lot of wonderful fresh vegetables. Each week the children take their vegetables home for their families.



Let's write Now answer these questions.



What is the name of the newspaper?

Blank writing line

What is the headline?

Blank writing line

What is the story about?

Blank writing line

What do plants need in order to grow?

Blank writing line



Let's write Write five sentences about the picture.

Five blank writing lines for sentences.



WORD BOX

- over
- own
- pick
- play

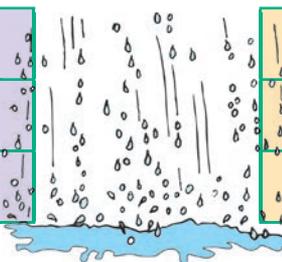


Word work

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

rain
main
pain

drain
train
claim



cake
bake
take

hate
rake
make



We grow vegetables



Let's do

Tell your friend what plants must get in order to grow.
Draw a line from the label to the correct part of the plant.
Now use your stickers to show what plants must get in order to grow.



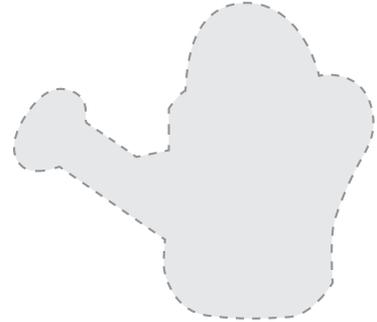
leaves

stem

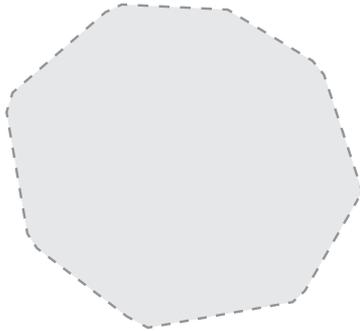
petals

roots

flower



soil



sunshine



soil



Word work

Read these words and listen to their start and end sounds.

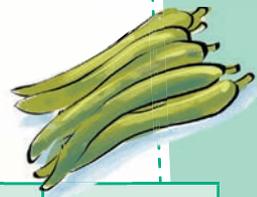
chick	much
chips	lunch
chop	munch

shop	wish
ship	dish
shut	dash



Let's write

Look at the table below. What do these children like to eat?
Write your own name in at the bottom, and tick the things you like to eat.



Name	beans	apples	mealies	pumpkin	spinach	potatoes
Emma	✓	✓				✓
Sam		✓	✓	✓		✓
Piet		✓				✓
Ken	✓			✓	✓	
Jim		✓				
Write your own name here.						



Let's talk

Tell your friend what these children like to eat, and what foods they do not like.

Say: Sam likes apples, mealies, pumpkin and potatoes.
Sam does not like beans and spinach.



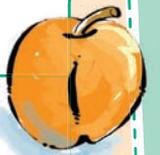
Let's write

Write down what three of the children like to eat. Remember to use the comma to separate your list of the things they like.



Let's write

Write down what three of the children do not like to eat. Remember to use the comma to separate your list of the things they do not like.





Let's write

Number these pictures in the correct order then write a sentence about each picture.



1 _____

2 _____

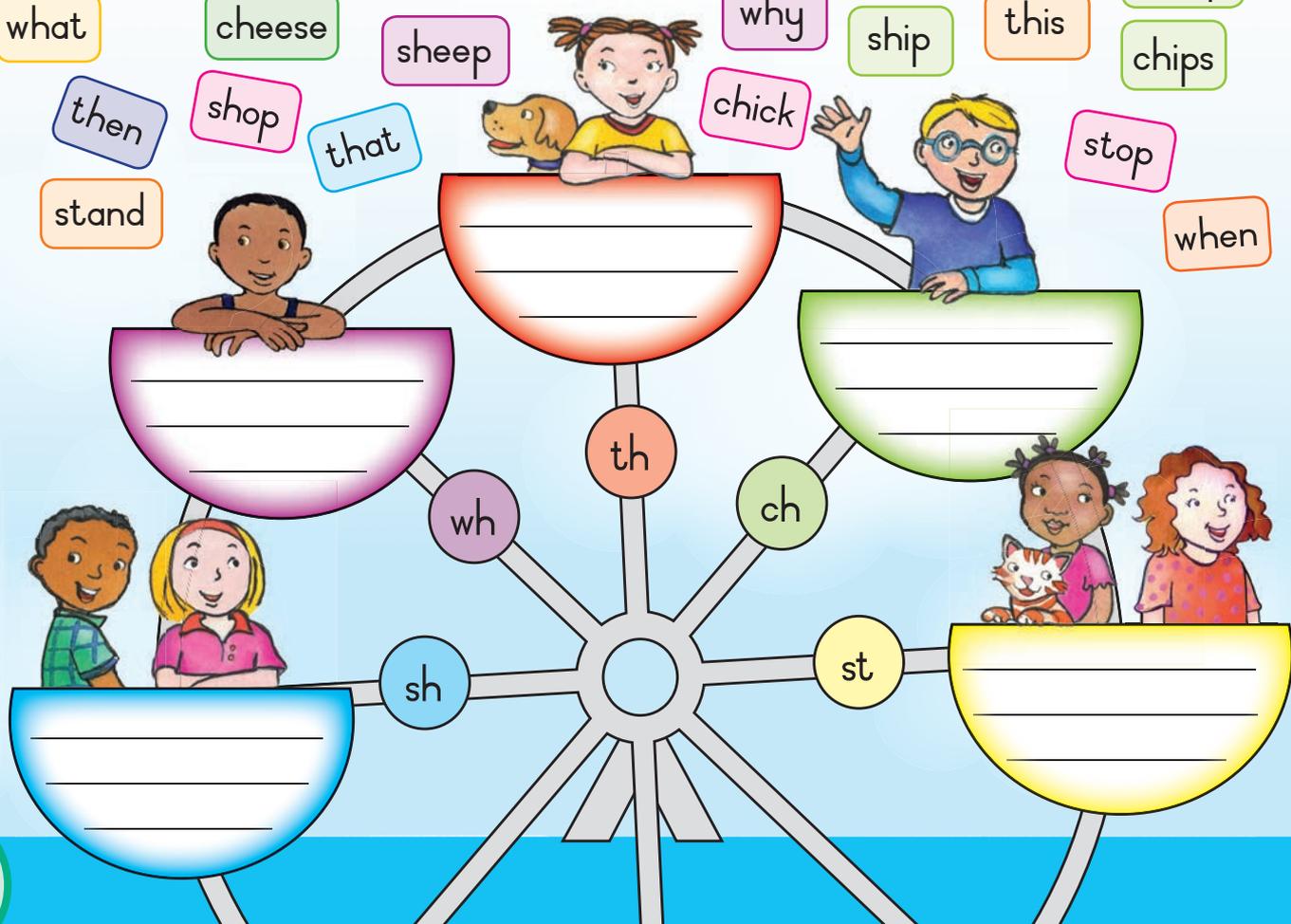
3 _____



Let's write

Fill in these words in the correct sound families.

- what
- cheese
- sheep
- why
- ship
- this
- steep
- then
- shop
- that
- chick
- stop
- chips
- stand
- when





Let's talk

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



	○ ○ ○ ○ ○
	○ ○ ○ ○ ○
	○ ○ ○ ○ ○
	○ ○ ○ ○ ○



★ Which book did your friends like the most?

★ Which book did your friends like the least?



Let's write

Combine these sounds to form words.



s	} ing	<input type="text"/>
r		<input type="text"/>
w		<input type="text"/>

cl	} ing	<input type="text"/>
st		<input type="text"/>
br		<input type="text"/>

p	} ink	<input type="text"/>
st		<input type="text"/>
w		<input type="text"/>

du	} ck	<input type="text"/>
bla		<input type="text"/>
ra		<input type="text"/>



TEACHER: Sign

Date

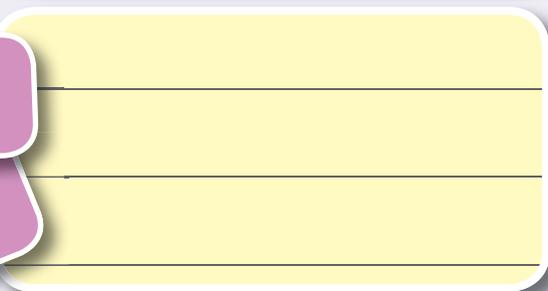
a
b



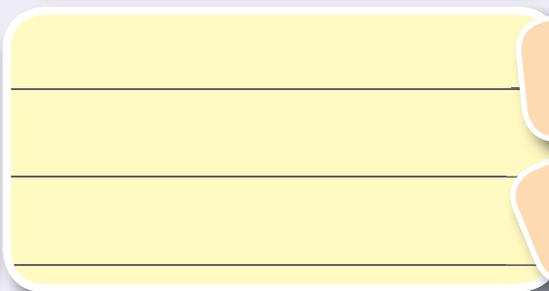
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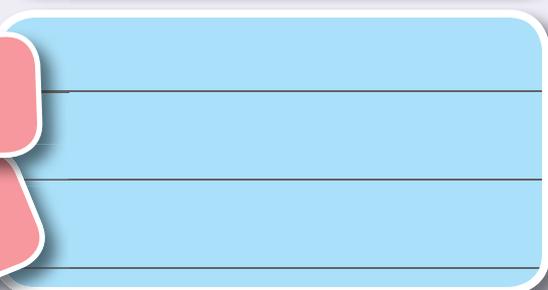
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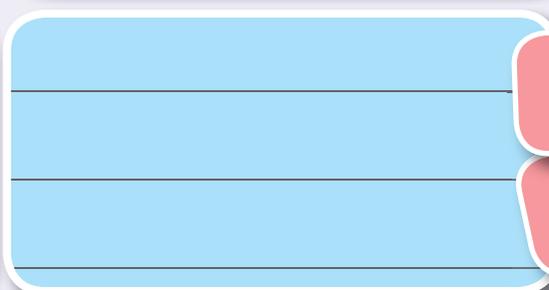
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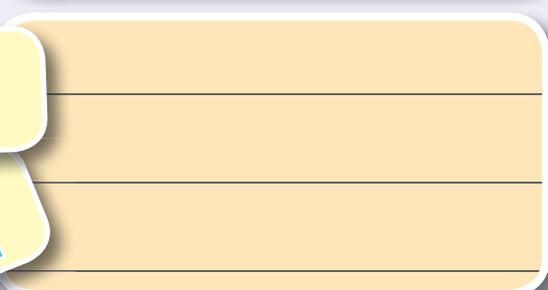
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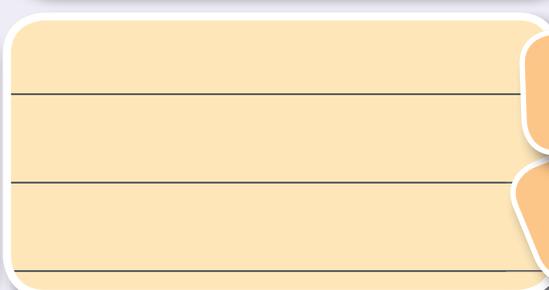
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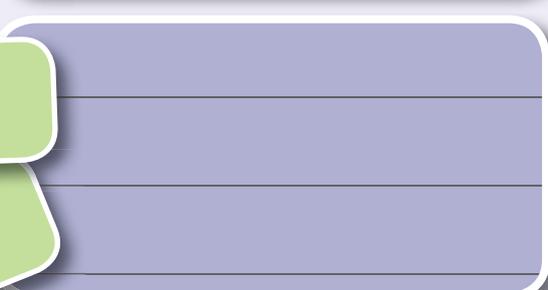
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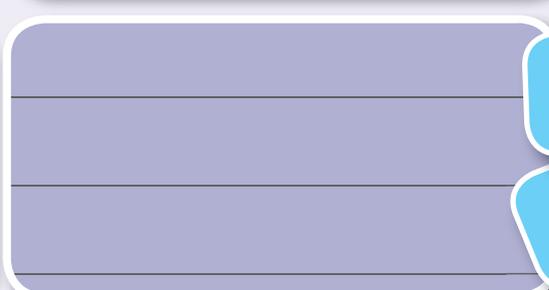
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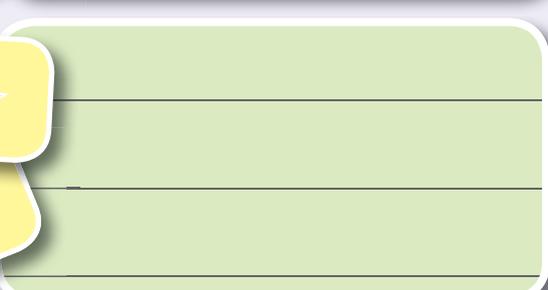
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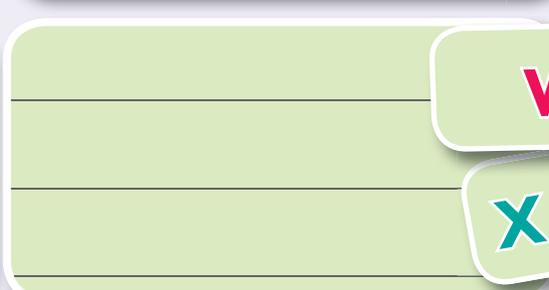
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k
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w
x-z



3



6



7



10



27



29



43



46

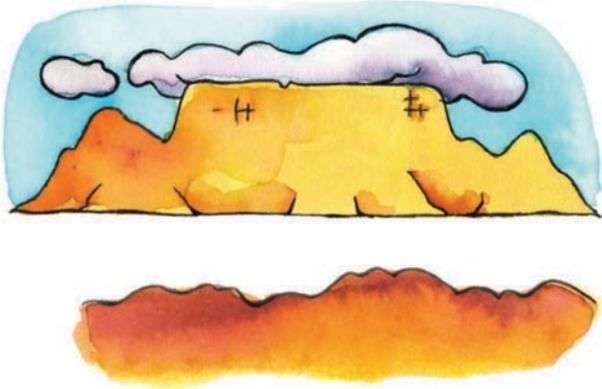
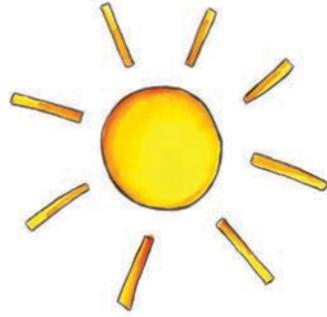
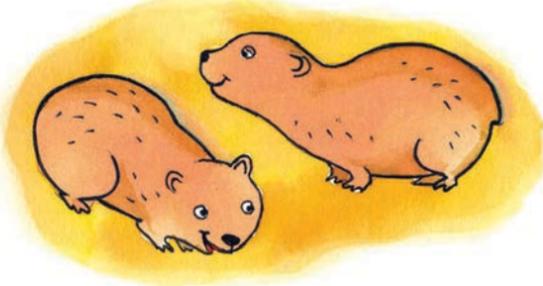
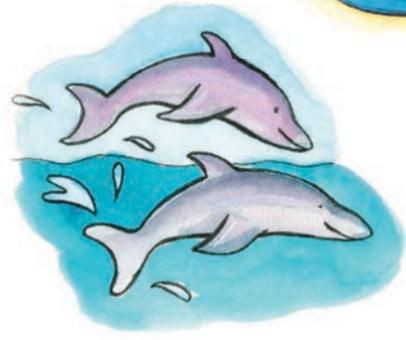


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68

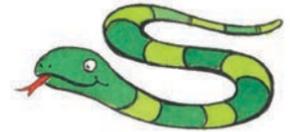
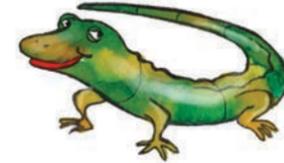
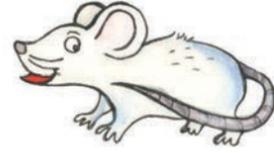




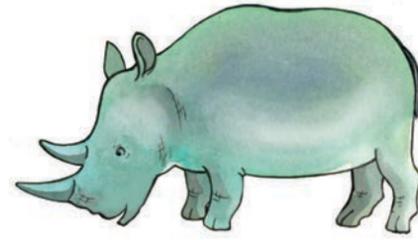
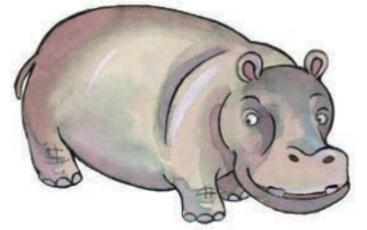
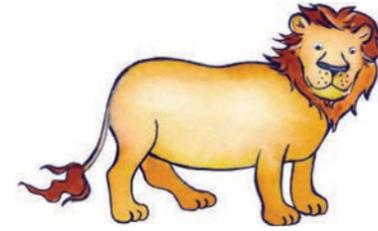
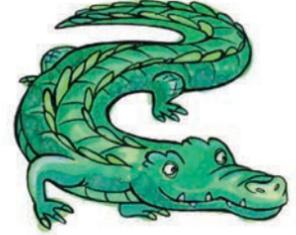
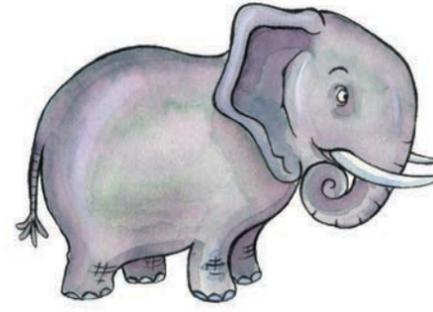
Feelings



Pets



Zoo animals



Transport

