

GRADE 2 HOME LANGUAGE

How Zebra got its stripes



ENGLISH

Level:

1

Book

3



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.

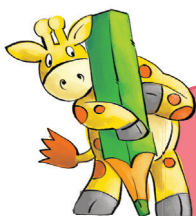
Discussion

- 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.*



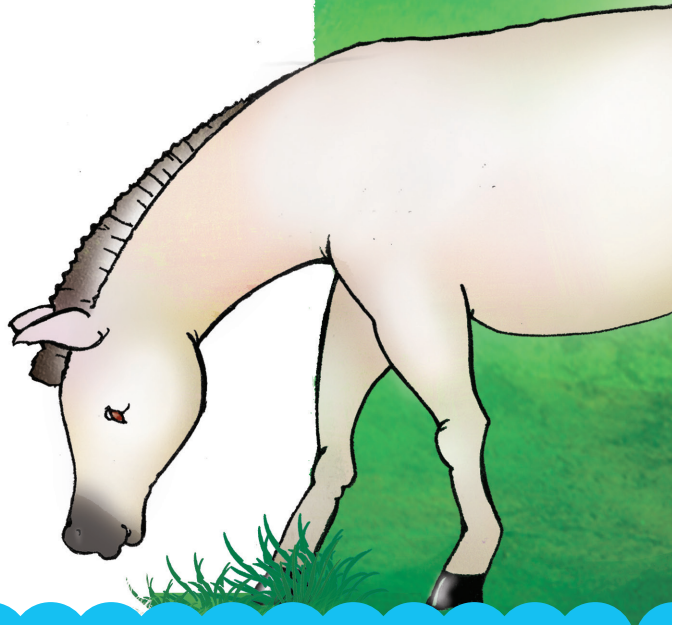
*Learners should do the group-reading
activities after reading the story.*

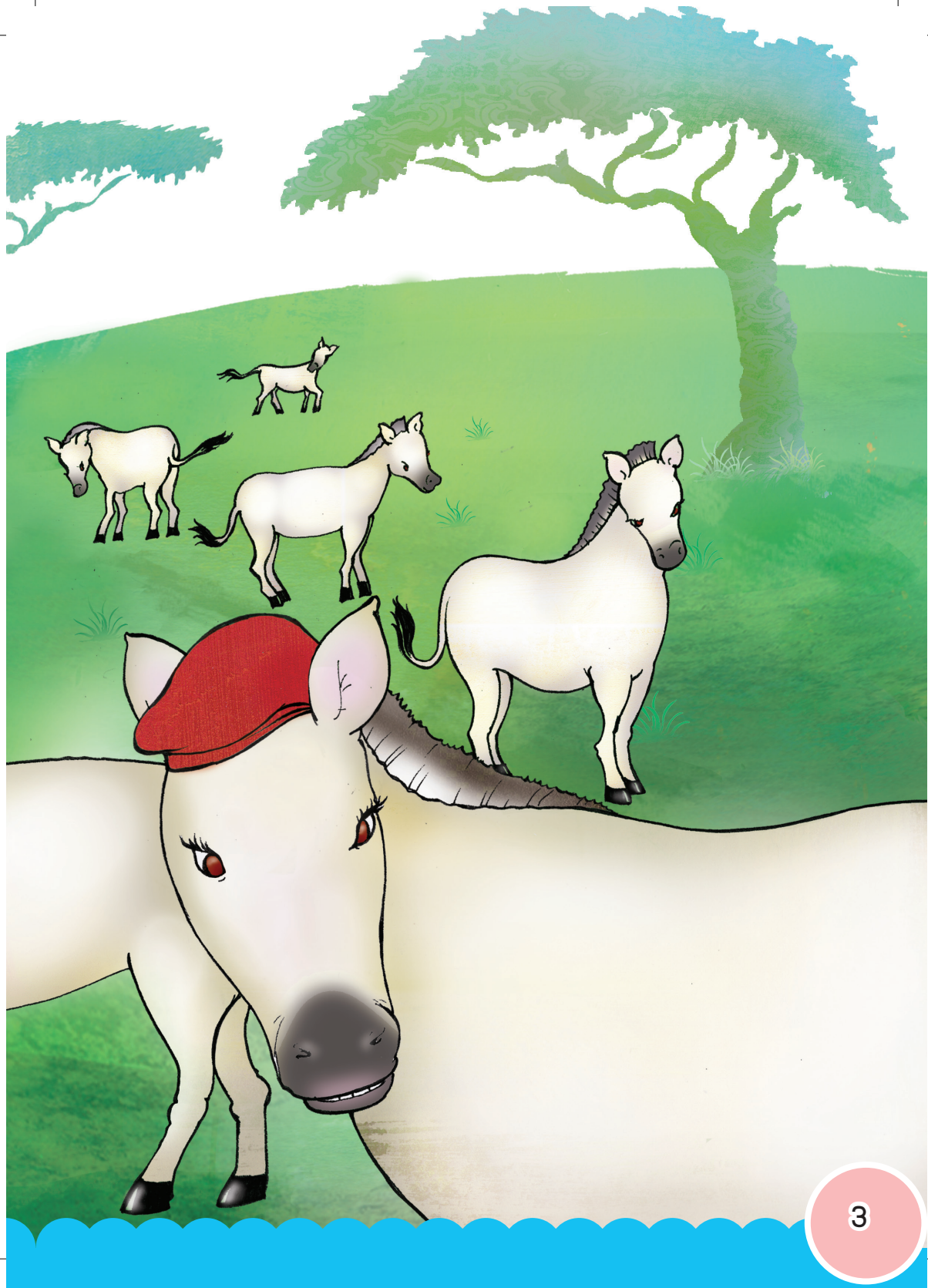
*Let learners work in groups to complete the
appropriate group-reading activities included
in the back of the book. They should not
write in this book. Written activities should
be done in their exercise books.*

How Zebra got its stripes



A long, long time ago,
all zebras were white.





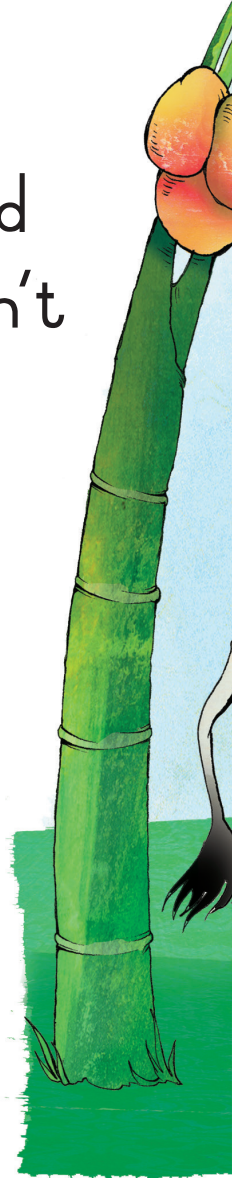
Mr and Mrs Zebra were invited to a party. They wanted to look pretty so they painted themselves in bright colours.





They looked at each other and Mrs Zebra said, "We really don't look smart!"

Mrs Zebra painted her chest black, and Mr Zebra painted his legs black.





But they didn't like the way
they looked, so they washed off
the paint.

Then they painted black stripes
all over their bodies.

They looked at each other and
liked what they saw.

"Now we look pretty," they said.

Off they went to the party.



When Mr and Mrs Zebra arrived at the party the other animals loved the way they looked.

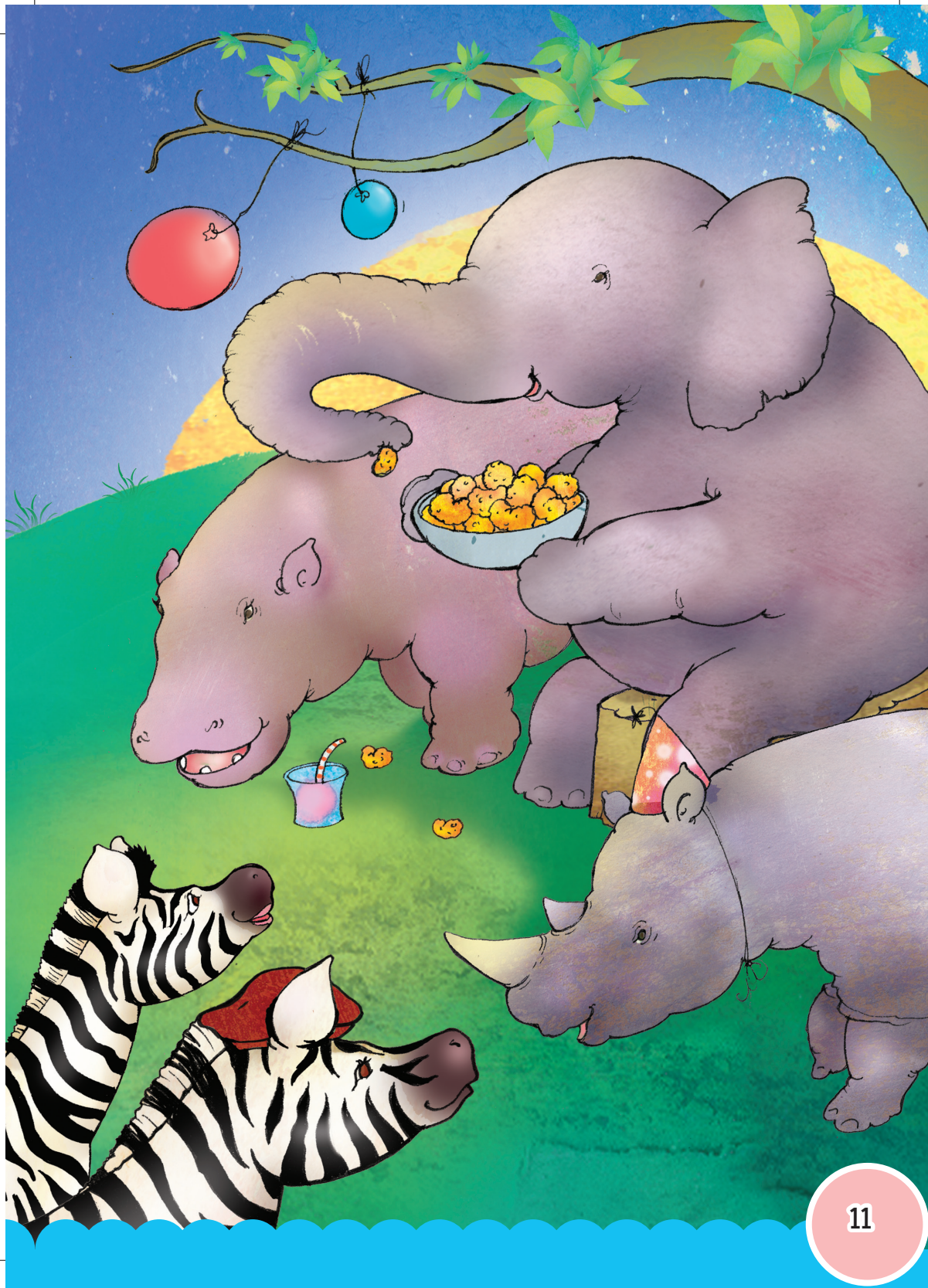
"You look pretty," said the elephant.

"You look beautiful," said the hippo.

"You look lovely," said the rhino.

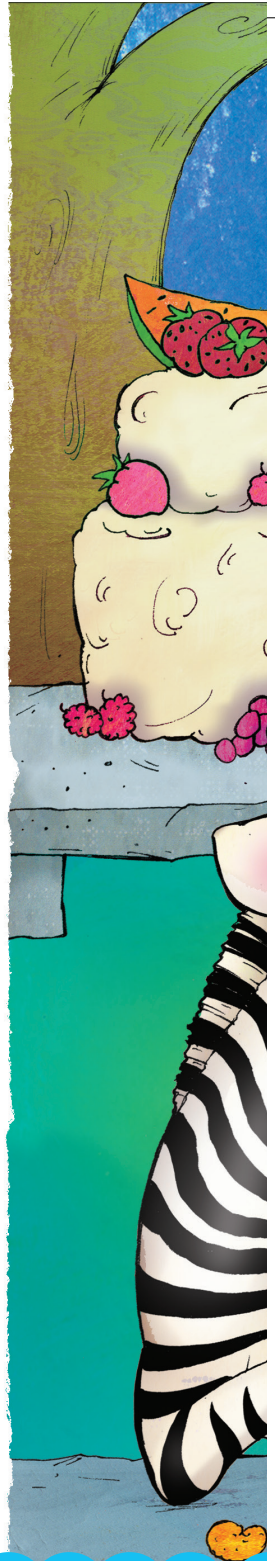
"Thank you very much." said Mr and Mrs Zebra. "We also like our stripes!"

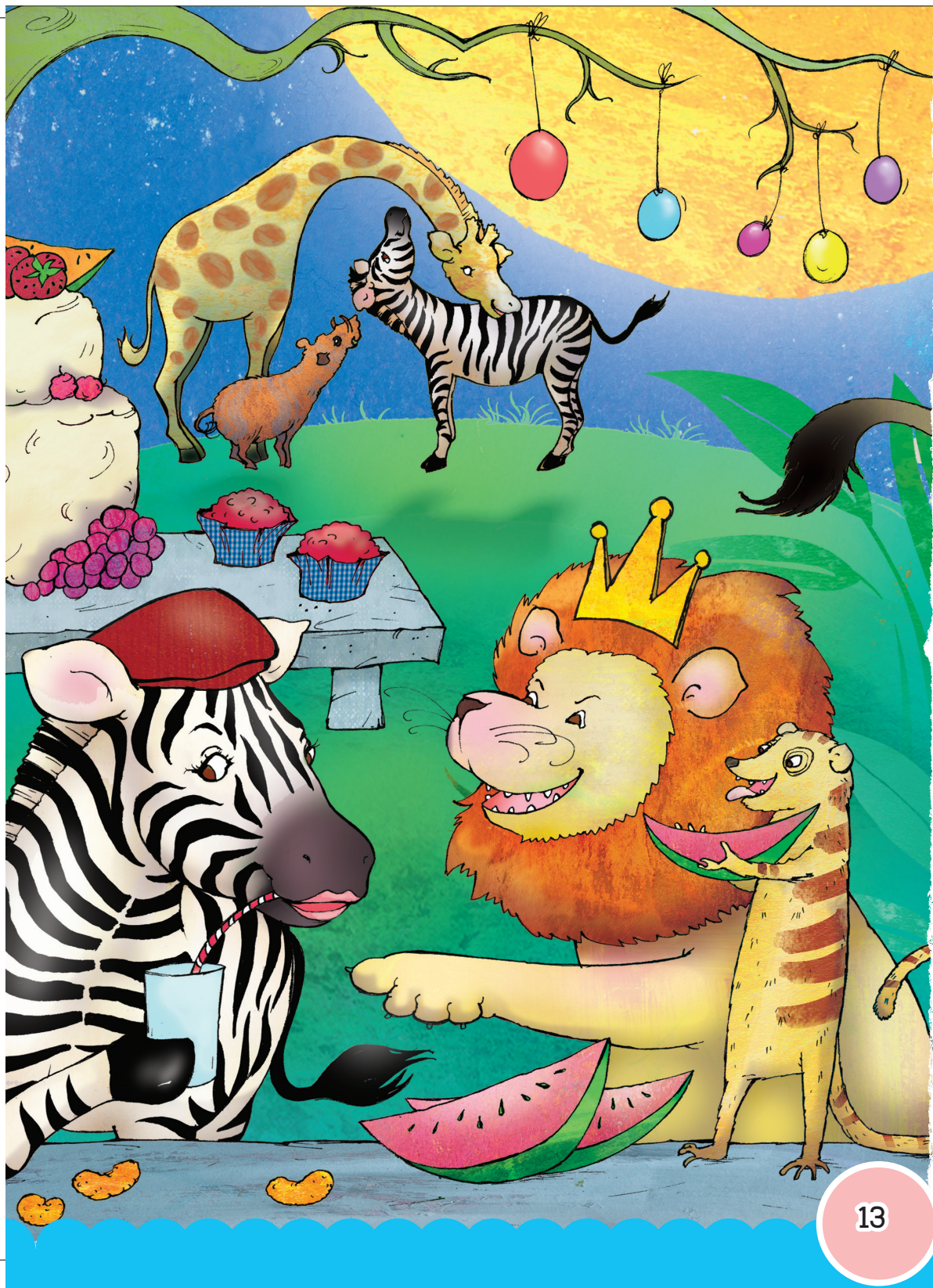




Everyone at the party
liked their stripes.

Even King Lion told them
how beautiful they looked.





King Lion asked all the zebras
to paint black stripes on their
bodies.





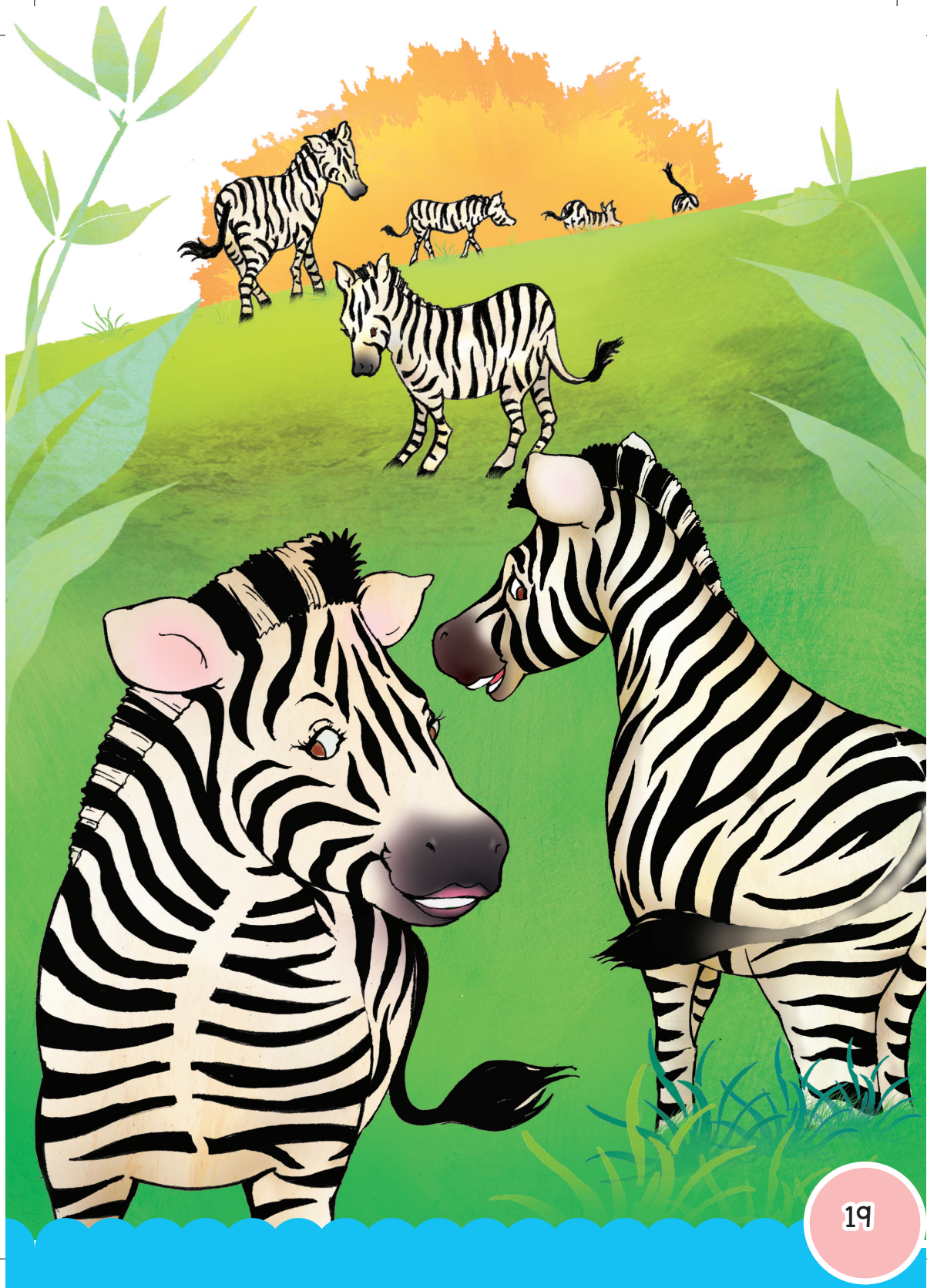
A few days later, the zebras went to the river to wash off the stripes but the stripes did not come off.

The sun had burnt the stripes into their bodies.



To this day, zebras still can't
wash off their stripes.

That is why all zebras have
black stripes.



Nine Little Zebras



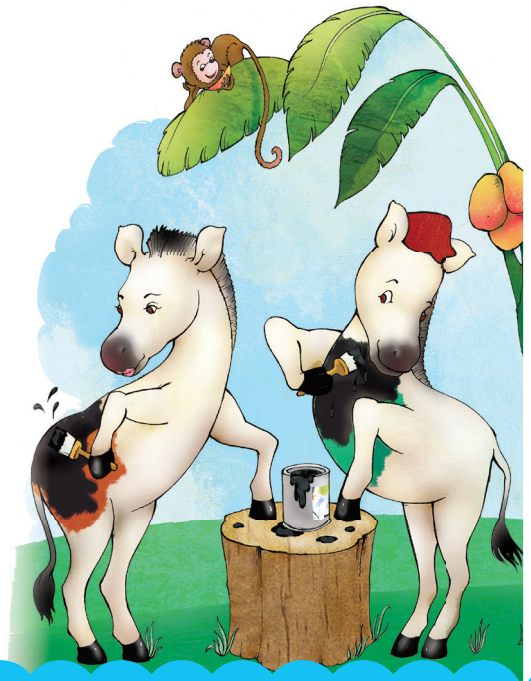
One little, two little,
three little zebras,
Four little, five little,
six little zebras,
Seven little, eight little,
nine little zebras,
Galloping across the plain.

Nine little, eight little,
seven little zebras,
Six little, five little,
four little zebras,
Three little, two little,
one little zebra,
Galloping back again.

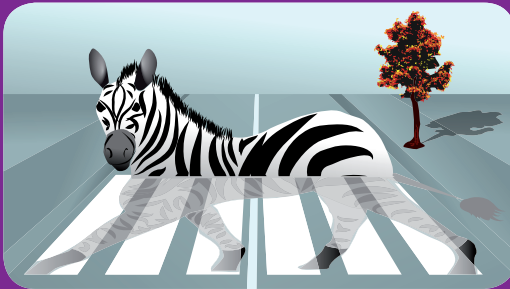


Teacher's note:

Sing to the tune of
Ten Little Indians



- Each zebra has a different pattern of black and white stripes.
- Zebras have long tails (50 cm).
- Zebras stand up while sleeping.
- Zebras eat grass.



Zebra crossings
(pedestrian crossings)
are named after
the black and white
stripes of zebras.



Zebras are
related to
horses and
donkeys.

Group reading activities



Read the sentences to your friend.
Now read the sentences again in the correct order.

- a. All the zebras painted stripes on their bodies.
- b. King Lion also said they looked beautiful.
- c. Mr and Mrs Zebra first painted themselves different colours and then with black stripes.
- d. The sun burnt the stripes into their bodies and they could not wash off the stripes.
- e. Mr and Mrs Zebra wanted to look pretty for the party that they were invited to.
- f. All the animals liked their stripes.
- g. That's why zebras have black stripes.



2

Role play the story.



3

Read the questions and tell your friend the answers.

- a. What is the title of the story?
- b. Who are the main characters in the story?
- c. What did they do to change themselves?
- d. What did the other animals think about their changes?
- e. Did you enjoy the story?
Give a reason for your answer.





4

Copy and complete the table in your exercise book.

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

| | | |
|------|-----|-----|
| oo | ai | ay |
| str- | wh- | bl- |

- b. Find two words that are the same as **beautiful** in the story and write them down.
- c. Find sentences in the story that have a comma **,** a full stop **.** and an exclamation mark **!**
Copy them into your exercise book.



5

Rewrite the story in your own words.
Write one paragraph of at least five sentences.

GRADE 2 HOME LANGUAGE



Book 3

| | |
|--------------------------------------|---|
| <i>Title:</i> | How Zebra got its stripes |
| <i>Language:</i> | English |
| <i>Level:</i> | Grade 2 Home Language Reader Level 1 Book 3 |
| <i>Text type:</i> | Narrative |
| <i>Sight words:</i> | they, themselves, each, doesn't, didn't, looked, everyone, their, off, what |
| <i>Vocabulary:</i> | zebras, bodies, bright, hippo, rhino, elephant, beautiful |
| <i>Phonics:</i> | oo, ee, ai, ay, ea, ei, silent e, wh-, th-, bl-, str-, -ch, -sh |
| <i>Content, concepts and skills:</i> | <ul style="list-style-type: none">▪ Sequence events in the correct order.▪ Role play the story.▪ Ask and answer comprehension questions.▪ Find words with the following sounds in the story: oo, ai, ay, str-, wh-, bl-.▪ Find synonyms in the story.▪ Copy sentences with the following punctuation: comma, full stop and exclamation mark.▪ Re-write the story in your own words. |

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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**THIS BOOK MAY NOT
BE SOLD.**



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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