Practice the 6 Steps of Handwashing to protect yourself from germs

Wet your hands under warm running water and apply soap.

Rub your palms together

Rub your fingers and palms and spaces between them

Rub your fingers and thumbs

Rub your nails and palms

Rub your thumbs in your palms

Rub your fingers in your palms

Dry your hands thoroughly with a paper towel or clean towel.

Revised and CAPS aligned

Grade 1

Life Skills in ENGLISH

Book 2

Terms 3&4

Name:

Class:

ISBN 978-1-4315-0241-7

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Rainbow WORKBOOKS

LIFE SKILLS IN ENGLISH
GRADE 1 – BOOK 2
TERMS 3 & 4
ISBN 978-1-4315-0241-7

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REPUBLIC OF SOUTH AFRICA

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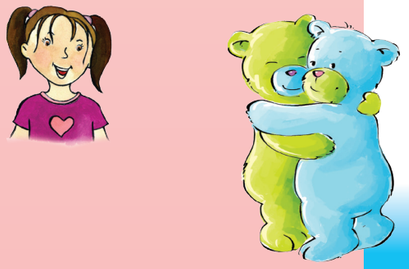

Mrs Angie Motshekga, Minister of Basic Education

Mr Enver Surty, Deputy Minister of Basic Education

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

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

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

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

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

Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa

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Eighth edition 2018

ISBN 978-1-4315-0241-7

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Grade 1

Life Skills in ENGLISH Book 2

This book belongs to:

33 Places in my community

Let's read

Think of all the people that you see and speak to every day – these people are your community. They can be the people in the street or who live near to where you live. They may be people at church and at your school, the police in your area, doctors and many more.

Let's talk

Talk to your friend about the picture on these two pages.

What places in the picture do you recognise?

At which of these places do people meet or gather?

Date: .....

Let's do

Which of the places in the picture have you ever visited? Trace their outlines with crayons.

Let's talk

Tell your friend whether you visited these places with someone, or whether you were alone. Why did you visit them?

Do you think the places you visited are easy for disabled people to visit?

Teacher:

Sign:

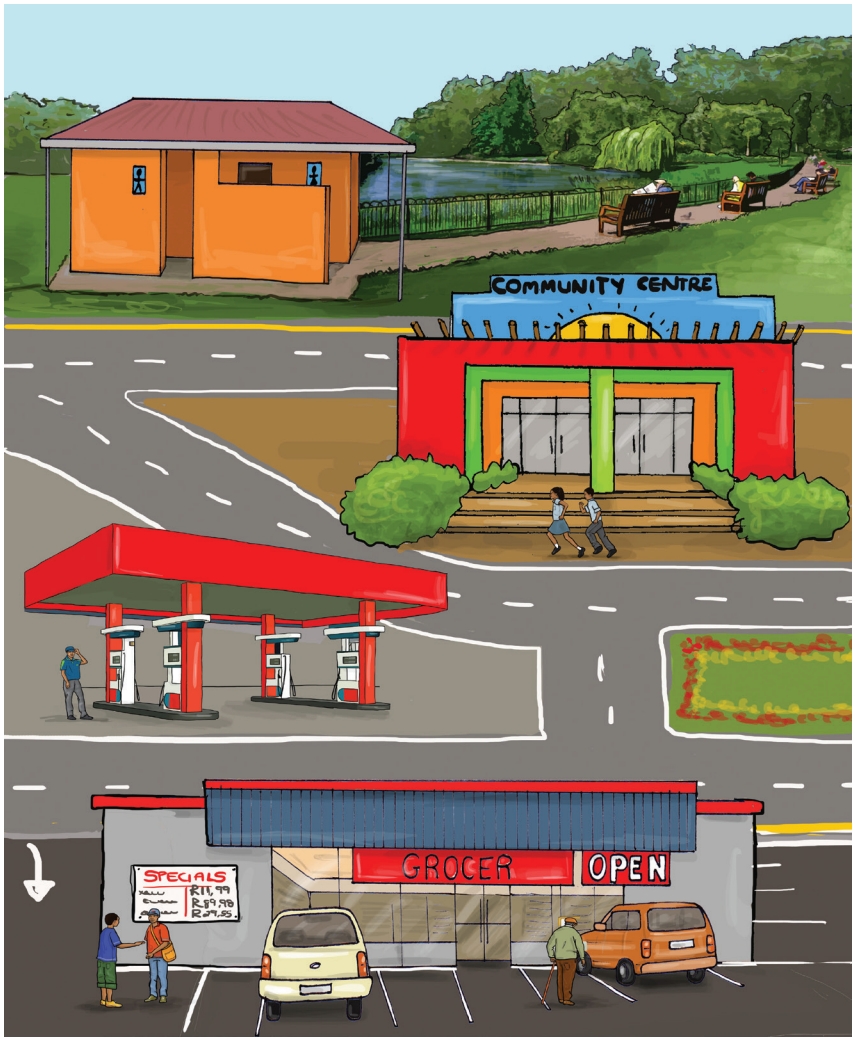
Date:

34

Looking after facilities in my community

Let's talk

Places in our communities have all kinds of facilities that everyone can use. Clinics, schools, sports fields and hospitals are all facilities we all use. We need to take good care of all the facilities in our community. We also need to keep our environment clean, so that everyone can enjoy it.



Let's talk Talk to your friend about the picture.

- Do you think people like living here?
- Why do you think so?
- How can your own community and environment be made better?

Let's do

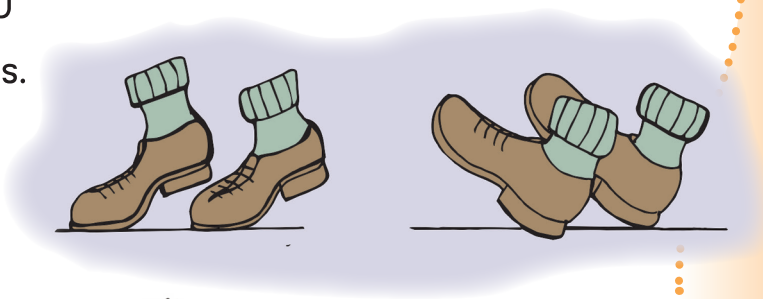
Date: .....

Make a colourful drawing of yourself using a train, a bus or a taxi. Show all kinds of people with you doing different things. Some are sitting up straight, some are bending forward or sleeping, some are big and some are small.

Let's move

Warm up

- Warm up by walking forwards on your toes.
- Now walk backwards on your heels.
- Walk forwards on your heels.
- Walk backwards on your toes.



Make letters

Work with a friend. Use your bodies to make letters. You may stand up against a wall or lie down.

See if you and your friend can make a letter that no one else can make.

Teacher:

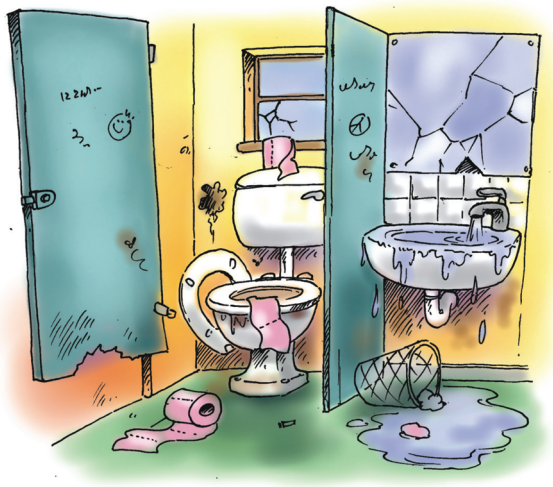
Sign:

Date:

Right or wrong

Let's talk Look at these pictures.

What are all these facilities? Tell your friend the correct way of using each facility.



Date: .....

Let's do

Build a model of a building using recycled material. Build a clinic, a library or any other building in your community. Decorate your building to show clearly what building you have built. Work in groups, if you like.

Let's move

- Arrange some tyres upright in a row.
- Crawl through the tyres.
- Place the tyres flat on the ground.
- Stand with both legs on a tyre.
- Now balance on one leg on the tyre.
- Use the tyres for any other movement games.

Be careful not to hurt yourself.

Teacher:

Sign:

Date:

36 People in my community

Let's write Look at these pictures. From the boxes on the right, choose the right name for each picture. Write it below that picture.

Petrol attendant

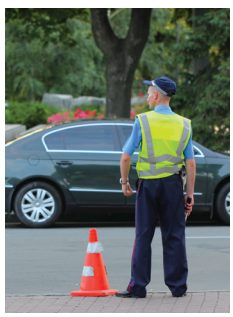
Florist

Nurse

Taxi driver

Traffic officer

Doctor



Fruit seller

Fireman

Police officer

Let's talk Look at the pictures you have named and talk to your friend about them.

Do you see these people in your community?

Who else do you see in your community?

Do the people in your community help one another? What do they do?

Date: .....

Let's write

Draw a line from the beginning of each sentence on the left to the matching words on the right.

A fireman	catches criminals.
A member of the SA Police Service	sells fruit.
A doctor	puts petrol in cars.
A fruit seller	puts out fires.
A petrol attendant	makes us well.

Let's write

Look at these pictures. From the boxes below, choose the right description for each picture. Write it below each picture. Compare your answers with your friend's.

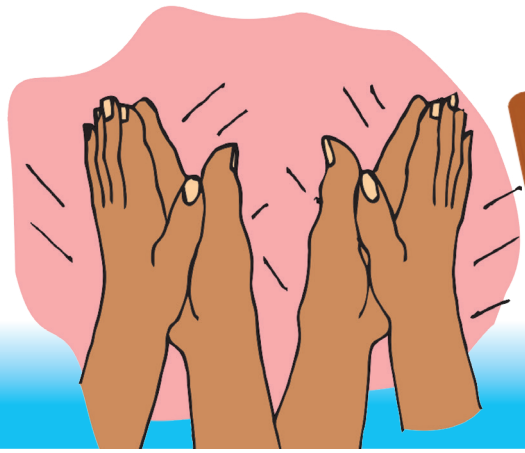
Fire engine	Filling station	Hospital	Police station

Let's move

Clap the rhythm you hear.

Listen to the music and the beats your teacher plays.

- Listen well when the rhythm changes.
- Do this with different music styles, from classic to pop.
- Clap faster or slower to keep the rhythm.



Teacher:
Sign:
Date:

Animals we keep as pets

Let's read

Many of us have pets. Your pet is your animal friend. You take special care of it and it lives close to you – perhaps in your house or in a special place in the yard.

Let's talk

Look at the picture. Talk to your friend about the picture. Use a crayon to circle all the pets you can see. How many pets can you count? Tell your teacher.

- Do you have a pet? If you do, tell your friend about it.
- If you don't, tell your friend what kind of pet you would like to have. Or say why you do not want a pet.

Let's write

As a class make a list of the kinds of pets that you do not see in the picture. Copy here what your teacher writes on the board.

Date: .....

Let's do

Draw any pet you like.

Use clay to make this pet.

Let's move

Practise throwing and catching a ball.

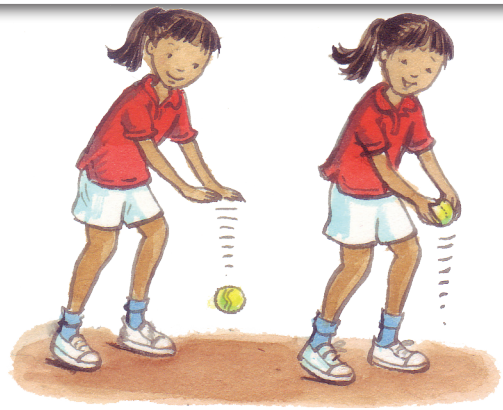
- Throw a tennis ball up into the air with both hands. Catch it with both hands.
- Now throw it into the air with one hand and catch it again with that hand.
- Now throw the tennis ball up into the air with your other hand and catch it again with that hand.

- Bounce a tennis ball on the ground with both hands and catch it again with both hands.
- Bounce it with one hand and catch it again with that hand.
- Bounce it with the other hand and catch it again with that hand.

- Stand in a circle and pass the ball to the person next to you using both hands.
- Pass the ball to the person next to you using one hand.
- Use your other hand and pass the ball to the person next to you on the other side.

Did you know?

Almost all dogs love playing with a ball. But you have to be quick because dogs love grabbing the ball and running away with it.



Teacher:

Sign:

Date:

38 How to look after pets

Let's talk It is important to care for our pets.

Talk to your friend about what pets need. Imagine you are the pet your friend drew on page 11.
Think about what you need. You can think of things like food and where to sleep.
Now tell your friend. Also talk about what he or she should do if you become ill.

Let's write Put a tick (✔) next to each thing a pet needs.

Food	☐	Water	☐
Toothpaste	☐	A warm, dry place to sleep	☐
A vet when it is ill	☐	A holiday	☐

Let's do Draw the shelters that these animals need. Then write the name we give to their babies.

Animal	Shelter	Name of young animal
		_____
		_____
		_____

Date: .....

Let's do

Read each sentence and think about how you would feel and what you would say and do. Now show the class. Your teacher will tell you which one you must do.

- You adopt a new pet.
- Your cat has disappeared.
- Your dog has eaten your favourite toy.
- Your friend teases a dog.
- You see a dog locked up in a closed car.

Let's move

Listen to the different rhythms your teacher will play.
Pretend you are an animal that moves to the rhythm of the music.

When the music is fast, gallop like a horse.

When the music is soft, float like a butterfly.

When the music is loud, walk like an elephant.

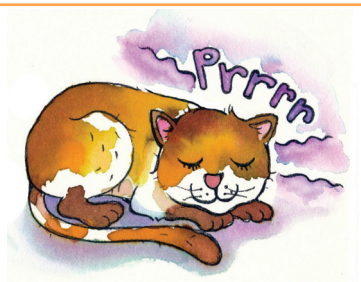
When the music is slow, move like a tortoise.

Let's talk

Read what is written below the first two illustrations. Then tell your friend something interesting about cats.

A rabbit is a rodent. Rodents' teeth never stop growing.

One human year is like 7 dog years. When a dog is 3 years old, it is as old as a person who is 21 years old.



Fun

Play "Cat and Mouse". Your teacher will say who is a cat and who is a mouse. Take turns. The rest stand in a circle, holding hands.

Teacher:
Sign:
Date:

Manners and responsibilities

Let's read

These words show good manners. Our manners are the way we treat other people. Our manners show how much we respect others.

We enjoy talking to someone who has good manners. It is also nice to be friends with someone who has good manners.

We have a responsibility to treat other people well.
That is why each of us should behave with good manners.

Date: .....

Let's talk

Look at the pictures. Also read the words in the boxes. Talk to your friend about the pictures. Talk about the good or bad manners the children are showing.

Share.

Have you forgotten your food? Take some of mine.

Thanks for listening so well to me.

Good morning, Ma'am!

Show kindness.

Wait your turn.

Hi, Maisy, I found your bag lying outside. I hope nobody has taken your crayons.

Listen to others.

Sorry, Mom, I wanted to look at your old vase and then I dropped it. Now it's broken!

Be honest.

Respect other people.

Respect what belongs to other people.

Greet people you know as well as strangers.

Teacher:

Sign:

Date:

More responsibilities

Let's write

Look at these pictures and read the sentences in the boxes.
Draw a line to the responsibility that goes with each picture.

I help keep our house tidy.

I am a good friend and I help others.

I show my family that I love them.

I play nicely with my friend's toys.

I look after myself and my things.

I help my father to lay the table.

Date: .....

Let's play

Do a role play about good manners and responsibilities where you do one of these things:

- greet people you know and people you don't know
- wait your turn
- listen carefully to someone
- share with someone
- are friendly towards someone
- are honest about something
- show respect for the property of others
- show respect for others

In groups, role play good manners and responsibilities about one of these things:

- your family
- your school work
- your home chores
- the food you receive every day
- the clothes you wear
- your toys
- your friends

Let's do

Draw a picture of yourself being friendly towards others.

Let's move

Listen when your teacher tells you to jump, run or crawl.
He/she will blow a whistle before each new instruction.
Move faster or slower when your teacher tells you to.

Let's play

Play hop-scotch using your non-dominant leg.
What good manners are important when you play hop-scotch?

Teacher:

Sign:

Date:

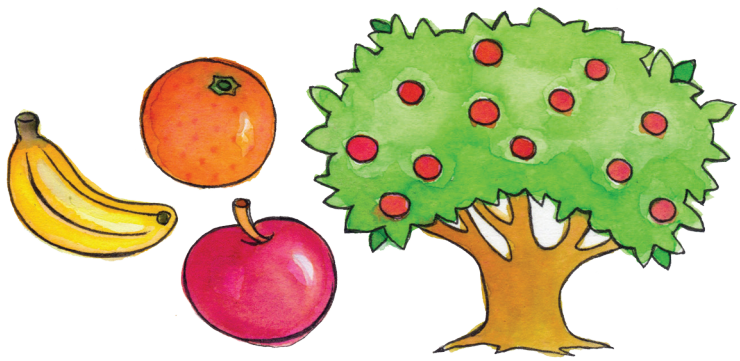
Why we need plants

Let's talk

Look around you. Which things do you see that come from plants?
Talk to your friend and see how many you can think of.
Tell your teacher what plants you thought of.

Let's read

Some plants and trees give us shade.

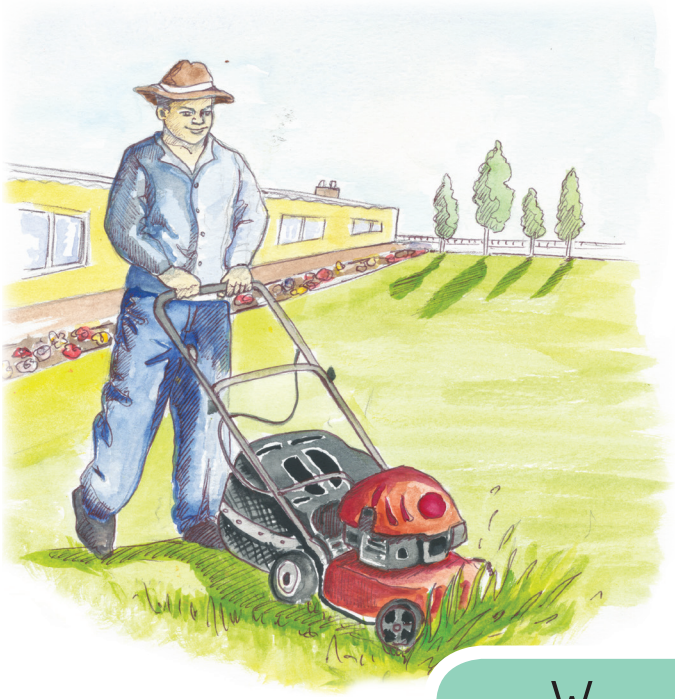


Some plants give us food and juice.

Some plants give us flowers to put in our homes.

Some plants and trees give shelter to animals.

Date: .....



We need grass for our sports fields.

We use cotton to make clothes.

We use reeds to make baskets and cover roofs.

We use wood from trees to make furniture.

Let's talk

With your friend, choose the three most important ways in which we use plants.

Can we make plants die if we use them too much? Talk about this question as a class.

Teacher:

Sign:

Date:

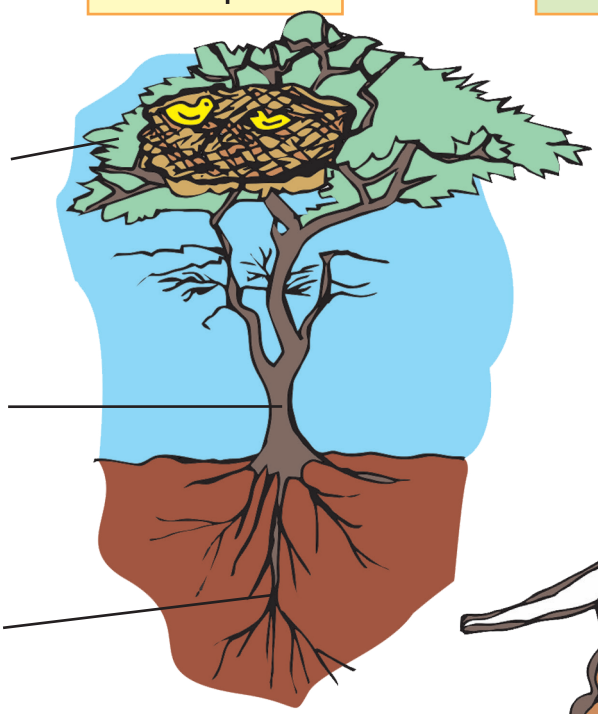
42

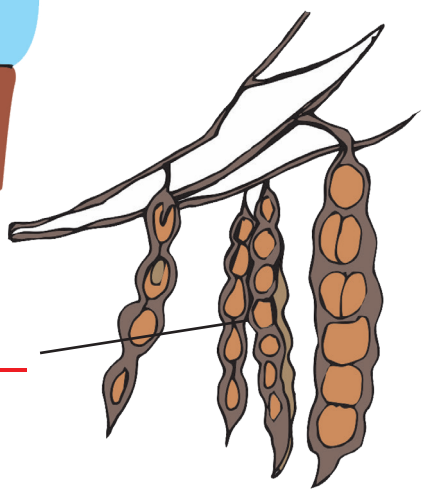
What plants look like

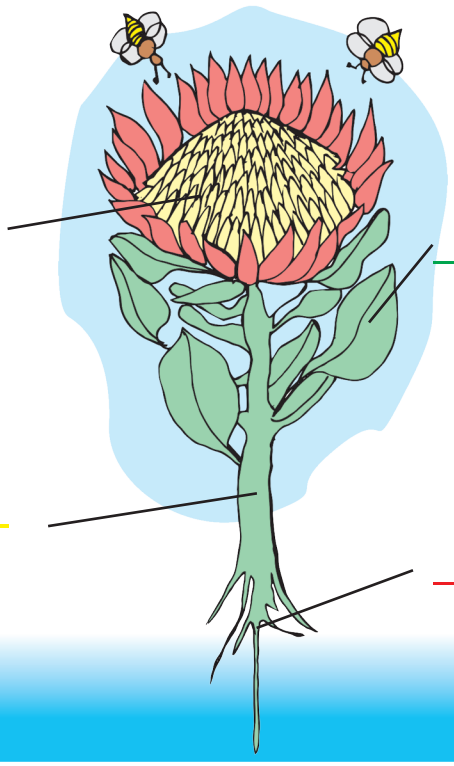
Let's write

Plants are made up of different parts. Use words from the boxes to label these plants. Compare your words with your friend's words.

roots	trunk	leaf
flower	seedpod	stem







Date: .....

Let's move

Divide the class into garden bugs and gardeners.

- The gardeners should try to stop or catch the bugs.
- Swop roles after 2 minutes.
- Repeat a number of times.

Let's play

Play hide-and-seek.

The bugs are hiding underneath or behind plants and the gardeners have to find them before they eat all the plants.

Let's talk

Different kinds of plants look very different. But they are also the same in many ways. Look at these pictures. Talk with your friend about the plants. What is the same and what is different?

Let's do

Draw or paint a bug or an animal that wants to eat your bean plant. It doesn't need to be a real bug or animal. Use your imagination. Draw or paint with clear, strong lines and forms.

Teacher:

Sign:

Date:

43

Seeds and where they come from

Let's read

Some plants have seeds that are hidden in the flowers or in the fruit.

We can also plant these seeds to grow new plants.

Seeds fall off from the plants to start new plants.

Some seeds are spread by the wind or by people, insects and other animals. Some seedpods get eaten by birds and the hard parts then stay in their droppings. These seeds are dropped somewhere else and begin to grow there.

Let's talk

How are the seeds spread in each of these pictures? What should each seed be like to be spread in this way? Discuss with your friend.

If you want to grow your own plants from seeds, you can use the seeds of plants in your garden. Or you can buy seeds from a shop.

Let's talk Learn this poem and movements.

Date: .....

Life after the plant

This is a teeny weeny seed:
Let's quickly plant it in the ground!
It grows a stem and a flower
With a lovely smell all around.
Busy bees buzz in the flower –
And soon the pretty flower dies.

But please don't worry and don't cry
Nothing else in nature cries.
Look well, see, a wonder happens:
The flower died, but, spread around
Its dead stem and under brown leaves
The living seeds wait in the ground!

Let's move

Teacher's note
Use a rope, sash and ribbon.

Enjoy these movements

Hold a coloured cloth or long ribbon in your dominant hand.
Move your arm, to make different patterns in the air or on the ground with your cloth or ribbon.

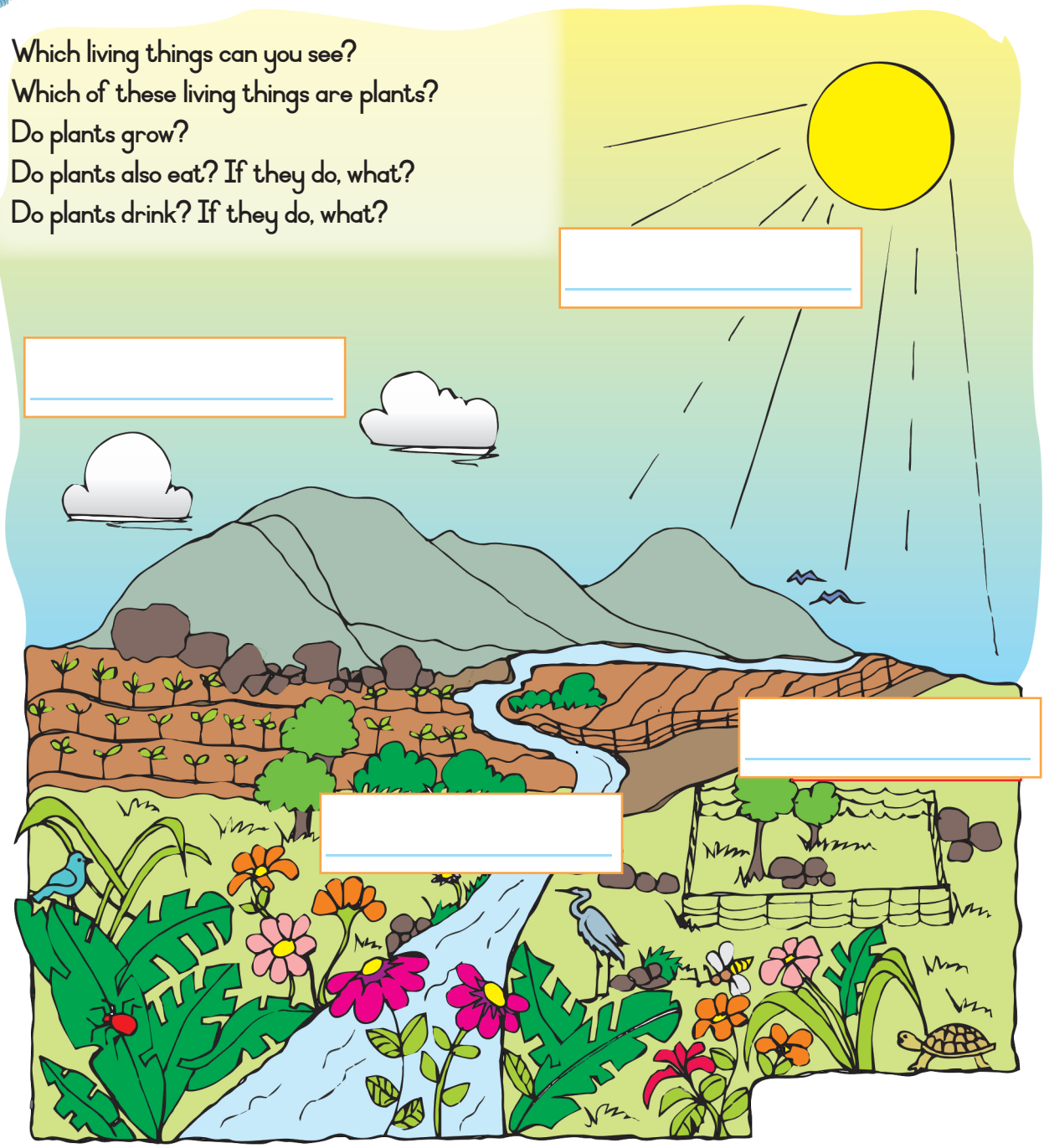
If there's a tree nearby, see how we can use it to play. Swing from a strong rope that has been tied securely to it.
First do it with both hands, then with your dominant hand and then with your non-dominant hand.

Teacher:
Sign:
Date:

What plants need to grow

Let's talk Look at this picture. Is everything in it alive?

Which living things can you see?
Which of these living things are plants?
Do plants grow?
Do plants also eat? If they do, what?
Do plants drink? If they do, what?



Let's write Now write each of these words into the blank boxes in the picture above, to show what plants need to grow. Show your teacher what you have written.

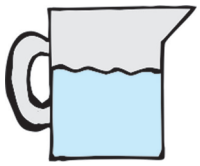
sunlight	water	nutrients	air

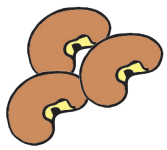
Let's do

It is easy to grow your own plant.
You are going to grow a bean plant.

Date: .....

You will need:


water


beans

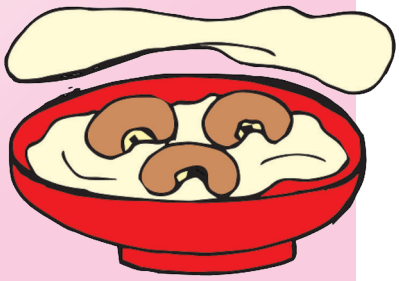
a bowl

cotton wool

Follow these steps:

Step 1:

Cover 3 beans between 2 pieces of cotton wool. Put them in an empty saucer or bowl.

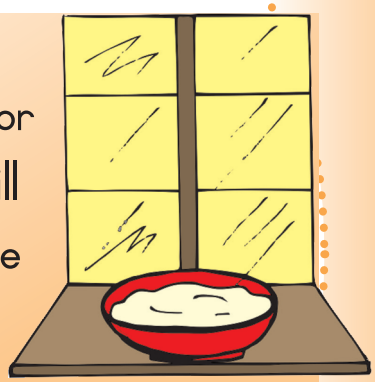


Step 2:

Pour water over the cotton wool and make sure it is wet.

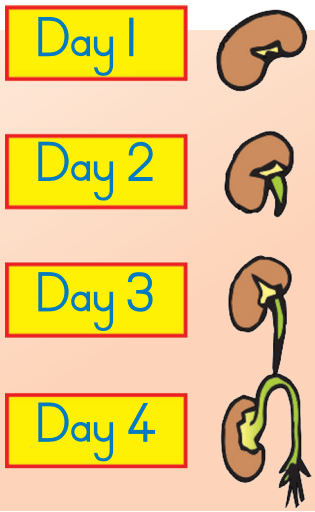
Step 3:

Place the saucer or bowl on a windowsill or in a place where there is enough sunlight.



Step 4:

After a few days, see how your plant is growing. Water it once a week to keep the cotton wool damp.



Step 5:

Once your plant has roots and two leaves, you can plant it in soft soil.

Step 6:

Water your plant regularly to keep the soil damp. After a few weeks, you will be able to pick your own beans.

Teacher:
Sign:
Date:

Foods we eat

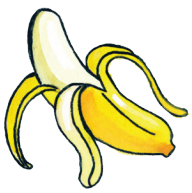
Let's read

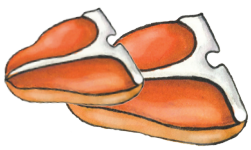
Good food makes us go like petrol makes a car go.

We need healthy food so that we can do things well every day. Healthy food gives us energy and helps us to grow.

Let's write

Look at these pictures. Write the name of each kind of food below each picture.





Let's write

What are your favourite foods? And what foods do you like the least? Write them down under the correct headings. Choose from the pictures above.

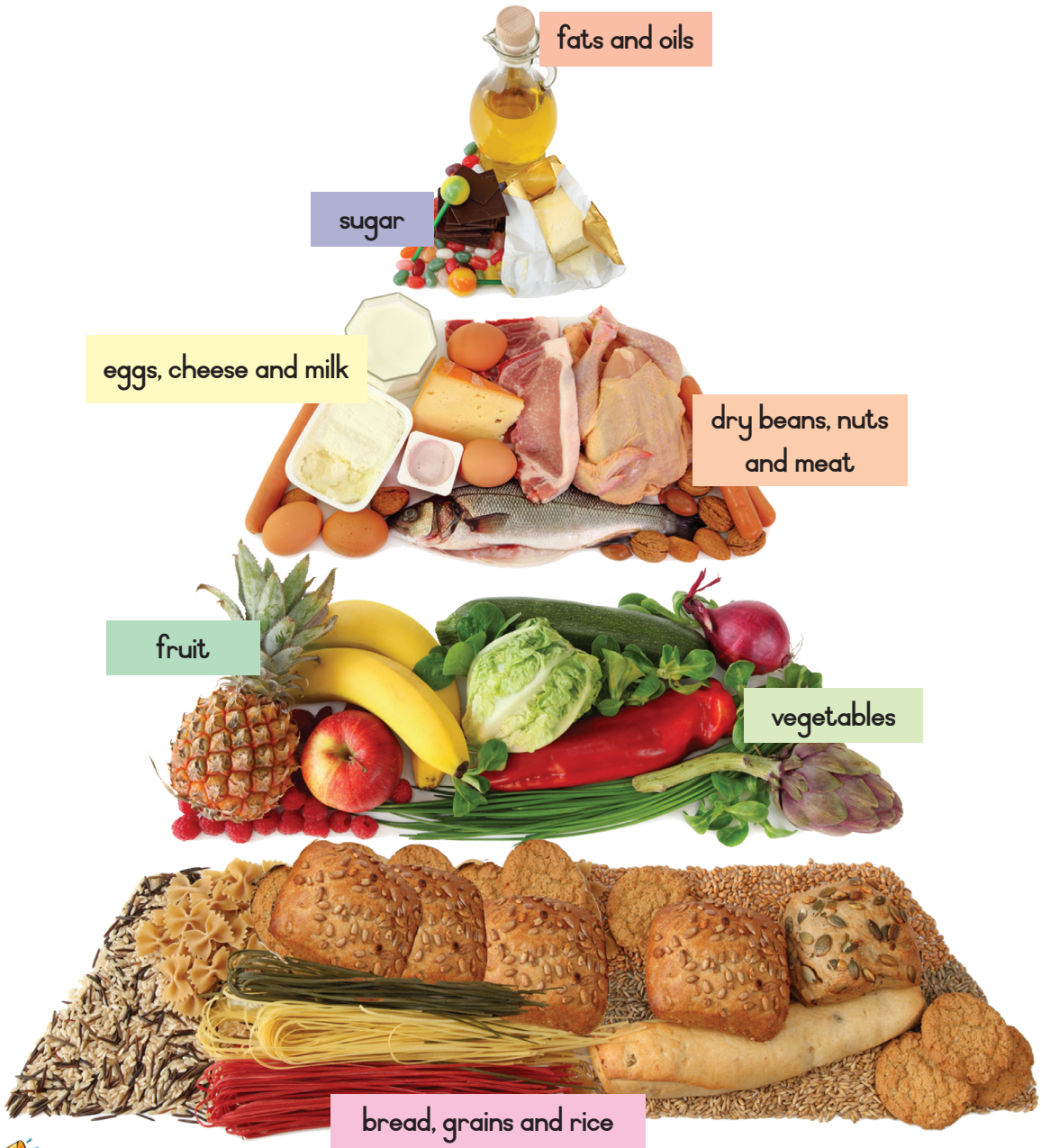
Foods I like	Foods I don't like

Date: .....

Let's read

We can divide food into 7 groups.

At the bottom of the picture are foods that you should eat regularly. You can also eat the foods at the top, but not often.



Let's talk

Discuss as a class.

Why should we eat less food from the top of the picture and more from the bottom?

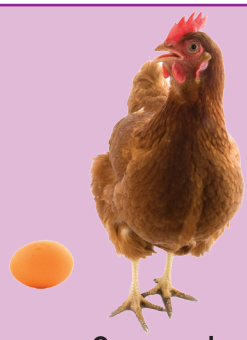
Teacher:
Sign:
Date:

Where different foods come from

Let's read

Farmers grow plants and keep animals that give us food. We can cook this food. We can also mix different kinds of food together.

Bread and cereals come from wheat.



We get eggs from chickens.

Fruit grows on trees and other plants.

We get milk and meat from cows.

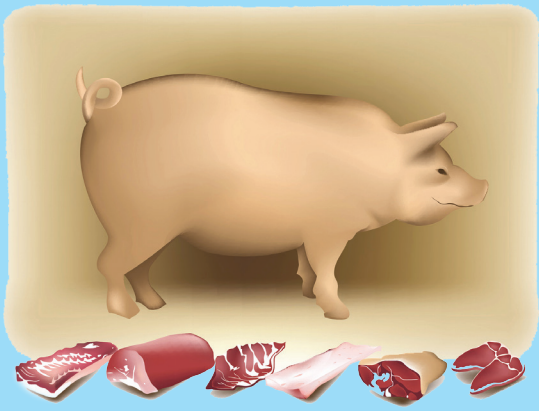
We make yoghurt and cheese from milk.

We use maize to make mealie meal.

Date: .....

Honey comes from bees.

Sugar is made from sugarcane.



We get ham and bacon from pigs.

We can plant vegetables in our gardens.

Let's do

Sing this song with your teacher.

Apples, guavas, bananas.
Beans and peas and potatoes.
All to grow our bodies strong.
To make me good for work
I eat only healthy food!
It keeps me fit and strong.

Teacher:
Sign:
Date:

Healthy and unhealthy foods

Let's read

Foods we like are not always good for us. Sometimes we like food that is bad for us. And sometimes we don't like food that is very good for us.

But too much of any food is not always good for you. It is unhealthy to eat too much of anything. Eat only until you feel full. Don't keep on eating just because you like something.

Let's do

Cut out pictures of healthy and unhealthy foods from magazines and paste them into the right tins. If you can't find any pictures, draw the foods.

Healthy foods

Unhealthy foods

Date: .....

Let's write

Use what you have learned about foods to write your own menu.

Breakfast	Lunch	Supper

Let's do

You are going to make fruit salad.
Follow the instructions below.

You will need:

- Different types of fruit
- A large bowl
- A knife and a spoon

Follow these steps:

- Wash the fruit.
- Peel it if necessary (like an orange).
- Cut it into small pieces.
  (Ask an adult to help you.)
- Mix the pieces of fruit together in the bowl.
- Eat and enjoy.

Teacher:
Sign:
Date:

Storing food

Let's read Look at these pictures.

Let's talk

What do you notice about the dates?

Can we still eat the food? What do you think happened to this food?

Let's read

Fresh food doesn't stay fresh for long. Some fruit and vegetables soon begin to go bad. Meat, fish and some dairy products also go bad quickly. Then we cannot eat them. How can we keep food fresh for longer? A safe place to keep food fresh is in the fridge. But food also goes bad if it stays in the fridge for too long.

There are other ways to keep some foods fresh.

Date: .....

Let's talk

Look at these pictures.

Talk with your friend about them. What are the different ways in which food can be preserved?

Can you think of other ways? Talk to your friend about this.

Give examples to the class.

Let's write

Look at the pictures below and read the words in the boxes. Then write one of these words below each picture which fits the word.

Frozen

Fresh

Canned

Dried

Teacher:

Sign:

Date:

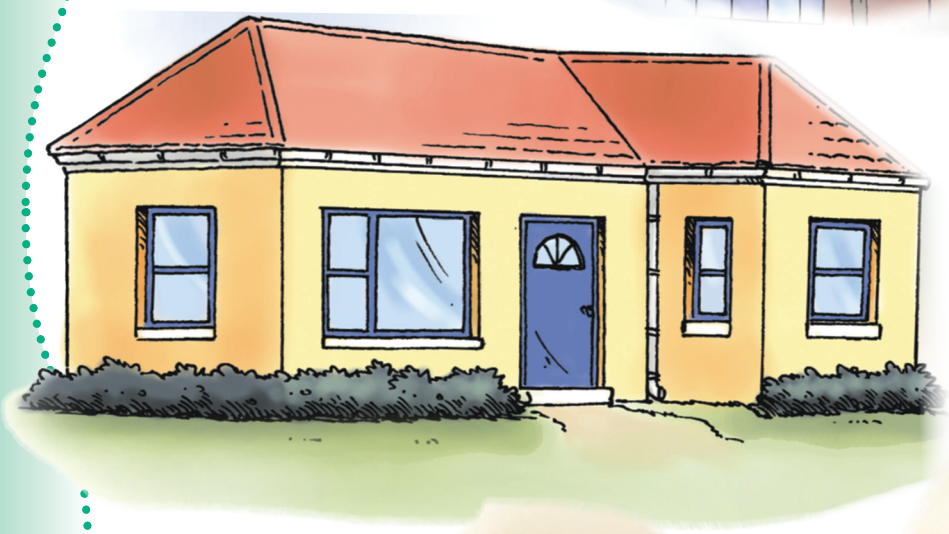
49

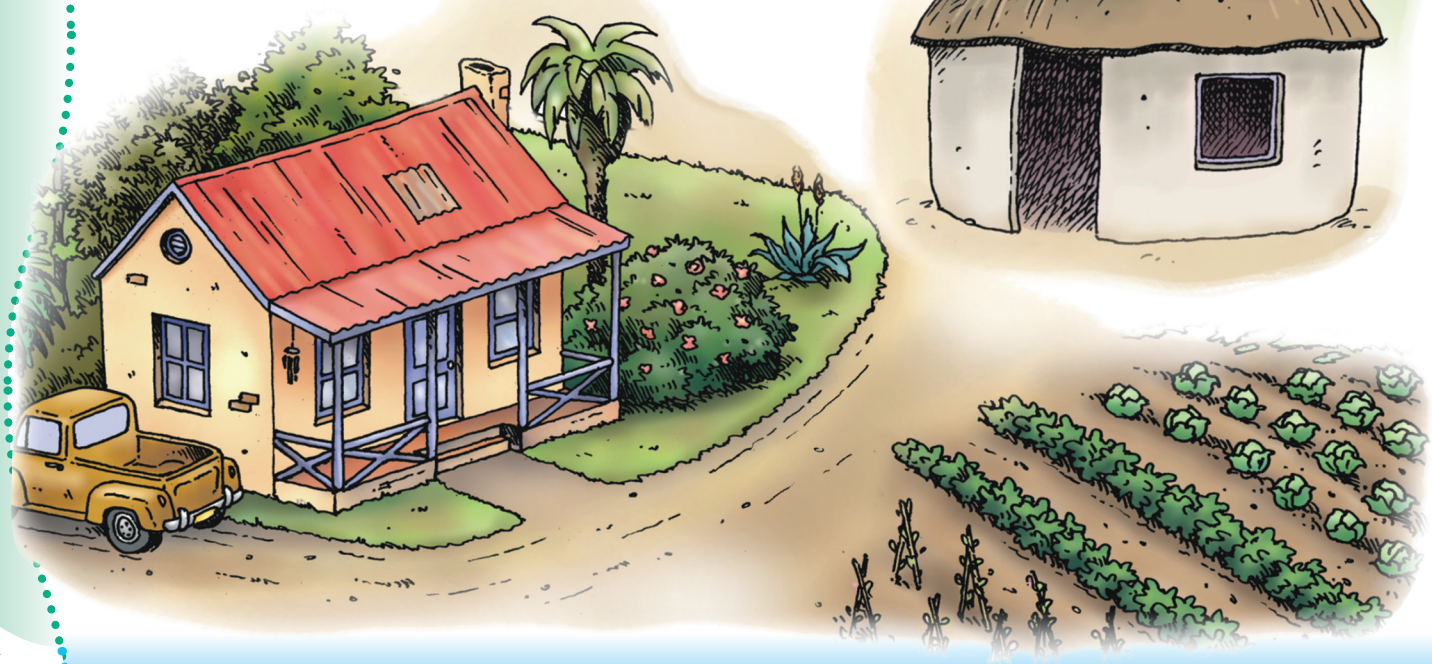
Types of homes (1)

Let's talk

Your home is the place where you live.

In South Africa, people live in many different kinds of homes. Where will you find each of these homes?

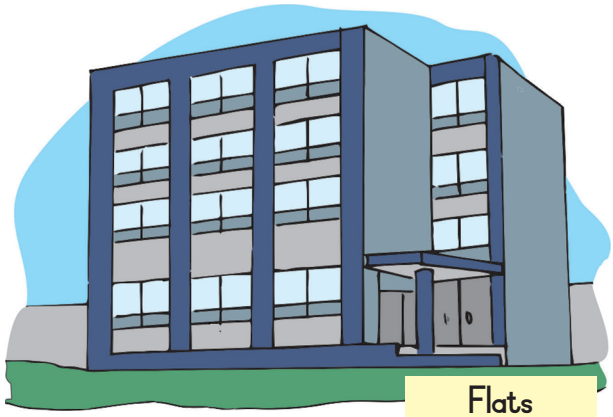




Date: .....

Let's talk

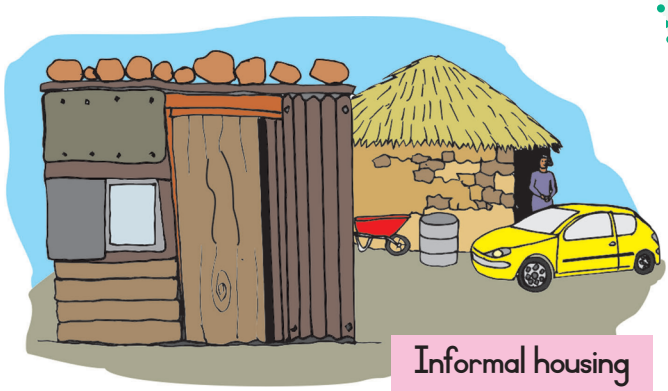
Look at the pictures below. Talk to your friend about the things that are the same in all the homes. Then talk about the things that are different. Which is more: the same things or the different things?



Flats

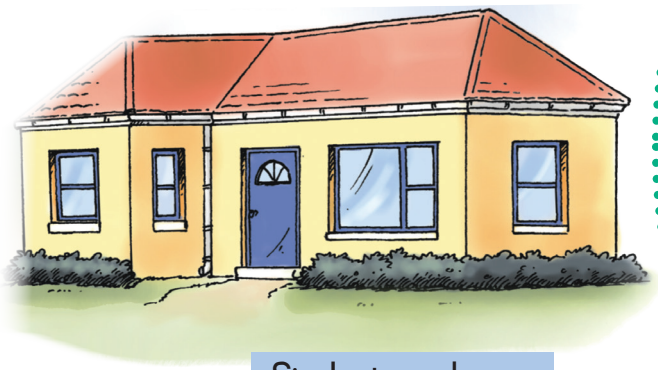
Double-storey houses

Caravans and tents



Informal housing

Traditional homes



Single storey homes

Let's do

Work in a group. Find a shoe-box, or another kind of box. Paint it to look like a home. Make a clay (or playdough) model of yourself doing something outside the house.

Teacher:

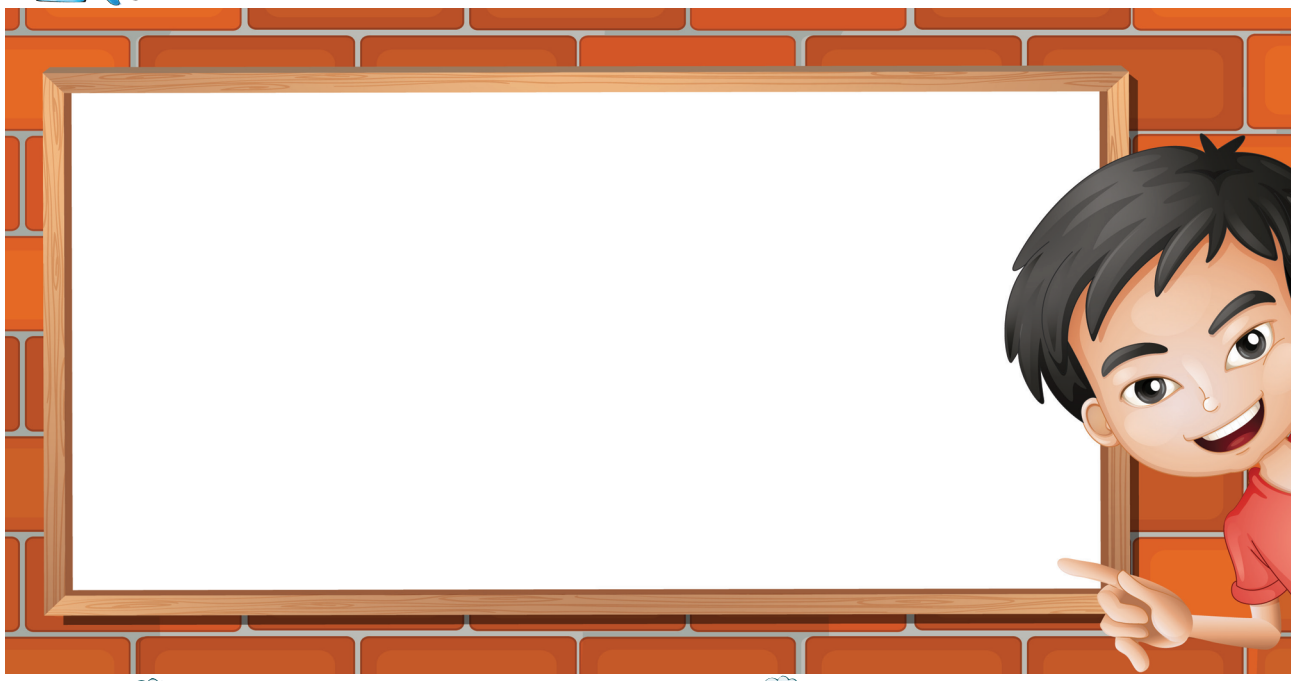
Sign:

Date:

Types of homes (2)

Let's do

Think of different homes you have seen. Draw pictures of two different kinds of homes you have seen.



Let's talk

In a good, strong house we do not get too cold or too hot. We do not feel the rain or the wind. Many people are not protected like this.

Talk to your friend about how people protect themselves if they do not live in houses.

Teacher's note
Your teacher will listen to your ideas.

Let's move

Date: .....

- Stretch as high as you can to paint the roof of your house.
- Kneel on the ground to plant plants in your garden.
- Stretch your arms out wide to open the windows of your house. Then close all the windows.
- Bend down to weed your garden.
- Sweep the floor with a long broom.
- Wash the windows with a cloth.

Teacher's note

Listen to the rhythm your teacher plays on a drum. Move with this beat. When your teacher changes the beat, change the speed of your movements. Listen carefully!

Teacher:

Sign:

Date:

What different homes are made of

Let's talk

We use many different materials to build houses.
Look at the pictures below.

bricks

tiles

corrugated iron

cement

straw/reeds

glass

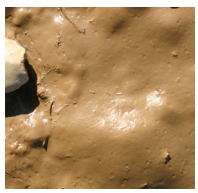
poles

wood

stones

canvas

plastic


clay/mud

iron

skins

sand

Talk to your friend about the different materials.

Which materials come from a factory?

Where do the others come from?

Tell the class what the houses you see on your way to school are made of.

Teacher's note
Your teacher can make a list on the board.

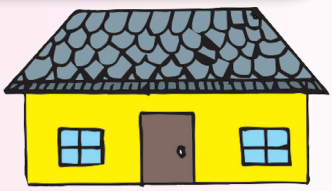
Date: .....

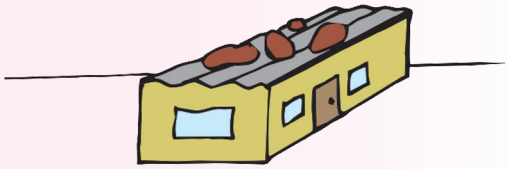
Let's do

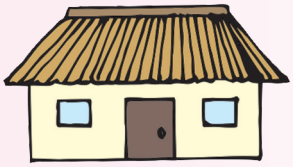
For each type of house draw a line to the materials that were used in building it.

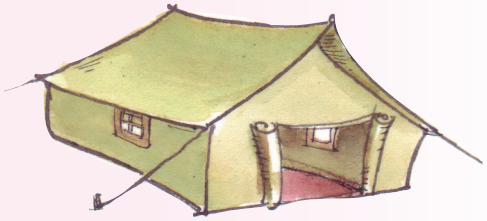
Teacher's note
Your teacher will take in your workbooks to look at them.

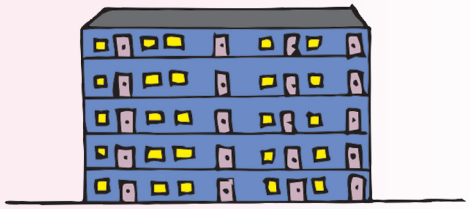
Type of house



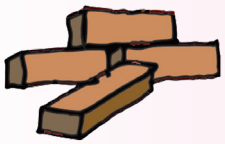


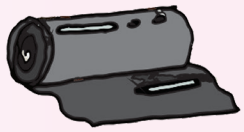


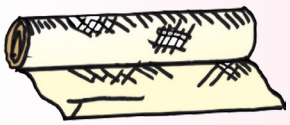


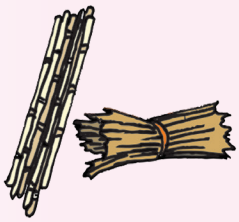


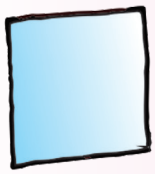
Building materials

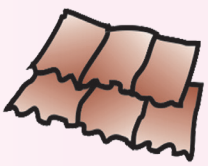












Teacher:
Sign:
Date:

Homes and the weather

Let's read

Homes keep people safe from different kinds of weather.

They can protect us against the hot sun. They can also protect us against cold, wind and rain.

Did you know that people in cold countries have to build special kinds of homes like the one below? These homes must keep them warm when it snows.

This is a map of Greenland, which is a very cold country.

This is an igloo

Some of the Inuit people who live in Arctic regions with lots of snow and ice build their winter shelters from ice blocks. Ice keeps the cold out. These shelters are called igloos.

Date: .....

Let's do

In a group, role play how you would build a house.
Decide what kind of house it will be.

What materials will you use?

Who will do what? What will you do first? What is the last thing you will do?
Use some of these words.

door

informal housing

traditional home

single or double-storey house

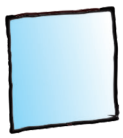
wooden house

bricks | wall | paint | flat

roof | chimney | window | cement

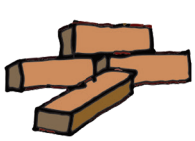
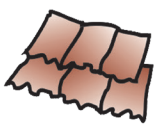
Let's read

Say this poem as part of your role play:



Build, build your brand new house!
Bring bricks, measure that wall,
Hit that nail, turn that screw –
Give shelter from the sun.

Build, build your brand new house!
Bring sand and doors and tiles,
Bring water, mix cement –
Give shelter from the rain.

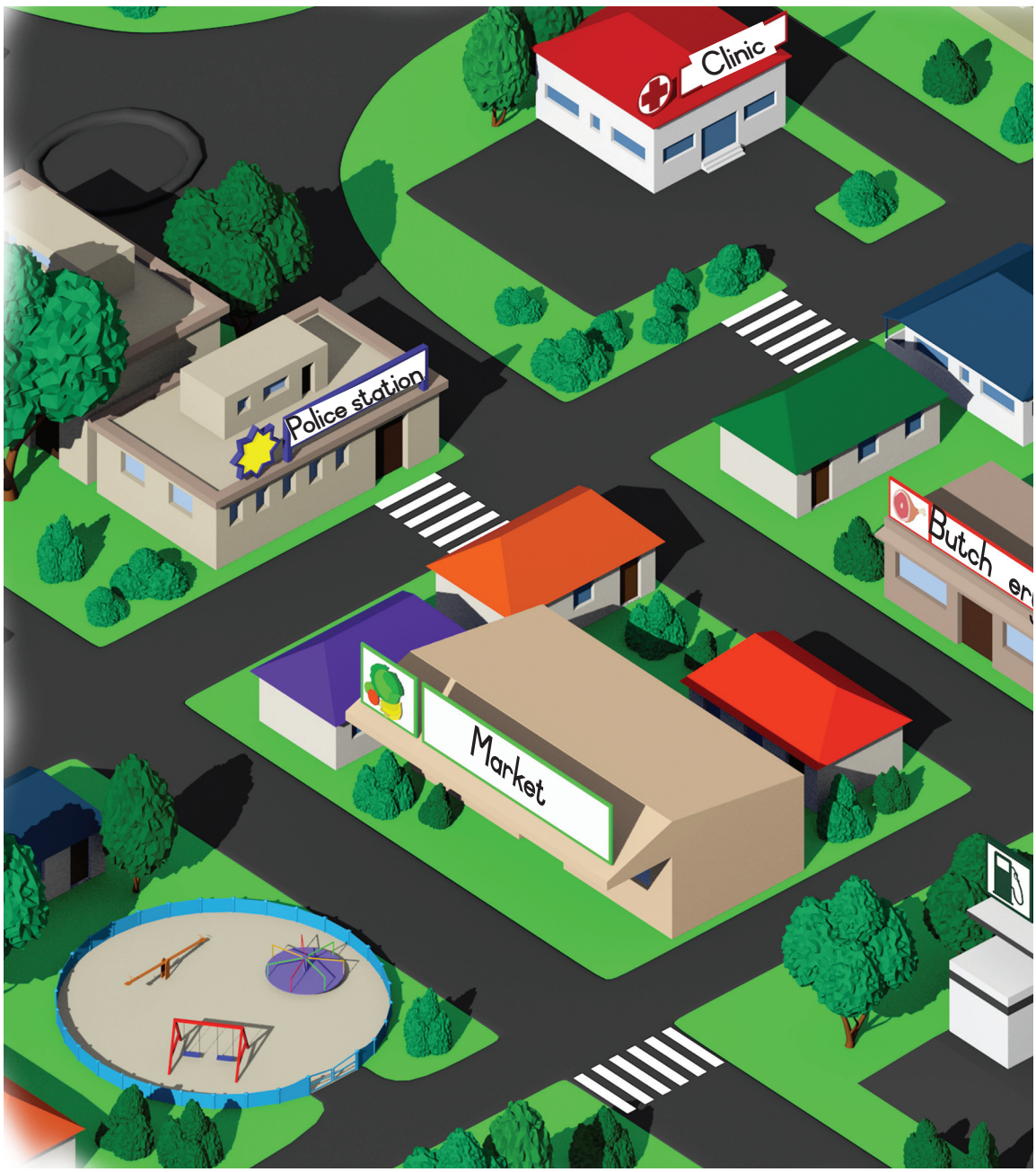
Let's read

Finding places and things (1)

There are many different kinds of maps. To choose the right map we must know why we want to use the map.

Street maps help us to find streets and places in a town or city.

Farmers like maps that show things like dams, rivers and hills.



Date: .....

Let's do

With your friend, discuss these questions. Draw a circle around the places on the picture on these two pages.

Where will you find books to read?

Where will you report a theft?

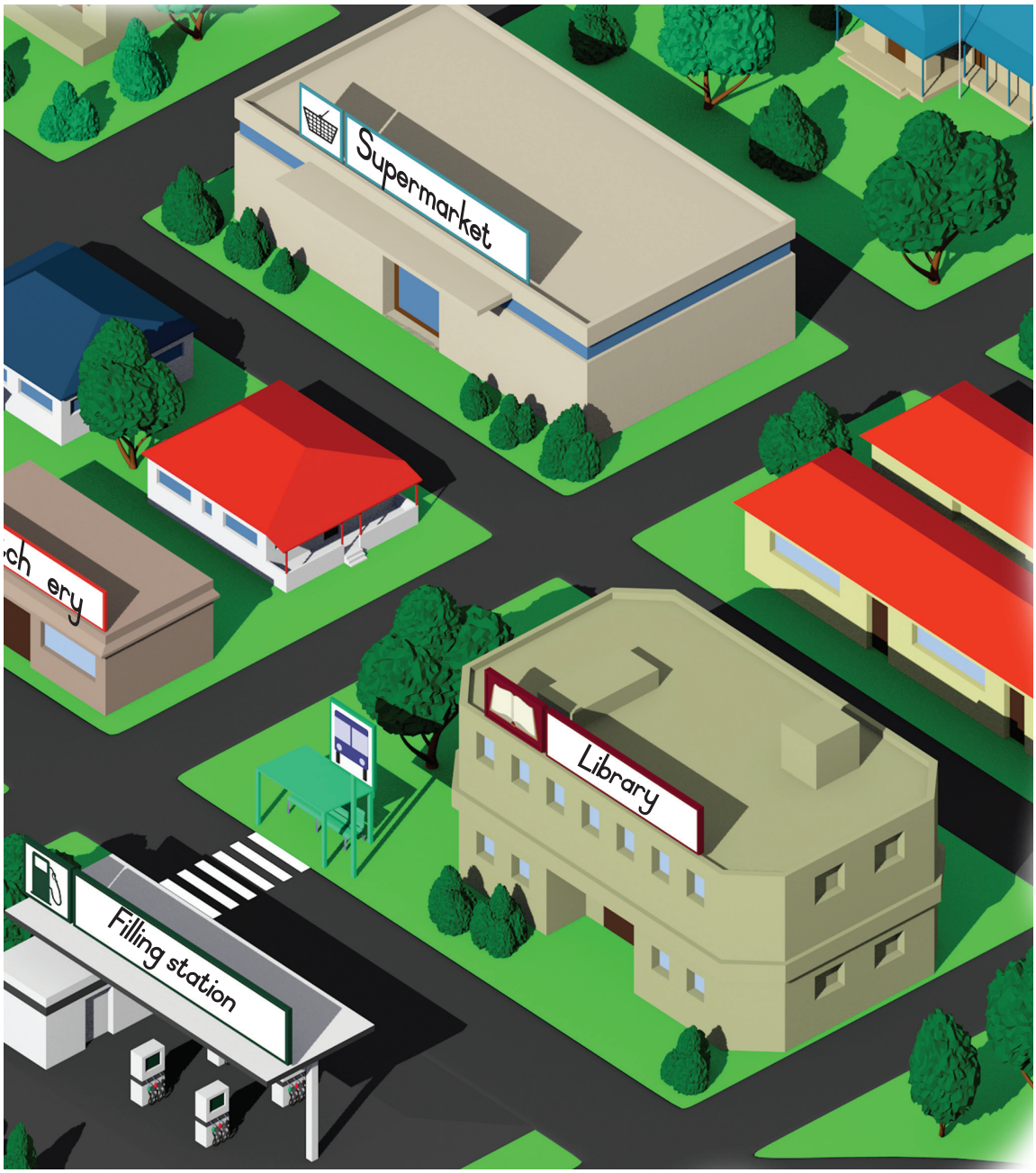
Where can you go if you are ill?

Where can you buy food?

Where can you wait for a bus?

Where can you cross the street safely?

Teacher's note
Your teacher will read them one by one, then you can find the answer.



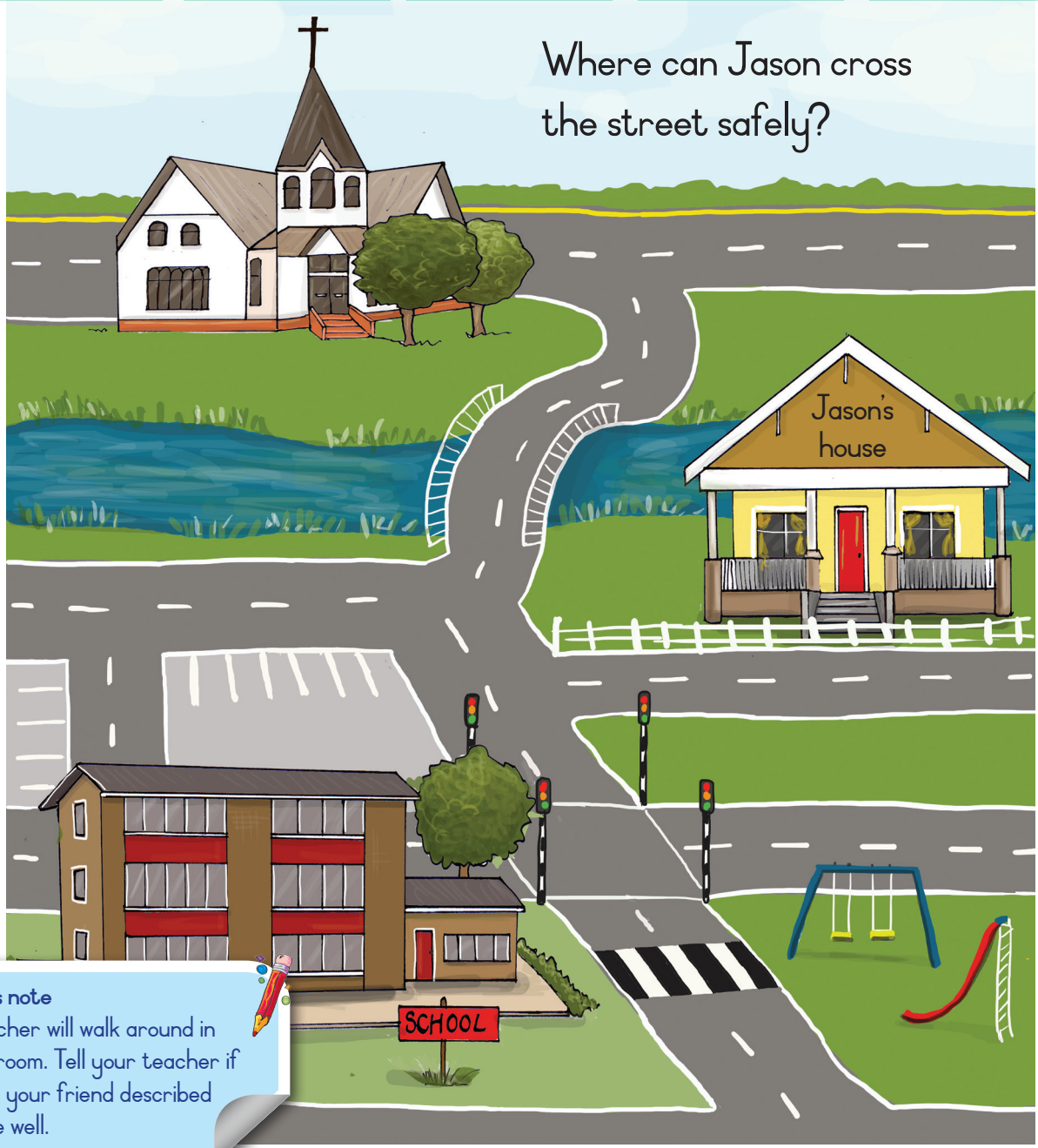
Teacher:
Sign:
Date:

Finding places and things (2)

Let's talk Look at the route Jason follows from his house to his school.

Explain to your friend what route Jason follows. Use some of these words:

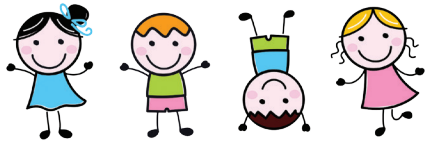
above	past	along	over	under



Teacher's note
Your teacher will walk around in the classroom. Tell your teacher if you think your friend described the route well.

Let's move

Date: .....



- Place a long rope on the ground.
- You are going to walk on this rope.

- Walk forwards, backwards and sideways along the rope.
- Walk forwards along the rope with your hands on your head.
- Walk backwards along the rope, keeping your hands behind your back.
- Walk sideways along the rope, keeping your hands on your hips.

Let's read

How well did you do? If you could do all the movements well, colour in the smiley face. If you couldn't do the movements at all, colour in the sad face. And if you could do some of the movements, colour in the middle face.

I could walk forwards and backwards along the rope.			
I could walk sideways along the rope.			
I could walk forwards along the rope keeping my hands on my head.			
I could walk backwards along the rope keeping my hands behind my back.			
I could walk sideways along the rope keeping my hands on my hips.			

Teacher:

Sign:

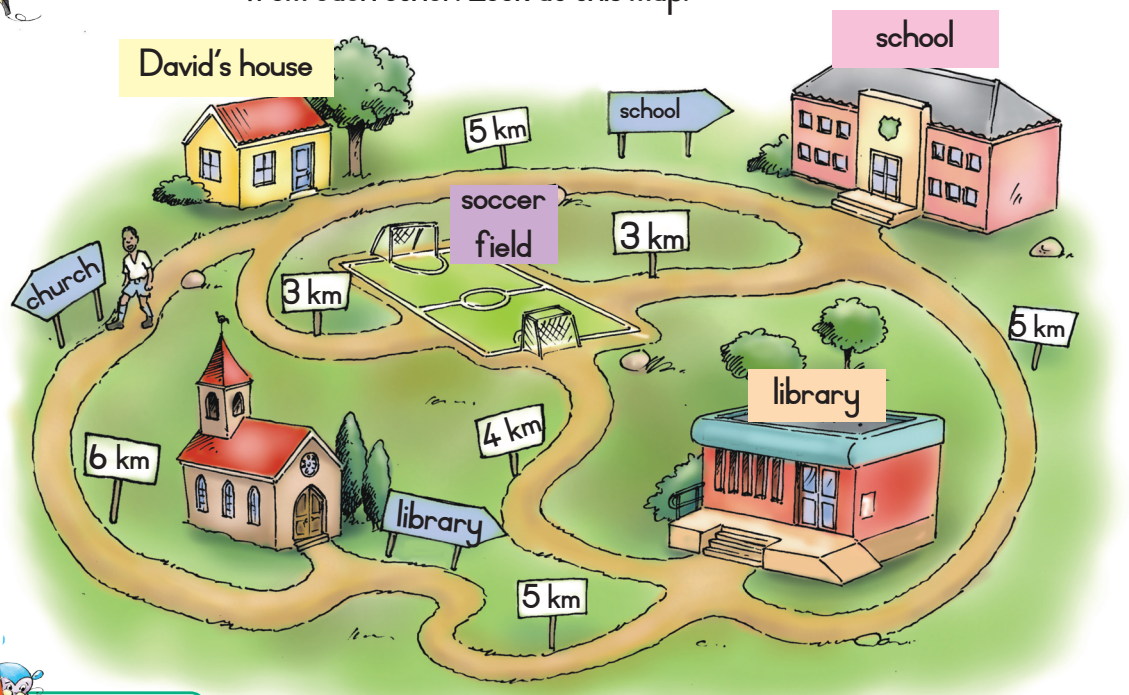
Date:

55

Finding the way

Let's write

Picture maps help us to see how far places are from each other. Look at this map.



Let's write

Answer these questions. You may ask your friend to help you.

Draw a circle where you see km.

How many circles do you have?

David walks from the school to the library.

What does he see next to the library?

What signs does he see on the way?

How far has David walked?

Which building can David see from the front door of the library?

David is hungry. He wants to get home. Find the shortest road from the library to his home.

Is the soccer field the closest place to his home?

Teacher's note
Your teacher will tell you how far 1 kilometre is from your school. We write it: 1 km.

Date: .....

Draw your own picture map of the route you follow between 2 places.
You can choose any 2 places. When you finish, show your map to your friend and let him/her describe your route. See whether he/she does it correctly.
Tell your teacher when your friend has done it correctly.

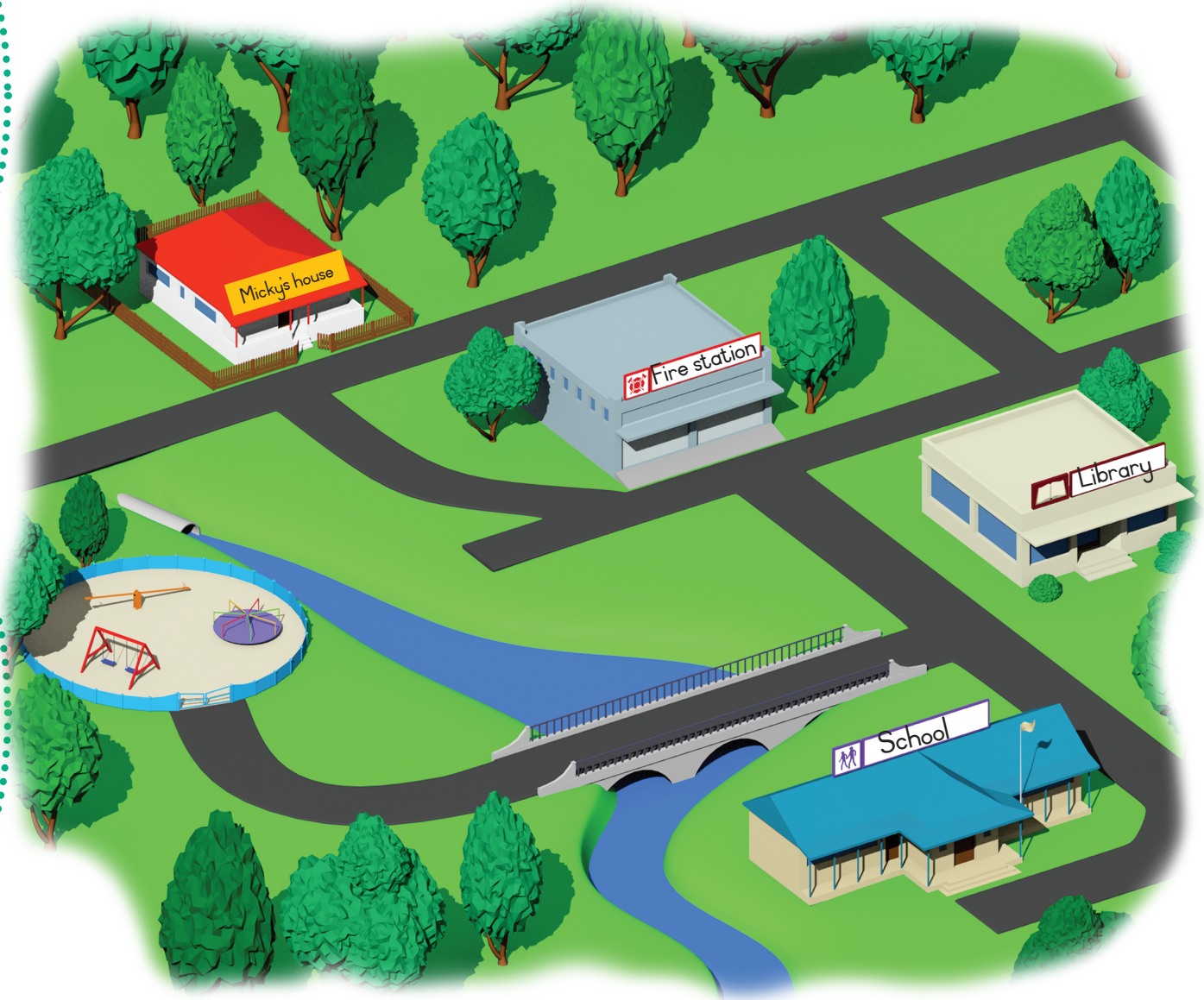
Teacher:
Sign:
Date:

Finding events in a story

Let's do

Your teacher will read you a story about Micky. Listen carefully. Follow her path on the map in your book. Then read the story on your own. Make a cross at the correct place on the map when you see each cross in the story.

Teacher's note
Your teacher will read the story. Read it again on your own and make corresponding crosses (✘) on the map.



On Saturdays Micky plays with her friends in the park (✘).

Early one morning her mother says: "Granny is ill. Please take this food to her."

Date: .....

Micky takes the big bag of food. But when she walks out through the gate (✘) she bumps into a man. He says in a gruff voice, "Ah, I see you carry food. For your granny, hey?"

This gives Micky a big fright.

She walks very fast down the road towards the fire station. Here she turns left (✘). But when she looks back along the road, she sees the man following her.

Micky decides to go for help to her friends at the park. When she reaches the library, she goes right and walks on (✘). On her left she sees the school and she passes it (✘). The streets are very quiet. Micky now skips quickly along the road (✘).

At last she sees the park. She walks over the bridge (✘) to meet her friends at the gate! (✘)

Let's move You are now going to play a relay game.

- Place your chairs in a circle. Play "musical chairs" – you will have to find the shortest way to a chair.

Teacher:

Sign:

Date:

How we use water at home and at school

Let's write

We use water every day. Look at the different ways in which we use water. Next to each picture, write what water is used for. Use these captions.

To put out fires

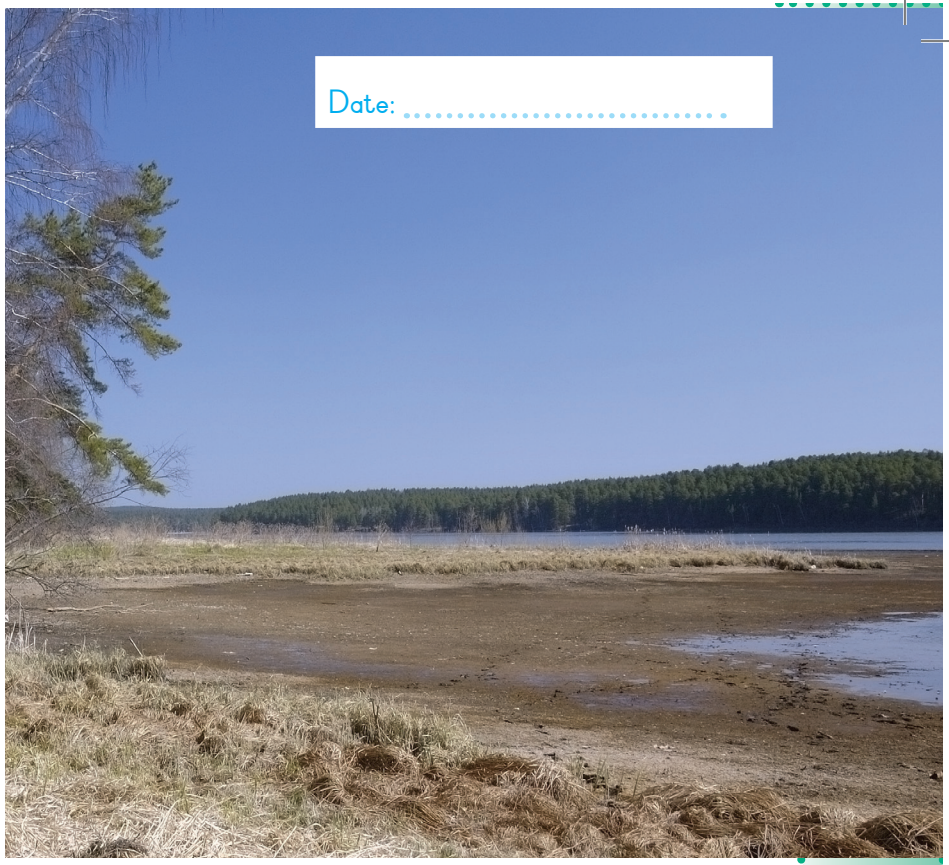
To wash ourselves

To help plants to grow

To wash clothes or dishes

To cook food

Date: .....



Let's talk

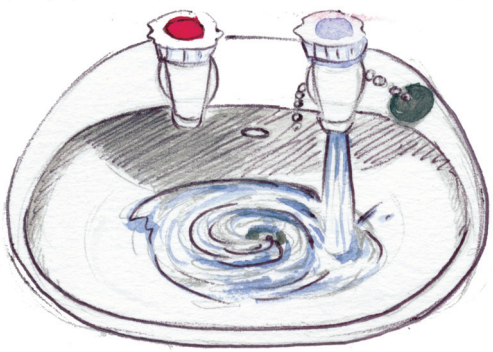
Talk about more ways in which we use water.

Water is precious. Talk about how we waste water. What could happen if we had no more water?

Share your ideas with the class.

Let's move

Role play the following:



A running tap with water spinning down into a basin

A river flowing over rocks and then flowing smoothly over sand

A rain cloud growing dark and huge, then rain falling and eventually the cloud getting smaller and smaller

Let's play

- Play "Buckets and water drops".

Teacher:

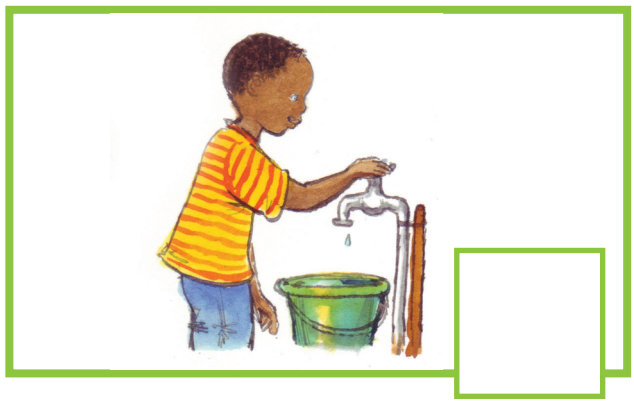
Sign:

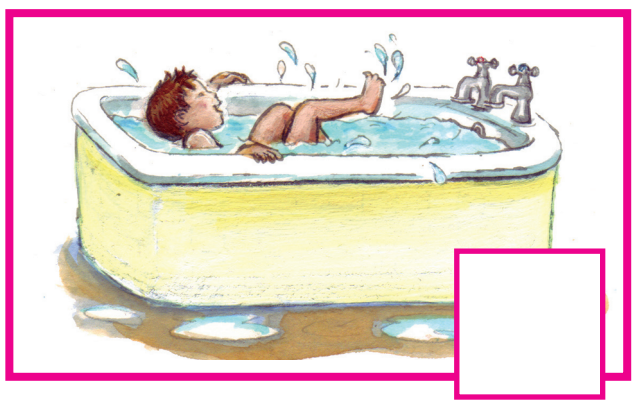
Date:

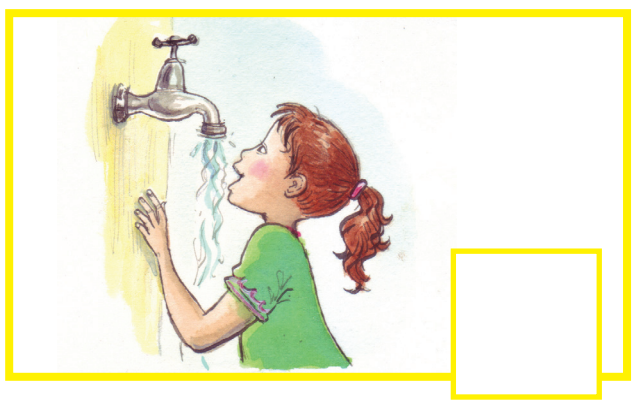
How water is wasted

Let's write

Look at these pictures. Make a tick (✔) next to each picture in which water is used carefully, and a cross (✘) next to each picture in which water is wasted.







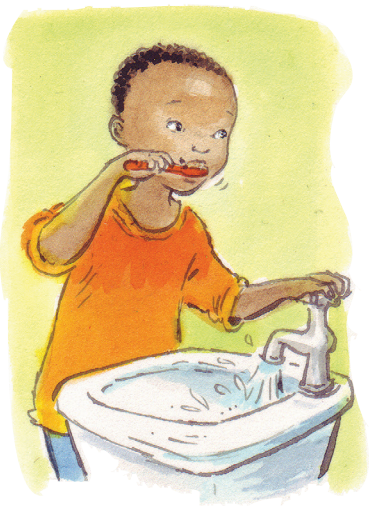
Date: .....

Let's talk

Look at the pictures where you added a cross. In your class talk about what the people in the picture are doing. Talk about how they could use water wisely.

Let's write

Look at the pictures. Read the sentences below. Add a tick (✔) to each action that helps us save water, and a cross (✘) to each one that wastes water.

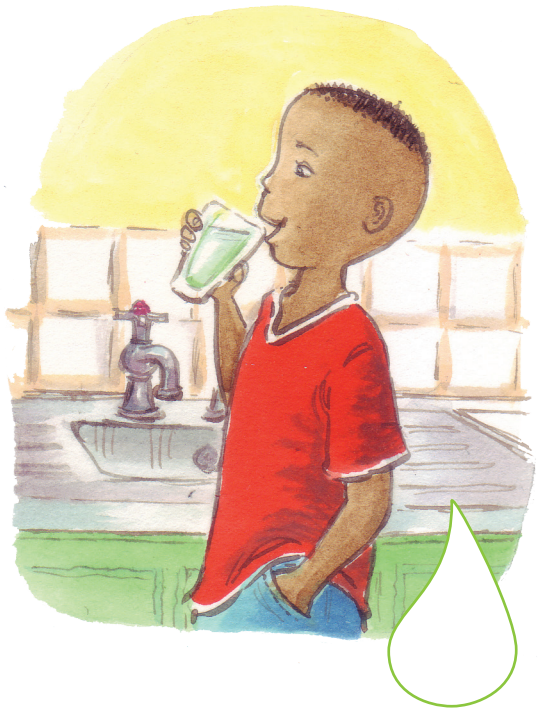


	✔ or ✘
I let the tap run while I brush my teeth.	
I don't throw away the bath water, I use it to water the garden.	
Every night, I bath in a bath full of water.	
If I see a tap dripping, I close it tightly.	
We wash the dishes under running water.	

Safe and unsafe drinking water

Let's write

Look at these pictures. Add a tick (✔) next to each picture showing safe activities. Add a cross (✘) next to each picture showing unsafe activities.



Date: .....

Let's write

Write the word "safe" or "unsafe" to complete each sentence.
We have done the first one for you.

Drinking dirty water is unsafe.

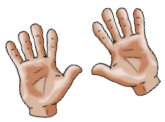
Swimming in dirty water is _____.

Drinking boiled water is _____.

Drinking water from a polluted river is _____.

Drinking clean tap water is _____.

Let's play



Play with two others.

- Clap your hands in time with water drops falling:
  - slowly from a tap
  - faster from a tap
  - very fast from a tap
  - all at the same time

- Play any other hand-clapping game you know.

Let's move

- Jump like a frog out of dirty water.
- Jump like a frog into clean water.
- Gallop like a thirsty horse that's running to drinking water.
- Run as fast as you can to get out of the rain.
- Skip from one stone to another across a river. Help those who cannot walk.
- Spin in one place like water flowing from a bath (alone and with a friend).
- Your teacher will signal when you should change to a different movement. Listen well to her signals.

Teacher:
Sign:
Date:

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Storing clean water

Let's read

Water we drink has to be clean.

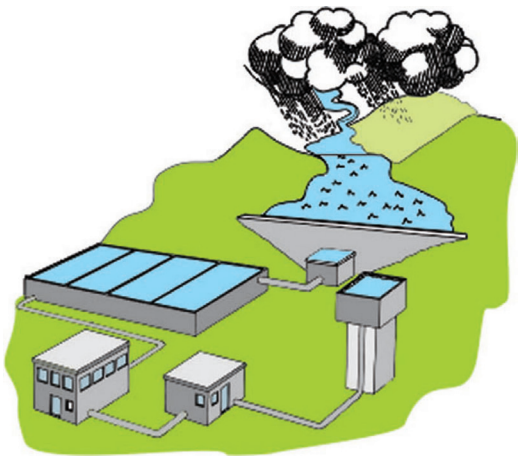
We can use different ways to clean water.

We should store the clean water in ways that keep it clean.

Let's talk

Look at the pictures. Talk to your friend about where our clean water comes from. Tell the class what you think. If we purify water, we make it clean so that it is safe to drink it.

We can use rain water if our roof and tank are clean. If we purify the water, we can drink it safely.



The municipality purifies our water. This makes it clean so that we can drink it safely.

We can boil our water to purify it.

We can filter our water to purify it.

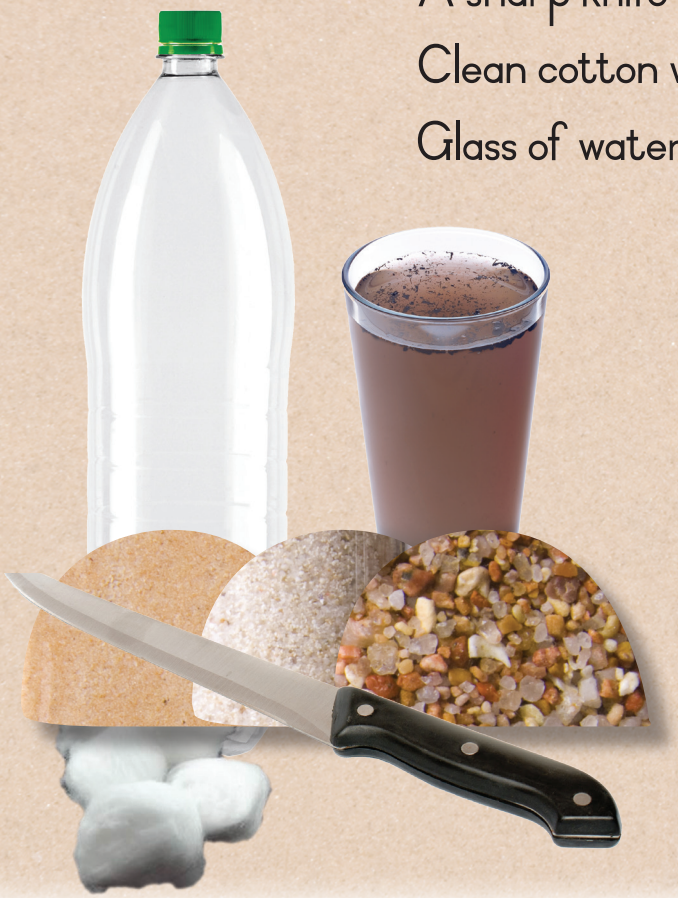
Date: .....

Let's do

Ask your teacher to show you how to make a water filter.

You will need:

A 2 litre plastic bottle
Clean, fine sand
Clean, coarse sand
Clean, small stones/gravel
A sharp knife
Clean cotton wool
Glass of water



Let's move

- Use a bean bag and a hoop. Place the hoop on the ground.
  Learners stand in a row about 5 m from the hoop. You could also use a netball hoop.
- Each learner gets a turn to throw the bean bag into the hoop.

Teacher:
Sign:
Date:

Changing from day to night

Let's read

Day and night are different from each other.

They look different, we hear different sounds, and we do different things.

During the day we see the sun shining. The sun gives light and heat.

Most people work during the day, and we go to school.

Let's write

Look at the pictures below and talk to your friend about them.
Are they pictures of day or of night? How are they different?
Write "Day" or "Night" above each picture.

Let's read

Date: .....

In the evening the sun sets.

It becomes dark and we can see the moon and stars.

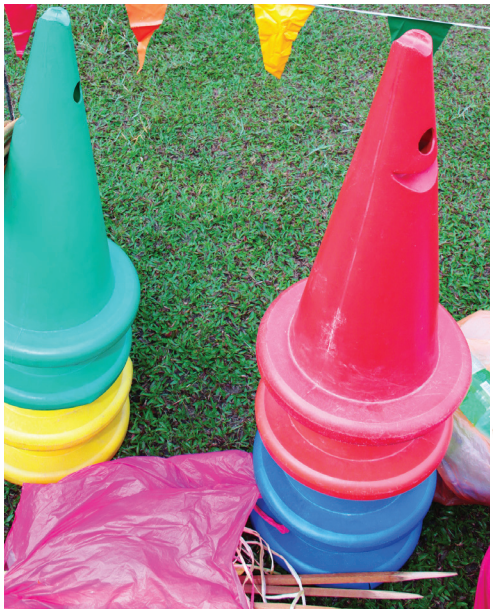
We have to use lights to see what we are doing.

At night, it is colder than during the day.

Most of us sleep at night, but some people work at night. There are animals that come out only after dark.

Let's move

- Use a goal post (or beacons like cones) and a ball.
- Place the goal post (or beacons) a few metres away.
- Use a large ball like a soccer ball.
- Kick the ball into the goal post or between the beacons.
- First kick with your right foot and then with the left.
- How many goals have you scored?



Teacher:

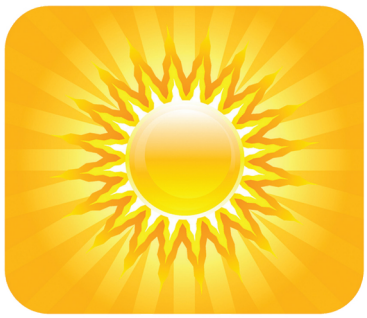
Sign:

Date:

What the night sky looks like

Let's read

During the day, we can usually see blue sky and some clouds. Most important, we see the sun.



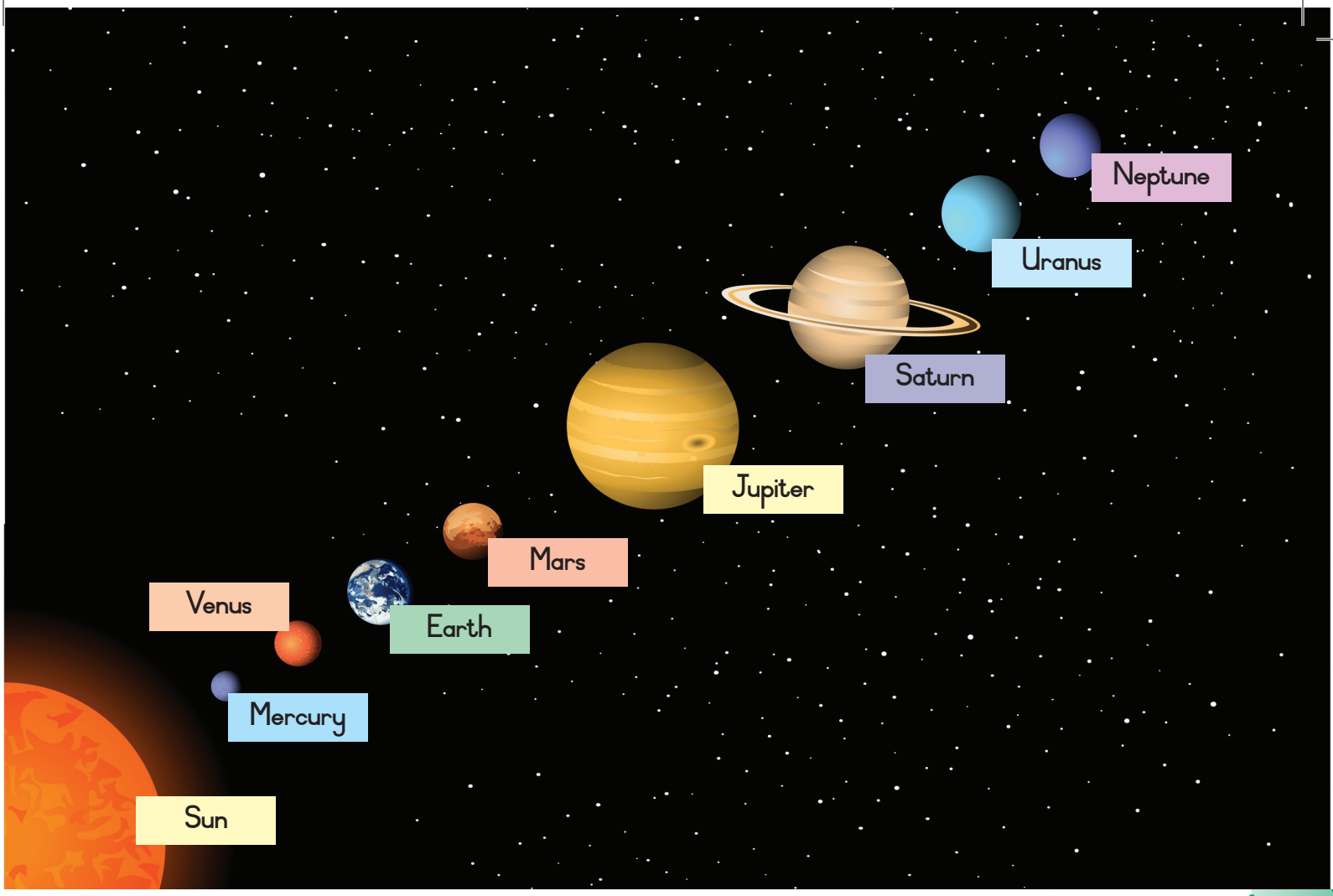
At night, we see the moon and many stars. There are also planets that look like stars.

Sometimes the moon is in the sky during the daytime as well. We can't see it well because the sun is too bright. Try to find the moon during the daytime.

Let's do

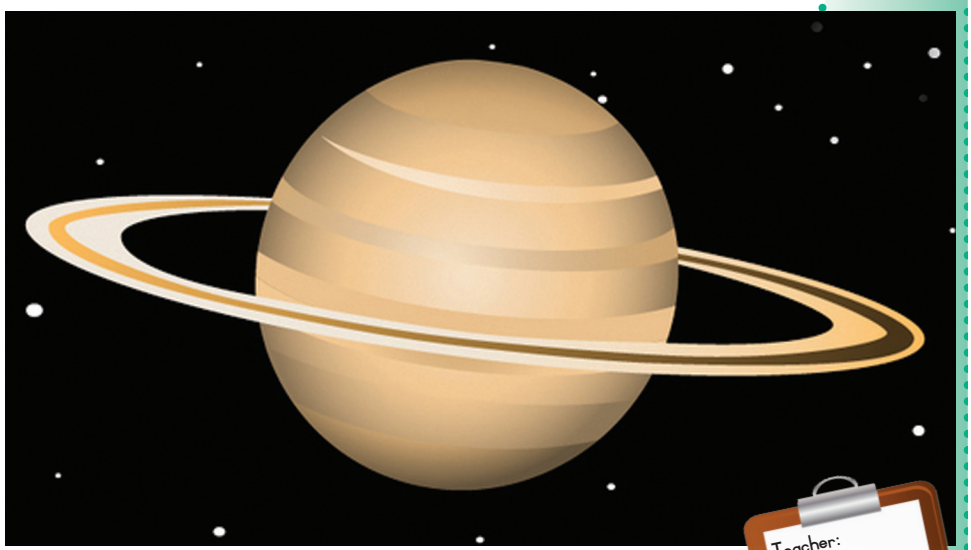
The moon does not look the same every night.
Watch the moon for the next 5 nights.
In the boxes below, draw the different shapes of the moon that you saw.

The first night	The third night	The fifth night



These are the sun and the planets in our solar system – they are our neighbours in space. (The sun and planets are not drawn to scale.)

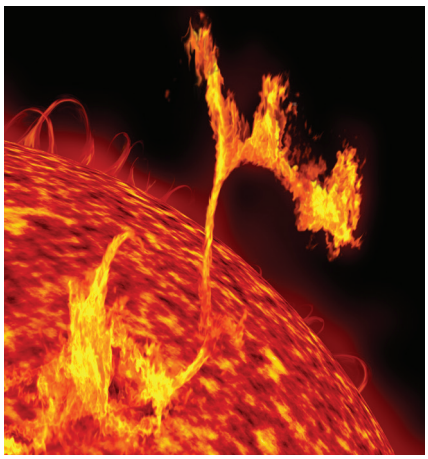
This is a picture of Saturn. It is different from all the other planets because it has rings around it.
Do you see the white spots in the picture? What do you think they are?



Look at the big picture above. Is Saturn bigger or smaller than the Earth? Which planet is bigger than Saturn?

The sun and moon

Let's talk Look at these pictures.



Talk to your friend. What do the pictures show us? You can give any answer that comes into your mind.

Teacher's note
Your teacher will listen to all your ideas and then tell you what the pictures are.

Let's read

The sun is a star. It is like a large fireball that sends its heat and light into all directions. The sun is thousands of times bigger than the earth.

The moon is a large ball of rock and dust that sends out no heat. The moon does not have its own light. It is like a mirror that bounces the rays of the sun towards us. The moon is much smaller than the earth.

Let's talk Talk to your friend about how the moon changed over five nights. Then look at these pictures. Did your moon look like any one of these?

Full moon	Half moon	Crescent moon

Date: .....

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Stars

Let's read

The sun is the nearest star to us. The other stars are very, very far from us.

Let's talk

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Let's read

This song was written many years ago. At that time people did did not know much about stars. Today we know much more.

Astronauts go into space with special rockets to find out more about stars.

When astronauts visit space, they put on special space suits.

Because of the brave astronauts and clever people who put them into space, we have learned much more about the stars.

Let's talk

Is it a good thing that we have learned more about the stars? Talk about this with your friend.

Teacher:
Sign:
Date:

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

NOBODY should touch your private parts.

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

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

Who to call for help:

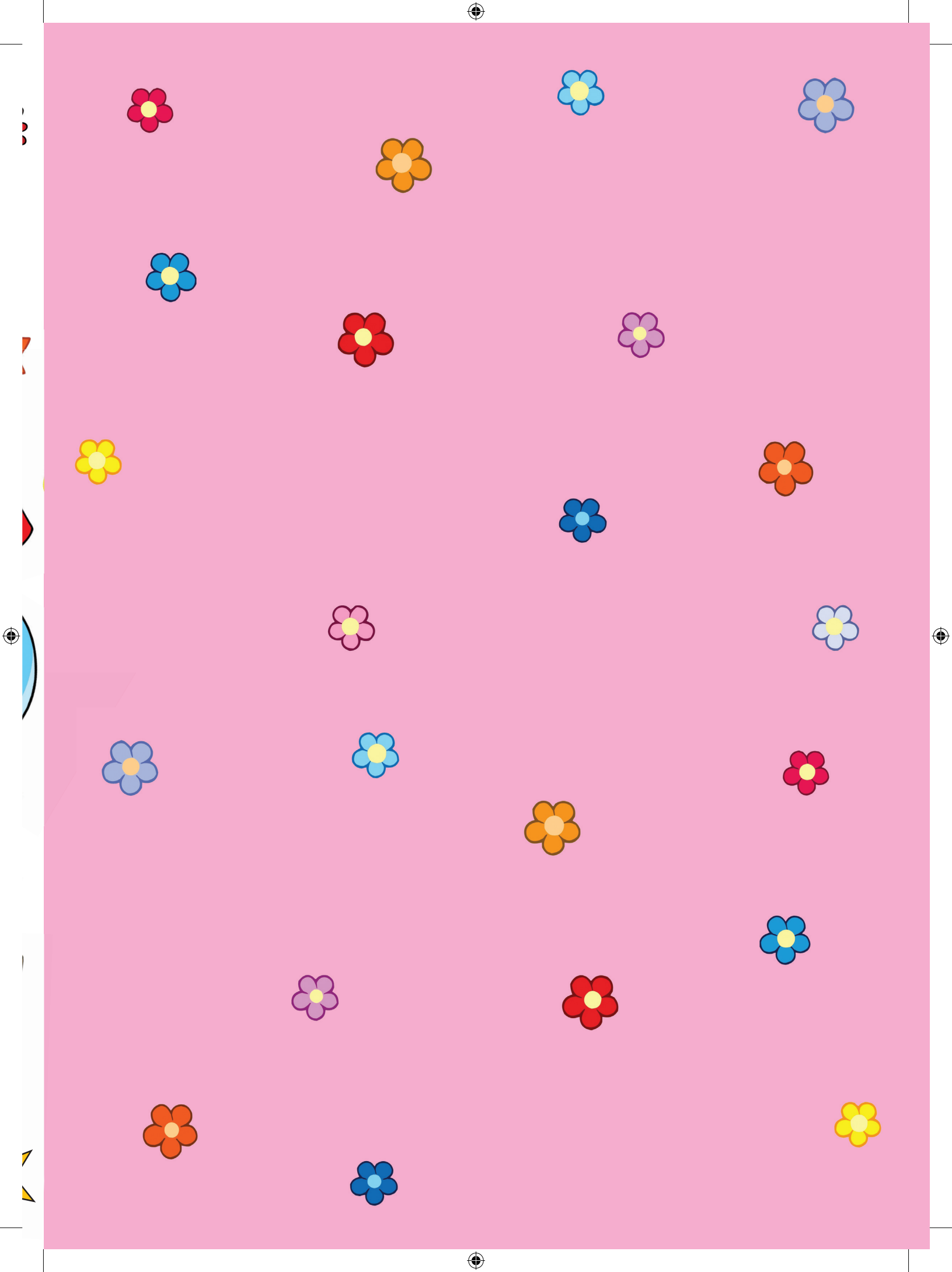
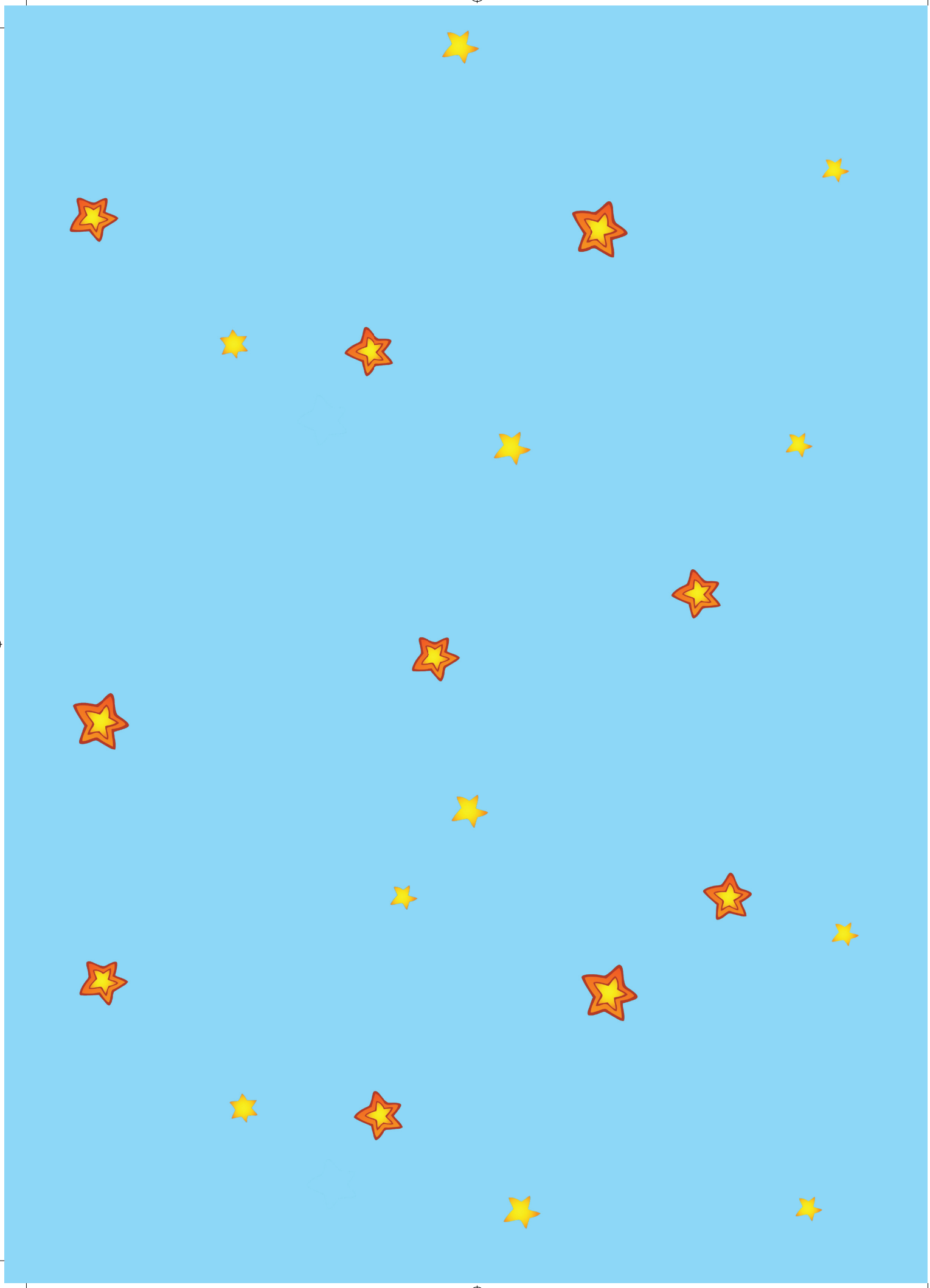
Child Line: 0800 05 55 55

SAPS Crime Stop: 086 00 10111

SAPS Emergency Number: 10111

Life Line: 0861 322 322

Child Protection Unit: 012 393 2359/2362/2363

Make a placemat

Cut out the pictures you like and paste them on to the opposite page to make yourself a two-sided placemat. Cover or laminate the placemat with plastic and use it when you eat.