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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.



ENGLISH HOME LANGUAGE
GRADE 2 – BOOK 1
TERMS 1 & 2

ISBN 978-1-920458-16-4

THIS BOOK MAY
NOT BE SOLD.

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ENGLISH HOME LANGUAGE – Grade 2 Book 1

ISBN 978-1-920458-16-4

Revised and
CAPS aligned



Bb



Cc

Ff

Ee

Gg



WELCOME
Grade 2!

Grade 2

Name:

Class:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

See the
teachers'
guidelines
on the inner
back cover.

ENGLISH HOME
LANGUAGE

Book 1
Terms 1 & 2



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.

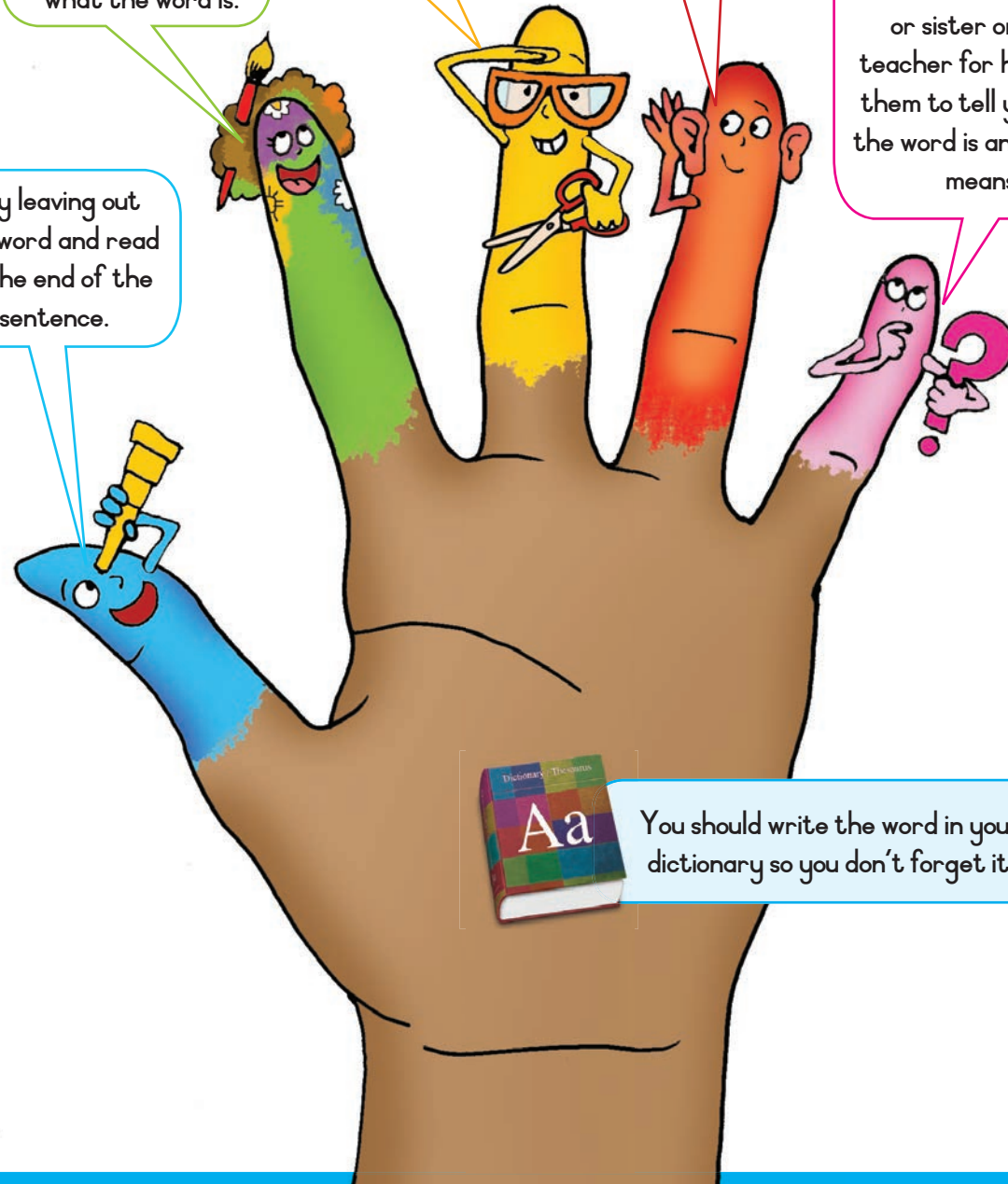
Look at the picture. See if this will help you to work out what the word is.

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.

TEACHERS' GUIDELINES – GRADE 2 HOME LANGUAGE

Use this book with your other resources to develop your learners' concepts of:

- 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, vocabulary 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.

Pay attention to the following daily:

- the correct handling of crayons and pencils
- directionality: writing from left to right and from top to bottom
- the use of writing strips to demonstrate correct letter formation and direction

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.
- Learning takes place through repetition.
- Learners should experience learning, therefore activities should be practised before being completed in writing, e.g.:
 - Vocabulary:** 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** (p. 17): Enlarge the page to A3. In their groups, learners place markers on the correct answers.
 - Matching two parts of a sentence** (p. 84): In their groups, learners match parts of sentences.
 - Writing own newspaper article** (p. 128): 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. It may be necessary to provide page references.

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



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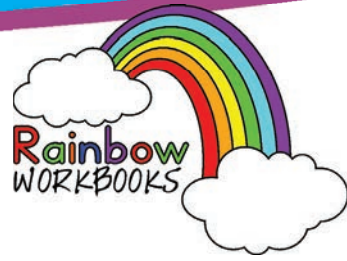
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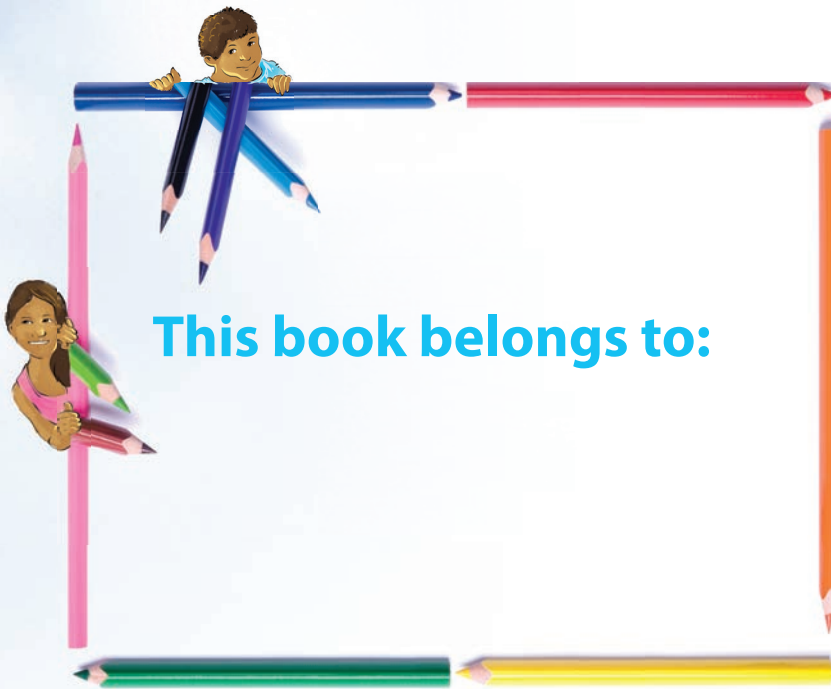
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Grade 2



Language

in ENGLISH



HOME LANGUAGE

Book

—

Theme 1: Back to school

- 1 Back to school** 2
Shared reading (narrative)
Comprehension exercise (Tick yes or no)
Use visual cues to predict what the story is about
Identify key details in what was read
Phonics: vowel sounds a e i u
Practice writing the letter Aa
Writing sentences in exercise books using words from the word work box.
Sight words
- 2 I am back at school** 4
Draw a picture of what you did during the school holidays
Writing exercise (fill in is, are, am to complete these sentences)
Writing exercise (write about what you did during the school holidays).
Fun activity (complete the calendar by filling in the missing days of the week and drawing a picture for showing what they do each day of the week).
- 3 Uniforms** 6
Shared reading (dialogue)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: vowel sounds a e i o u
Practice writing the letter Bb.
Write sentences in exercise books using words from the word work box.
Sight words
- 4 My uniform** 8
Draw a picture of yourself wearing a school uniform.
Fill in your personal details
Write sentences about your drawing.
Fun activity: label the clothes in the pictures
- 5 A new boy at school** 10
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: vowel sounds a e i o u
Practice writing the letter Cc.
Write sentences in exercise books using words from the word work box.
Sight words

- 6 Welcome to our school** 12
Make up a role play about how you would welcome a new boy or girl.
Comprehension: Fill in the missing names to show understanding.
Writing sentences about your friend.
Fun activity (Find your way to school in this maze)
- 7 School sport** 14
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: ing, st, tr
Practice writing the letter Dd.
Write sentences in exercise books using words from the word work box.
Sight words
- 8 I like sport** 16
Draw a picture of the sport or game you like to play
Write sentences about what games you like/do not like
Write sentences about the sport or game you like to play.
Picture introduction to multiple choice
- 9 The nurse comes to school** 18
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: st and ck
Practice writing the letter Ee.
Write sentences in exercise books using words from the word work box.
Sight words
- 10 The nurse says ...** 20
Forming sentences based on pictures. Starting with I must ...
Write three sentences about a healthy lifestyle
Write sentences starting with I can... and I can't...
Use verbs
Fun activity: matching st and ck words to pictures
- 11 We eat at school** 22
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: oo sound

Term 1: Weeks 1 - 5

- Practise writing the letter Ff.
Write sentences in exercise books using words from the word work box.
Sight words
- 12 The food we eat** 24
Draw pictures of what you can smell, taste, feel, see and hear. Tell your friend about your pictures.
Label these food pictures
Rewrite these sentences using the correct punctuation (full stop, exclamation and question mark)
Match words with the correct pictures.
Tick foods that you and your friend like.
- 13 We must do homework** 26
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: oo sound
Practice writing the letter Gg.
Write sentences in exercise books using words from the word work box.
Sight words
- 14 I always do my homework** 28
In pairs, make up a role play.
Draw a line between the two pictures with the same sounds (eg moon and spoon)
Write sentences about doing homework.
Fun activity: colour in and label the picture.
- 15 Tests** 30
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: oo and st
Practice writing the letter Hh.
Write sentences in exercise books using words from the word work box.
Sight words
- 16 Important dates** 32
Read a calendar
Ask friends when their birthdays are.
birthday are and then write down the dates next to their names)
Fill in their names in the month on the calendar.
Practise writing the date of your birthday.

Theme 2: Family and friends

- 17 Different families** 34
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: oh, sh and th
Practice writing the letter li.
Write sentences in exercise books using words from the word work box.
Sight words
- 18 My family** 36
Draw a picture of your family
Label these pictures of family members
Write about your family.
Fun activity (Choose a gift for everyone in your family. Say who you will give each gift to).
- 19 I went to a wedding** 38
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: wh, th and ing
Practice writing the letter Jj.
Write sentences in exercise books using words from the word work box.
Sight words
- 20 I had such fun at the wedding** 40
Make up a role play about the story.
Number the pictures to show sequence of events in the story.
Write a sentence about each picture.
Fun activity (introducing multiple choice)
- 21 My good friends** 42
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: ee, ea and th
Practice writing the letter Kk.
Write sentences in exercise books using words from the word work box.
Sight words

- 22 About my friends** 44
Make up a role play about helping someone.
Write sentences about helping at home and at school
Write sentences about someone who helps you
Play a phonic word game
- 23 We care for our pets** 46
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: r blends
Practice writing the letter Ll.
Write sentences in exercise books using words from the word work box.
Sight words
- 24 Our pets** 48
Draw a picture of an animal that you think would make a good pet
Write a paragraph about the story
Fill in ee and oo sounds to complete words
Match the pictures to show the time of day (morning, afternoon or night)
- 25 Keeping our home clean** 60
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: oo and ee
Practice writing the letter Mm.
Write sentences in exercise books using words from the word work box.
Sight words
- 26 At home** 52
Draw a picture of what you don't like to do at home. Tell your friend about your drawing.
Write sentences starting with I like ... and I don't like ...
Complete words using sl, sw, sh, or sounds
Draw a picture of what you do in the morning, in the afternoon and at night
- 27 We all exercise** 54
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: bl, cl, fl, gl and pl

Term 1: Weeks 6 - 8

- Practise writing the letter Nn.
Write sentences in exercise books using words from the word work box.
Sight words
- 28 Exercise and sport** 56
Tell your friend what sports you like and what sport you don't like
Complete sentences starting with I like or don't like)
Write the days of the week in the right order.
Draw a picture of what you like to do on one of those days
Fun activity (Talk about a picture. Tell your friend which things are near and which are far)
- 29 We try to eat well** 58
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: ee, ea and oo
Practice writing the letter Oo.
Write sentences in exercise books using words from the word work box.
Sight words
- 30 The goat in the garden** 60
In pairs, make up a role play of the story.
Number the pictures according to the sequence of the story.
Write a sentence about each of the pictures.
Look at the colours. Tell your friend what colours you get if you mix these colours together.
- 31 My big family** 62
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Tick yes or no)
Phonics: th, ck and ld
Practice writing the letter Hh.
Write sentences in exercise books using words from the word work box.
Sight words
- 32 I like to help** 64
Make up a role play about helping at home
Ask 5 friends what is their favourite colour. Write their names and the colours to complete the table.
Write a story about someone you help
Find your way from school to the playground in this maze)

Theme 3: Travelling around

- 33 The good news 66**
Shared reading (narrative)
Direct speech
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: mp and ld
Practise writing the letter Qq.
Write sentences in exercise books using words from the word work box.
Sight words
- 34 About our trip 68**
Talk about a trip you would like to go on.
Draw a picture on the T-shirt to show what you will see
Proper nouns using capital letters
Write sentences about a place you would like to visit.
Play the gift game using who, why and the conjunction because.
- 35 Where are we going? 70**
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: wh, sh, ch
Practise the wh words
Practise writing the letter Rr
Write sentences in exercise books using words from the word work box.
Sight words
- 36 I want to see 72**
Talk about the places you would like to visit. What do you want to see there?
Number the pictures to show the sequence of the story. Then tell your friend the story you see in the pictures.
Write sentences about what you see in the pictures.
Draw the faces in the bus window and colour in the bus.
- 37 Through the rural village 74**
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: oo and st
Practise writing the letter Hh.
Write sentences in exercise books using words from the word work box.
Sight words

- 38 Through the forest 76**
Let's do activity (draw pictures of what the children see)
Writing exercise (write sentences about your picture)
Writing exercise (fill in the correct word)
Fun activity (Show the bus driver how to get out of the forest in this maze)
- 39 Driving in the city 78**
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: tch and str
Practise writing the letter Tt.
Write sentences in exercise books using words from the word work box.
Sight words
- 40 Ben runs away 80**
Make up a role play to show you understand the story.
Number the pictures of the story in the correct order
Write a sentence about each picture
Play the word game to revise phonics
- 41 We see the big five 82**
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: ai, ch, th and c
Practise writing the letter Uu.
Write sentences in exercise books using words from the word work box.
Sight words
- 42 More animals 84**
Draw a picture of an animal you would like to see. Tell your friend about your picture.
Write sentences about your picture.
Draw a line to complete the sentences to show understanding of the story.
Complete words using sw, dr, sch and sm. Then match the word to the right picture)
Alphabetical order: Complete the drawing and then colour it in.
- 43 We are at the beach 86**
Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read

Term 2: Weeks 1 - 5

- Comprehension exercise (Give full sentence answers to the questions)
Phonics: sh at the beginning and end of words and wh
Practise writing the letter Tt.
Write sentences in exercise books using words from the word work box.
Sight words
- 44 We are still at the beach 88**
Writing a list
Writing a postcard
Writing the days of the week in order.
Talk about what you do on each day
Write sentences about what you do each day.
Join the dots and then colour in the picture.
- 45 Time to go home 90**
Shared reading (captions)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: ea sounds
Practise writing the letter Ww.
Write sentences in exercise books using words from the word work box.
Sight words
- 46 Travelling back 92**
Draw a picture to show understanding of the story.
Make sentences by joining two parts.
Write a paragraph about a time that you felt sad
Play a word game to practise phonics.
- 47 We are back in class 94**
Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: st, sl, tr, dr and br sounds
Practise writing the letter Xx.
Write sentences in exercise books using words from the word work box.
Sight words
- 48 Back at school 96**
Tell news
Write news
Make sentences by joining two parts.
Draw the bus route in the sequence of the story to show understanding.

Theme 4: The environment

- 49 The storm 98**
Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: aiy, str and ll sounds
Practise writing the letter Xx.
Write sentences in exercise books using words from the word work box.
Sight words
- 50 The storm 100**
Predicts ending to a story.
Draws a picture about the story.
Writes an ending to the story.
Read the end of the story.
Colours in picture about the story.
- 51 The hail storm 102**
Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: tch, nd and ai sounds
Handwriting: Copy a sentence.
Write sentences in exercise books using words from the word work box.
Sight words
- 52 After the hail storm 104**
Talk about the story
Number the pictures to show the sequence of the story. Then tell your friend the story.
Write a sentence about each picture.
Complete the tch words then match with the correct picture.
Explain a diagram
- 53 I once saw snow 106**
Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: tch, nd and ai sounds
Handwriting: Copy a sentence.
Write sentences in exercise books using words from the word work box.
Sight words

- 54 The soft white snow 108**
Draw a picture of what you think Bongi did when she played in the snow. (inference)
Write sentences about your picture.
Fill in the vowels to complete the words so that they match with the correct picture.
- 55 The four seasons 110**
Shared reading (Dialogue)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: zz, ss, alk and spr sounds
Write sentences in exercise books using words from the word work box.
Sight words
- 56 The season I like best 112**
Tell your friend what you like and what you do not like about each of the seasons. Talk about what kind of clothes we should wear in each season.
Join two parts of a sentence.
Write sentences about a season you like and a season you do not like.
Explain a diagram showing how the frog grows from an egg.
Colour in a picture of the frog.
- 57 Will it rain today? 114**
Read the weather chart and say wh at the weather will be each day
Answer comprehension questions about the weather chart.
Phonics th, ar, ai, and the y suffix.
Write sentences, in your exercise book using words from the word work box.
- 58 Weather charts 116**
Record the week's weather
Alphabetical order
Proper nouns
- 59 Jabu is late for school 118**
Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: magic e words, ay and ss sounds
Handwriting: Copy a sentence.

Term 2: Weeks 6 - 8

- Write sentences in exercise books using words from the word work box.
Sight words
- 60 Telling the time 120**
Reading a clock
Fill in the time on clock faces
Fun activity (Cut out the clock from the back of the book and stick the hands to it. Show your friends the different times)
- 61 What is the time? 122**
Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: tch, nd and ai sounds
Handwriting: Copy a sentence.
Write sentences in exercise books using words from the word work box.
Sight words
- 62 What time did you ...? 124**
Match the times on these watches
Write the time, then draw the hands on the clocks to show the correct times
Word race practising sounds
- 63 Dressing for the weather 126**
Shared reading (Newspaper)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: magic e words
Handwriting: Copy a sentence.
Write sentences in exercise books using words from the word work box.
Sight words
- 64 My newspaper 128**
Talk about your own news
Write your own newspaper
Cut out paper doll and dress the doll





Let's read

It is good to be back **at** school.
 The holidays were very long.
 Hello **Sam**.
 Hello Thabo.
 Hello **Ann and** Jabu.
 What did you do **in** the holidays?



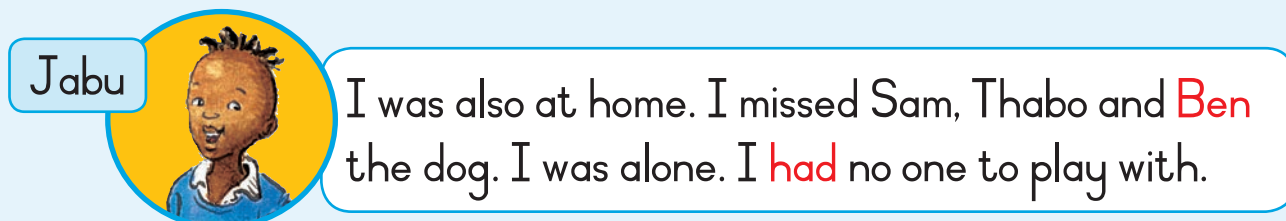
Thabo

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



Dan

I **went** to my grandmother.



Let's write

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

The children are back at school.	
Jabu went to the sea during the holidays.	
Ann stayed at home.	



Word work

Read the words and listen to the sounds.

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

at	Ben	in	sun
and	ten	win	fun
Sam	men	bin	run



Sight words

an
and
as
at



Let's write

Practise these letters.

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



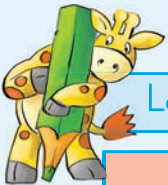
A A

a a



Let's do

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



Let's write

Fill in the missing word to complete these sentences.

am	I _____ back at school.
is	Jabu _____ happy at school.
are	Ann and Ben _____ in class.
are	The children _____ back at school.



Let's write

Write three sentences about what you did during the school holidays. Use some of these words to help you.

sea

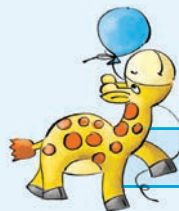
spent

holidays

alone

home

went



Fun

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

On Monday I ...

On Sunday I ...



Monday



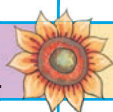
Tuesday





Friday





Sunday



Let's read

Teacher



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



Dan

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



Bongi

I have a new uniform. It is too big.
My mother says my uniform must fit me
until I **am** in grade 5.

Ann



My uniform was also too small.

Jabu



I do not have a uniform **yet**. My father will buy my uniform when he **gets** paid **at** the **end** of the month.



Let's write

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

Ann's uniform is too small.

Dan's uniform is too small.

Jabu will get a uniform when his father gets paid.



Word work

Read the words and listen to the sounds.

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

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



Sight words

but
by
back
be



Let's write

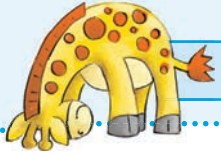
Practise these letters.

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



B B

b b



Let's do

Draw a picture of yourself wearing your school uniform.



Let's write

Complete this card and draw a picture of yourself.

My name is _____.

I am in Grade _____.

I am _____ years old.

My school is _____.





Let's write

Write three sentences about your uniform.
Use some of these words to help you.

tie

jacket

shoes

shirt

socks

jersey

trousers

skirt

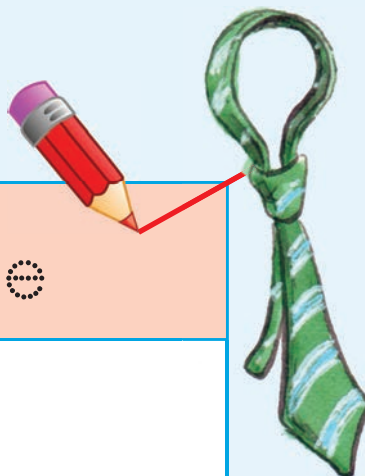


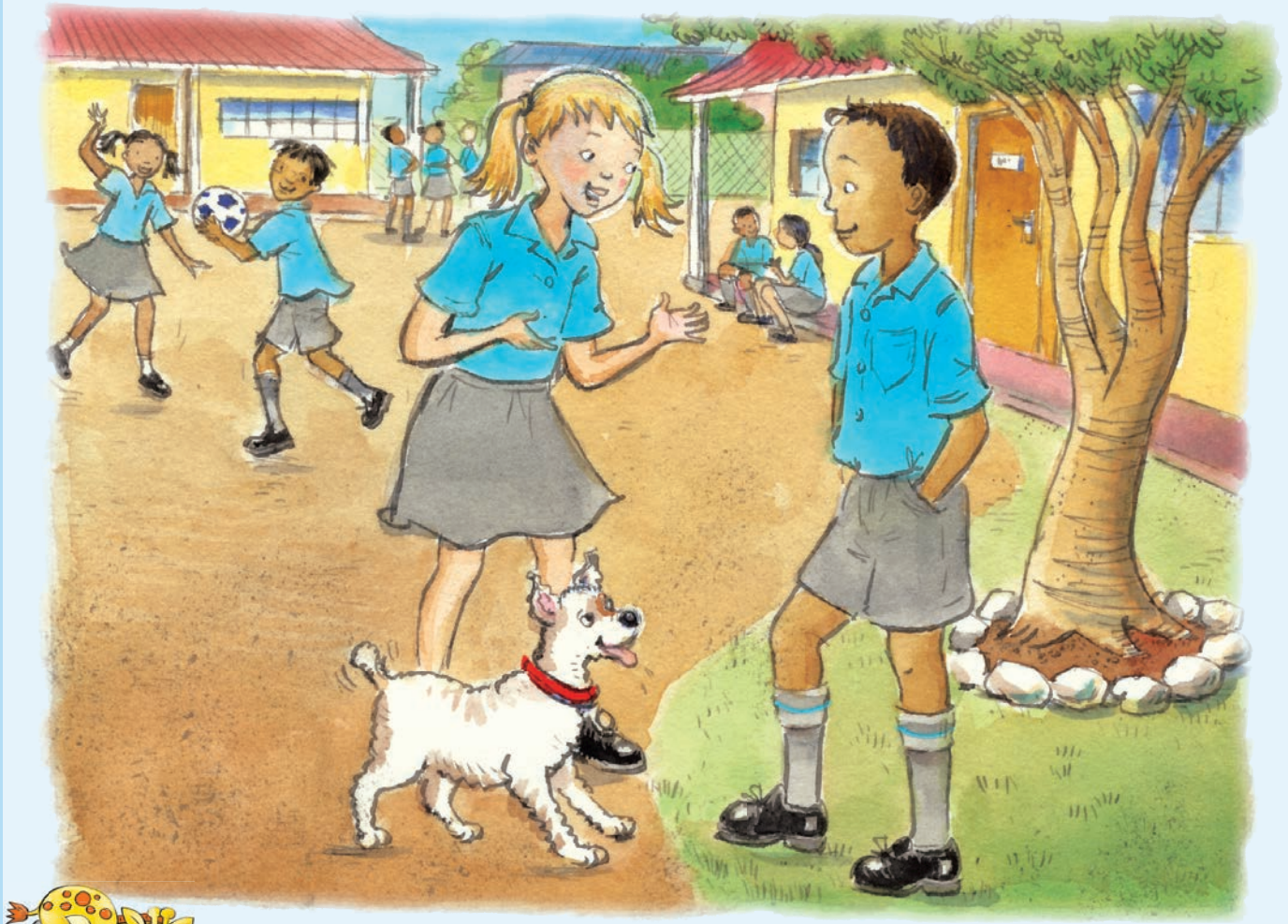
Fun

Label these clothes.



tie





Let's read



Jim

I **am** Jim.

I am a new boy **in this** school.

I am alone. I come **from** another school.

"I **wish** I had someone to play **with**," said Jim.



Ben



Ann

Ann and **Ben** see Jim all alone.

They go to Jim.

"Hello Jim, do you **want** to play **with us**?"
said **Ann**.



Ann

"You **can** play with us," said Ann.



Jim

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



Let's write

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

Jim is a new boy at school.

Ann and Ben went to speak to Jim.

Jim is happy now.



Word work

Read the words and listen to the sounds.

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

Ben	Jim	dot	cap
went	bit	hot	can
ten	bin	rot	bat

Sight words

came
can
come



Let's write

Practise these letters.

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



C C

c c



Let's do

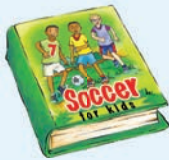


In your group, make up a role play about how you would welcome a new boy or girl.



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

Write 2 sentences about your friend.
Use some of these words to help you.

boy

girl

nice

good

run

play



Let's write

Fill in these words into the correct sound coaches.

cat

mit

box

not

beg

hot

up

leg

sit

bed

sun

hit

but

hat

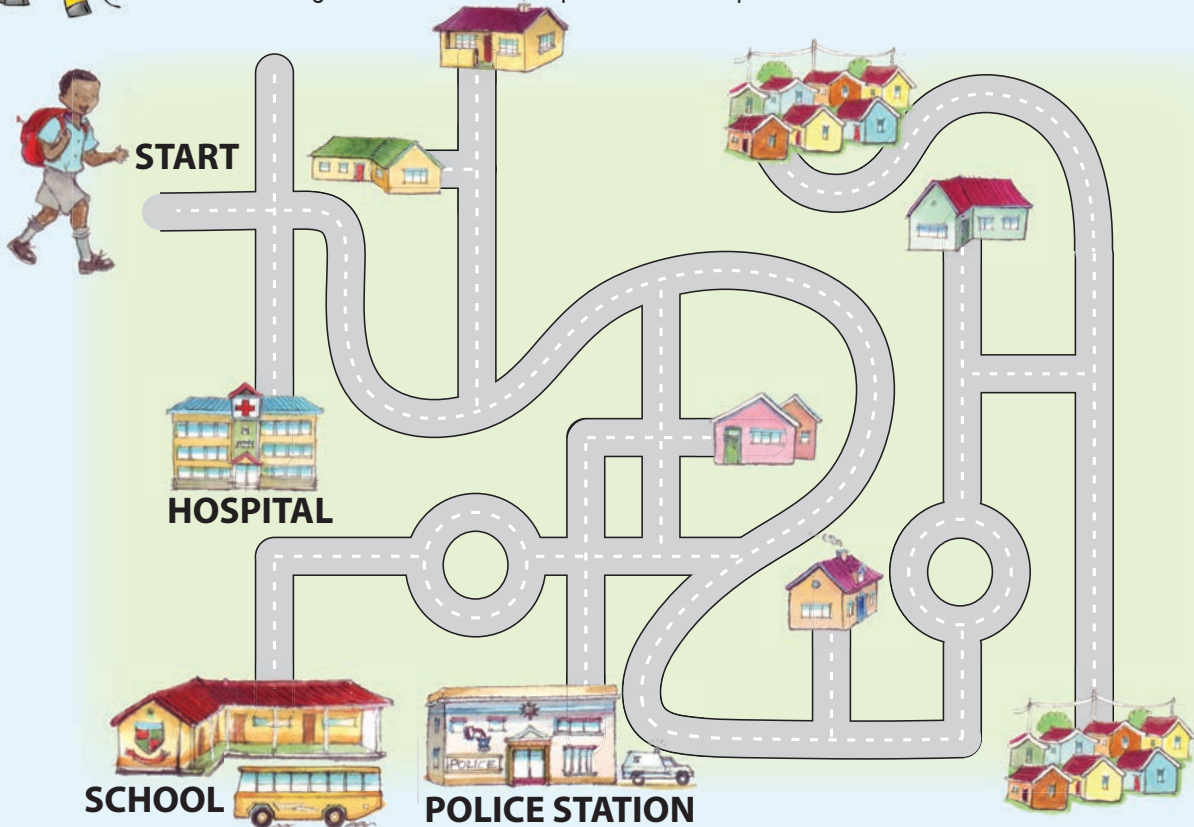
mat

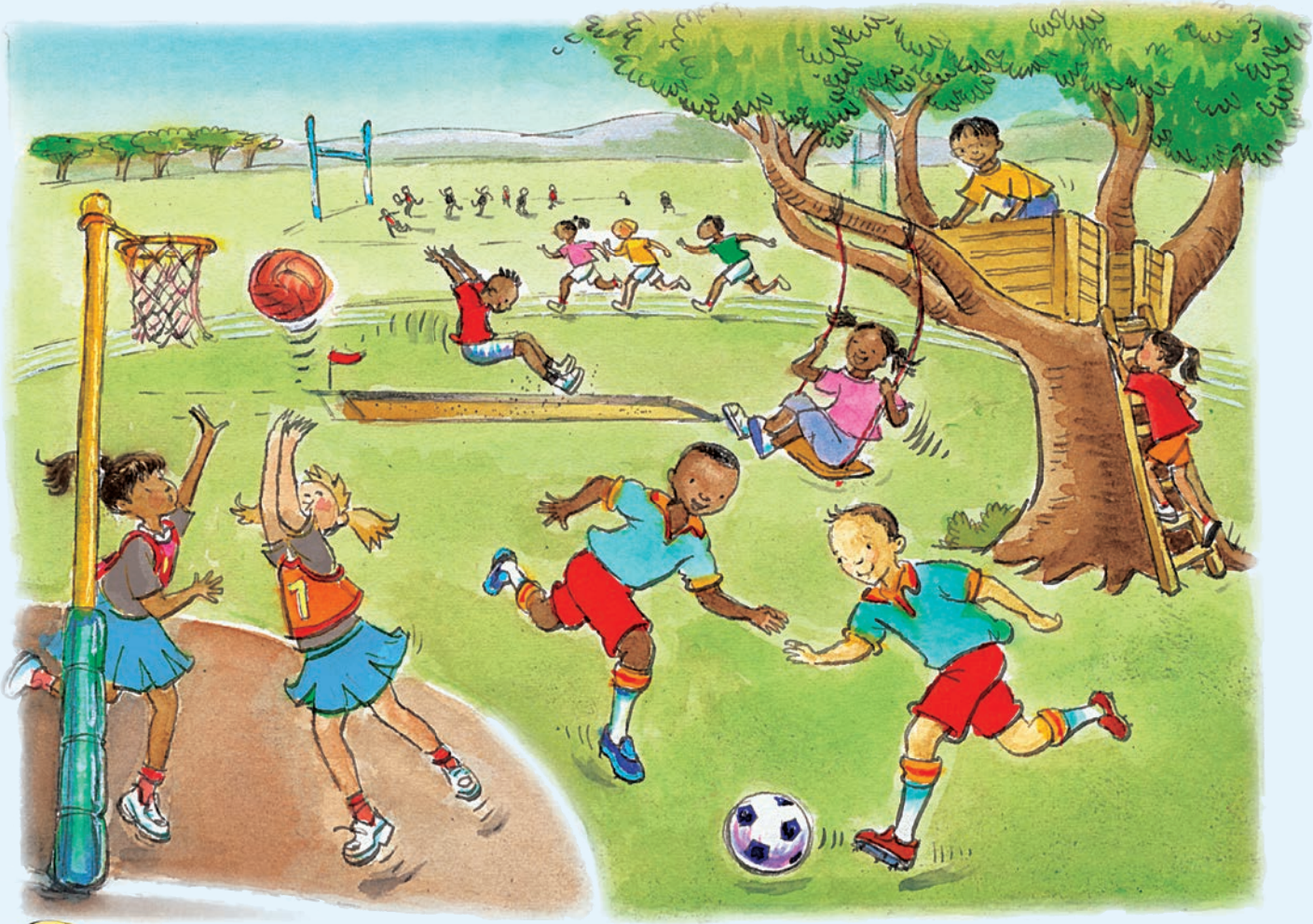


Fun

Help the new boy to find his way to school.

Tell your friend about the places he walks past





Let's read

Ann



I like to play netball.

Jim



I like to play football.



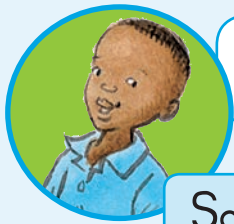
Bongi

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

I like to run.
I also like to **jump**.



Jabu



Sam

I like to do long jump.

Lebo

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



Let's write

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

Lebo plays with her dog.

Jabu likes to play netball.

Bongi and Ann like to play football.



Word work

Read the words and listen to the sounds.

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

jump	must	tree	ring
bump	most	try	swing
camp	post	trust	sing



Sight words

day
did
do
down



Let's write

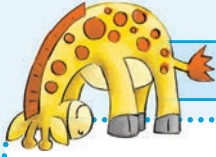
Practise these letters.

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



D D

d d



Let's do

Draw a picture of the sport or game you like to play.



Let's write

Complete these sentences. Choose words from this list.

netball

to jump

to race

going to school

I like

I do not like

I like

I do not like



Let's write

Write three sentences about the sport or game you like to play.
Use some of these words to help you.

run

play

like

sport

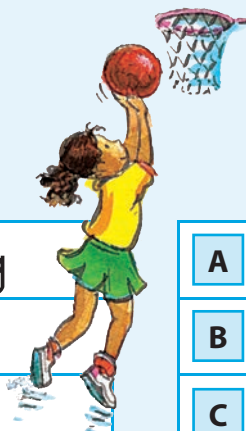
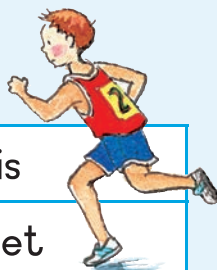
jump

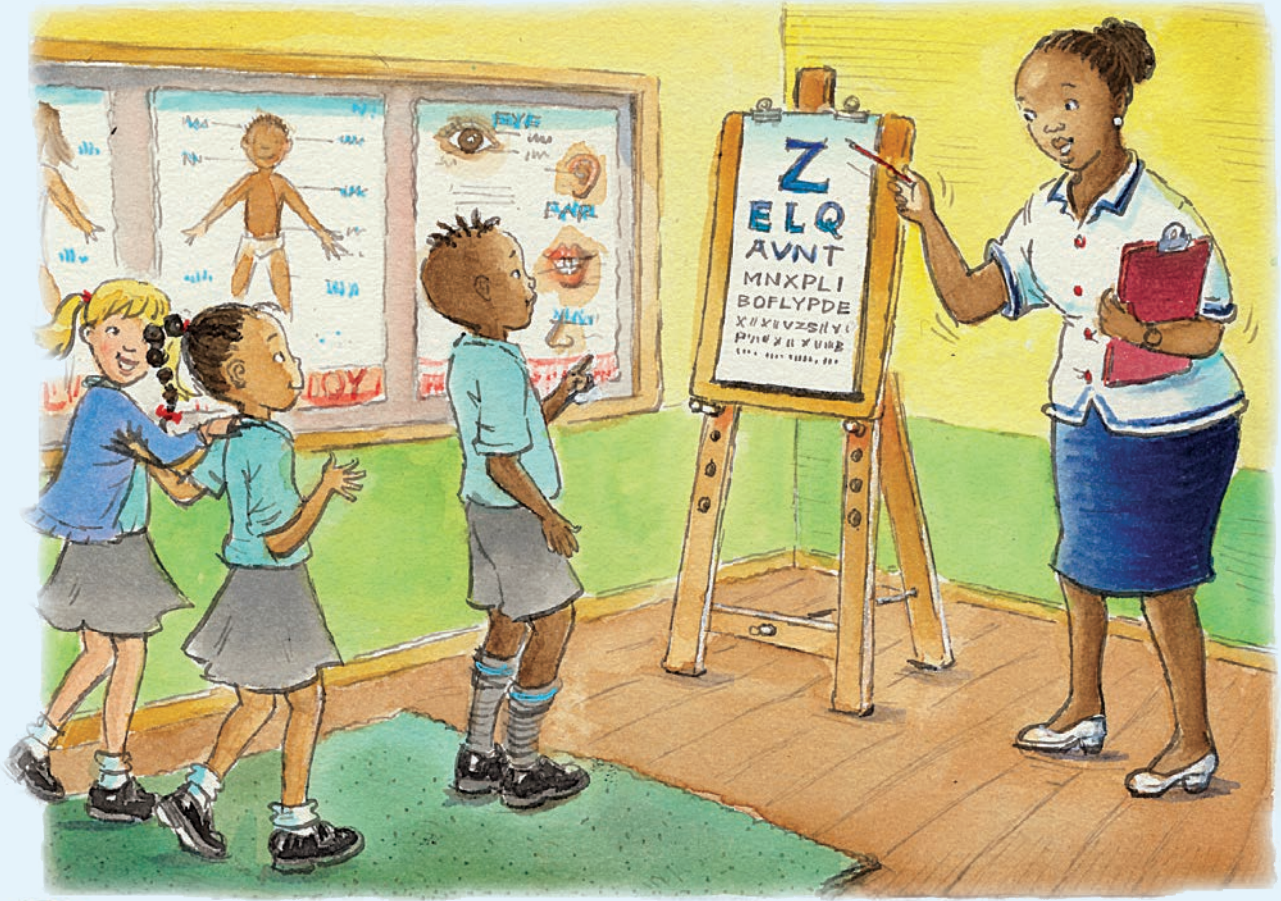
enjoy



Let's write

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

☒ A soccer☐ B cricket☐ C rugby☐ D netball☐ A swimming☐ B cricket☐ C jump☐ D netball☐ A rugby☐ B cricket☐ C judo☐ D netball☐ A tennis☐ B cricket☐ C swimming☐ D running☐ A swimming☐ B cricket☐ C rugby☐ D netball☐ A tennis☐ B rugby☐ C netball☐ D swimming



Let's read



Today the nurse came to our school to **check** our eyes.

Mary **must** wear glasses because she can't see.

She must sit in the front of the class.





Ann

The nurse asks us to read the chart on the wall.

She **tests** our eyes.

Can you see far?



Let's write

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

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



Word work

Read the words and listen to the sounds.

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

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



Sight words

must
just
went
front



Let's write

Practise these letters.

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



E E

e e



Let's do

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



Wash my hands.



Brush my teeth.



Eat fruit and vegetables.



Go to bed early.



Let's write

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

I must

I must

I must



Let's write

Complete these sentences.

swim

drive

sing

cook

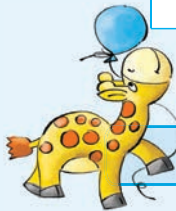
paint

I cannot

I can

I cannot

I can



Fun

Match these words with the correct pictures.

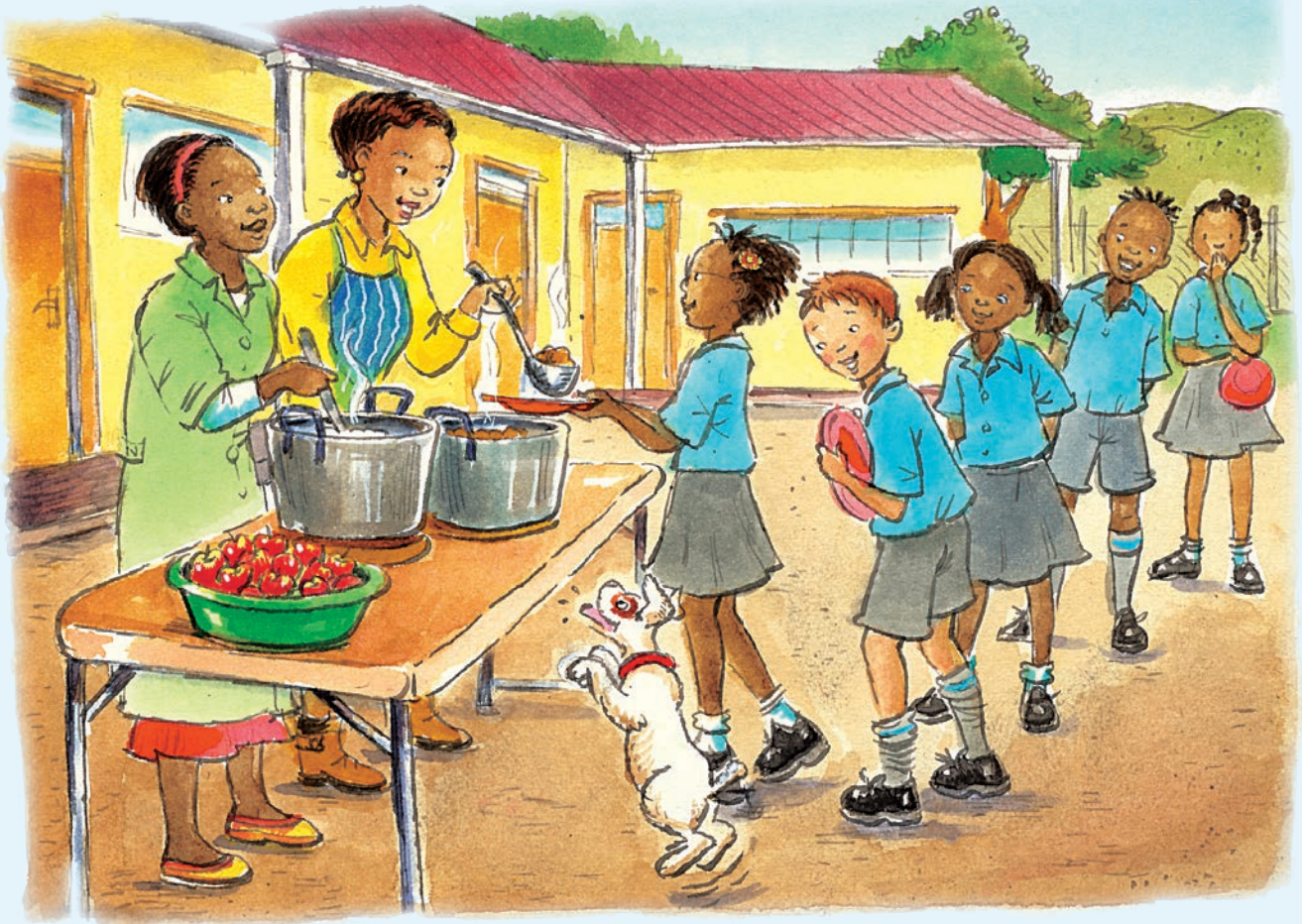
cock

nest

duck

chick





Let's read

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



Ann

We are lucky. We get food at school.

We like to eat lunch at school.

Our mothers cook good food for us.

Ben also wants some food.



Dan



Bongi likes to eat carrots.

Dan likes to eat meat.

Nomsa is feeling sick.

She does not want to eat today.

Do you like vegetables?



Nomsa



Let's write

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

Nomsa is feeling sick.

Dan likes meat.

Nomsa wants to eat.



Word work

Read the words and listen to the sounds.

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

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



Sight words

went
want
when
like



Let's write

Practise these letters.

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




F F

f f

Let's do

Draw a picture of something that you can:

smell	taste	feel
	see	hear



Let's write

Fill in the correct word under each food.

apple

beans

bread

pap

milk

meat

eggs

cake

fish

cheese





Let's write

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



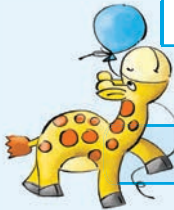
jabu likes cheese

Jabu likes cheese.

bongi eats meat fruit and vegetables each week

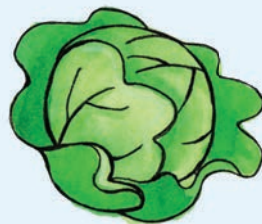
do you like beans

oh no, i dropped the eggs



Fun

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



	chips	cabbage	cake	sweets	spinach
I like					
My friend likes					



Let's read

I am Sam.

I don't like homework.

I don't like to sit all day.

I **just** want to play.

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

She says **that** I must do all my homework before I play soccer.



Sam



I like to run and kick my ball when I get home.

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

She likes to see my school books.



Let's write

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

Sam likes cricket.	
Sam likes doing his homework.	
His father checks his books.	

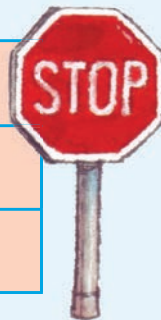


Word work

Read the words and listen to the sounds.

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

then	check	when	stop
them	chips	what	stand
that	chop	why	step



Sight words

them
then
that
go



Let's write

Practise these letters.

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



G G

g g



Let's do



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



Let's talk

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



3



2



1

1

2

3



1

2

3



1

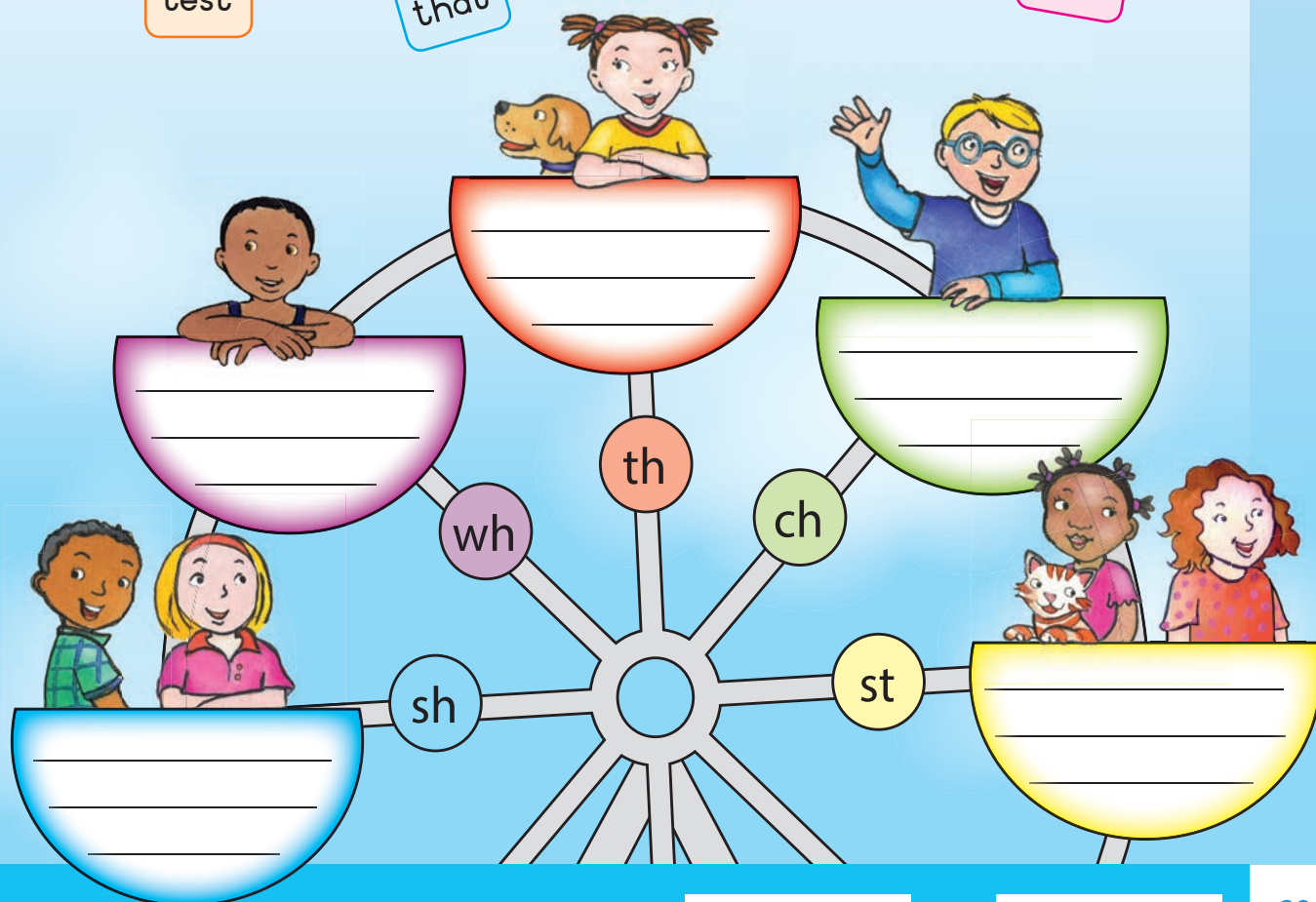
2

3



Let's write

Fill in these words into the correct sound families.





Let's read

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

Today is 20 March.

We are writing a test.

Ben stands and looks at our books.

I can read and write because I do my homework every day.





Jim

My teacher says that my work looks good.
I do my homework and then I play.
I am doing my best at school.



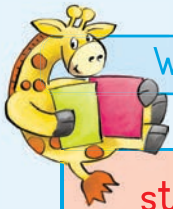
Let's write

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

The class is writing a test.

It is good to work hard at school.

They write their test on 5 March.

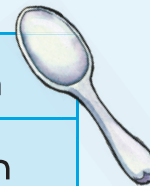


Word work

Read the words and listen to the sounds.

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

stop	test	room	noon
stand	best	cool	spoon
still	rest	pool	moon



Sight words

good
there
says
read



Let's write

Practise these letters.

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



H H

h h



Let's do

Calendar

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



Let's write

Ask 4 friends when their birthdays are and then write down the dates next to their names.

Name of friend	Date of birthday
Bongi	15 August



Let's write

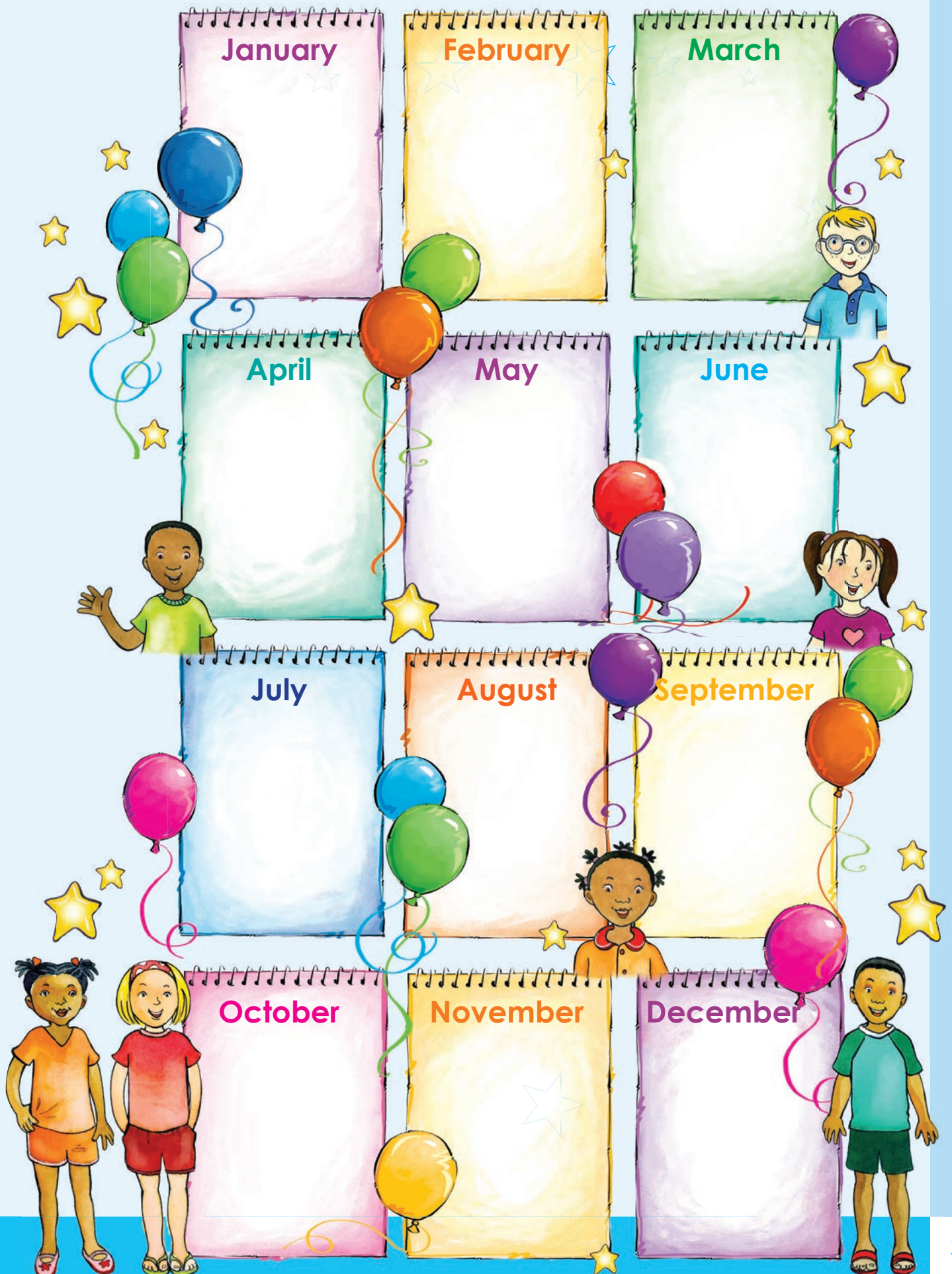
Practise writing the date of your birthday.

Day

Month

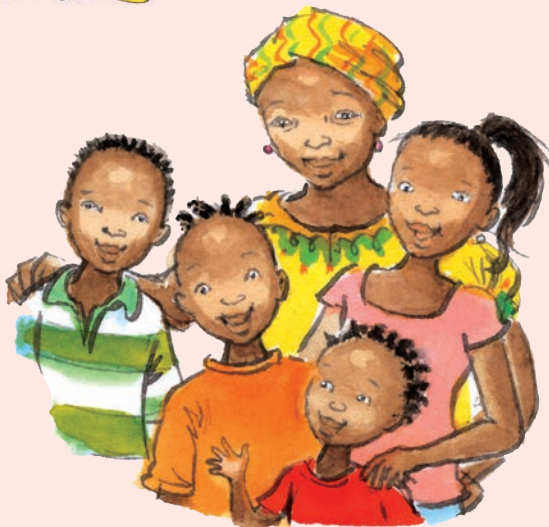
Date: _____

★ Birthday Calendar ★





Let's read



Ann lives in a small family.

Jabu lives in a big family.

Jabu lives with his
grandmother, his brother
and sisters.

Some children do not have a
mother or father.

We need to help them.



Ben

Ben lives with us.
He is our pet dog.
I play with him and give him food.
I like him so **much**.

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



Let's write

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

Ann lives in a big family.

Jabu lives in a big family.

Ben is a pet cat.

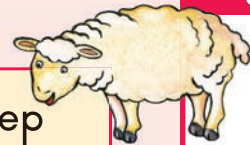


Word work

Read the words and listen to the sounds.

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

child	fish	mother	sheep
cheese	wish	father	shop
chop	dish	brother	she



Sight words

have
here
him
had



Let's write

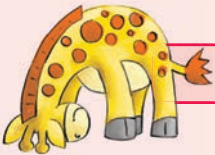
Practise these letters.

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



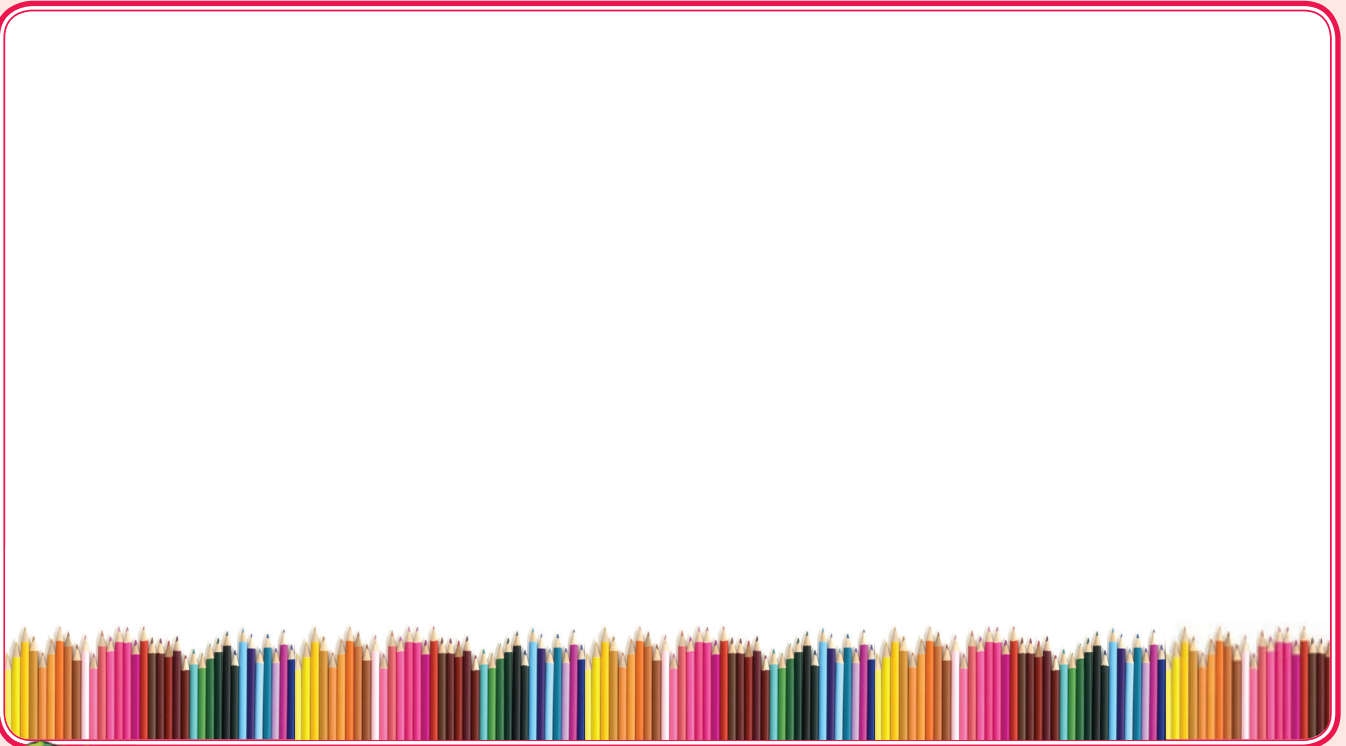
I i

i i



Let's do

Draw a picture of your family.



Let's write

Write these words in the correct sound families.

sing

fish

stop

chick

wing

dish

duck

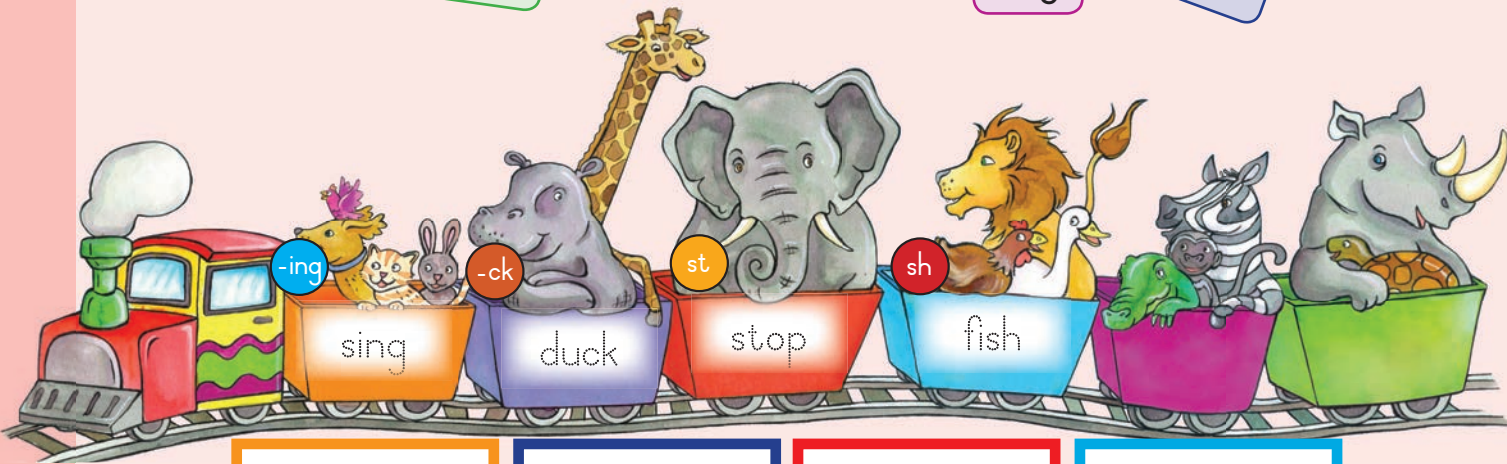
lick

wish

stay

ring

stand





Let's write

Write two sentences about your family.
Use some of these words to help you.

love

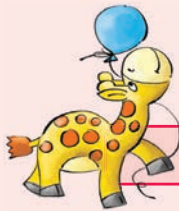
family

brother

sister

old

young



Fun

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

Say:

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


☐

☐

☐

☐

☐

☐



Let's read

Read the story. Then circle all the words with the **ing** - sound.

Bongi

Uncle Dumi got married on Saturday.

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

There were lots of people at the wedding. Everyone was dancing, singing and eating. We ate a lot of food so my tummy was very full.

When it was time to eat, Ben ran to the pots. He wanted to see what was in the pots.



Bonggi was very silly.
She was running after Ben.

Then she fell and hurt her arm.
She had to go to the clinic.

The doctor asked "What did you do?"



Let's write

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

Bonggi hurt her arm.

Uncle Dan got married.

Bonggi went to the clinic.



Word work

Read the words and listen to the sounds.

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



Sight words

into
little
like

singing	wedding	running	eating	playing
what	when	why	where	who
there	this	that	these	then



Let's write

Practise these letters.

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



J J

j j



Let's do



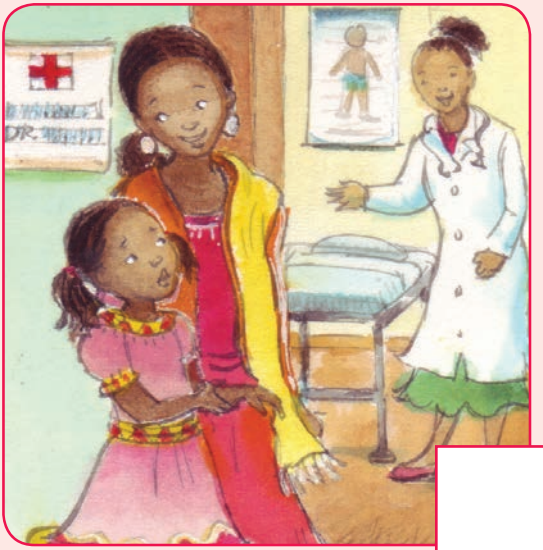
Do a role play of what happened to Bongji at the wedding.
Use the following characters:

- Bongji
- Ben
- Mother
- Doctor



Let's write

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





Let's write

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

doctor

wedding

fall

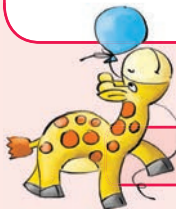
clinic

bandage

log

dog

ran



Fun

Find and circle the correct answer.

**A** sad**A** ugly**A** old**A** raining**B** happy**B** angry**B** young**B** sunny**C** angry**C** pretty**C** new**C** winter



Let's read



Everyone **needs** good friends.

Do you have a friend?
Who is your friend?

Tumi and Pam play **together**.
They also do their homework
together.
They like to **read** to **each other**.



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

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



Let's write

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

Tumi and Bongi are good friends.

Tumi and Pam do homework together.

Pam's mother is sick.



Word work

Read the words and listen to the sounds.

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

week	meet	keep	sweep	sleep
together	another	father	mother	brother
this	that	then	there	the



Sight words

look
made
make
me



Let's write

Practise these letters.

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



K K

k k

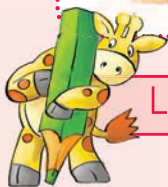


Let's do

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



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



Let's write

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



1

How I can help at school

2

How I can help at home



Helping

3

How I can help my friends

4

Who helps me



Fun



Who will get to Bongi's house first? Flip a coin. If you get heads you can move 2 blocks forward. If you get tails you can only move 1 block towards Bongi's house. The one who gets to Bongi's house first is the winner. When you land on a word, you must read the word.





Let's read



I like pets.
Ben is a silly dog.
He likes to run after the cat.

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

She was afraid to come down.
She was **trapped** in the **tree**.



Ann was **cross** with Ben.

Ann helped Jim to get the cat.

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

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



Let's write

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

The cat chased the dog.

The cat went up the tree.

Mother took the cat out of the tree.



Word work

Read the words and listen to the sounds.

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

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

Sight words

could
after
afraid



Let's write

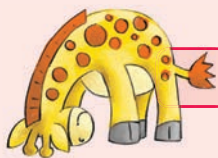
Practise these letters.

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



L L

I I



Let's do

Draw a picture of an animal that you think would make a good pet.
Write three sentences about why you like that animal.



Let's write

Fill in the correct pronouns.

He

She

It

They

We



He went home by bus.



_____ walked home from school.



_____ got wet in the rain.



_____ barked.



_____ are best friends.

_____ wait for the bus.










Let's write

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

oo

ee

				
sl ____ p	sp ____ n	tr ____	sh ____ p	m ____ n



Fun

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



morning

afternoon

night





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, mother washes and father
dusts.

My sister peels the vegetables.

The baby messes and weeps.



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

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



Let's write

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

Father washes.

Mother sweeps.

I look at a book when the house is clean.



Word work

Read the words and listen to the sounds.

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

need	week
sweep	sleep
weep	feet

boot	moon
spoon	boot
broom	stool



Sight words

not
now
more
on



Let's write

Practise these letters.

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



M M

m m

**Let's do**

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

**Let's write**

Complete these sentences.

I do not like to

I like to



Let's write

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

sl

sw

sh

cr



___ eep



___ eep



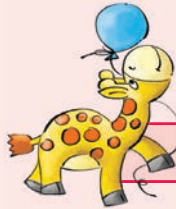
___ eep



___ eep



___ ab



Fun

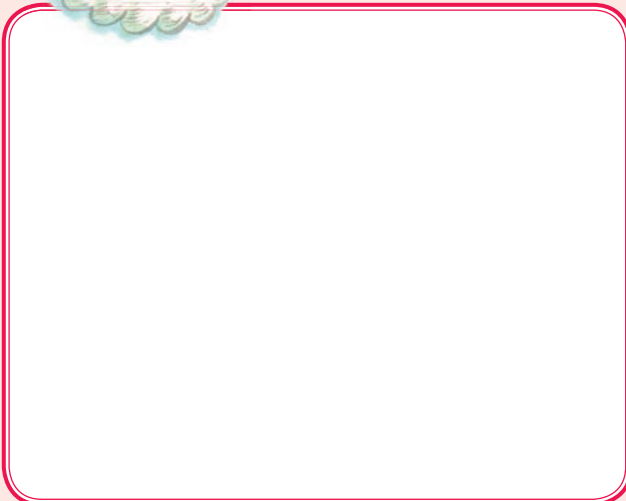
Draw a picture of what
you do in the morning,
in the afternoon and at
night.



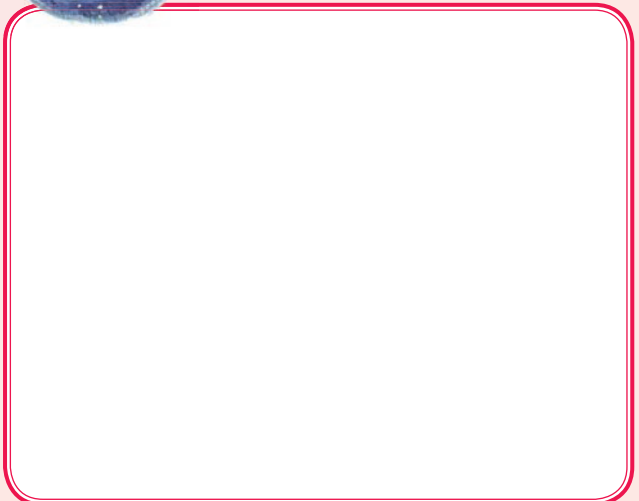
Morning



Afternoon



At night





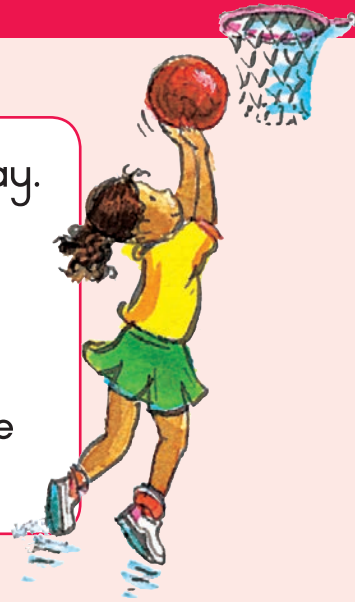
Let's read



My teacher says that sport is good for us.

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

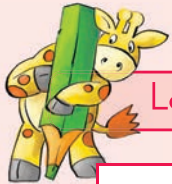
Netball is my best game.
I wear a **blue** and **black** dress.



Ann plays netball on Monday and Thursday.

Bongi can throw the ball very far and very hard. We all **clap** for her.

One day the ball went too far and it broke the school window.



Let's write

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

Sport is good for us.

Ann plays football on Monday and Thursday.

Bongi broke the window.



Word work

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



black	clap	play	glue	flag
block	clock	plug	glad	flop
blue	clean	plot	glove	fly

Sight words

he
her
said
she



Let's write

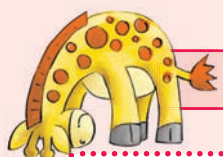
Practise these letters.

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



N N

n n



Let's do

Think about what sports you like.

Now tell your friend what sport you like and what sport you don't like.



Let's write

Complete these sentences using **like** or **do not like**.

like

do not like



I _____ soccer.

I _____ netball.



I _____ swimming.



Let's write

Write the days of the week in the right order, starting with Sunday.

Then draw a picture of what you like to do on one of the days.

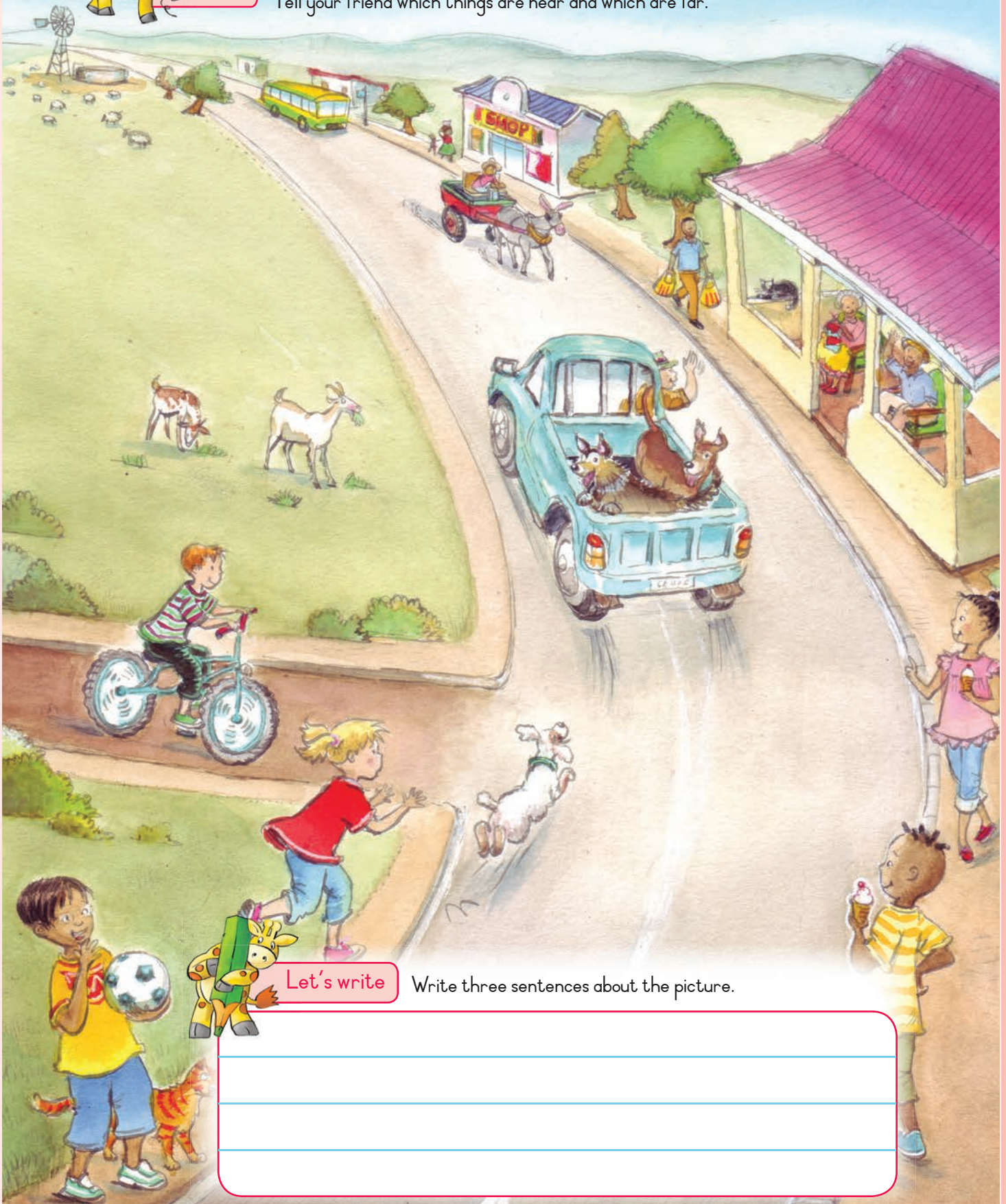
Sunday		
Tuesday		
Monday		
Thursday		
Wednesday		
Friday		
Saturday		

Date:



Fun

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



Let's write

Write three sentences about the picture.

TEACHER: Sign

Date



Let's read

Read the story. Then circle the words with the **ee**- and **ea**- sounds.



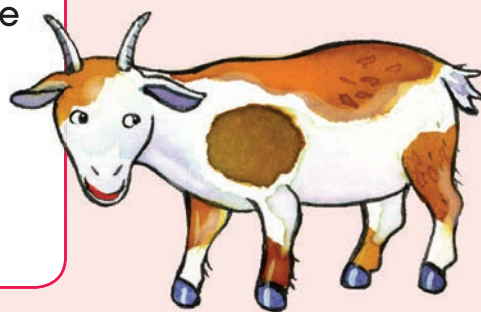
I like to eat the vegetables from our garden. The garden is around our house.

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

I pull out the weeds each week.
I water the plants when it does not rain.

One day a goat came to eat all the plants.

I screamed and ran after it.
The goat ran away.



Let's write

Answer these questions.

What do they grow in the garden?

When does he water the plants?

What came to eat the plants?



Word work

Read the words and listen to the sounds.

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

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



Sight words

off
only
on
one



Let's write

Practise these letters.

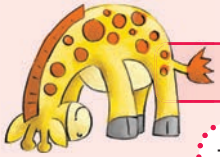
Then write sentences in your exercise book
using words from the word work box.

O

o

O

o



Let's do

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



Let's read

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



Let's write

Write a sentence about what you see in each picture.

Use these words to help you.

goat

chased

ate

gate

vegetables



Look at the colours.

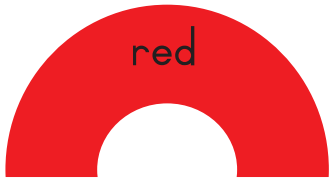
Tell your friend what colours you get if you mix these colours together.



Mixing colours



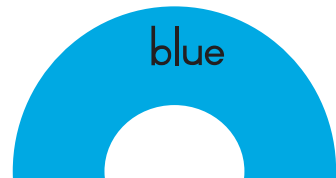
The primary colours are:



red



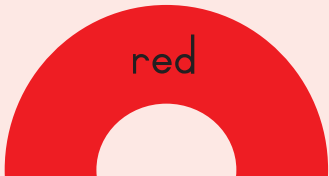
yellow



blue

Now say:

If I mix red and yellow
I get _____.



red

+

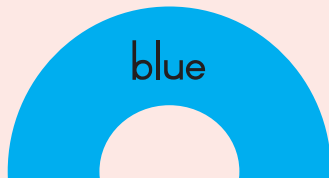


yellow

=



orange



blue

+



yellow

=

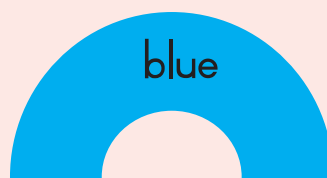


green



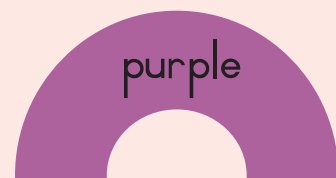
red

+



blue

=



purple



Let's read



We all sit under the tree.
In our family we all help each other.

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

She uses a stick and walks very slowly.

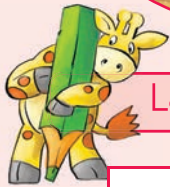
Her neck and back hurt when it is cold.



It is good to live in a family.

It is good to help at home.

My **brother** and I **both** help at home.



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.

Grandmother walks with a stick.

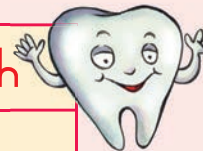


Word work

Read the words and listen to the sounds.

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

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



Sight words

over
our
out
said



Let's write

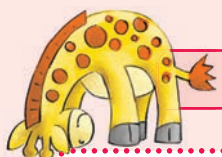
Practise these letters.

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



P P

p p



Let's do

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



Let's write

Find out who likes which colours.

Ask 5 children in your class what their favourite colour is.

Name	Favourite colour



Let's write

Change these sentences from present tense to past tense.

I help at home.

Yesterday _____.

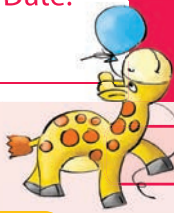
Dan and Sam jump off the bus.

Yesterday they _____.

Yesterday we _____.



Date: _____



Fun

Write these words into the correct sound boxes.

spoon

weep

blow

cool

meat

plug

black

play

keep

please

slap

blue

slip

moon

slow

flap

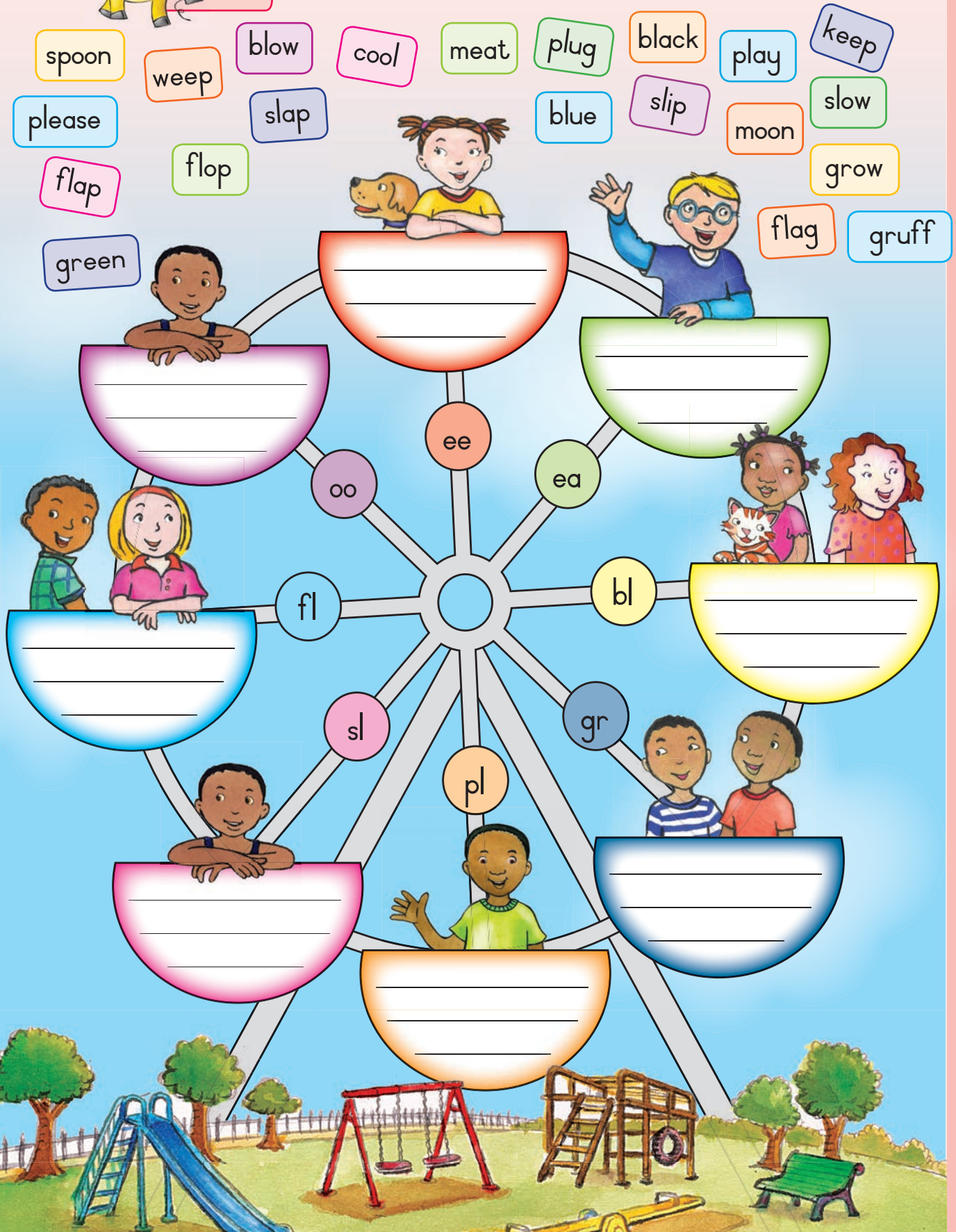
flop

grow

green

flag

gruff



TEACHER: Sign _____

Date _____



Let's read

Today our teacher gave us very good news.

She **told** us that our class was going on a bus trip. We were going for one week.

We were all so happy we **jumped** up and down.

"I did not ever think I would go on a holiday," said Bonggi.

Bonggi



Dan



"I want to go to the beach," said Dan.



Jabu

"I want to see **wild** animals," said Jabu.



Ann

"I want to see other places," said Ann.

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



Let's write

Read the story and then answer the questions.

Where did Dan want to go?

He wanted to go to the

What did Jabu want to see?

He wanted to see

For how long will the children go on holiday?

They will go on holiday for



Word work

Read the words and listen to the sounds.

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

lamp	jump	wild	cold
damp	lump	told	sold
dump	hump	gold	old



Sight words

about
all
because
after



Let's write

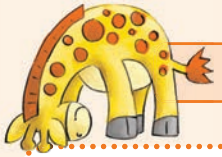
Practise these letters.

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



Q Q

q q



Let's do

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



Let's write

Write your name.

--

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

bongi	sam	jabu	pam	ann

Write the names of four of your friends.



Let's write

Write five sentences about where you would like to go.



Fun

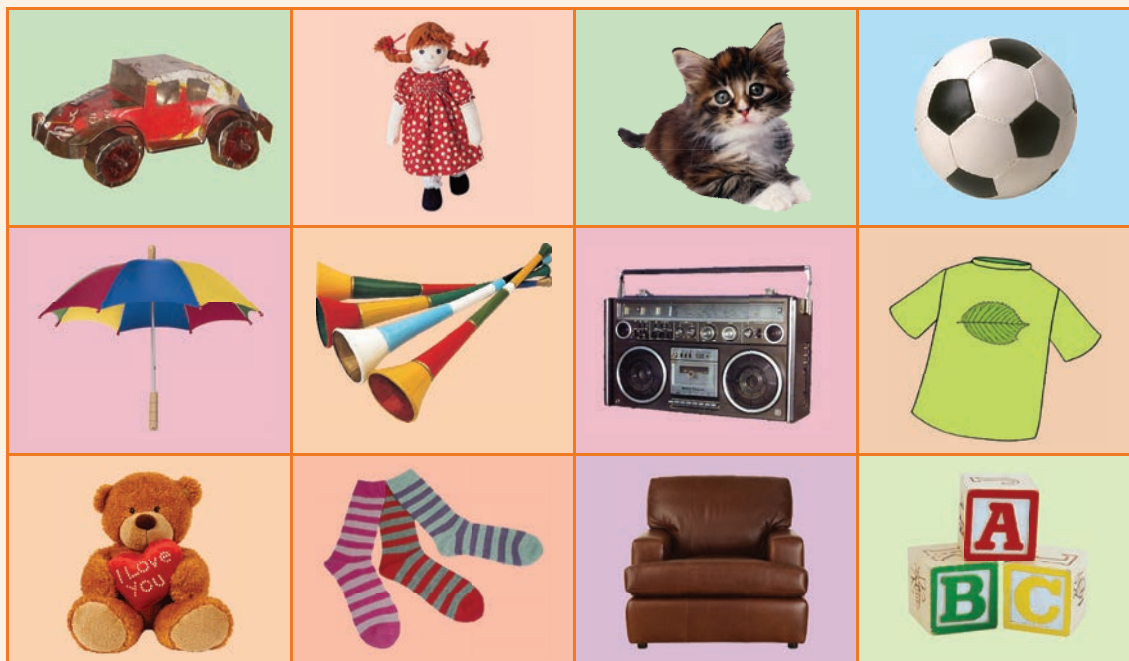
Give a gift. Close your eyes and put your finger on one of these gifts.

Then say who you will give the gift to and why.

Remember to give a gift to your friends, your teacher and yourself.

Say:

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





Let's read



Where are we going?

First, we are going to see wild animals.

Then, we are going to the **beach**.

We are going in a big school bus.

We looked at the map to see the places.

What will we see?



Jabu

"I want to see a **shark** with big **sharp** teeth," said Ann.



Ann

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

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



Bongi



Let's write

Read the story and then answer the questions.

What did Ann want to see?

Ann wanted to see

What did Bongi want to see?

Bongi wanted to see

What did Jabu want to do?

Jabu wanted to



Word work

Read the words and listen to the sounds.

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

what	where	when	why	who
sharp	shack	sheep	sheet	shark
beach	peach	teach	reach	such



Sight words

said
saw
some
see



Let's write

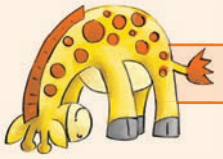
Practise these letters.

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



R R

r r



Let's do



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



Let's write

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



Jabu



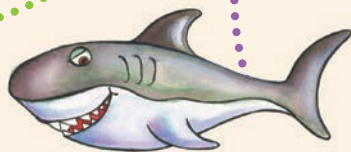
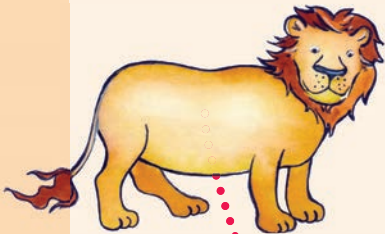
Bongsi



Sam



Ann





Let's write

Write sentences about what you see in the pictures.
Maybe these words will help you.

on

bags

driving

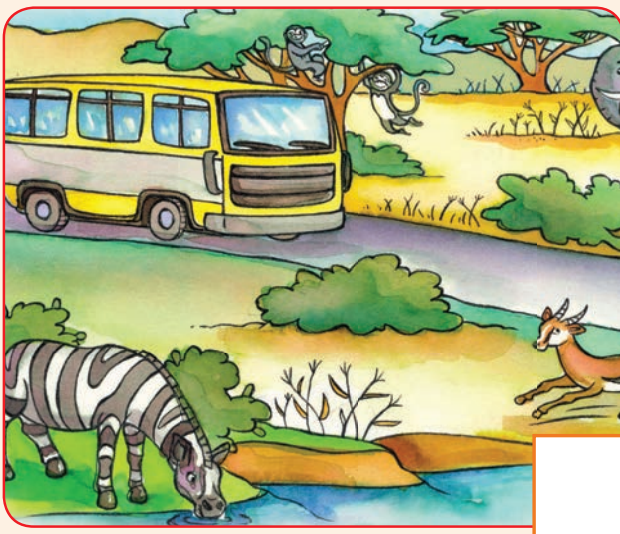
children

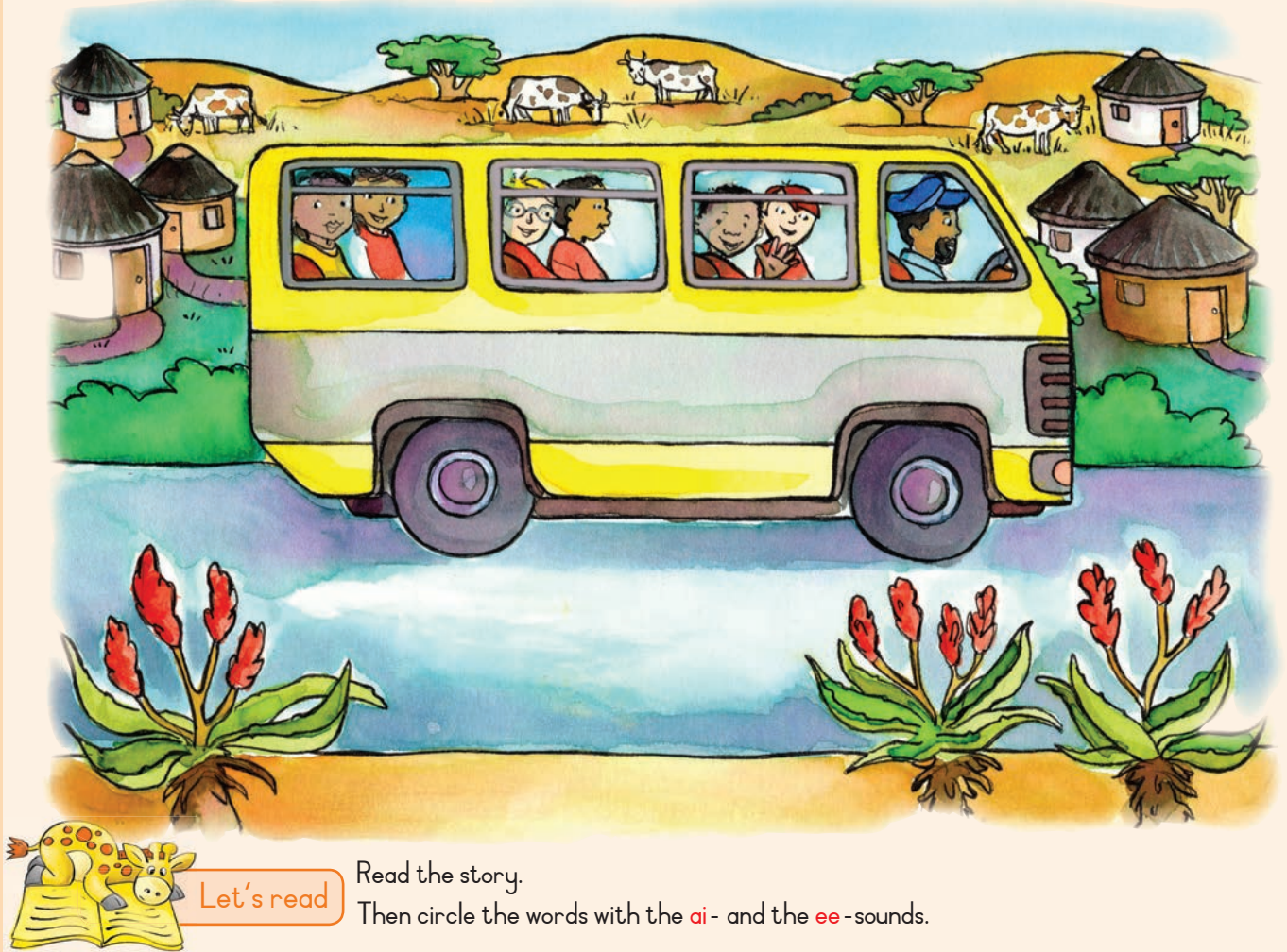
sleep



Let's write

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





Let's read

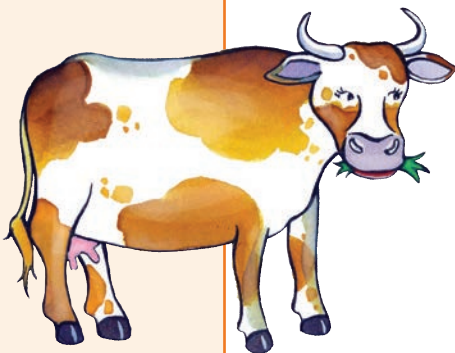
Read the story.

Then circle the words with the **ai**- and the **ee**-sounds.

At last we are on the bus again.

The bus drives past the village of the Rain Queen.

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



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

We see rows of mealies and lots of cows. Ben wags his tail.

Ben barks at the cows and at the other dogs he sees.



Bongi holds Ben down.
He wants to jump off the bus.



Jabu says, "No Ben, wait! Sit down!"

Let's write

Read the story and then answer the questions.

Where are they driving?

They are driving near the village of the

Why does Ben want to jump off the bus?

Because he sees the

What do the children see?

They see

Why are the children happy?

Because they



Word work

Read the words and listen to the sounds.

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

queen	see	green	wheel	trees
wait	rain	snail	tail	paint



Sight words

no
so
go
of



Let's write

Practise these letters.

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

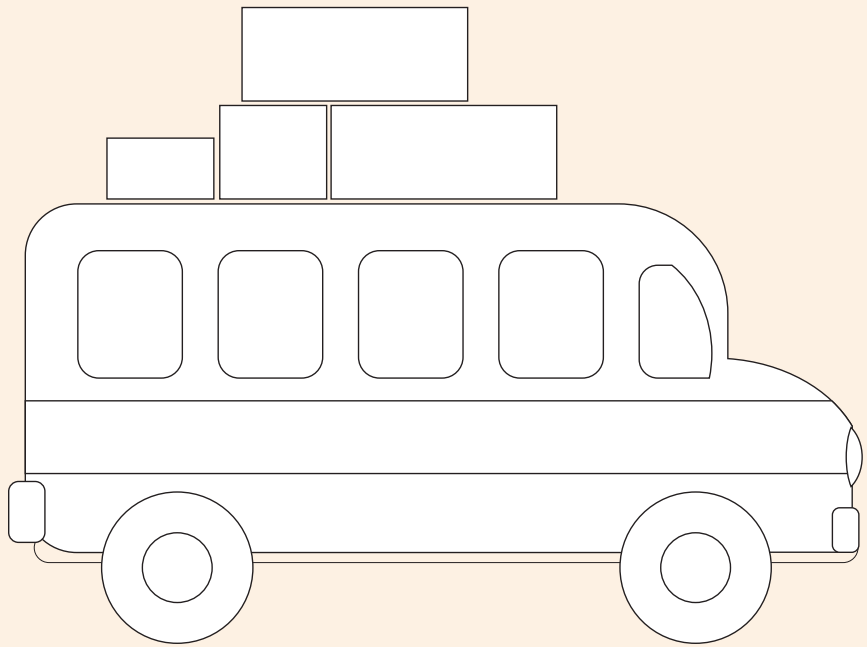


S S

s s



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



Let's write

Write a sentence about your picture.



Let's write

Circle the correct word in each sentence.

We	is	are	late for school.
He	is	are	the best player.
She	is	are	good at maths.
You	is	are	tall.
They	is	are	hungry.
I	is	am	writing.

We use **is** for one and **are** for more than one.





Let's write

Fill in the correct preposition.

off

in

up

under

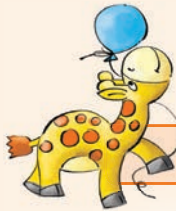


The dog wants to jump _____ the bus.

They ride _____ a bus.

The bus goes _____ the hill.

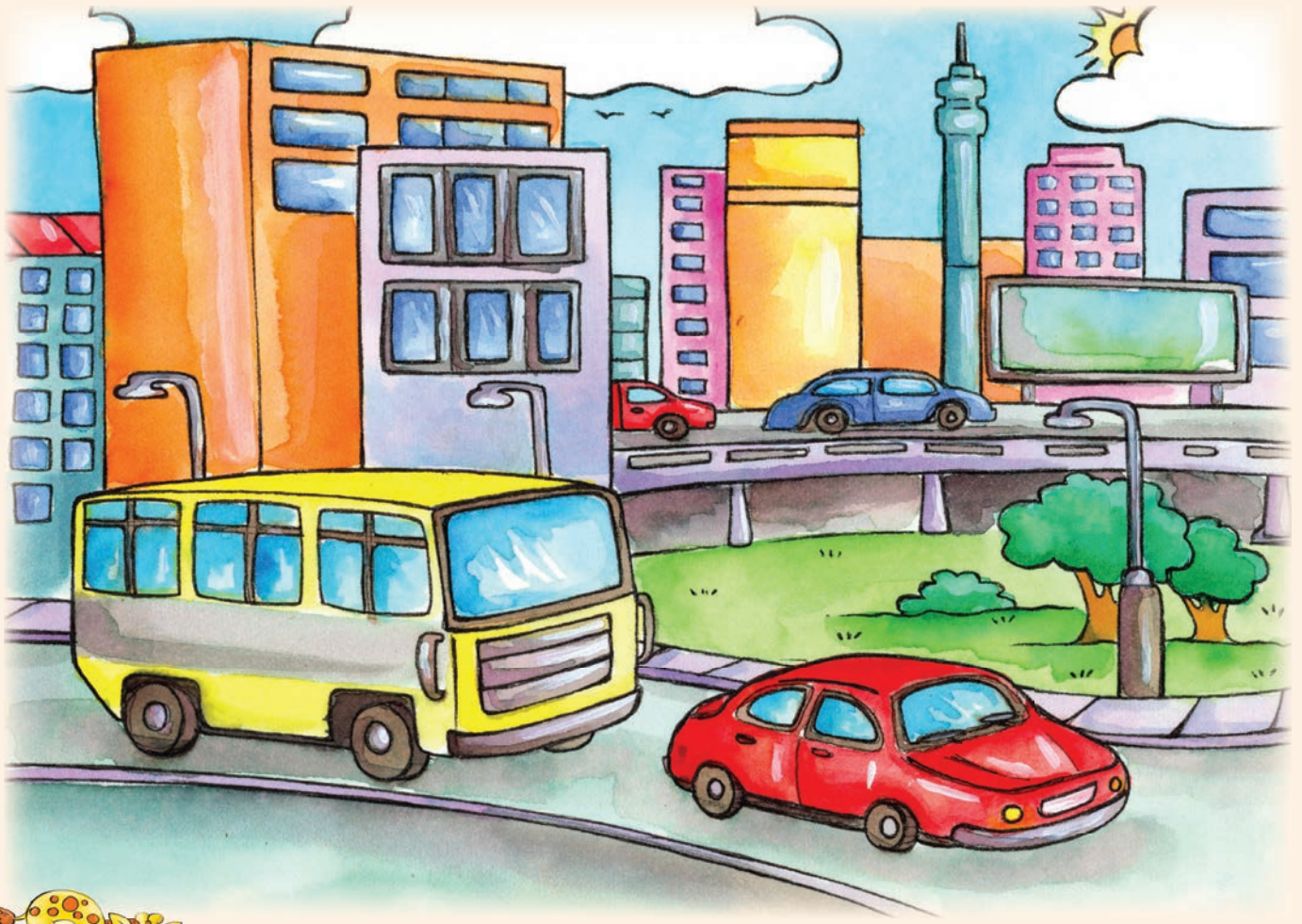
The bus goes _____ the bridge.



Fun

Show the bus driver how to get out of the forest.





Let's read

Our bus drives into Johannesburg.

We see lots of cars and lots of smoke.

We **watch** the people going up and down the **streets**.

Then Ben jumps off the bus.

He wants to **catch** a cat with **stripes**.

Then he runs after some small dogs.

Jabu says, "Come Ben."

But Ben just runs and runs.





How can we get Ben back?
"Ben, come back," Bongi calls.

Then he comes back and
stretches and **scratches**.
Oh Ben, you funny dog.



Let's write

Read the story and then answer the questions.

What did they see in the city?

Why did Ben jump off the bus?

Who called Ben to come back?



Word work

Read the words and listen to the sounds.

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

street	stress
stripe	stroll
stream	strand

catch	witch
match	stretch
watch	scratch



Sight words

that
then
their
this



Let's write

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



T T t t



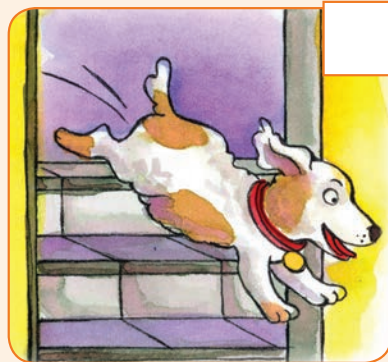
Let's do

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



Let's write

Number these pictures in the correct order.



Let's write

Write a sentence about each picture.



Fun

Let's see who can get onto the bus first. Flip a coin.
 If you get heads you can move 2 blocks forward.
 If you get tails you can only move 1 block towards the bus.
 When you land on a block, you must read the word.
 If you cannot read a word, go back one block.



end

street

match

stripe

catch

old

sold

cold

gold

soil

wild

main

lump

jump

why

when

where

what

pain

sheet

sheep

rain

smell

smile

smoke





Let's read



We are now at the Kruger Park.
We hope it does not **rain again**.

We can see lots of buck and an elephant.
We all want to see a lion.

Everyone looks out of the window to try
and see wild animals.

A bird **sails** past.

Then Jabu sees a big lion looking at a
buck.



Jabu

"Wow! Look at that. It is a big lion.

He wants to eat the buck for **lunch**," says Jabu.



Let's write

Read the story and then answer the questions.

What animals do the children see in the Kruger Park?

What does the lion want to eat?

Who saw the lion first?



Word work

Read the words and listen to the sounds.

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

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



Sight words

them
they
there
two



Let's write

Practise these letters.

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



u u u u



Let's do

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



Let's write

Write five sentences about your picture.



Let's write

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

The children did not

Jabu saw

The children were on

a lion.

the bus.

want to go home.





Let's write

Fill in these letters at the start of the word.
Then match the word to the right picture.

sw

dr

sch

sm



___ _ oke



___ _ _ ool



___ _ im

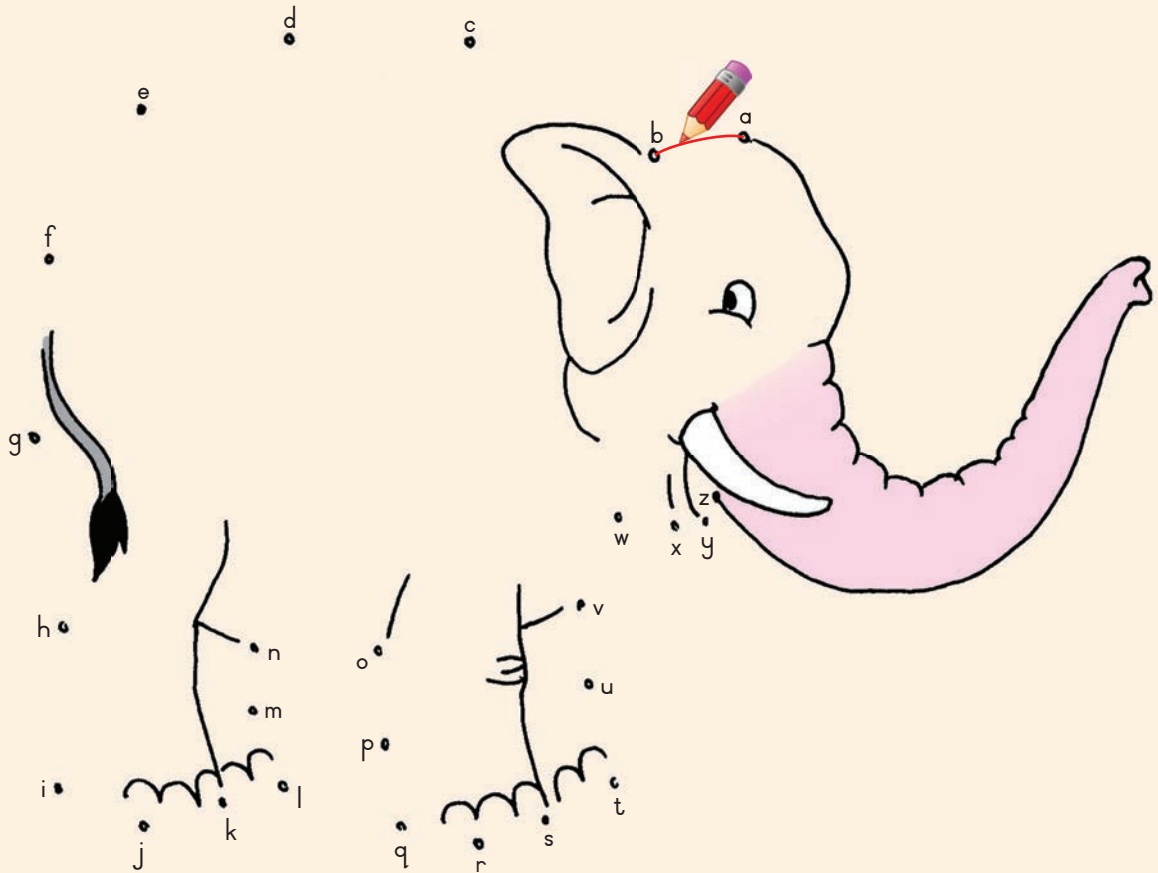


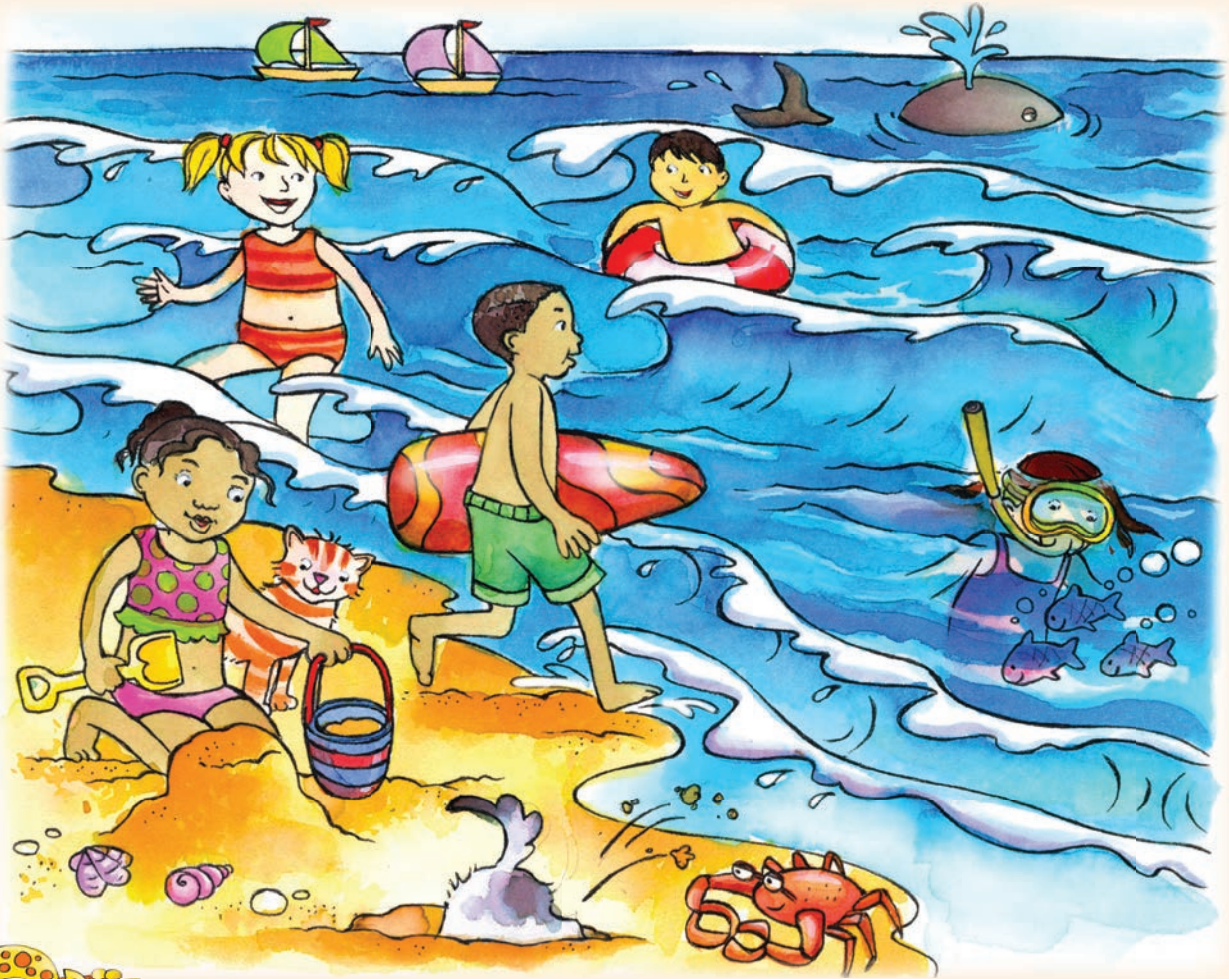
___ _ ive



Fun

What animal is this?
Join the dots and then colour in the picture.





Let's read

Read the story. Then circle the words with the **wh**- and **sh**- sound.

Where are we now? We are driving down the street to the beach.
 The sand is very hot. The sea is very big and deep.
 The waves go up and down.
 The water is salty.
 That is why we can't drink it.



Look at the ships in the sea.
 There are lots of fish in the sea. I can see
 a shark and a whale. Look at the star fish.
 It is nice to make sand castles when we
 get out of the water.



Then Ben starts to dig. He digs and digs and digs and then he falls into the hole.

Oh Ben, you silly dog.



Let's write

Read the story and then answer the questions.

Where were the children?

They were at the

What did Ben do?

He fell into

What did the children see?

They could see



Word work

Read the words and listen to the sounds.

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

what

whale

dish

shark



why

when

wash

ship

which

where

fish

shells

Sight words

where
what
when
which



Let's write

Practise these letters.

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



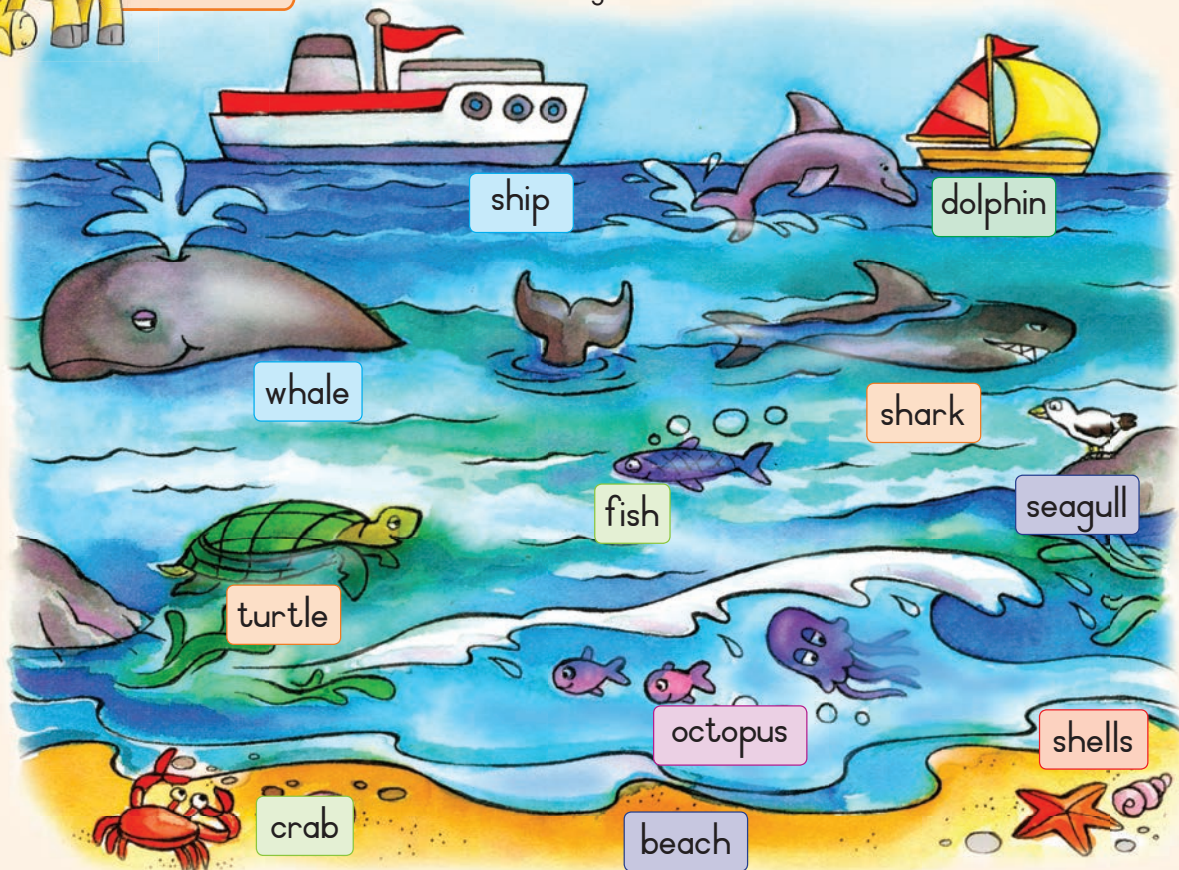
V V

v v



Let's do



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





Let's write

Write a postcard to tell your friend what you saw at the beach.



Let's write

Write the days of the week in order.

Then say what you usually do on each day.

Thursday

Sunday

Friday

Tuesday

Saturday

Wednesday

Monday

Day	What I usually do
Sunday	



Let's write

Do these word sums and then fill in the correct words.

We have done the first one for you.

str

- eet → **street**
- ess →
- ipe →

wa

ma

ca

tch

watch

str

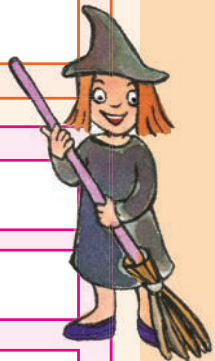
- oll →
- eam →
- and →

stre

scra

wi

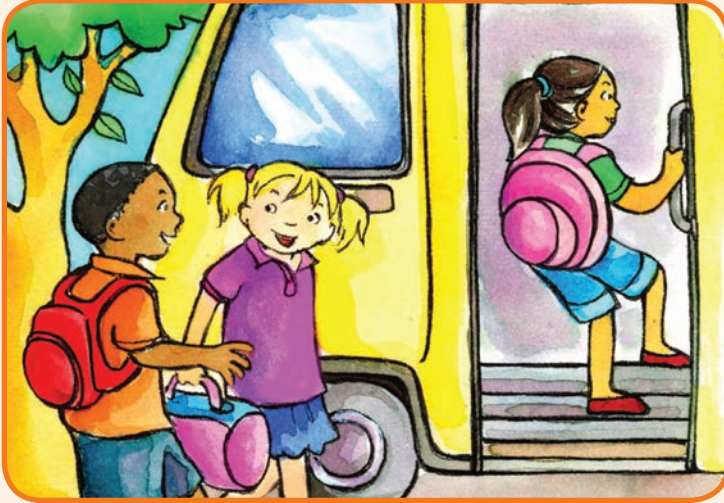
tch





Let's read

Read the story. Then circle the words with the **ea**- sound.



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

We had such a good time at the beach.

We packed our bags and got onto the bus.



We sat in our seats.

Ben sat with Bonggi.

Bonggi was so sad she cried.



We all looked out and saw the cows eating grass.

We thought about the beach and the dolphins swimming and playing with each other.



On the way Ben saw some cows on a farm. He barked and tried to jump out through the window.
Oh no, Ben. Stop it.



Let's write

Read the story and then answer the questions.

Why were the children feeling sad today?

Because

Who cried?

Who did Ben sit with?

He sat with



Word work

Read the words and listen to the sounds.

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

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



Sight words

one
two
three
four



Let's write

Practise these letters.

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



W w

W w



Let's do

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



Let's write

Make sentences.

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

Ben was feeling

The children got onto

They did not

The children were

the bus.

very sad.

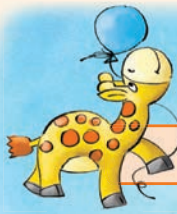
happy at the sea.

want to go home.



Let's write

Now write sentences about a time that you felt sad.

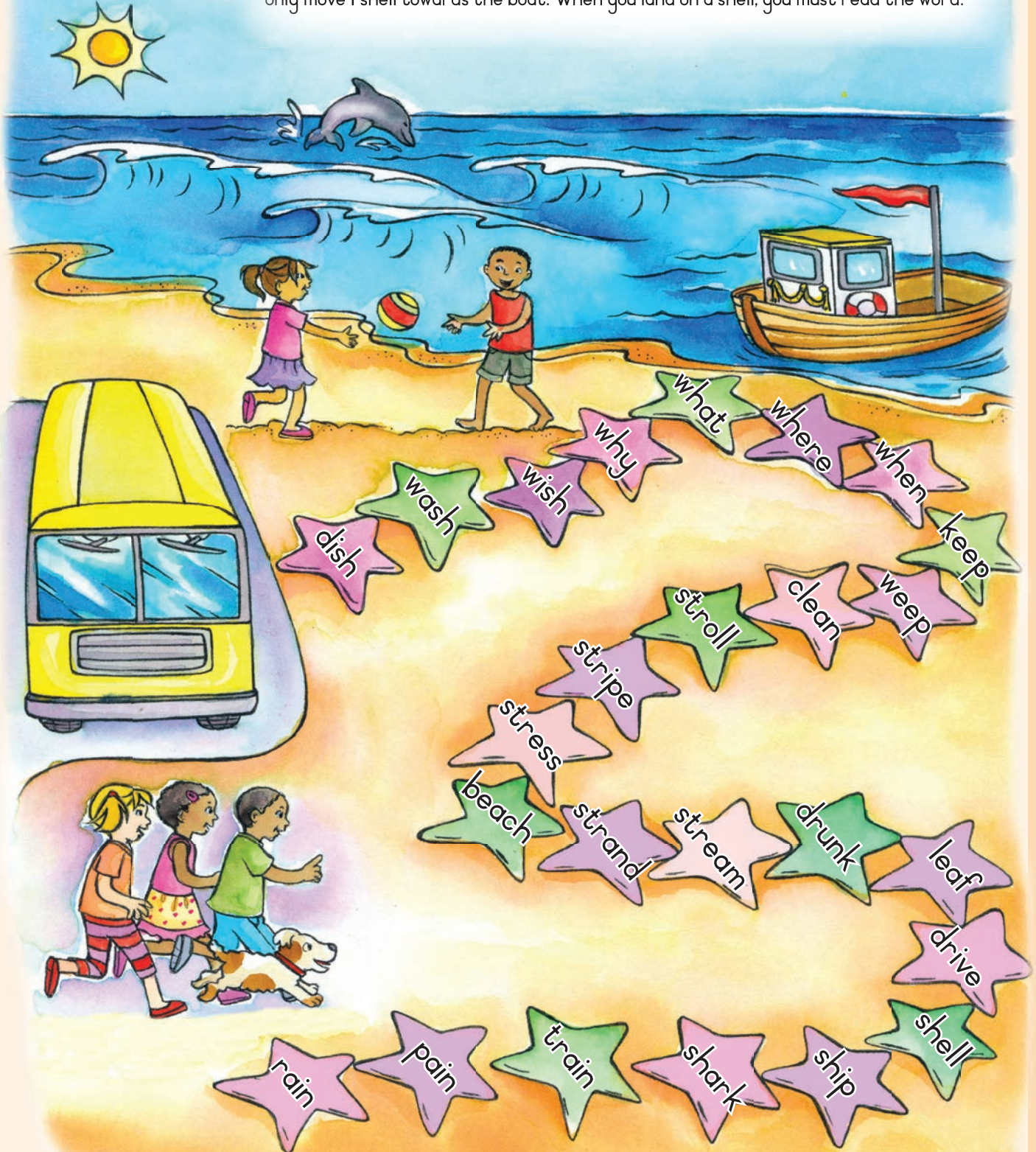


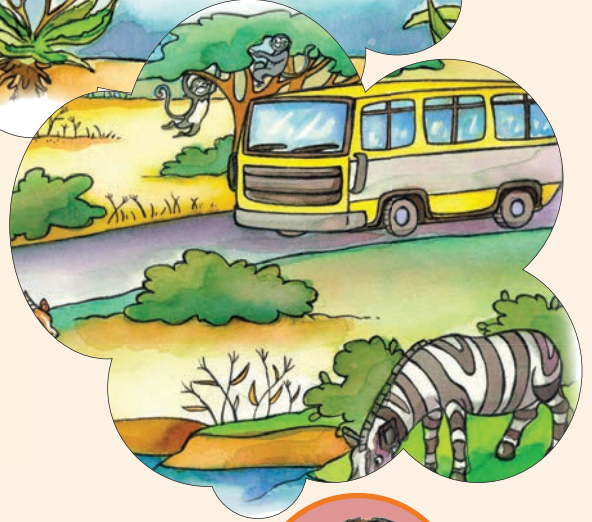
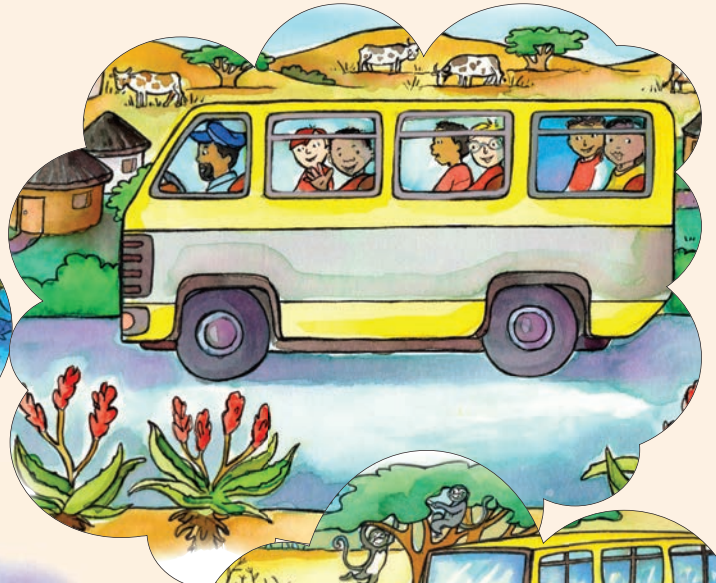
Fun

Shall we race?

Let's see who can get to the boat first and then back to the bus.

Flip a coin. If you get heads you can move 2 shells forward. If you get tails you can only move 1 shell towards the boat. When you land on a shell, you must read the word.





Let's read

"Oh, I wish I was back on the **beach**," said Bongi.

Bongi

Teacher



"Today you will write a story about your **trip**," teacher said.

Dan



"I will write a **story** about the wild animals I saw," said Dan.

Jabu



"I will write a story about the animals I saw on the farm," said Jabu.



Ann

Ann said, "After school I will visit my friends and tell them about the **trip**."

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



Let's write

Read the story and then answer the questions.

Who will write about the wild animals?

Who will write about the farm animals?

What will Ann do before she sleeps?

What does Ann want to dream about?



Word work

Read the words and listen to the sounds.

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

story	sleep	dream	beach	trip
stop	slip	drive	teach	tree
step	slow	drum	reach	train

Sight words

you
your
very
four



Let's write

Practise these letters.

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

X X X X

X X



Let's do

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



Let's write

Write five sentences about your news from home.



Let's write

Make sentences. Match the part in the red box with the right part in the green box.
Then copy the sentences into your exercise book.

Today I
Yesterday Ann
Tomorrow I
The children were

went to Bongji's house.
will go to school.
feeling sad.
want to go home.



Fun

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

1 Start at school.

2 Go to the farm.

3 Go to the forest.

4 Go to the city.

5 Go to the Kruger Park.

6 Go to the beach.

7 Go back to school.



School



Forest



Farm



City



Beach



Kruger Park

**Let's read**Read the story. Then circle all the words with the **ai** - sound.

Yesterday, I was walking home from school when it began to rain.

It rained and rained.

I got wetter and wetter.

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

The big raindrops hit my face.

I could not see.

I was all alone in the street.

I did not know what to do.

I began to cry.



Let's write

Read the story and then answer the questions.

Where was Bongi going?

She was

How did Bongi feel?

Who was with Bongi?



Let's write

Write a different name for the story.



Word work

Read the words and listen to the sounds.

afraid	cry	all	face	street
rain	sky	will	nice	strap
hail	try	doll	mice	strong



Sight words

you
your
very
up



Let's write

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



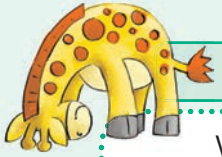
sk _y_

cr _ _

do _ _

m _ _ c _ _

f _ _ c _ _



Let's do

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

**Good Ending****Bad Ending**

Let's write

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

cry

walking

rain

scared

happy



Let's read

Read the end of the story.

How did
the story
end?

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





I held up the umbrella
and we ran home.

I was safe at last.
Thank you, Ben.

Colour in this picture.

Fun



Let's write

Practise these letters.

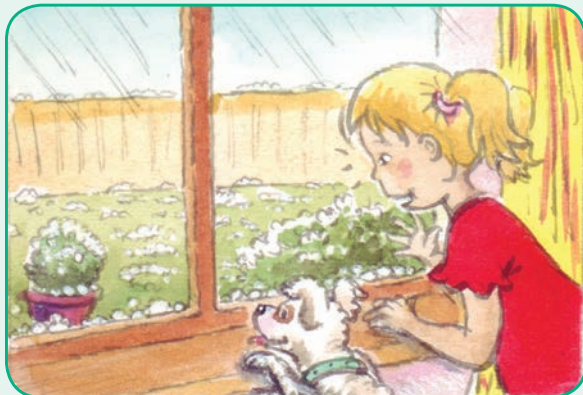
Then write sentences in your exercise book using words from the word work box.

Y Y

y y



Let's read



Ann's story

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

And then came the **hail**.

The **hail** fell like golf balls.
Bang, **crash**, **smash**.
Ben tried to **catch** them.
I was **afraid**.

I said, "**Watch** out Ben! Stand still!"

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

When it stopped we saw the **hail**
stones were as big as golf balls.



Let's write

Read the story and then answer the questions.

Does Ann tell us about a thunderstorm?

No, she tells us about

How big were the balls of hail?

They were

What did Ann and Ben do when they were afraid?

They



Word work

Read the words and listen to the sounds.

hail	smash	patch	watch	witch
rain	crash	match	catch	batch
wait	bash	hatch	match	hatch



Sight words

well
will
were
we



Let's write

Practise these letters.

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

Hail stones



Let's write

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



st _ nd

p _ nd

s _ nd

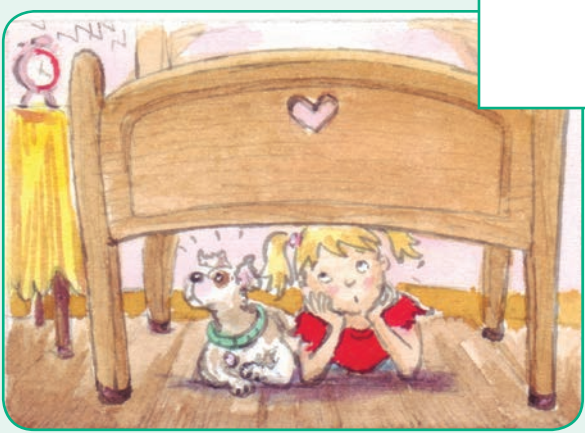
h _ nd

R _ nd



Let's do

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



Let's write

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

hail

golf balls

scared

playing in the garden

pink clouds

broken windows



Let's write

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

ha

wi

ca

wa

ma

pa



___ tch

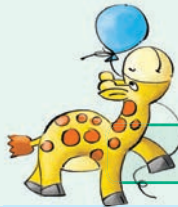
___ tch

___ tch

___ tch

___ tch

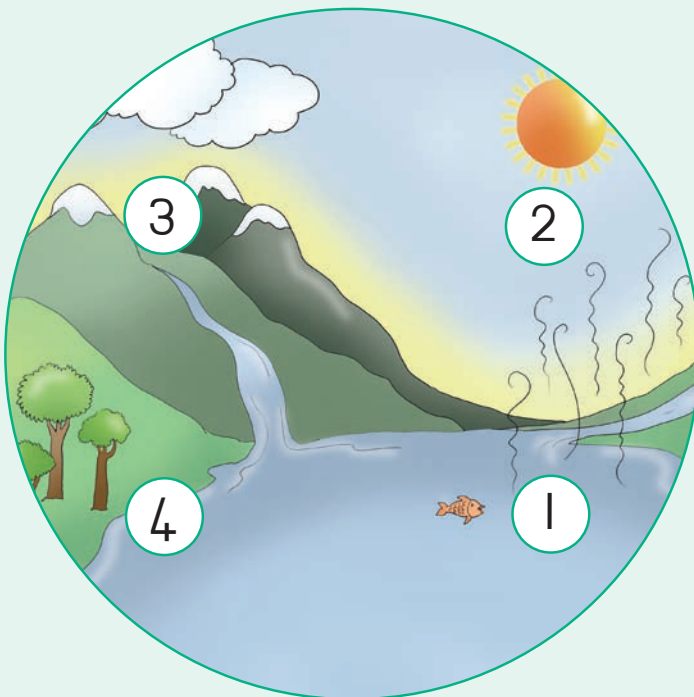
___ tch



Fun

Look at the picture and tell your friend what happens.

Water goes round and round



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



Let's read



Bongi's story about snow.

I live high in the Drakensberg mountains.

It was very cold.

I had lots of blankets.

I went to sleep.

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

I touched it.

It was so cold it hurt my fingers.

Even Ben could not walk on the cold snow.



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

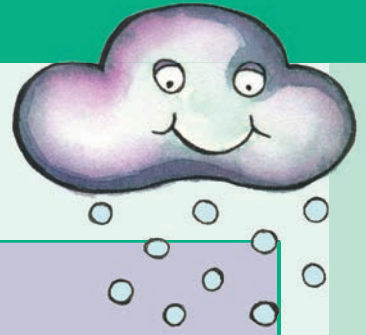
I **liked** to play in the snow but I did not like those socks.





Let's write

Read the story and then answer the questions.



Where was Bongi when she saw snow?

She was

What did Bongi put on her hands?

She put

What did Bongi see when she woke up?

She saw



Word work

Read the words and listen to the sounds.



came	even	bone	cube	like
game	these	stone	rude	time
made	eve	woke	rule	bike

Sight words

was
would
could
should



Let's write

Practise these letters.

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



I went to visit my gran.

I



Let's do

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



Let's write

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

play

windy

gloves

snow

wet

cold



Let's write

Complete the words so that they match with the correct picture.

__ ass	__ ess	r__ nbow	l__ ve	gl__ ves



Let's write

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

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



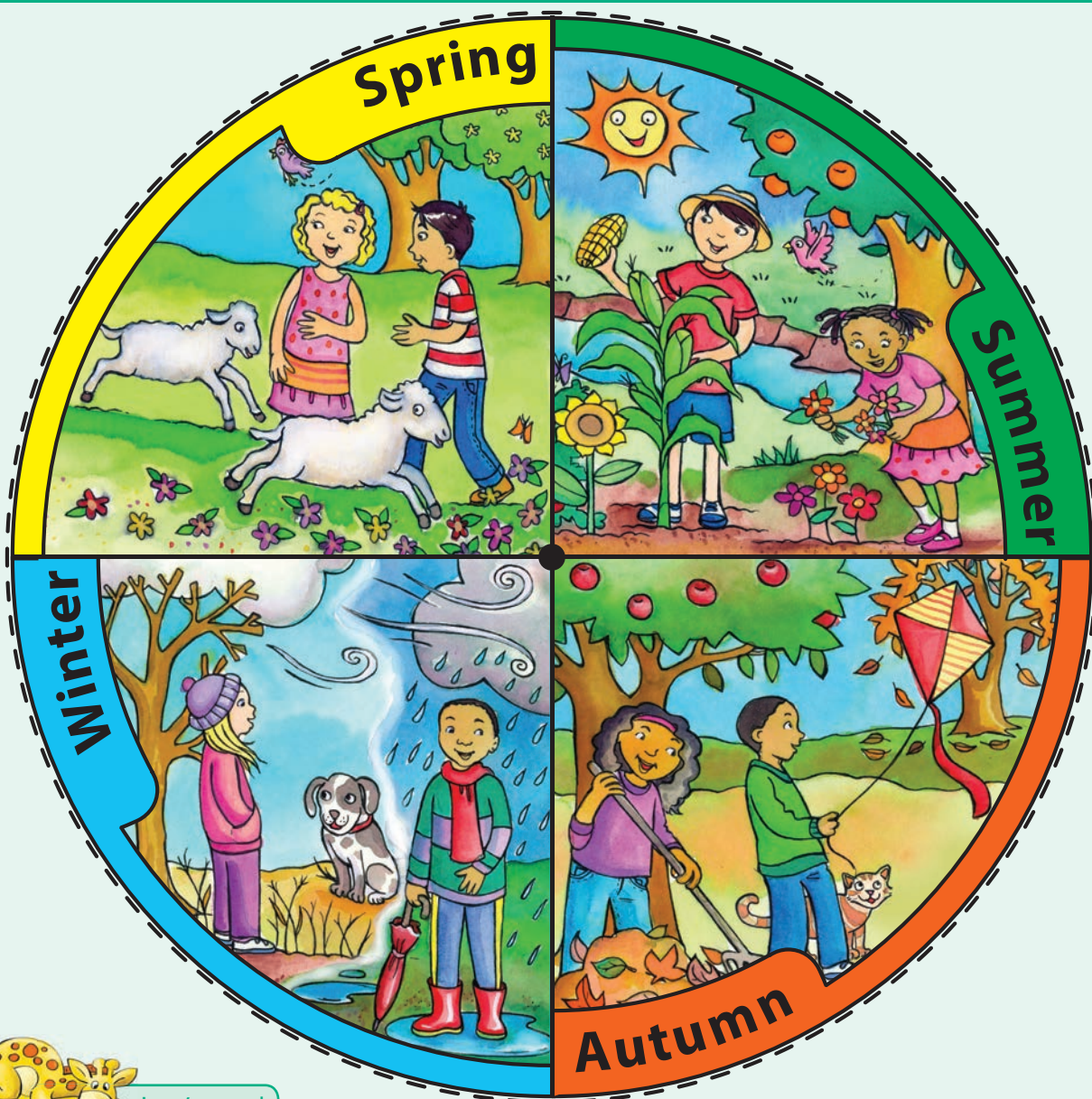
Let's write

Practise these letters.

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

Z z

z z



Let's read

Jabu



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



Ann

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

Dan



I like spring because I can play
with the baby frogs in the pond.



Let's write

Read the story and then answer the questions.

Who does not like the cold weather?

Why does Ann like summer?

Because

Why does Dan like spring?

Because he



Word work

Read the words and listen to the sounds.

fuzz	hiss	walk	spring	mess
buzz	miss	talk	spray	less
jazz	class	stalk	sprint	dress



Sight words

Spring
Summer
Autumn
Winter



Let's write

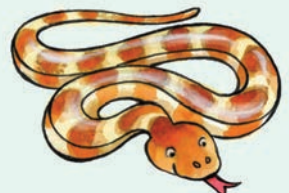
Which is your favourite season?

Handwriting practice lines for the question: Which is your favourite season?



Let's write

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



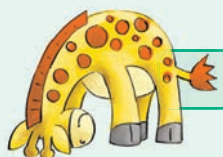
cl__ss

w__lk

b__zz

h__ss

t__lk



Let's do

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



Spring



Summer



Autumn



Winter



Let's write

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

In the autumn

Baby animals are born

I like summer because

In the winter

in the spring.

I can swim.

it is very cold.

the leaves fall off the trees.



Let's write

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

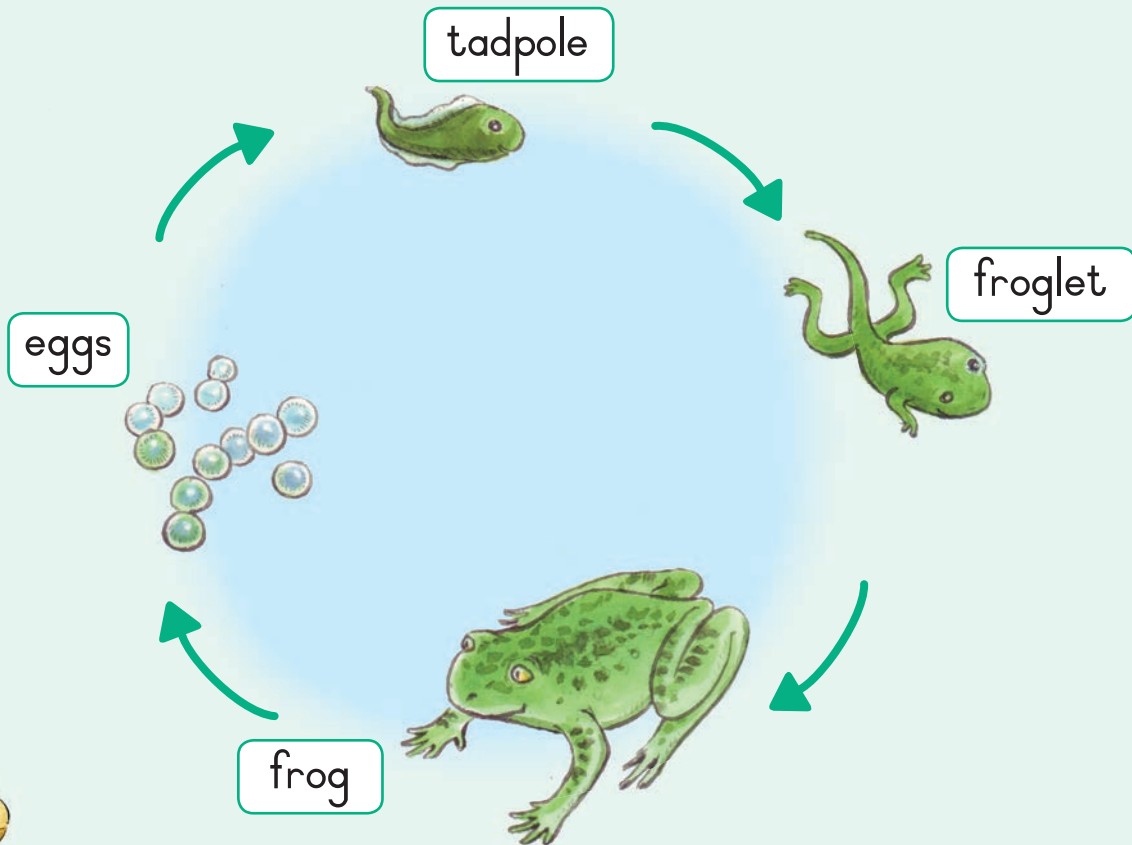
I like

I do not like



Let's speak

Tell your friend about how the frog grows from an egg, to a tadpole, to a froglet with a tail and then into a big frog.

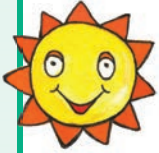


Fun

Colour in this picture of the frog.



Weather Symbols



Sunny



Partly cloudy



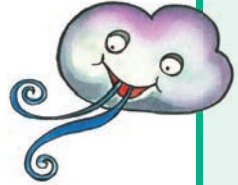
Raining



Cloudy



Thunder storm



Windy



Let's read

Read the weather chart, and say what the weather will be each day.

Weather Chart - June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Let's write

Write answers to each of these questions.

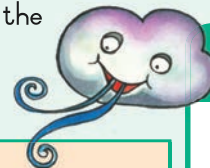
What month is the weather chart for?	
How many days are there in this month?	
How many sunny days are there?	
On how many days will it be partly cloudy?	
On how many days will it rain?	
On how many days will there be thunder storms?	
On how many days will it be windy?	



Word work

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

month	thunder	meat	rain	rainy
moth	thick	bean	hail	sunny
bath	thin	clean	strain	windy



Sight words

Monday
Tuesday
Wednesday
Thursday



Let's write

Practise these letters.

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



Weather



Let's do

Draw today's weather symbol.

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



Let's write

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

B

L

D

M

G

T

H

S

R

K



Let's write

Punctuate these sentences.

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



i like to play with jabu when it is sunny

do you like it when it is cold

sam's birthday is in july



Let's write

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



Monday





Let's read

Today Tabu did not **wake** up.
He slept and slept.

Ben jumped on him but he
did not wake up.



Tabu's mother told him to get
out of bed.

Tabu ran for the bus but he
missed it.

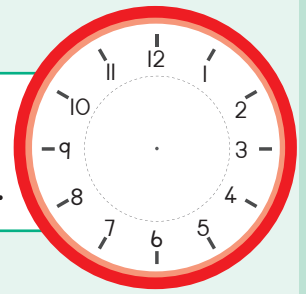
He had to walk to school.
Ben walked with him.



He was very **late** for school.

Teacher asked,
"What is the **time**, Tabu?"

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



Let's write

Read the story and then answer the questions.

Why was Jabu late for school?

Because

How did Jabu get to school?

He

Why didn't Jabu go to school by bus?

Because he



Word work

Read the words and listen to the sounds.

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

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



Sight words

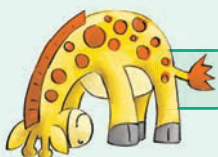
was
would
could
should



Let's write

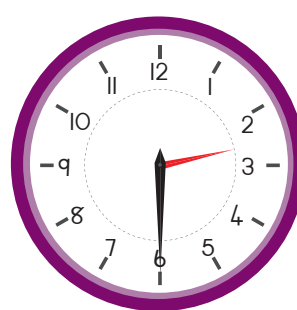
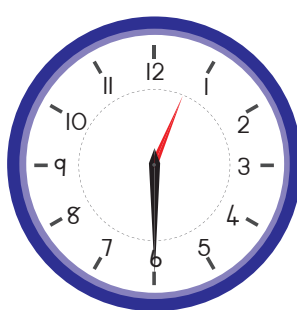
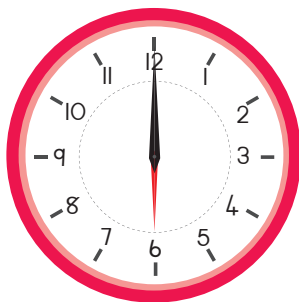
Practise these letters. Then write sentences in your exercise books
using words from the word work box.

What is the time?



Let's do

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



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

short hand	long hand

short hand	long hand

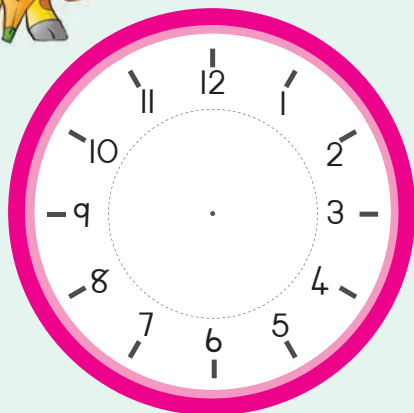
short hand	long hand

short hand	long hand

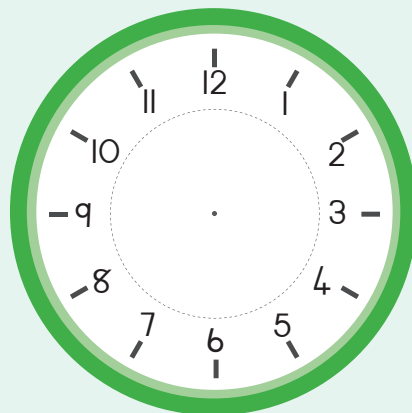


Let's write

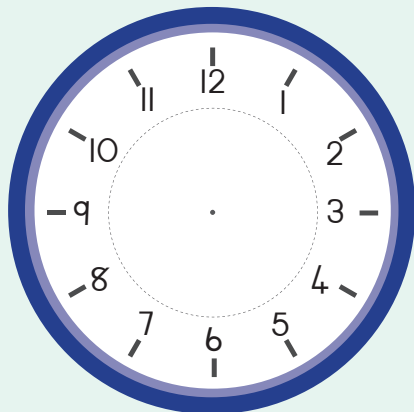
Draw the hands for each clock.



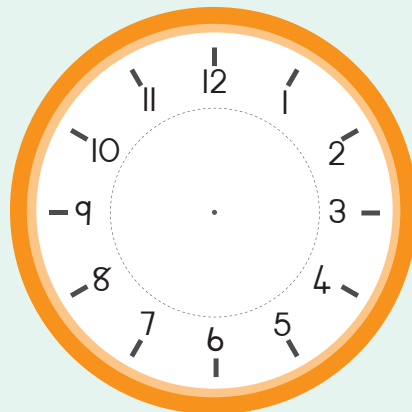
1 o'clock



6 o'clock



3 o'clock

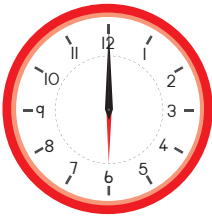


9 o'clock



Let's write

Fill in the missing numbers.



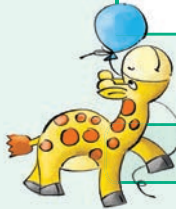
I wake up at _____ o'clock.



I go to school at _____ o'clock.

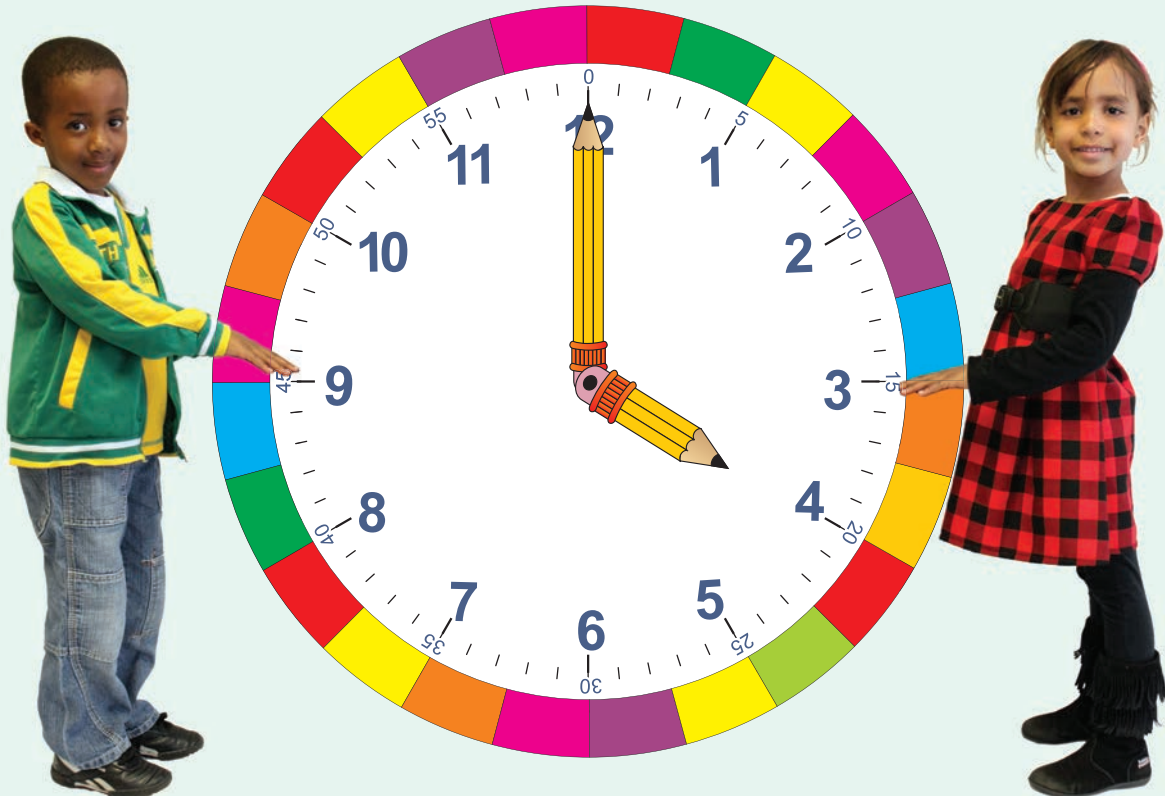


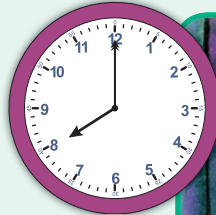
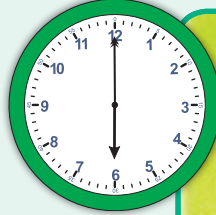
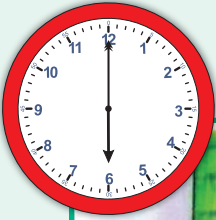
School starts at _____ o'clock.



Fun

Cut out the clock from the back of the book and stick the hands to it.
Show your friend all the different times.





Let's read



Jabu likes to use his **watch**.
Jabu **wakes** up at six o'clock.



He must **catch** his bus
at seven o'clock.

Jabu comes home at
two o'clock.



Jabu plays a soccer **match** at one 'o'clock.

Jabu eats at six o'clock.

Jabu **sleeps** at eight o'clock.



Let's write

Read the story and then answer the questions.

At what time does Jabu wake up?

He wakes

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

He gets

At what time does Jabu go to sleep?

He goes



Word work

Read the words and listen to the sounds.

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

time	need	sleep	patch	match
fine	deep	weep	catch	watch
mine	week	keep	batch	hatch



Sight words

one
two
three
four



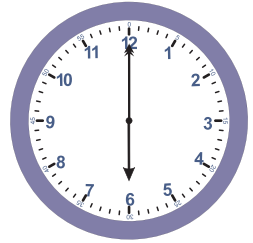
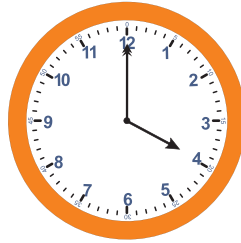
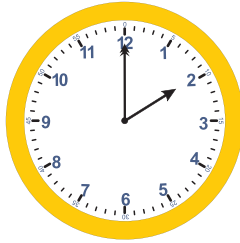
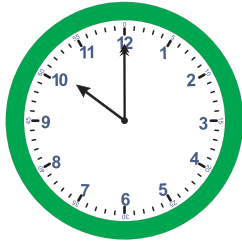
Let's write

The time is



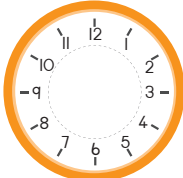
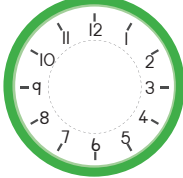
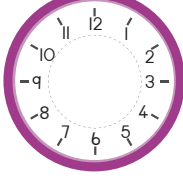
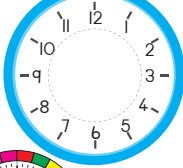
Let's do

Match the times on these watches.



Let's write

Write the times and then draw the hands on the clocks to show the correct times.

At what time	Time on clock	Write it
I wake up at		
I go to school at		
I come home at		
I go to sleep at		



Let's do



Show the different times on your cut-out clock.



book look

shook took

hook nook

buzz fuzz

tool pool

moon spoon

rain pain

hail afraid

sky try

family many

sunny windy

sand hand

pink stink

rain pain

talk stalk

winter summer

mother father

month moth

bath both

witch watch

hatch catch

street stretch

thick thin

tree free

grab grass

green greet

pass class

watch catch

match witch

race face

swim sweet

sweep sleep

keep weep

book hook

took look

love glove

like bike

home bone

wake cake

late take

rake make

time line

mine fine

rope hope

home bone

coke note

broke stone

street strong

Fun

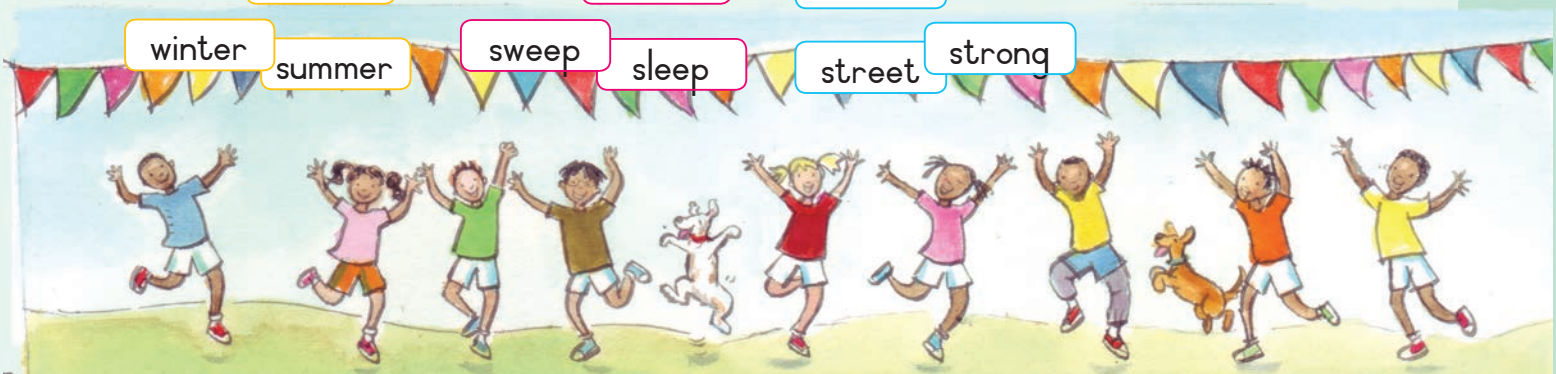


The word race.

You and four of your friends should each choose your race track. Now use a watch to see how long it takes you to read aloud all the words in your track. You can all start reading at the same time. Change tracks and race again.

Try to race on all tracks and practise these races so that you become fit.

Remember to tick the words that stopped you in your track so that you can practise them.





Let's read



Silly News

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

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

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

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

A policeman saw them.

He gave them some **toast** and took them back to school.



Let's write

Read the story and then answer the questions.

Where was Mr Dog going?

He was going

Who was Mr Dog going with?

He was going with

What were they all wearing?

They all wore

What season was it?



Word work

Read the words and listen to the sounds.



goat	coat	road	toast	toad	boat
Coke	note	broke	stone	rode	nose

Sight words

an
and
as
at



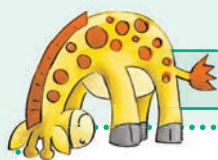
Let's write

Practise these letters.

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



The goat in a coat.



Let's do

Silly News

Talk about your own news.

Tell your friends your own news.

Talk about what news you can write in your newspaper.



Let's write

Write your own newspaper.

Name of your newspaper

Date

What is your news?

Then what happened?

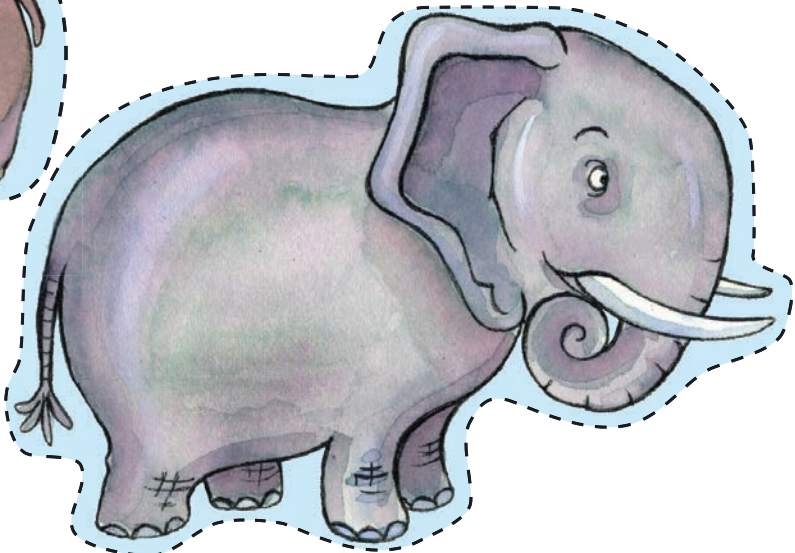
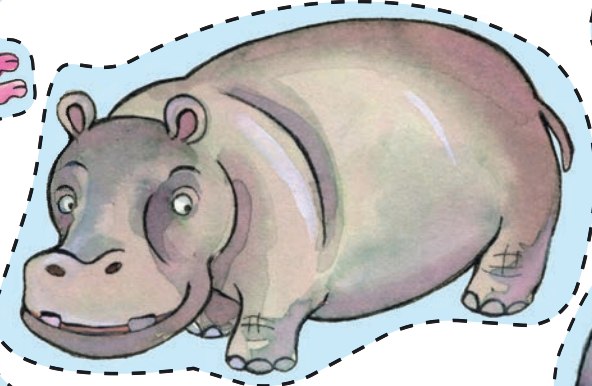
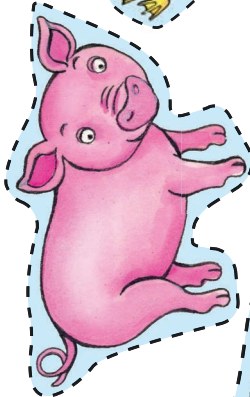
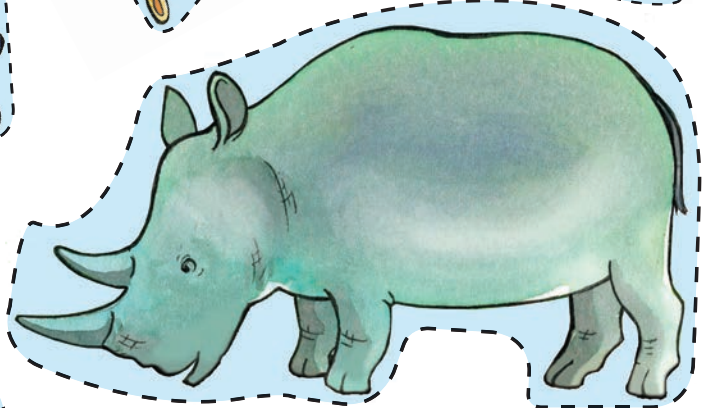
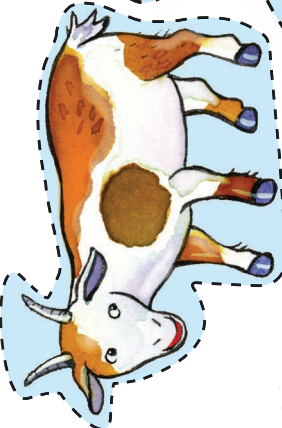
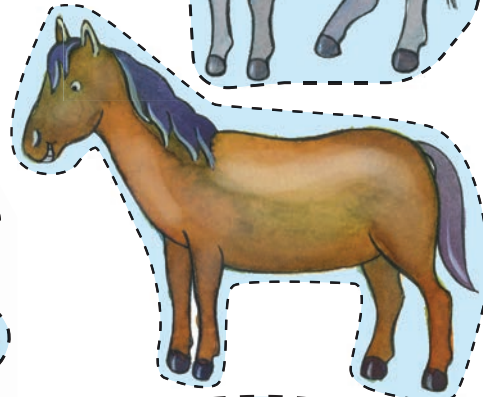
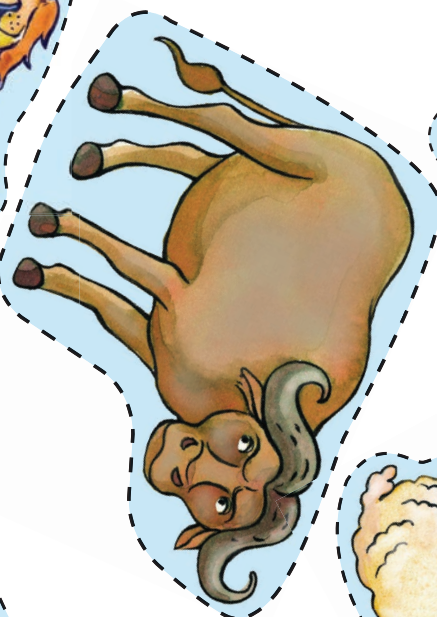
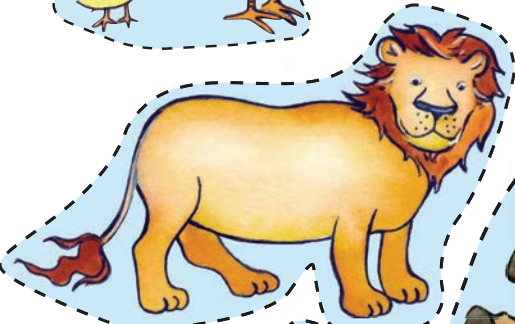
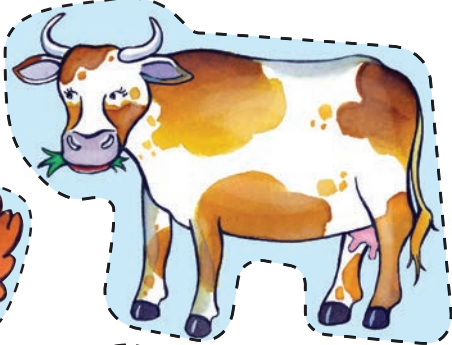
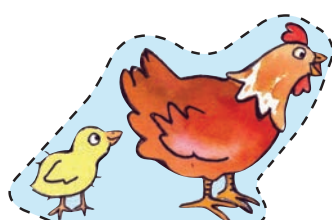
Draw a picture of the news.

My dictionary

A a			G g
B b			H h
C c			I i
D d			J j
E e			K k
F f			L l

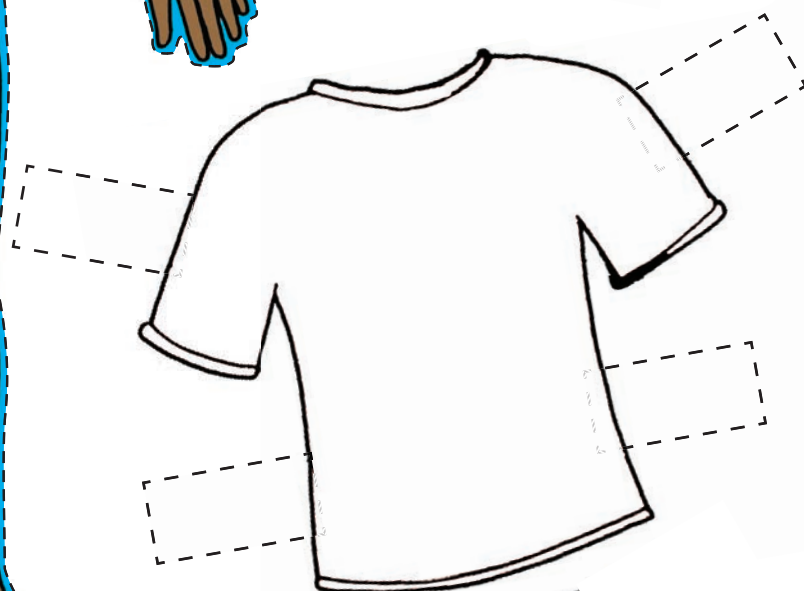
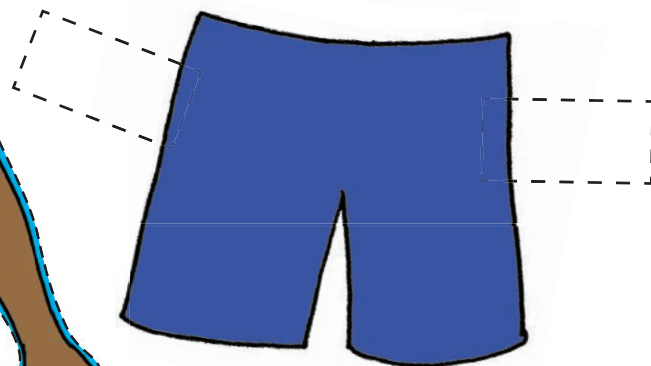
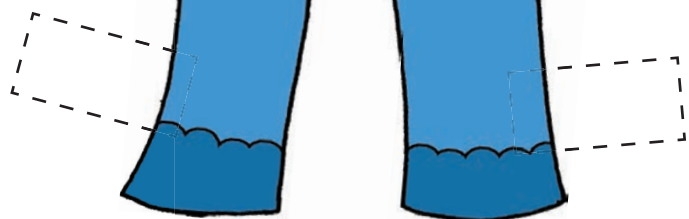
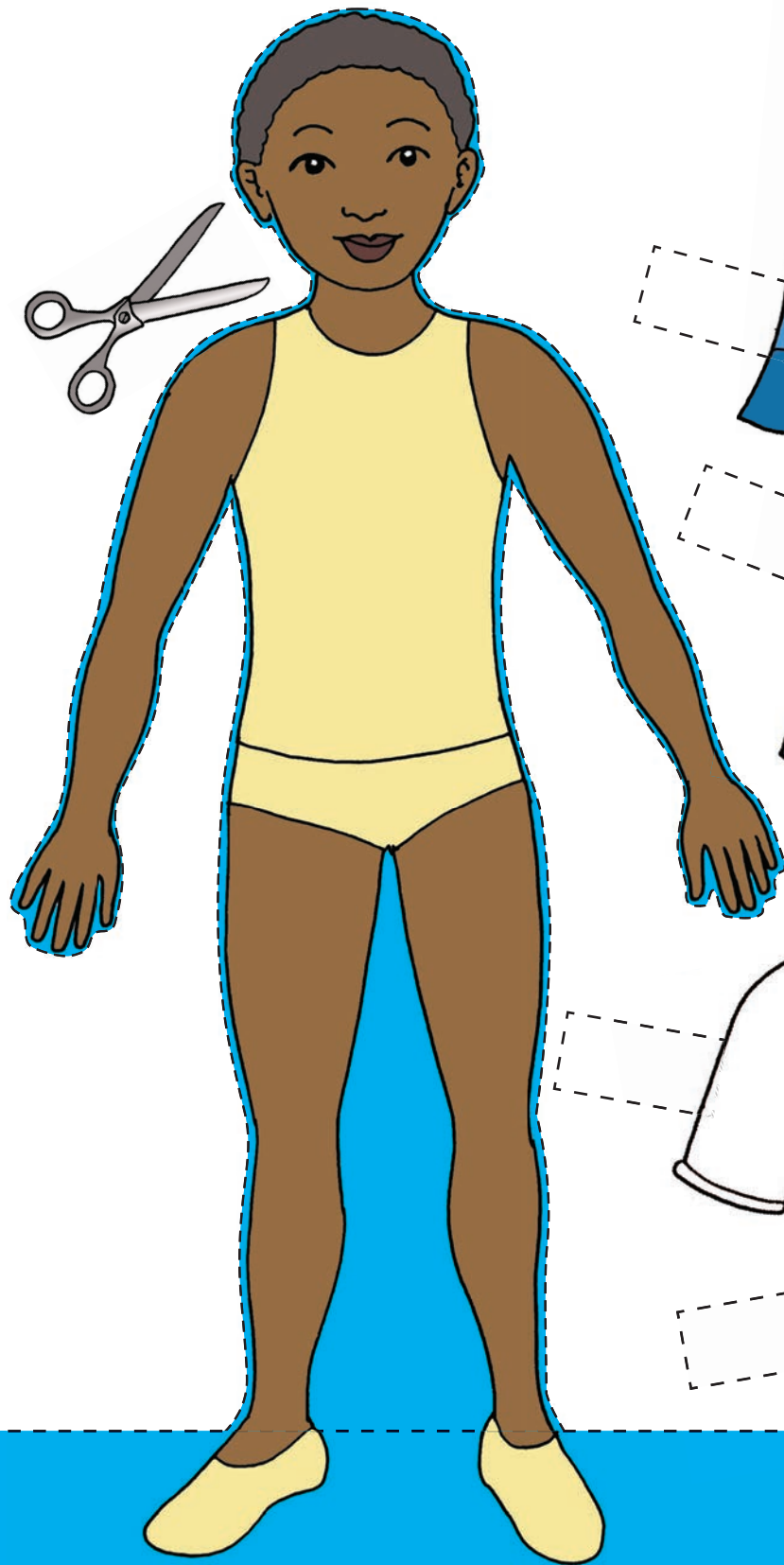
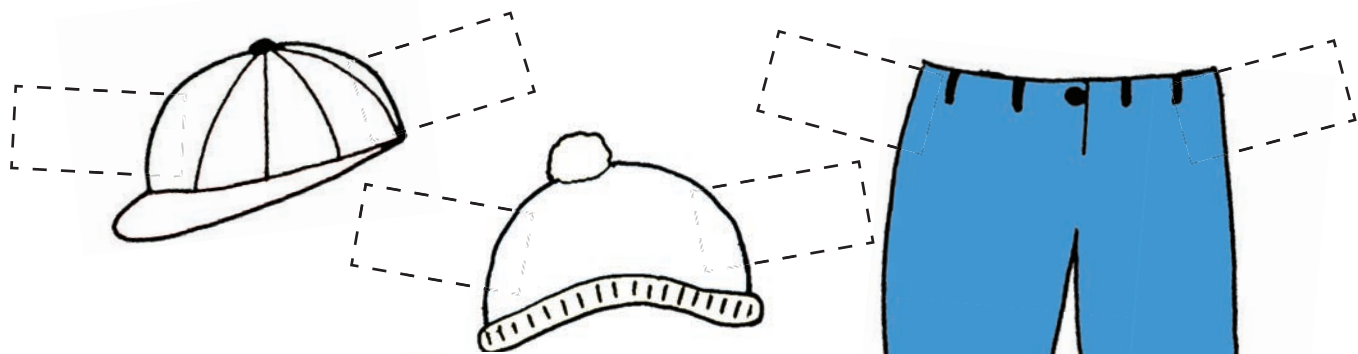
My dictionary

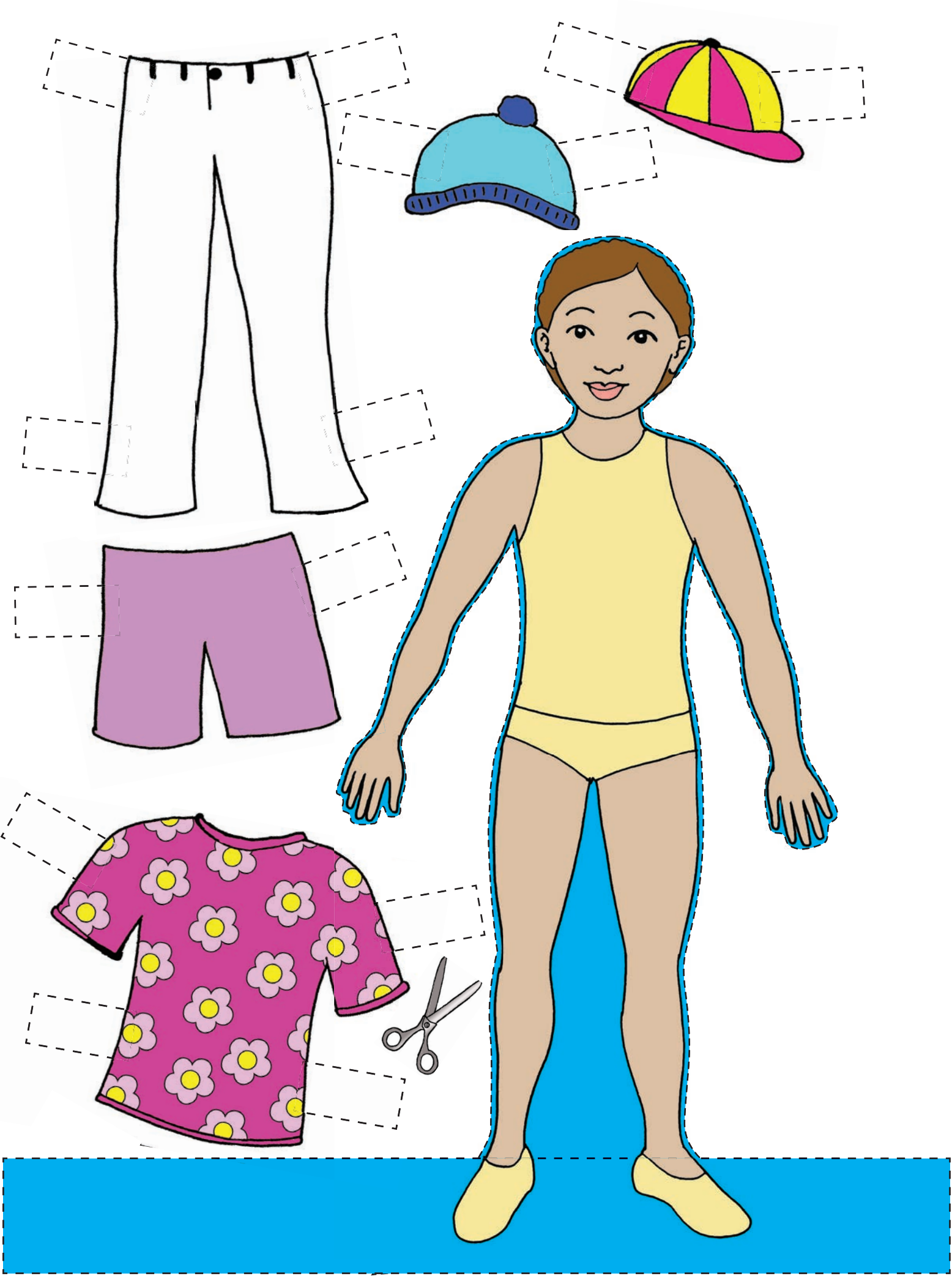
M m			S s
N n			T t
O o			U u
P p			V v
Q q			W w
R r			X-Z x-z

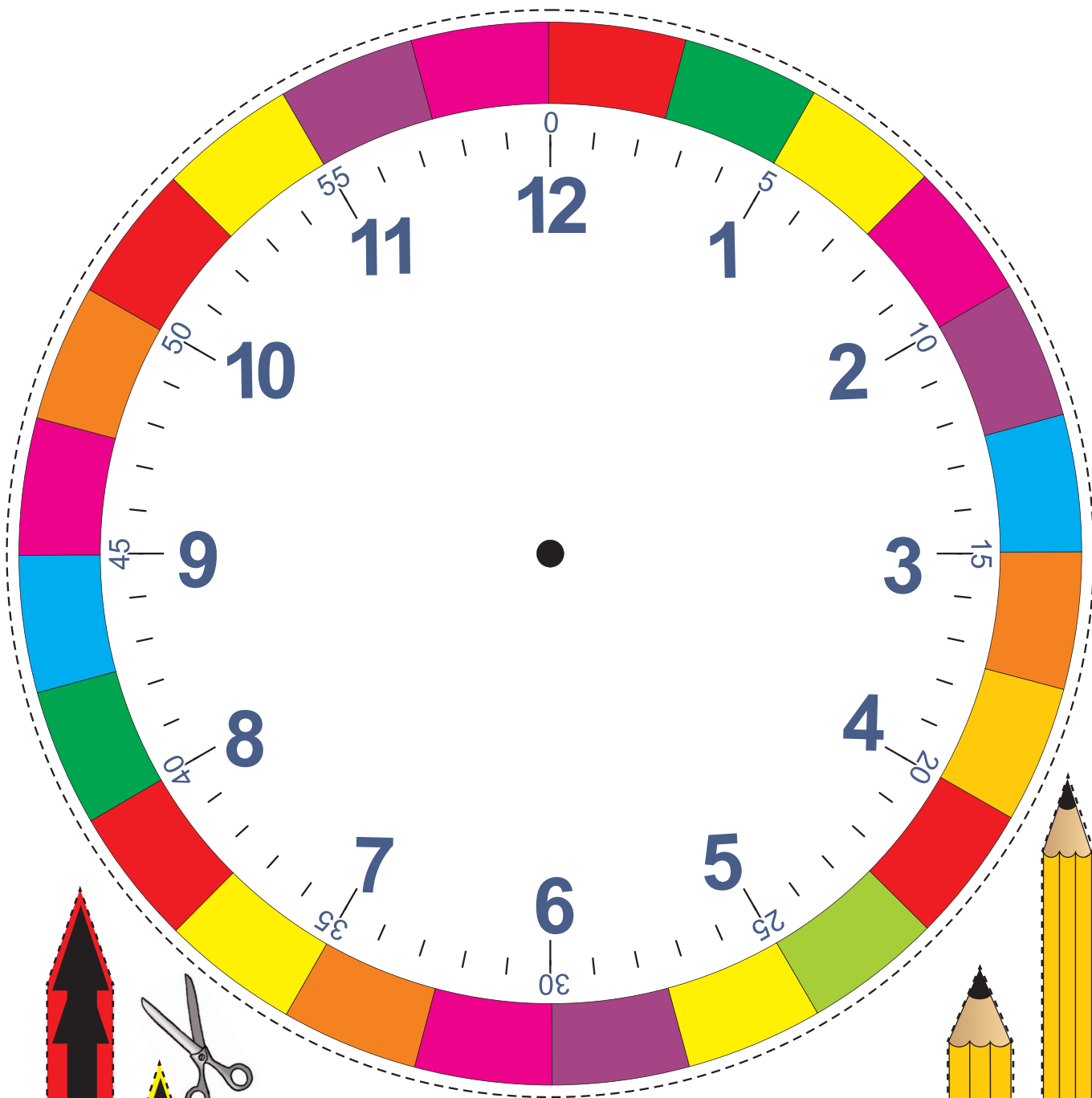








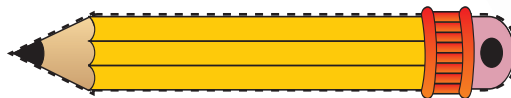
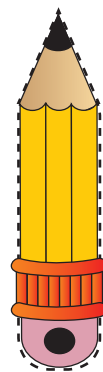




Clock

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

At the same time fasten this hand to the weather clock on the back of the clock.



Attach the hand to the weather chart and then turn it to show what the weather is like each day.

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

