

GRADE 2 HOME LANGUAGE

It's a dog's life



ENGLISH

Level:

1

Book

2



Group-guided reading

Before reading

- Page through the story the learners will read. Talk about the illustrations.
- Ask them to predict what the story will be about; based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary. (See the list of new vocabulary in the back inner cover.)

First reading

- Learners should read the text individually.
- Learners should read silently or they can 'whisper-read' the text.
- Move from one learner to the next, requesting each learner to read a section of the text aloud.

Discussion

- Ask comprehension questions based on the text.
- Focus on phonics, sight words and vocabulary.
- You will find the activities in the back of this book useful to guide the discussion. (Select appropriate activities for the level of the learners.)

Second reading

- On later days, let learners reread the book, either in pairs or alone.
- Focus on fluency, grammar and vocabulary.
- Let learners complete the group-guided activities which are included in the back of this book. (Select appropriate activities for the level of the learners.)

*Let learners do a role play
if the text lends itself to it.*



*Learners should do the group-reading
activities after reading the story.*

*Let learners work in groups to complete the
appropriate group-reading activities included
in the back of the book. They should not
write in this book. Written activities should
be done in their exercise books.*

It's a dog's life



Today Abby and Lebo got
onto the school bus.

Poor Ben could not get
onto the bus.

"No Ben, you can't come on!"
said Lebo. "No dogs allowed!"



Today Abby and Lebo
went to the library.
Poor Ben could not go
into the library.

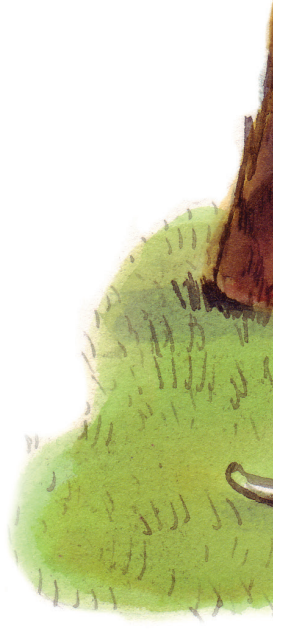
"No Ben, you can't come
in!" said Abby. "No dogs
allowed!"





Today Abby and Lebo
went to the beach.
Poor Ben could not go
onto the beach.

"No Ben, you can't come
with us!" said Abby.
"No dogs allowed!"

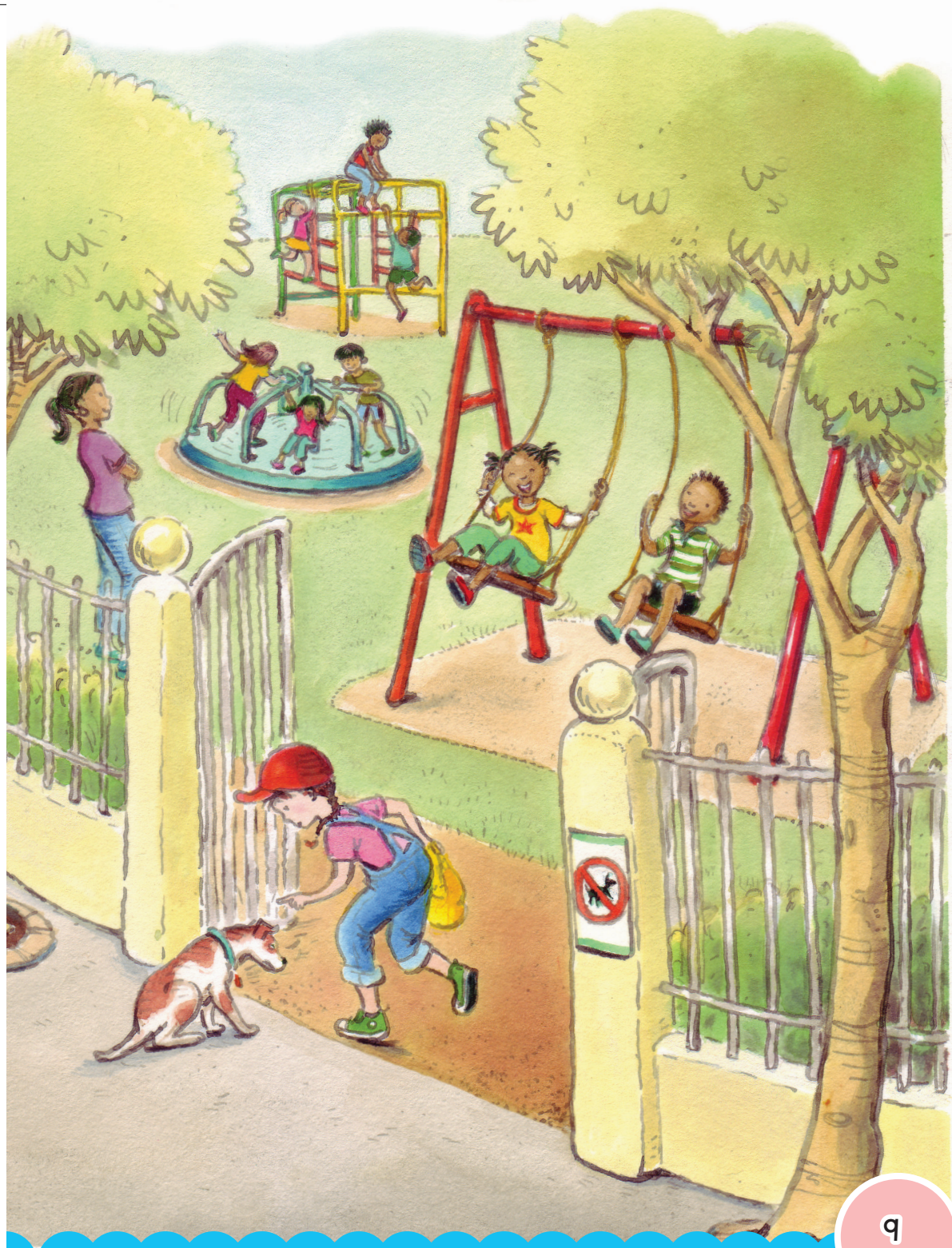




Today Abby and Lebo
went to play in the park.
Poor Ben could not go into
the park.

"No Ben, you can't come in!"
said Abby. "No dogs
allowed!"





Poor Ben sat under the
tree at the gate.
"Grrr!" said Ben. He waited
and waited.
Ben fell asleep. Zzzzzz ...
Then he started to dream.





What did Ben dream?

Ben dreamed he was on the bus.

"I will sit on the front seat of the bus," said Ben.

Ben looked out of the window and enjoyed the ride.



Ben dreamed that he was in class.
He sat in the front of the class,
between Abby and Lebo.

"I can't wait for playtime,"
said Ben. "And then it will be
lunchtime!"

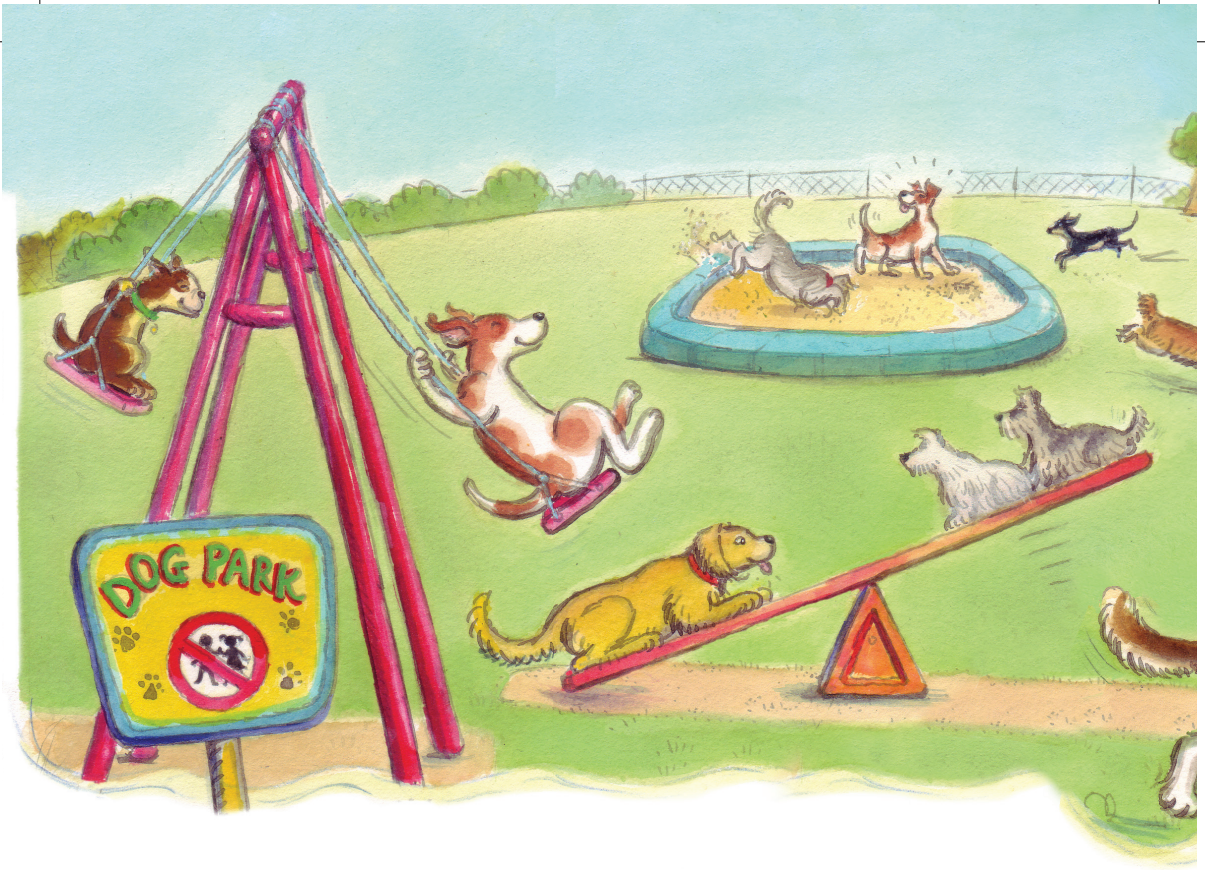


Ben dreamed he was digging in
the sand and surfing the waves.

Ben was having a good time.

"Life is great!" he shouted.





Then Ben dreamed he was in the park with lots of other dogs. There were big dogs and small dogs and long dogs and short dogs.

Ben jumped on the swing. "Swing, swing!" he sang.



Ben went round and round on the merry-go-round. He went up and down the slide. He went up and down on the see-saw. Then Ben dug in the sandpit. Ben had a great time.

And then ...

Lebo and Abby came to the gate.
“Wake up Ben! We are going home now,” said Lebo.

“Huh? Wake up?” said Ben.
“Do you mean I was dreaming?”

“Oh no! It’s a dog’s life!” thought Ben.



Group reading activities



1

Look at the pictures.

Tell your friend what is happening in each picture.

Tell your friend which picture should be first, second, third and last.

Retell the story to your friend using the pictures.



2

Role-play the story



3

Read the following sentences to your friend. Then read them in the correct order. Lastly, retell the story to your friend in your own words.

1.	Ben dreamed that he was surfing.
2.	Ben dreamed that he was in the park.
3.	Ben fell asleep at the gate.
4.	Ben could not go into the park.
5.	Ben woke up.



4

Complete this activity.

- a. Find the word in each row that is the same as the word in the first column.

beach	reach	peach	beach
look	book	look	lock
sing	ring	wing	sing
swim	swim	swam	sweep

- b. Find a word in the story that has the opposite meaning as the following words:

yesterday

yes

awake

back

small

few

- c. Complete these sentences using prepositions:

Ben could not go _____ the library.

Ben could not go _____ the beach.

- d. Find words with the following sounds in the story and write them down:

ea

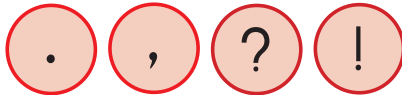
oo

-ing

- e. Make a list of the things Ben wanted to do in the story. Use commas to separate the actions.



- 5 Find sentences in the story with the following punctuation marks and write them down:



- 6 Talk about the story:

- What is the title of the story?
- Who are the main characters in the story?
- Name three things Ben wanted to do.
- Do you think this is a true story?
- What happens in the beginning?
- What happens in the middle?



- 7 Write the story in three sentences and draw a picture of your story.

GRADE 2 HOME LANGUAGE



Book 2

<i>Title:</i>	It's a dog's life
<i>Language:</i>	English
<i>Level:</i>	Grade 2 Home Language Reader Level 1 Book 2
<i>Text type:</i>	Narrative
<i>Sight words:</i>	not, go, into, under, sorry, thought, play, front, get, the
<i>Vocabulary:</i>	library, beach, park, dream, window, digging, slide, merry-go-round, swing
<i>Phonics:</i>	ee, oo, ou, ai, ea, silent e, th-, wh-, sh-, -ch, st-, dr-, fr-, cl-, sw-, sch-, -ght
<i>Content, concepts and skills:</i>	<ul style="list-style-type: none">▪ Describe what is happening in pictures.▪ Sequence pictures in the correct order.▪ Use pictures to re-tell the story.▪ Role-play the story.▪ Sequence events in the correct order.▪ Identify words.▪ Complete sentences by filling in prepositions.▪ Find words with the following sounds in the story: ea, oo, -ing▪ Make a list using commas.▪ Find and write sentences with the following punctuation: fullstop, comma, question mark and exclamation mark.▪ Read and answer comprehension questions.▪ Write the story in own words (three to four sentences) and draw a matching picture.

The CAPS requires teachers to allocate some time each day for focused group-guided reading.

In group-guided reading, teachers guide learners of a similar reading level, to read the same book, in a group.

The reading session should include a range of word attack skills and comprehension strategies that children require when reading.

Reading effectively also requires "text talk" between the teacher and learners, and amongst the children in the group. These books include a number of "text talk", comprehension and other related activities to help teachers direct group reading in their classes.

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BE SOLD.**



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Author: V McKay

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Level:

1

Sisi makes new friends

It's a dog's life

How Zebra got its stripes

Jerry loves reading

Level:

2

Bubu gets lost

That's what friends are for

The Ugly Duckling

Level:

3

Bheki's new bike

Animals at sea

Wendy Whale to the rescue