

GRADE 3 HOME LANGUAGE

# There's a monster in my cupboard



ENGLISH

Level:

3

Book

1



# 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.*

# There's a monster in my cupboard



John invited his friend Robert for a sleepover. The two boys were enjoying John's Nintendo game.

"This is the best computer game!" shrieked John. "Come and see the monsters attacking me!"

"Wow!" Robert exclaimed. "Where did you get such a scary game? You'd better watch out, or the monsters will get you!"

"Here comes another monster! It looks like it's going to get me!" John shouted. "Just look at it! It has a head, teeth and a tail like a Tyrannosaurus Rex. It's vicious!"





"John and Robert," called John's mother. "Put that Nintendo away and get into bed now!"

"Ok, but I just want to finish this game," John called back.

"Switch the game off now!" said his mother. "You can carry on playing tomorrow."





"Okay, mom," said John as he switched off his light and carried on playing his Nintendo game in the dark.

Robert fell asleep.

Eventually John stopped playing and also fell asleep. The moonlight shone through the window onto the cupboard in the room.





Suddenly John woke up. What was that noise? Scratch! Bump! Scratch! Scratch!

John sat up in bed and pulled the blankets up to his chin. His eyes searched the dark room as he tried to see what was making the scary sounds. They were coming from his cupboard.

The cupboard was glowing in the moonlight and the door shook. Then the cupboard door moved. Squeak! Squeak!



Something was bumping against the door.

"A monster!" John whispered.

"Who's there?" he asked, in a shaky voice.



The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the door.

"I hope I can go back to sleep now," he thought.

Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump.

"Oh no!" he thought. "What am I going to do now? I don't want to wake everyone in the house."





Gripped by fear, he woke his friend, Robert.

"Robert! There's something in my cupboard! It's a monster of some kind, it could be a prehistoric dinosaur," he whispered.

"You probably had a nightmare. Let me sleep, I'm tired," replied Robert.

"It wasn't a dream. I had to lock the door. The cupboard door was opening by itself!"

"Don't be silly, John. You are dreaming about your game."



"Let's open the door together, then  
you'll see!"



Robert gave a great big sigh and picked up his backpack. He scratched around in it and found his torch. He walked towards the cupboard.

Suddenly there was another loud thump. The two boys stood still, too frightened to move. A scratching sound now came from the cupboard.

“Did you hear that?” John asked.

Robert nodded. He could feel his heart pounding in his chest.





John and Robert tiptoed to the cupboard. John opened the door slightly and Robert shone the torch through the crack. Something was trying to push the door open.

Suddenly the torch revealed two yellow eyes. The two boys jumped back in fright.

"What can it be?" whispered Robert, as he pressed the door closed.





The bumping and scratching got louder. Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them.

"What was that?" John screamed.

"It was your cat!" shrieked Robert, bursting out laughing.





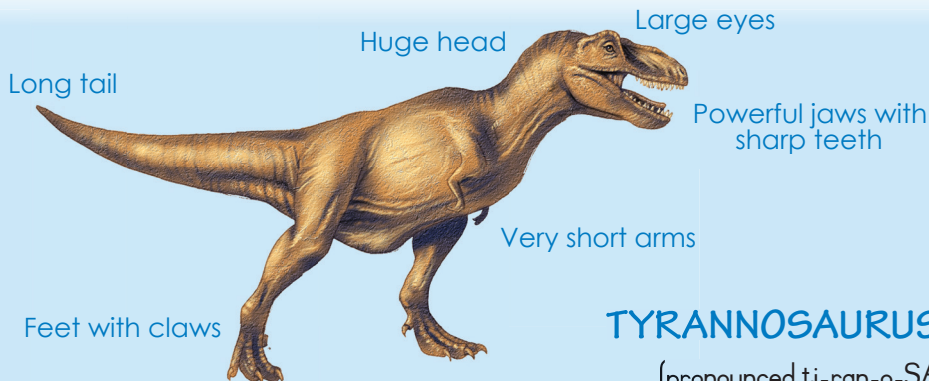
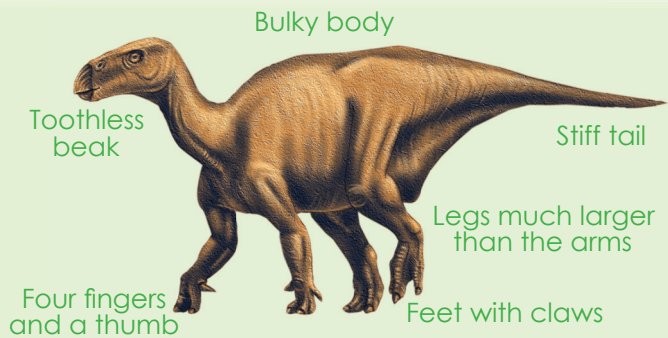
# Amazing dinosaurs

**DINOSAURS** lived on earth millions of years ago. They became extinct, which means they died out forever. No one has ever seen a dinosaur but we know about them because scientists dug up their bones and teeth. From these the scientists could work out how they looked and how they lived.

## IGUANODON

(pronounced  
i-GWAHN-o-don)

Iguanodon was a plant-eating dinosaur that had a spike on each thumb. It was the second dinosaur discovered.



## TYRANNOSAURUS REX

(pronounced ti-ran-o-SAWR-us)

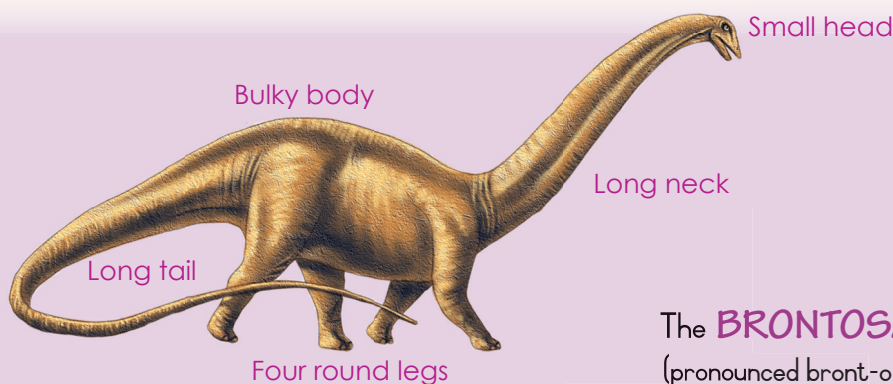
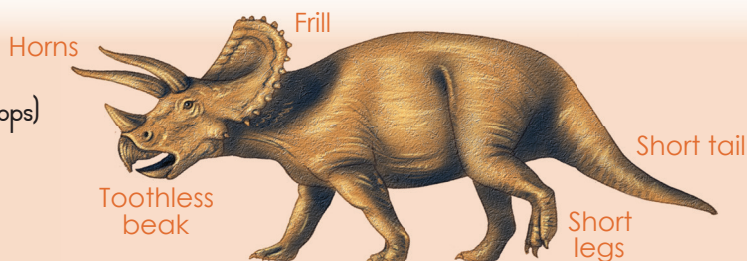
Tyrannosaurus rex (we call it T-Rex for short) was the biggest meat-eater ever. It ate other dinosaurs such as Triceratops. T-Rex was about six metres tall. It walked on two long back legs. It had very short arms with two clawed fingers. Its jaws and teeth were very strong – perfect for eating other animals.

## TRICERATOPS

(pronounced try-SER-a-tops)

This dinosaur had three horns and a frill on its head. Triceratops means "three-horned face".

Triceratops hatched from eggs. They lived in herds and protected their babies. They had strong beaks but no teeth. They ate plants.



The **BRONTOSAURUS**  
(pronounced bront-o-SAWR-us)

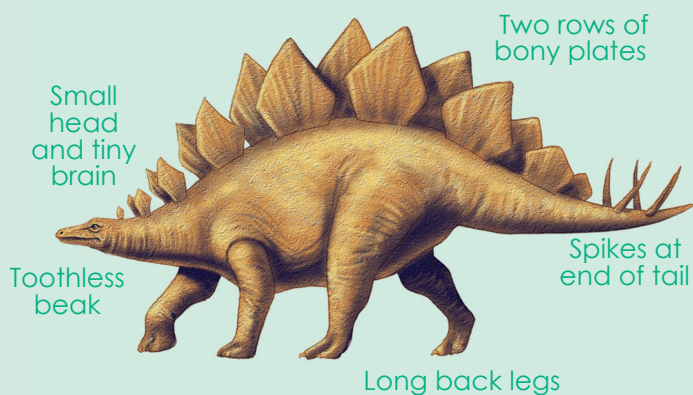
Also called the Apatosaurus, this was one of the largest land animals that ever lived. It had a long skull and a very tiny brain. This plant-eater had a long neck. Its nostrils were located on the top of its head.

## STEGOSAURUS

(steg-o-SAWR-us)

This dinosaur had rows of plates on its back and spikes on its tail.

It was very big but it had a very small head and a small brain. It had a beak and it ate plants.





# Group reading activities



1

Look at the pictures.

Tell your friend:

- what is happening in each picture.
- which picture should be first, second, third and fourth.
- which caption belongs to each picture.



Stop playing now!



What is that noise?



Wow, what a vicious monster!



Bring the chair!



2

Talk to your friend about the following:

- a) Why do you think Robert laughed at the end of the story?
- b) Why do you think John thought there was a monster in the cupboard?
- c) Do you think playing the Nintendo game contributed to the boys' fear?



2

- d) Have you ever had a nightmare? If so, what do you think caused it?
- e) Did the story end the way you expected it to end? Make up another ending for the story.
- f) Copy three sentences from the end of the story showing that the boys were frightened.
- g) What do you think the monster that John was afraid of looked like? Draw it and then describe your drawing to your friend.







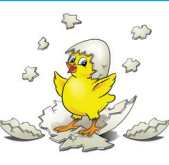
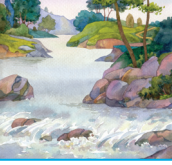


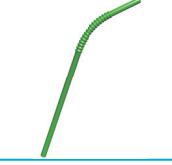

3

How many sound words (e.g. squeak) can you find in the story?  
What other sound words can you think of?



4

Use **tch**, **scr** or **str** to complete these words so that they match the picture.

<u>      </u> eet	wi <u>      </u>	<u>      </u> ub	<u>      </u> e	ha <u>      </u>
				
				
<u>      </u> eam	<u>      </u> eam	<u>      </u> a	<u>      </u> aw	wa <u>      </u>



4

Pretend you are John.

Write a diary entry in your exercise book describing what happened that night. Ensure that your entry has a beginning, a middle and an end.

Dear Diary,

Last night Robert and I...



5

Copy the following table into your exercise book. Then write the following words under the correct sounds.



pain	car	weep	eat	hay
team	sleep	bark	keep	say
park	tray	rain	meat	train

ar	ea	ee	ay	ai



6

Look at the descriptions of the dinosaurs on pages twenty and twenty-one and tell your friend which of the dinosaurs is a meat-eater. Which dinosaur, do you think, looks most dangerous? Explain why you think so.





# GRADE 3 HOME LANGUAGE



## Book 1

<i>Title:</i>	There's a monster in my cupboard
<i>Language:</i>	English
<i>Level:</i>	Grade 3 Home Language Reader Level 3 Book 1
<i>Text type:</i>	Narrative
<i>Sight words:</i>	around, away, eventually, everyone, exclaimed, replied, suddenly, there, through, towards
<i>Vocabulary:</i>	Nintendo game, Tyrannosaurus Rex, prehistoric, dinosaur, probably, nightmare, frightened, scratching, revealed, vicious
<i>Phonics:</i>	ee, oo, ai, ie, ea, ou, oi, silent e, wh-, th-, -th, ch-, -ch, sh-, -sh
<i>Content, concepts and skills:</i>	<ul style="list-style-type: none"><li>▪ Discuss pictures.</li><li>▪ Sequence pictures.</li><li>▪ Match captions with pictures.</li><li>▪ Read and answer comprehension questions.</li><li>▪ Talk about personal experiences.</li><li>▪ Express feelings about the story.</li><li>▪ Make up a new ending for the story.</li><li>▪ Identify "sound words" in the story.</li><li>▪ Use tch, scr and str sounds to complete words.</li><li>▪ Write a diary entry.</li></ul>

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.

ISBN 978-1-4315-2348-1



9 781431 523481



ISBN 978-1-4315-2348-1

**THIS BOOK MAY NOT  
BE SOLD.**



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

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

© Department of Basic Education  
First edition 2016

The Department of Basic Education has made every effort to trace copyright holders but if any have been inadvertently overlooked, the Department will be pleased to make the necessary arrangements at the first opportunity.

Author: V McKay

## Other books in the Grade 3 Home Language Bookshelf:

Level:

**1**

*Robby Rabbit  
tricks Freddie Fox*

*A sea adventure*

*Fun in the kitchen*

*Grumpy Kid's diary*

Level:

**2**

*The great escape*

*Thandi has a bad day*

*A weekend to remember*

Level:

**3**

*There's a monster  
in my cupboard*

*The case of the missing  
cup-cakes*

*Strange but true*