TIPS TO DRINK MORE WATER

Choose a glass of water rather than having a sugary drink.

Always carry water with you.

Keep a reusable water bottle with you and make sure to refill it regularly.

Take a bottle of clean, safe water to school.

Try setting reminders using your cellphone or notes at your desk to drink water regularly.

Make it a habit to drink water with meals.

Increase daily water intake when the weather is hot.

Drink one to two glasses of water 30 minutes before exercising and sip extra water for the next few hours afterwards.

Workbooks available in this series:
- Grade R (in all official Languages);
- Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
- Mathematics Grades 1 to 3 (in all 11 official Languages);
- Mathematics Grades 4 to 9 (in Afrikaans and English);
- Life Skills Grades 1 to 3 (in all 11 official Languages); and
- Grades 1 to 6 English First Additional Language.
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.

Nelson Mandela was born on 18 July 1918 in the Eastern Cape in a village called Mvezo. He started school when he was 7 years old. And it was his school teacher who gave him the name Nelson. When he finished school he went to university but this was interrupted when he took part in school protests. After that he came to Johannesburg where he worked in first a mine and then in a law firm. He also went to law school but had to drop out because he couldn’t afford to pay for the university fees. In 1944 he helped form the African National Congress Youth League (ANCYL) with various other people like Walter Sisulu and Anton Lembede and joined the ANC to fight against apartheid. He was jailed many times for his activities fighting for a better South Africa and in 1962 he was arrested and sentenced to 5 years in prison for leaving the country illegally and getting workers to go on strike. In 1964 he was sentenced to life imprisonment in the Rivonia trial for his role in the ANC’s armed struggle. He spent over 27 years in jail. Because education was important to him he continued studying while in prison and in 1981 he received his law degree from the University of South Africa (UNISA). On February 11 1990 he was released from prison, and on 10 May 1994 he became South Africa’s first black President.

Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for society in a different school, changed his attitude towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flogastoff, where he became one of their star students. He moved on to St Peter’s College in Johannesburg, where he matriculated with top marks. Swelling with pride, the Eastern Cape Assembly of Traditional Leaders gave Oliver Tambo a bursary to study at Fort Hare University, where he graduated with a Bachelor of Science degree in Maths and Science. The following year, while studying towards his post-graduate qualification in Education, he was expelled from the University for participating in a student strike. St. Peter’s College offered him a job as a Maths and Science teacher. It is while teaching in Johannesburg that he became a very active member of the African National Congress.

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 Pretoria
 South Africa
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This book may not be sold.

Celebrating 100 years of courageous leadership

Nelson Rolihlahla Mandela
1918-2013
On the 27th of October 1918, Nelson Mandela was born in Nkotoliki, Eastern Cape, then known as Pondoland. Raised with a solid foundation of hard work and respect for culture, and groomed in a village filled with strong morals and values, the ‘Son of Nkotoliki’ grew up to be loved and respected by South Africa, and the world.

On his first day at school, Kaizana’s teacher asked him to come to school with an English name. His parents chose Oliver. This, and a host of experiences with some of his teacher’s strict nature, made him hate school. A meeting with a smart, young man, who was a member of the debating society, in a different school, changed his attitude towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flogastoff, where he became one of their star students.

On 15 May 1990, | Message for Schools for Africa campaign
Johannesburg | South Africa

"...Educating all of our children must be one of our most important priorities. We all know that education, more than anything else, empowers our children of building better lives."

Educating all of our children must be one of our most important priorities. We all know that education, more than anything else, empowers our children of building better lives.”

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.

Mr Enver Surty, Deputy Minister of Basic Education
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**
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.
## Theme 5: What we did in the holidays

<table>
<thead>
<tr>
<th>Term 3: Weeks 1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>65)</strong> <strong>After the holidays</strong></td>
</tr>
<tr>
<td>Reads a narrative text.</td>
</tr>
<tr>
<td>Answers questions based on the text.</td>
</tr>
<tr>
<td>Phonics: the st, ch, sh and th-sounds.</td>
</tr>
<tr>
<td>Writes sentences.</td>
</tr>
<tr>
<td>Writes a paragraph about the holidays.</td>
</tr>
<tr>
<td><strong>66)</strong> <strong>Calendar</strong></td>
</tr>
<tr>
<td>Fills in the events on the calendar.</td>
</tr>
<tr>
<td>Answers questions based on a calendar.</td>
</tr>
<tr>
<td>Identifies the correct pronouns in sentences.</td>
</tr>
<tr>
<td>Fun activity to introduce possession.</td>
</tr>
<tr>
<td><strong>67)</strong> <strong>Bongi went to a birthday party</strong></td>
</tr>
<tr>
<td>Reads a narrative text.</td>
</tr>
<tr>
<td>Answers multiple choice questions based on the text.</td>
</tr>
<tr>
<td>Phonics: the oy, oi and dr-sounds.</td>
</tr>
<tr>
<td>Writes sentences.</td>
</tr>
<tr>
<td><strong>68)</strong> <strong>Special days, special messages</strong></td>
</tr>
<tr>
<td>Sequences pictures according to the story.</td>
</tr>
<tr>
<td>Writes a sentence about each picture.</td>
</tr>
<tr>
<td>Writes a special message in a friend’s book.</td>
</tr>
<tr>
<td>Sorts the words into the correct sound boxes (st, th, sh and ch-sounds).</td>
</tr>
<tr>
<td><strong>69)</strong> <strong>Jabu went to the zoo</strong></td>
</tr>
<tr>
<td>Reads narrative text about Jabu going to the zoo.</td>
</tr>
<tr>
<td>Answers questions based on the text.</td>
</tr>
<tr>
<td>Phonics: r blends.</td>
</tr>
<tr>
<td>Writes a paragraph about what happened at the zoo.</td>
</tr>
<tr>
<td><strong>70)</strong> <strong>We like animals</strong></td>
</tr>
<tr>
<td>Phonics: Sorts words into sound boxes (oi and oy-sounds).</td>
</tr>
<tr>
<td>Punctuation</td>
</tr>
<tr>
<td>Identifies antonyms.</td>
</tr>
<tr>
<td>Fun: Colours a picture according to the colour code.</td>
</tr>
<tr>
<td><strong>71)</strong> <strong>Sam went to the airport</strong></td>
</tr>
<tr>
<td>Reads narrative text about Sam at the airport.</td>
</tr>
<tr>
<td>Answers questions based on the text.</td>
</tr>
<tr>
<td>Phonics: ed-suffixes.</td>
</tr>
<tr>
<td>Writes sentences using given words.</td>
</tr>
<tr>
<td><strong>72)</strong> <strong>Sam sees aeroplanes</strong></td>
</tr>
<tr>
<td>Phonics: The -ck sound.</td>
</tr>
<tr>
<td>Matches present tense words with past tense words.</td>
</tr>
<tr>
<td>Uses alphabetical order to complete drawing a picture.</td>
</tr>
<tr>
<td><strong>73)</strong> <strong>Nomsa went to work with her mom</strong></td>
</tr>
<tr>
<td>Reads narrative text about Nomsa and her mom.</td>
</tr>
<tr>
<td>Answers multiple choice questions based on the text.</td>
</tr>
<tr>
<td>Phonics: ed-endings</td>
</tr>
<tr>
<td>Copy the sentence</td>
</tr>
<tr>
<td><strong>74)</strong> <strong>What’s the time?</strong></td>
</tr>
<tr>
<td>Draws the hands of the clock to show the prescribed times.</td>
</tr>
<tr>
<td>Writes down what they did at specified times.</td>
</tr>
<tr>
<td>Gives plurals for the singular words.</td>
</tr>
<tr>
<td>Designs a poster to sell something.</td>
</tr>
<tr>
<td><strong>75)</strong> <strong>Lebo went to the library</strong></td>
</tr>
<tr>
<td>Reads the narrative text about Lebo going to the library.</td>
</tr>
<tr>
<td>Identifies the correct words to complete the sentences based on the text.</td>
</tr>
<tr>
<td>Writes sentences using given words.</td>
</tr>
<tr>
<td>Writes a paragraph about their favourite book.</td>
</tr>
<tr>
<td><strong>76)</strong> <strong>Our library books</strong></td>
</tr>
<tr>
<td>Draws a picture of a book that they liked.</td>
</tr>
<tr>
<td>Writes about the book.</td>
</tr>
<tr>
<td>Matches the past and present tense words.</td>
</tr>
<tr>
<td>Identifies the correct past or present tense word in the sentences.</td>
</tr>
<tr>
<td>Makes predictions about given book covers.</td>
</tr>
<tr>
<td><strong>77)</strong> <strong>Thabo goes to a soccer game</strong></td>
</tr>
<tr>
<td>Discussion and prediction of story.</td>
</tr>
<tr>
<td>Reads narrative text about Thabo.</td>
</tr>
<tr>
<td>Writes a caption for each picture.</td>
</tr>
<tr>
<td>Fills in the words into the correct sound boxes (ay and ai-sounds).</td>
</tr>
<tr>
<td>Writes a sentence about each picture.</td>
</tr>
<tr>
<td><strong>78)</strong> <strong>The soccer game</strong></td>
</tr>
<tr>
<td>Sorts the words into the correct sound boxes (ai, ay-sounds)</td>
</tr>
<tr>
<td>Identifies the correct past tense words.</td>
</tr>
<tr>
<td>Plays a word game.</td>
</tr>
<tr>
<td><strong>79)</strong> <strong>The ugly duckling</strong></td>
</tr>
<tr>
<td>Discusses the picture in the cartoon story.</td>
</tr>
<tr>
<td>Reads narrative text about the ugly duckling.</td>
</tr>
<tr>
<td><strong>80)</strong> <strong>The ugly duckling (continued)</strong></td>
</tr>
<tr>
<td><strong>80b)</strong> <strong>The ugly duckling (continued)</strong></td>
</tr>
</tbody>
</table>
Let’s read

Today we came back to school after the holidays.
We were happy to see our friends again.
Our teacher asked us to tell her about our holidays.
We showed her our holiday pictures.
We passed them around.

Jabu went to the zoo.

Thabo went to Soccer City.

Sam went to the airport.

Lebo went to the library.

Bongi went to a birthday party.
Nomsa went to work with her mother.

Jim went to the doctor.

Fill in the name of each child. Then fill in where they went.

<table>
<thead>
<tr>
<th>Name</th>
<th>Bongi</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Birthday party</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let's write

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

<table>
<thead>
<tr>
<th>must</th>
<th>chat</th>
<th>sheep</th>
<th>thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>just</td>
<td>chap</td>
<td>shop</td>
<td>thin</td>
</tr>
<tr>
<td>rust</td>
<td>chin</td>
<td>shoe</td>
<td>thick</td>
</tr>
</tbody>
</table>

Word work

Let's write

Write about what you did in the school holidays.
Look at these special events. Now fill them in on the calendar.

<table>
<thead>
<tr>
<th>Jabu’s birthday is on 25 July.</th>
<th>Sam must go to the doctor on 18 July.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann’s birthday is on 3 July.</td>
<td>Bongi will go to the zoo on 21 July.</td>
</tr>
<tr>
<td>Lebo must take her library books back on 5 July.</td>
<td>Ann will visit her grandmother on 28 July.</td>
</tr>
<tr>
<td>Thabo will go to the soccer on 13 July.</td>
<td>Bongi will visit Ann on 13 July.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td>29</td>
</tr>
</tbody>
</table>

Let’s write
Answer these questions about the calendar.

What month is the calendar for?

How many days are there in this month?

What day is the 25th?

How many Sundays are there in this month?

What months come before and after this month?
Read each sentence, then circle the word that you can use in the place of the underlined word.

Bongi likes to play with Nomsa.  You  He  She
Jabu likes to go to the zoo.  You  He  She
Lebo likes to read books.  You  He  She
Sam saw a plane.  You  He  She
Lebo and Bongi are girls.  They  He  She

Let's write

You, he, she and they are all pronouns. We can use pronouns in the place of other words.

Trace the string to see what they did in the school holidays.
In the July school holidays Bongi went to Nana’s birthday party. There were many boys and girls at the party. Nana got lots of toys because it was her birthday. We had fun and joy.

Nana blew out 8 candles. Then we ate sweets and cake. Before we went home, we boiled water to make tea.

We all played soccer in the garden. Then Ben bit the ball and it popped! Ben is a silly dog.

All the children wrote special messages in Nana’s birthday book. This is what Bongi wrote.

Happy 8th birthday Nana. Thank you for asking me to come to your party.

With love Bongi
Let’s write

Read the story again and then tick (✔) the correct answers.

Who had a birthday party?

A  Nana
B  Bongi
C  Jabu

When was the party?

A  In May
B  In June
C  In July

How many candles did Nana blow out?

A  5 candles
B  6 candles
C  8 candles

What game did they play?

A  Netball
B  Soccer
C  Rugby

Word work

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

boy  oil
toy  soil
joy  boil
drum  drink
drip  drag
drop  dress

Sight words

because  been  before

Let’s write

Copy the sentence.

The boy had joy from the toy.
Number these pictures in the correct order.

1. Let's write
   Now write a sentence about each picture.

1. [Sentence for picture 1]
2. [Sentence for picture 2]
3. [Sentence for picture 3]
4. [Sentence for picture 4]
Bongi wrote a special message to Nana on her birthday. Pass your book around and let two of your friends write a message to you in your book. You can write a special message in their books.

Special messages from my friends.

Let's write

Sort these words into the correct spaces.

check sheep that shop
cheese this stand then
chick step stop ship

st th sh ch
Jabu tells the class about his trip to the zoo. This is what he says.

I went to the zoo with my family.

We went by taxi because it was cold.

We saw many interesting animals. We saw zebras, lions and buck.

I was happy to see a very tall giraffe, a big elephant and a hippo.

We also saw some farm animals. I played with the baby chicks.

While I was looking at the animals, a little monkey came and grabbed my ball. He took it and sat on the wall.

Later I had a picnic lunch with my friends. We sat under a tree on the green grass.
Read the story, then answer the questions.

Who did Jabu go to the zoo with?
He went with

How did they go to the zoo?
They went by

What did they see?
They saw

What did the monkey grab from Jabu?
The monkey grabbed Jabu’s

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

Let’s write

Write about what happened at the zoo.
We like animals

Let’s write

Look at the sounds in these words. Now look at the spelling. Write the words that are spelled the same in the correct boxes.

oi words

joy
boy
coin
join
noise
point
boil
royal
enjoy

oy words

oil
voice
enjoy

Let’s write

Punctuate these sentences.

where did jabu go

he went to the zoo on sunday

what did he see

he saw lions elephants and monkeys
Show the opposites. Draw a line from the words in the green column to the words that mean the opposite in the blue column. In the example, we have joined tall and short. Tall means the opposite of short.

<table>
<thead>
<tr>
<th>green</th>
<th>blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>small</td>
</tr>
<tr>
<td>up</td>
<td>short</td>
</tr>
<tr>
<td>big</td>
<td>down</td>
</tr>
<tr>
<td>happy</td>
<td>back</td>
</tr>
<tr>
<td>front</td>
<td>cold</td>
</tr>
<tr>
<td>hot</td>
<td>after</td>
</tr>
<tr>
<td>before</td>
<td>sad</td>
</tr>
</tbody>
</table>

Let's write

Show the opposites. Draw a line from the words in the green column to the words that mean the opposite in the blue column. In the example, we have joined tall and short. Tall means the opposite of short.

Fun

Colour the spaces with a dot in dark blue to find out what animal this is. Then colour the sky in light blue and the trees in green.
Sam went to see the planes with his father. They went to the airport. They saw many big planes. A jumbo jet flew past. It carried 350 people. The planes landed and they came down with a bump. Sam watched the big planes go up and come down. Each one had a flag painted on its tail. When they came back they landed on the landing track. Sam wants to be a pilot when he is big. He wants to fly a jumbo jet.
Let's read

Read the story and then answer the questions.

Who did Sam go to the airport with?
He went with

What did they see?
They saw

How many people can fit into a jumbo jet?
About

What does Sam want to be when he is big?
He wants to be a

Word work

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

cooked  looked  walked  landed
hooked  played  jumped  helped
booked  watched  talked  painted

Let's write

Write about a special trip you went on.
Let’s do Write down words that end in **ck** to match each picture.

- sock
- kick
- clock
- rock
- lock
- brick
- sack

Let’s write Do these word sums to change these verbs into the past tense.

<table>
<thead>
<tr>
<th>wash + ed =</th>
<th>washed</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook + ed =</td>
<td></td>
</tr>
<tr>
<td>paint + ed =</td>
<td></td>
</tr>
<tr>
<td>wait + ed =</td>
<td></td>
</tr>
<tr>
<td>watch + ed =</td>
<td></td>
</tr>
<tr>
<td>look + ed =</td>
<td></td>
</tr>
<tr>
<td>jump + ed =</td>
<td></td>
</tr>
<tr>
<td>kick + ed =</td>
<td></td>
</tr>
<tr>
<td>lick + ed =</td>
<td></td>
</tr>
<tr>
<td>play + ed =</td>
<td></td>
</tr>
<tr>
<td>pick + ed =</td>
<td></td>
</tr>
<tr>
<td>shock + ed =</td>
<td></td>
</tr>
</tbody>
</table>
Follow the alphabet to join the dots and find out what Sam saw.

Draw a line to match the action word with its correct past tense.

We use the past tense when an action is already finished.
During the holidays, there was no one to look after Nomsa so she went with her mother to work. They left at 8 o’clock. Nomsa’s mother sells fruit and vegetables. Nomsa helped her mother.

Nomsa made a big poster. When people saw the poster they came to buy. Nomsa packed the fruit in rows. They looked very neat. When she finished her work, she rested and then she read her best book about a hippopotamus.

At 5 o’clock they went home. Nomsa was very glad when she got into the taxi.

What work does Nomsa’s mother do?

A  She sells fruit.
B  She sells vegetables.
C  She sells fruit and vegetables.

Why did Nomsa go to work with her mother?

A  There was no one to look after her.
B  She wanted to help her mother.
C  She had nothing to do.
How did Nomsa help her mother?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>She washed the fruit and vegetables.</td>
</tr>
<tr>
<td>B</td>
<td>She counted the money.</td>
</tr>
<tr>
<td>C</td>
<td>She packed the fruit and vegetables and she made a poster.</td>
</tr>
</tbody>
</table>

What did Nomsa do after she helped her mom?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>She read.</td>
</tr>
<tr>
<td>B</td>
<td>She slept.</td>
</tr>
<tr>
<td>C</td>
<td>She played.</td>
</tr>
</tbody>
</table>

At what time did they go home?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>At 3 o’clock.</td>
</tr>
<tr>
<td>B</td>
<td>At 5 o’clock.</td>
</tr>
<tr>
<td>C</td>
<td>At 7 o’clock.</td>
</tr>
</tbody>
</table>

How did Nomsa and her mom go home?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>By car.</td>
</tr>
<tr>
<td>B</td>
<td>By bus.</td>
</tr>
<tr>
<td>C</td>
<td>By taxi.</td>
</tr>
</tbody>
</table>

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

**Word work**

- rested
- helped
- kicked
- picked
- worked
- packed
- missed
- walked
- finished
- cleaned
- looked
- watched

**Sight words**

- fast
- first
- five
- found

Let’s write

Copy the sentence.

She packed the best apples.
What's the time

Let’s do Draw the hands of the clock to show the following times.

<table>
<thead>
<tr>
<th>Time</th>
<th>Clock 1</th>
<th>Clock 2</th>
<th>Clock 3</th>
<th>Clock 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 o’clock</td>
<td><img src="image1.png" alt="Clock" /></td>
<td><img src="image2.png" alt="Clock" /></td>
<td><img src="image3.png" alt="Clock" /></td>
<td><img src="image4.png" alt="Clock" /></td>
</tr>
<tr>
<td>3 o’clock</td>
<td><img src="image5.png" alt="Clock" /></td>
<td><img src="image6.png" alt="Clock" /></td>
<td><img src="image7.png" alt="Clock" /></td>
<td><img src="image8.png" alt="Clock" /></td>
</tr>
<tr>
<td>5 o’clock</td>
<td><img src="image9.png" alt="Clock" /></td>
<td><img src="image10.png" alt="Clock" /></td>
<td><img src="image11.png" alt="Clock" /></td>
<td><img src="image12.png" alt="Clock" /></td>
</tr>
<tr>
<td>10 o’clock</td>
<td><img src="image13.png" alt="Clock" /></td>
<td><img src="image14.png" alt="Clock" /></td>
<td><img src="image15.png" alt="Clock" /></td>
<td><img src="image16.png" alt="Clock" /></td>
</tr>
</tbody>
</table>

Let’s write Write down what you did at these times yesterday.

- [ ] 8 o’clock
- [ ] 3 o’clock
- [ ] 5 o’clock
- [ ] 10 o’clock
When we talk about more than one item, we add an s to the word. So more than one girl is two girls, and more than one boy is two or three boys. The word with the s is called the plural. The word without the s is called the singular. When a word ends in s, ch, sh or x, you have to add es to make it plural.

Make these words plural.

<table>
<thead>
<tr>
<th>cat</th>
<th>cats</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>pig</td>
<td></td>
</tr>
<tr>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>web</td>
<td></td>
</tr>
<tr>
<td>cake</td>
<td></td>
</tr>
<tr>
<td>brush</td>
<td>brushes</td>
</tr>
<tr>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td>fox</td>
<td></td>
</tr>
<tr>
<td>box</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>bunch</td>
<td></td>
</tr>
</tbody>
</table>

For Sale

What are you selling?

How much does it cost?

Where can we buy it?

Draw a picture of what you will sell.
Lebo went with Ann to the library. Ann pushed Lebo in her wheelchair. They looked at many interesting books. Lebo liked the books about animals. Ann liked the story books. The teacher in the library read to them. They could take the books home for 2 weeks. When they finish reading them, they can get new books. They are so many wonderful books in the library.
Let’s write

Use these words to complete the sentences.

Ann liked the _____________________ books.

_____________________ pushed Lebo in the wheelchair.

You can take a library book out for _____________________ weeks.

The _____________________ read them a story.

Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

looked | when | they | reading

Let’s write

Ask 5 friends the name of their favourite book. Write your friend’s name and next to it the name of their favourite book. Then fill your name and the book you like most. Tick which books you would like to read.
**Our library books**

**Term 3 – Week 3-4**

**Let’s do** Draw a picture of a book that you liked, then write about the book.

- What was the name of the book?
- Write 2 sentences to say what the book was about.
- Draw a picture of the book cover.

**Let’s write**

### Match the past and the present tense of these words.

- run
- went
- eat
- sleep
- go
- see
- saw
- slept
- ate

The word **see** tells you about now.
The word **saw** tells you about the past.

### Read the sentences and then circle the correct word.

- Last night we **see/saw** the moon.
- Now we **see/saw** the sun.
- We **eat/ate** lunch yesterday.
- Now we **eat/ate** breakfast.
- Last night we **go/went** to bed.
- Now we **go/went** to school.
Tell your friend what you think each book is about. Then say which books you would like to read. Number the books from 1 to 4. Number 1 is for the book you like most, and 4 is for the book you like least.

Choose one of the books and write five sentences on what you think the book is about.
Thabo goes to a soccer game

Look at the pictures and say what the story is about.

1

2

3

4
Thabo loves soccer. He went with Jabu and Dan to see the big game. Chiefs and Sundowns played. There were thousands of people at the game. They blew their vuvuzelas. Suddenly it started to rain. They went home by train.

Let's write

Now write one caption below each picture on the opposite page.

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

Word work

train claim

main play

may pay

stay rain

Let's write

Write one sentence about each of the pictures on the opposite page.
These words sound the same but we spell them differently. Look at each word and then write it in the correct box.

Circle the correct word about what happened at the soccer yesterday.

Yesterday we **travel/travelled** to the game by train.
We **watch/watched** Sundowns play.
The players **kick/kicked** the ball hard.
After the game it **start/started** to rain.
Play this game with your friend. Choose the yellow or the blue team. See who can score a goal first. Take turns to read your colour word. If you make a mistake, you must miss a turn. The one to finish reading the words first scores the goal. Then try the game again but this time you must play for the other team.
Once upon a time Mother Duck lived with her family on a farm. Mother Duck was sitting on 7 eggs. She was waiting for them to hatch.

It is time for my eggs to hatch. I want to see my 7 baby ducks.

Then, one by one all the eggs cracked open. All except one. It was a very big egg.

Hello. I am Fluffy.

I am Tsepo.

I am ZaZa.

Who am I?

I am Girly.

I am Nicky.
Mother duck sits and sits on the big egg. At last it cracks open. Out jumps the last baby duck. It looks big and strong. It is a very ugly duckling.

Mother Duck takes all her baby ducks to the pond.

All the ducks jump into the water. They all swim and play. The ugly duckling swims better than all the other ducklings.
Then they go to the farm. The other animals are nasty to the ugly duckling. The hens peck him and the dog barks at him.

One night the ugly duckling decides to run away.

He goes to the river. He sees many beautiful big birds swimming in the river. Their feathers are so smooth. They have long necks. Their wings are so pretty.

Everyone is so nasty to me. I am running away.

I wish I could play with them. They are so beautiful. I am so ugly.
Then one day the winter comes. There is snow all around. The river turns to ice. The ugly duckling is very cold and unhappy.

And then comes the Spring. The sun shines again and the trees are fresh and green. One morning the ugly duckling sees the beautiful swans again.

The duckling is very sad. He begins to cry.

I am all alone. I am so cold.

I am so ugly. I am alone. I have no friends.
While he is crying he looks down between his tears. He sees his reflection. He is a beautiful swan.

Is that me?

Just then some swans swim by. They call the ugly duckling to swim with them. The ugly duckling jumps into the water. He feels very happy.

Come and swim with us. You are a swan, like us. You are the most beautiful of all swans.
Theme 6: Around the house

81) Bear has a haircut
Reads narrative text about Pam's teddy bear.
Answers questions based on the text.
Sorts words into the correct sound boxes (oy, oi, ell, all-sounds)
Writes sentences using given words.
Copy letters A, a

82) My special toy
Conducts a survey and tabulates findings.
Numbers pictures to show correct order.
Writes a sentence about each picture.
Identifies an alternative pronoun for the underlined words.
Fun activity

83) Bongi makes lunch
Discusses the picture.
Reads a recipe.
Answers multiple choice questions based on the recipe.
Reads the words and listens to the sounds (ay sounds)
Writes sentences using given words.
Writes sentences about what they like to eat.
Copy letters B, b

84) Food that I like
Draws a picture of something they like to eat.
Explains to a friend the sequence for making it.
Matches sentences (subject-object).
Fills in the missing words using the pictures as clues.
Find and circle words in the word puzzle.

85) Home safety
Reads a pamphlet about home safety.
Answers specific questions based on the text.
Phonics: (ai, ell, ill-sounds)
Writes sentences about what they do to be safe at home.
Copy letters C, c

86) House rules
Draws a picture so show what must be done to be safe at home.
Writes a sentence about their picture.
Uses correct punctuation.

87) The missing cell phone
Reads narrative text about the missing cell phone.
Answers questions based on the text.
Sorts words (scr, str, gr, cr-sounds).
Writes a story about losing something.
Copy letters D, d

88) Up, down, in and around
Using prepositions to help locate hidden items.
Gives propositions pertaining to pictures.
Completes words using either scr or str.
Reads instructions and then completes drawing.
Sorts words according to sounds (dr, tr, pl, sl-sounds).

89) Cat needs care
Reads an advert.
Answers multiple choice questions based on the text.
Sorts words according to sounds (scr, ike, ake, y-sounds)
Writes about their pet.
Copy letters E, e

90) A home for a lost cat
Fill in vowels a, e, i, o and u to complete words to match the pictures.
Identifies questions, exclamations and statements.
Rewrites the sentences using correct punctuation.
Designs an advert about a lost pet.

91) Party invitation
Reads an invitation.
Answers questions based on the invitation.
Phonics: (y-sounds).
Writes sentences using given words.
Writes sentences about their birthdays.
Copy letters F, f

92) Come to my party
Completes an invitation for their own party.
Rewrites sentences in past tense.
Identifies nouns and verbs in the sentences.
Completes the table using the information from the picture.

93) Five little chickens
Reads poem about five little chickens.
Writes sentences using given words.

94) The five little chicks
Recites and role plays the poem.
Identifies the correct past tense words.
Forms compound words.
Sorts words according to sounds.

95) The hippo and the tortoise
Cut-out story book.

96) The hippo and the tortoise (continued)
Reads narrative text.
Discusses the text with a friend.
Bear has a haircut

Pam has a very special teddy bear. She likes to sleep with her teddy. Her little brother John also likes to play with the teddy bear.

Today when Pam came home from school she found her teddy bear had cuts on its head and tummy. Her baby brother cut the teddy’s hair.

Pam was very angry. She was cross with her little brother.

Then mother put a red hat and a blue jacket on the teddy.

Why did you spoil my teddy? That is not right!

Look, Pam. Teddy looks good again.
Let’s write Read the story, then answer the questions.

What was Pam’s special toy?
It was a ___________

Who cut the bear’s hair?

How did Pam feel when she saw the bear?
She felt ___________

What did Pam’s mother put on the bear?
She dressed him in a ___________

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>toy</th>
<th>boil</th>
<th>well</th>
<th>ball</th>
</tr>
</thead>
</table>

Write 2 sentences about a special toy that you like.

Let’s write

Copy the letters.

Let’s write

Sight words
right
sleep
tell

joy  tell  boy  sell

spoil  fall  oil  tall

TEACHER: Sign ___________ Date ___________
Find out what special toys your friends have. Write their names in the top row and then write their special toys in the bottom row.

<table>
<thead>
<tr>
<th>Name</th>
<th>Toy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pam</td>
<td>teddy bear</td>
</tr>
</tbody>
</table>

Number these pictures in the correct order.

Now write 1 sentence about each picture.

1
2
3
4
Read each sentence, then circle the word (pronoun) that you can use in the place of the underlined words.

Pam likes to play with her teddy bear.  
You  He  She

Pam’s mother fixed the bear.  
You  He  She

Pam’s little brother cut the bear.  
You  He  She

The bear looked good again.  
It  He  She

Pam and her mother are girls.  
They  He  She
Look at the picture and talk about what you see.

Let’s speak

Bongi will make lunch for her friends after school today.

Let’s read

The magic sandwich

What you need

1 tablespoon of condensed milk  peanut butter
1 banana 2 slices of bread

What you must do

Spread peanut butter on one slice of bread.
Slice the banana and place the slices on top of the peanut butter.
Spread some condensed milk on the other slice of bread.
Put the two slices together to make a sandwich.
Cut it into four pieces.

Eat and enjoy.
Put a tick (✔) next to the correct answer.

**How many slices of bread do you need?**
- A One
- B Two
- C Three

**What else do you need?**
- A Peanut butter
- B Cheese
- C Condensed milk

**How many pieces of sandwich are there when you have cut it up?**
- A One
- B Two
- C Four

**What fruit do you need?**
- A Apple
- B Pineapple
- C Banana

---

**Word work**

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

- day way play ray
- say pay stay hay
- may bay pray lay

Write 2 sentences about what you like to eat.

---

Copy the letters.

---

**Sight words**

- jump
- little
- said
- play
Food that I like

**Let’s do**

Draw a picture of something you can make to eat. Tell your friend how to make it. Say:

First I ...  
Then I ...  
Then I ...

**Let’s write**

Make four sentences. Draw a line to match the part in the blue box with the right part in the green box.

Pam was cross  
I ate a sandwich  
I took my umbrella  
I blew out my candles

because it was my birthday.  
because her brother cut the teddy.  
because I was hungry.  
because it was raining.

**Let’s write**

Fill in the missing words in these sentences.

- I like to drink  
- She likes

fish  apples  sweets  bread  tea  milk
We like ____________________________________.

He likes to eat ____________________________________.

They like to eat ____________________________________.

He likes to drink ____________________________________.

Find and circle the word in the box. Then draw a line from the word to the correct picture. Some words go across and some go down.
Home safety

Let's read

BE SAFE AT HOME

Push pots to the back of the stove.
Don't play with the kettle cord.
Don't play with medicines.
Don't play with tins or sharp things.
Never play with plugs.
Don't play with paraffin cookers.

Let's write

Read the pamphlet and then answer the questions.

Write down what mother bear tells us to do so that we are safe at home.

Write down what the kangaroo tells us to do so that we are safe at home.
Write down what the rabbit tells us to do so that we are safe at home.

Write down what the elephant tells us to do so that we are safe at home.

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

Word work

<table>
<thead>
<tr>
<th>pain</th>
<th>snail</th>
</tr>
</thead>
<tbody>
<tr>
<td>main</td>
<td>rain</td>
</tr>
<tr>
<td>drain</td>
<td>hail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>well</th>
<th>hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td>ill</td>
</tr>
<tr>
<td>smell</td>
<td>pill</td>
</tr>
</tbody>
</table>

Sight words
down
around
home

Write 5 sentences about what you do to be safe at home.

Copy the letters.
Let’s do

Draw a picture to show what you must do to be safe at home. Then write a sentence about your picture.

Let’s write

Write these sentences using the correct punctuation. Use a capital letter at the beginning of the sentence and a full stop or question mark at the end. Remember to use a capital letter when you write the names of people, months, places or days.

on Saturday Sam and Ann went to play at Thabo’s house

do you like ice cream

Bongi and Nomsa went to Durban in July

my name is
Let's write

Draw a line from the words in the green column to the words in the blue column that have the same meaning.

<table>
<thead>
<tr>
<th>Correct</th>
<th>Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little</td>
<td>Right</td>
</tr>
<tr>
<td>A Lot</td>
<td>Beautiful</td>
</tr>
<tr>
<td>Speak</td>
<td>Plenty</td>
</tr>
<tr>
<td>Lost</td>
<td>Missing</td>
</tr>
<tr>
<td>Pretty</td>
<td>Talk</td>
</tr>
</tbody>
</table>

Fun

Complete these sentences about yourself and what you like. All the answers are names, so they must start with a capital letter.

My name is

My best friend is

I was born in

My birthday is in

My favourite day of the week is

My teacher’s name is

My favourite book is

My favourite TV show is
Bongi’s dad lost his cell phone. He screamed, “Do you know where my phone is?”
We looked under the bed.
On top of the shelf.
Behind the desk.
In Dad’s pocket.
Outside the house.
Inside the house.
Next to the table.
Above the TV.
Then – ring ring, ring ring.
We found the phone in the fridge!

What did the father lose?
He lost his

Write down 2 places where they looked for the phone.
They looked
Where did they find the phone?
They found it

Have you ever lost something? What was it?

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

Word work

scrub  green  crab  stream

strong  crust  grass  scrum

scream  street  grow  cream

Write a story about when you lost something. What was it? Where did you find it?

Copy the letters.
Up, down, in and around

Let’s do
Hide something in the class. Your friend must look for it. He or she must say “I am looking behind … or under … or next to … or on”. Use the words in red in the story on page 48 to help you.

Let’s write
Say the word for each picture. Then complete each word using either scr or str.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street</td>
<td>str</td>
</tr>
<tr>
<td>Eam</td>
<td>eam</td>
</tr>
<tr>
<td>Atch</td>
<td>atch</td>
</tr>
<tr>
<td>Etch</td>
<td>etch</td>
</tr>
<tr>
<td>Strawbery</td>
<td>strawbery</td>
</tr>
<tr>
<td>Tub</td>
<td>tub</td>
</tr>
<tr>
<td>Screw</td>
<td>screw</td>
</tr>
</tbody>
</table>

Up, down, in and around

Term 3 – Week 5-6
Read these instructions, then finish the picture.

Draw the sun and a plane above the tree.  
Draw a snail in front of the flowers.
Draw a bird in the tree.  
Draw a tortoise next to the flowers.
Draw flowers under the tree.  
Draw a butterfly above the tortoise.

Sort these words into these gift boxes.

<table>
<thead>
<tr>
<th>drink</th>
<th>train</th>
<th>sleep</th>
<th>please</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>slip</td>
<td>tree</td>
<td>dream</td>
</tr>
<tr>
<td>drag</td>
<td>trap</td>
<td>sling</td>
<td>plum</td>
</tr>
</tbody>
</table>

Let's write
Do you love cats?

We have a fluffy, jumpy, pretty little kitty who needs a home.

She has a long tail and stripes.

She likes milk and fish.

Her name is Tabby.

If you want to help and give her love and care, phone Gugu at the SPCA, 012 012 0120.

---

<table>
<thead>
<tr>
<th>What pet needs a home?</th>
<th>Who should you call if you want the cat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Dog</td>
<td>A  Gugu</td>
</tr>
<tr>
<td>B  Cat</td>
<td>B  The pet shop</td>
</tr>
<tr>
<td>C  Horse</td>
<td>C  The farmer</td>
</tr>
</tbody>
</table>
## What is the cat’s name?
- A. Tabby
- B. Kitty
- C. Ben

## What does she like to eat?
- A. Milk
- B. Cheese
- C. Fish

## What does she like to drink?
- A. Milk
- B. Juice
- C. Tea

## How does the cat behave?
- A. She is always sleepy.
- B. She likes to jump.
- C. She likes to fight.

---

### Word work

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>scream</th>
<th>bike</th>
<th>kitty</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>pretty</td>
<td>hike</td>
<td>scratch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>screw</th>
<th>rake</th>
<th>like</th>
<th>baby</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Sight words

<table>
<thead>
<tr>
<th>before</th>
<th>best</th>
<th>both</th>
<th>buy</th>
</tr>
</thead>
</table>

---

### Let’s write

Write about your pet.

---

### Copy the letters

Let’s write
A home for a lost cat

Let's do
Add a vowel, a, e, i, o, or u, to each of these words to make the word match the picture.

| cake     | r__ke |
| b__ke    | k__te |
| c__se    | c__ge |
| r__de    | c__be |

Let's write
Say whether these are questions, exclamations or statements. Then fill in either ?, ! or a ..

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop that</td>
<td></td>
</tr>
<tr>
<td>The date is 25 July</td>
<td></td>
</tr>
<tr>
<td>Hurry up</td>
<td></td>
</tr>
<tr>
<td>Where do you live</td>
<td></td>
</tr>
<tr>
<td>When is your birthday</td>
<td></td>
</tr>
<tr>
<td>I like summer</td>
<td></td>
</tr>
<tr>
<td>Do you like cats</td>
<td></td>
</tr>
</tbody>
</table>
Rewrite these sentences and add the correct punctuation.

Do you like cats

My cat's name is Tabby

Jabu and Sam like to play soccer

My birthday is in September

---

Make an advert about a lost pet. Fill in the missing spaces to complete the advert. Then draw a picture to show what the pet looks like.

### HELP FIND A LOST

Fill in what kind of pet it is.

<table>
<thead>
<tr>
<th>Have you seen my</th>
<th>My pet looks like this</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
<td>(Draw a picture of your pet.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My pet's name is</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you find my pet please call</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fill in your name.)</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>(Fill in your phone number.)</td>
</tr>
</tbody>
</table>
Come to my party!

I am turning 8.

My party will be on 10 September 2015. It starts at 3 o’clock and ends at 6 o’clock.

My address is:
27 Tambo Street
Singville
Cape Town

Please tell me if you can come.
My phone number is 021 021 0210.

From Thabo

Let’s read

Read the invitation, then answer the questions.

Who is having a party?

How old will he be?

What time will the party start?

What time will the party end?

What is the date of the party?

What is Thabo’s house number and street name?
Write 3 sentences about your birthday.

Let's write

Copy the sentence.

Will you come to my party?

Copy the letters.
Come to my party!

I am turning ___.

My party will be on _______________.

It starts at _______ o’clock and

ends at _______ o’clock.

My address is:

House number ___________

Street ________________________

Place __________________________

Please tell me if you can come.

My phone number is ______________.

From ____________________________

I am turning ____.

Come to my party!

Today is my birthday.

Yesterday it was

Today it is raining.

Yesterday it was

Today it is sunny.

Yesterday it
In each sentence, underline the name of the person, then circle the action word that tells us what the person is doing.

Jabu (runs) to school.
Ann reads a book.
Pam holds her teddy.
Sam plays soccer.

Peter kicks the ball.
Lebo talks on the phone.
Bongi buys a cat.
Mandu eats chips.

How old are they? Fill in their names and ages in the table from the youngest to the oldest.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>3</td>
</tr>
<tr>
<td>Thabo</td>
<td>7</td>
</tr>
<tr>
<td>Candy</td>
<td>9</td>
</tr>
<tr>
<td>Lulu</td>
<td>6</td>
</tr>
<tr>
<td>John</td>
<td>5</td>
</tr>
</tbody>
</table>

Fun
Mother hen and her chicks

Said the first little chicken,
With a quick little squirm,
I wish I could find a fat little worm.

Said the next little chicken,
With an odd little shrug,
I wish I could find a fat little slug.

Said the third little chicken,
With a sharp little squeal,
I wish I could find some nice yellow meal.

Said the fourth little chicken,
With a small sound of grief,
I wish I could find a little green leaf.
Said the fifth little chicken,  
With a faint little moan,  
Chickens scratch and shrug.

"Now see here," said the mother,  
from the green garden patch,  
If you want any dinner,  
Just come here and scratch.

I wish I could find  
a small little stone.

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

Word work

<table>
<thead>
<tr>
<th>shrug</th>
<th>squirm</th>
<th>scratch</th>
</tr>
</thead>
<tbody>
<tr>
<td>shred</td>
<td>squirrel</td>
<td>patch</td>
</tr>
<tr>
<td>shriek</td>
<td>squeeze</td>
<td>match</td>
</tr>
</tbody>
</table>

Copy the sentence.

Chickens scratch and shrug.

Copy the letters.
The five little chicks

Let’s do
Read the poem about the five little chicks and then practise reading it with five of your friends. Each one of you must take a turn to be one of the chicks. One of you must be the mother hen.

Let’s write
Circle the correct word.

Yesterday I went/go to play at Bongi’s house.
Tomorrow I went/will go to school.
Last week I see/saw the baby chickens.
Now I am playing/played with my new cat.

Let’s write
Complete these word sums.

butter + fly = ____________________________
flower + pot = ____________________________
straw + berry = ____________________________
gold + fish = ____________________________
note + book = ____________________________
tooth + brush = ____________________________
Fill in these words in the sound boxes on the big wheel. Cross them off the list when you have written them down in the correct boxes.

- sail
- boil
- rail
- scratch
- street
- boy
- day
- scream
- less
- strong
- pay
- royal
- hatch
- oil
- catch
- mess
- match
- spoil
- rain
- hiss
- say
- toy
- strap
- screw
Let’s speak

The hippopotamus and a tortoise. It is a true story. Talk to your friends about what good friends the two animals are.

Let’s write

Read the story about the hippopotamus and the tortoise again and then write 5 sentences to tell the story.
This baby hippo is lucky. Let us give him a name. I want my mommy. Come, baby Owen. We will take you to a game park. They took Owen to a park. He lived in a garden with a big pond. Later when Owen got older he met a girl hippo called Cleo. Today he lives happily with Cleo.
The baby hippo was living happily with his mother.

Owen played with the old tortoise. He liked to ride on Mzee's back.
Everyone tried to help the hippo to get back to land. They used fishnets and a car to pull him out of the sea.

In the park, he met a big tortoise.

The hippo and the tortoise were best friends. They ate, swam and played together.

I love you mama.

I am 130 years old.

I am Mzee.

I am 130
One day there was a big storm. The rain washed the baby hippo from his mother.

Help! Help! Where is my mommy?

The water washed him down the river and he landed in the sea.

Help! Help me, please! I am too small to swim.

The baby hippo missed his mother.

Will you be my mom?

The old tortoise could see that Owen was a baby. He had to look after Owen and show him what to eat and where to sleep.

Now listen to me, baby.
Theme 7: Yesterday, today and tomorrow  Term 4: Weeks 1 – 4

97  News from a friend  70
- Reads a letter.
- Answers multiple choice questions based on the letter.
- Calculates specific dates and days in the letter and records them on the calendar.

98  Our plans  72
- Phonics: (ou, ow-sounds)
- Writes sentences using given words.
- Sequences sentences according to story.
- Writes about their own news.
- Recites a poem.

99  Our school concert  74
- Reads school concert programme.
- Answers questions based on the concert programme.
- Phonics: (ar, ir-sounds).
- Writes sentences using given words.
- Writes sentences about what they will do in the holidays.
- Copy letters H, h, I, i and J, j

100  What happened after the concert?  76
- In groups choose an item from the concert programme, present it to the class.
- Predicts ending for story.
- Completes last speech bubble in the story.
- Matches the sentences to their correct endings.
- Word puzzle.

101  Time  78
- Reads the story about the times of Busi’s activities.
- Identifies correct time from the story.
- Fills in table of Busi’s daily activities.
- Phonics: (or and ar-sounds).
- Copy letters K, k, L, l and M, m

102  My busy day  80
- Tabulates their daily activities according to time.
- Uses past tense words in sentences.
- Matches antonyms.
- Draws pictures to complete pictures.

103  Dan has a bad week  82
- Reads narrative text about Dan.
- Answers questions based on the text.
- Sorts words according to sounds (ir and ur-sounds).

104  What happened to Dan  84
- Role plays what happened to Dan.
- Draws pictures to depict their daily activities for the week.
- Writes sentences about the pictures.
- Completes words and then matches them to pictures.

105  Travelling around  86
- Reads narrative text about the upcoming holidays.
- Fills in holiday plans on a calendar.
- Sorts words according to sounds (y, str and scr-sounds).
- Writes sentences using given words.
- Copy letters Q, q, R, r and S, s

106  Still travelling  88
- Identifies provinces on the map.
- Uses correct punctuation.
- Punctuates sentences and identifies sentence types.
- Writes suitable titles for the books.
- Makes predictions of what books will be about.

107  My family and pets  90
- Reads narrative text about family and pets.
- Completes the table about their family members under the prescribed headings.
- Phonics: (y-sounds)
- Copy letters T, t, V, v, W, w, X, x, Y, y

108  What is special?  92
- Fun activity joining dots.
- Rewrites sentences using correct punctuation.
- Identifies verbs and nouns.
- Completes an award certificate for a family member.

109  Writing a story  94
- Discuss a story plot with a friend.
- Fills in story planner using prescribed headings.
- Follows instructions for cut-out story book.

110  Riddles  97
- Matches the riddles to the correct pictures.
- Answers the riddles.

111  Jack and the beanstalk  98
- Reads the narrative about Jack and the beanstalk.

112  Jack and the beanstalk (continued)  110

112b  Jack and the beanstalk (continued)  112
Dear Bongi,

It was good to see you at the netball.

We are now very busy at school. Next Friday we will have our school concert. The girls will do a traditional dance. The boys will read a poem about a hippopotamus and a tortoise. Jabu will be a clown in the concert.

We have fun at school. At playtime I play with Mandu and Lizzy. Yesterday we played hide-and-seek. Mandu hid in the tree house. We looked all over the playground but we could not find her. I shouted, “Mandu come out now!” Then we found her.

See you next time we play netball.

Suzy
Let's write

Read the letter again, then tick (✓) the correct answer.

Who wrote the letter?
A Bongo
B Suzy
C Mandu

Who are Suzy’s friends?
A Mandu and Robbie
B Mandu and Lizzy
C Lizzy and Sandy

In what month will the concert be?
A August
B September
C October

What will Lizzy do in the school concert?
A Dance
B Be a clown
C Read a poem

Read the letter carefully. Try to work out the dates and days that are in the letter. Mark them on the calendar. Then answer the questions.

On what date did Suzy write the letter?

On what day did she write the letter?

On what date did she play hide-and-seek?

On what day did she play hide-and-seek?
Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>our</th>
<th>found</th>
<th>now</th>
<th>cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>ground</td>
<td>how</td>
<td>clown</td>
</tr>
<tr>
<td>shout</td>
<td>round</td>
<td>brown</td>
<td>town</td>
</tr>
</tbody>
</table>

Let's write
Number these sentences in order from 1 to 3.

Suzy will dance in the school concert in August.
Suzy wrote a letter to Bongi.
Suzy and Lizzy met at netball.

Let's write
Write your own news.

Yesterday I

Today I

Tomorrow I will

Next month I will
In your group, practise reading this poem about Mzee, the tortoise, and the baby hippo.

The happy hippo song

Little baby hippo
Sprayed water from his nose.
He walked along the river
Squishing mud between his toes.
Along came Mzee
Who was walking round the bend.
Mzee and Baby Hippo became the very best of friends.
Let's read

Programme for
Lesedi Primary School Concert

Date: 26 August 2015
Time: 6:00 pm to 7:30 pm

Items
1. Opening by our Principal, Mrs. A Nkuna.
2. Poem about Mzee and the hippo.
3. Traditional dancing.
4. Prize giving for Grades 1, 2 and 3.
5. Grade 3 singing.
6. Jabu the clown.

Entry for free
Cake and candy will be sold before the concert starts.

Let's read

Read the programme for the school concert, then answer the questions.

<table>
<thead>
<tr>
<th>What is the date of the concert?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time does it start and end?</td>
</tr>
<tr>
<td>Starts</td>
</tr>
<tr>
<td>What is the surname of the school principal?</td>
</tr>
<tr>
<td>Who will be the clown?</td>
</tr>
<tr>
<td>What grade will be singing?</td>
</tr>
<tr>
<td>What grades will get prizes?</td>
</tr>
<tr>
<td>What will be for sale at the concert?</td>
</tr>
<tr>
<td>How much will it cost to attend the concert?</td>
</tr>
</tbody>
</table>
Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

Sight words:
- jump
- little
- said
- play

Word work:

<table>
<thead>
<tr>
<th>car</th>
<th>farm</th>
</tr>
</thead>
<tbody>
<tr>
<td>star</td>
<td>arm</td>
</tr>
<tr>
<td>dark</td>
<td>bark</td>
</tr>
<tr>
<td>firm</td>
<td>bird</td>
</tr>
<tr>
<td>shirt</td>
<td>skirt</td>
</tr>
<tr>
<td>dirt</td>
<td>girl</td>
</tr>
</tbody>
</table>

Write 6 sentences about what you will do in the holidays.

Let's write:

Copy the letters.

Let's write:

h h
i i
j j
H H
I I
J J

TEACHER: Sign

Date
In your group, choose one item from the concert programme and practise it. Present it to the class as a role play. Let them tell you what item your role play is on the programme. You may want to read the poem, practise a dance or sing a song.

Now look at these pictures. Tell your friend the story and how you think it will end. Then fill in the last speech bubble to show what the teacher says.
### Let’s write

Match the start of the sentence in the blue box with the correct ending in the green box.

<table>
<thead>
<tr>
<th>Pam ate her lunch</th>
<th>because Jim wanted my lunch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ate a sandwich</td>
<td>because she was hungry.</td>
</tr>
<tr>
<td>I called teacher</td>
<td>because he was naughty.</td>
</tr>
<tr>
<td>Teacher was cross with Jim</td>
<td>because I was hungry.</td>
</tr>
</tbody>
</table>

### Fun

Find and circle the words in the box that match the pictures. Then draw a line from the word to the correct picture. Remember, the words can go across or downwards.

```plaintext
<table>
<thead>
<tr>
<th>c</th>
<th>o</th>
<th>u</th>
<th>c</th>
<th>h</th>
<th>b</th>
<th>z</th>
<th>c</th>
<th>o</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>z</td>
<td>x</td>
<td>l</td>
<td>o</td>
<td>f</td>
<td>y</td>
<td>b</td>
<td>x</td>
<td>s</td>
</tr>
<tr>
<td>o</td>
<td>q</td>
<td>m</td>
<td>o</td>
<td>u</td>
<td>s</td>
<td>e</td>
<td>l</td>
<td>g</td>
<td>o</td>
</tr>
<tr>
<td>w</td>
<td>w</td>
<td>o</td>
<td>w</td>
<td>s</td>
<td>h</td>
<td>u</td>
<td>k</td>
<td>r</td>
<td>p</td>
</tr>
<tr>
<td>n</td>
<td>r</td>
<td>w</td>
<td>n</td>
<td>e</td>
<td>r</td>
<td>j</td>
<td>j</td>
<td>w</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>t</td>
<td>s</td>
<td>j</td>
<td>x</td>
<td>c</td>
<td>l</td>
<td>o</td>
<td>u</td>
<td>d</td>
</tr>
<tr>
<td>g</td>
<td>h</td>
<td>m</td>
<td>n</td>
<td>z</td>
<td>q</td>
<td>n</td>
<td>h</td>
<td>n</td>
<td>z</td>
</tr>
<tr>
<td>m</td>
<td>o</td>
<td>u</td>
<td>t</td>
<td>h</td>
<td>w</td>
<td>h</td>
<td>i</td>
<td>d</td>
<td>e</td>
</tr>
</tbody>
</table>
```
Let’s read

Read the story and then match the clocks and the pictures to the correct sentences. We have done the first one for you.

On Monday Busi wakes up at 6 o’clock in the morning.

She goes to school at 7 o’clock in the morning.

At 1 o’clock in the afternoon she comes home.

She plays with Pam at 3 o’clock in the afternoon.

She does her homework at 4 o’clock in the afternoon.

She eats her supper at 6 o’clock.

She goes to bed at 8 o’clock.
### Sight words
- dark
- liked
- hard
- over

### Word work
Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>work</th>
<th>worm</th>
<th>park</th>
<th>art</th>
</tr>
</thead>
<tbody>
<tr>
<td>worst</td>
<td>word</td>
<td>far</td>
<td>card</td>
</tr>
<tr>
<td>world</td>
<td>doctor</td>
<td>jar</td>
<td>shark</td>
</tr>
</tbody>
</table>

### Let's write
Fill in what Busi does at these times each day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 o’clock</td>
<td></td>
</tr>
<tr>
<td>7 o’clock</td>
<td></td>
</tr>
<tr>
<td>1 o’clock</td>
<td></td>
</tr>
<tr>
<td>3 o’clock</td>
<td></td>
</tr>
<tr>
<td>4 o’clock</td>
<td></td>
</tr>
<tr>
<td>6 o’clock</td>
<td></td>
</tr>
<tr>
<td>8 o’clock</td>
<td></td>
</tr>
</tbody>
</table>

### Copy the letters
Copy the letters.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>k</td>
</tr>
<tr>
<td>l</td>
<td>l</td>
</tr>
<tr>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>
My busy day

Let's do Fill in what you do at these times each day.

6 o'clock
7 o'clock
1 o'clock
3 o'clock
4 o'clock
6 o'clock
8 o'clock

Let's write When ed is added to an action word, it means that the action has already happened. Read each pair of sentences. Add ed to the shaded word and use it to complete the second sentence.

Busi and Pam like to play.
Last week they played netball.

Jabu can jump like a frog.
Yesterday he ________________ with John.

Busi can cook.
Yesterday she __________________ fish for us.

Pam can kick the ball very hard.
She __________________ so hard she broke the window.
Read the sentences then complete drawing these 3 pictures.

1. It is 8 o’clock in the morning. The sun is shining. The dog chases the cat.

2. The cat runs up the tree. It is sunny.

3. It is night time and the cat comes down the tree.

Let’s write

Draw a line from the words in the green column to words in the blue column that have the opposite meaning.

Fun

<table>
<thead>
<tr>
<th>Green Column</th>
<th>Blue Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>happy</td>
</tr>
<tr>
<td>come</td>
<td>night</td>
</tr>
<tr>
<td>slow</td>
<td>short</td>
</tr>
<tr>
<td>new</td>
<td>in</td>
</tr>
<tr>
<td>day</td>
<td>old</td>
</tr>
<tr>
<td>out</td>
<td>yes</td>
</tr>
<tr>
<td>sad</td>
<td>go</td>
</tr>
<tr>
<td>no</td>
<td>fast</td>
</tr>
<tr>
<td>long</td>
<td>down</td>
</tr>
</tbody>
</table>

It is 8 o’clock in the morning. The sun is shining. The dog chases the cat.

The cat runs up the tree. It is sunny.

It is night time and the cat comes down the tree.
Poor Dan had a bad week. He woke up late on Monday. He missed the bus and was late for school. “Why are you late, Dan?” asked his teacher.

On Tuesday he went to school but he left his school bag on the bus. When he came into class, he only had a soccer ball. “Where is your school bag, Dan?” asked his teacher.

On Wednesday he woke up early. He got onto the bus. He rode and rode. But Dan was on the wrong bus. The bus took him to some other school. “Where is Dan today?” asked his teacher.

On Thursday Dan could not find his uniform. So he went to school in his swimming costume. “Where is your uniform, Dan?” asked his teacher.

On Friday Dan woke up very early. He went to school while it was still dark. He was so tired he slept in class. “Why are you sleeping, Dan?” asked his teacher.

On Saturday Dan went to school but the school gate was locked. Silly Dan! There is no school on Saturday.
Why was Dan late on Monday?  
Because he

On which day did Dan take his soccer ball to school?

On which day did Dan go to school in his swimming costume?

What happened when Dan went to school on Saturday?

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

third     hurt     surf     birth     chirp     turn

first     birthday     burn     fur     curve     sir

Copy the letters.
Let's do

Make up a role play to show what happened to Dan each day. Take turns to be Dan. You can also take turns to be the teacher.

Let's write

Draw a picture to show what you do each day of the week. Fill in the days.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let's write

Now look at the pictures you drew and write down what you do on these days.
Join these words. Then find the word that matches the picture.

<table>
<thead>
<tr>
<th>d</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>pl</td>
<td>ay</td>
</tr>
<tr>
<td>st</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>joy</td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td></td>
</tr>
<tr>
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<td>b</td>
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<tr>
<td>su</td>
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<tr>
<td>mu</td>
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<tr>
<td>bun</td>
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<tr>
<td>dr</td>
<td></td>
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<tr>
<td>cr</td>
<td>eam</td>
</tr>
<tr>
<td>str</td>
<td></td>
</tr>
</tbody>
</table>
It is nearly time for the holidays. All the children are talking about what they will do in the school holidays. Five children will travel to other towns. Their teacher asks them to fill in, on the planner, what they will do in the holidays.

<table>
<thead>
<tr>
<th>Name</th>
<th>Day</th>
<th>Places</th>
<th>What will you do there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>Thursday</td>
<td>Johannesburg</td>
<td>Go to my cousin’s party.</td>
</tr>
<tr>
<td>Dan</td>
<td>Monday</td>
<td>Polokwane</td>
<td>Visit my grandmother.</td>
</tr>
<tr>
<td>Bongi</td>
<td>Wednesday</td>
<td>Durban</td>
<td>Go to the beach.</td>
</tr>
<tr>
<td>Jabu</td>
<td>Friday</td>
<td>Mbombela</td>
<td>Go to the Kruger Park.</td>
</tr>
<tr>
<td>Busi</td>
<td>Saturday</td>
<td>Umtata</td>
<td>Go to a wedding.</td>
</tr>
</tbody>
</table>
Who will go to Johannesburg?
What will Dan do on Monday?
Who will go to the beach?
What will Busi do on Saturday?
Who will go to the Kruger Park?
Where would you like to go?

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.
Still travelling

Draw a line to show where each child is going.

Let’s do

Let’s write Rewrite each sentence using capital letters and full stops.

- Pigs have curly tails
- The giraffe has a long neck
- The zebra has stripes
- The elephant has a long trunk
Complete these sentences using the correct punctuation. Fill in what kind of sentence each one is, then add the correct ending.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like sweets.</td>
<td>telling</td>
</tr>
<tr>
<td>What is your name</td>
<td></td>
</tr>
<tr>
<td>Don’t cross the road, there’s a car</td>
<td></td>
</tr>
<tr>
<td>Where do you live</td>
<td></td>
</tr>
<tr>
<td>I have a pink teddy</td>
<td></td>
</tr>
<tr>
<td>What are you reading</td>
<td></td>
</tr>
<tr>
<td>I don’t like winter</td>
<td></td>
</tr>
<tr>
<td>Watch out, there’s a snake</td>
<td></td>
</tr>
</tbody>
</table>

Write titles for each of these books. The title of a book tells us what the story is about. Tell your friend what you think each book is about. Number the books in the order in which you want to read them. Start with 1 for the book you want to read most, and end with 4 for the book you want to read least.
I have a big family. Today our cousins are visiting us. My mother is a nurse. My father works on a ship. My grandmother looks after us when my mother is at work.

I like it when my cousins visit because we play soccer and hide-and-seek. Sometimes my baby sister wants to play with us, but she can’t. She is too small.

We have four pets. I have a goldfish and a bird. My sister has a puppy and a pretty kitty. Sometimes her kitty wants to eat my fish.

List the names of people in your family. Say how they are related, and fill in their ages.

<table>
<thead>
<tr>
<th>Name</th>
<th>What kind of family member</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>Cousin</td>
<td>12</td>
</tr>
<tr>
<td>Name</td>
<td>What kind of family member</td>
<td>Age</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td>-----</td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What pet is this? Join the dots in alphabetical order to find out.

Let’s do

Write each sentence using capital letters and the correct punctuation.

can we go to the park

Can we go to the park?

ann and bongi go to the park

don’t swing so high

can I have a balloon

What is special?

108 Term 4 – Week 3-4
Action words tell us what is happening. Read each sentence and underline the action word (verb). Then circle the person or thing that is doing the action.

The birds fly.
The cat jumps.
The duck swims.
The children play.
The clock ticks.
The girl sings.
The baby cries.

A special award for a family member

Fill in the name of the person.

Describe his or her character. What makes this family member special?

Award given by

Date

Draw the person.
Talk to your friend about a story that you will write. Then fill in your ideas on this page.

**My story planner**

<table>
<thead>
<tr>
<th>The characters and the setting.</th>
<th>Where does the story happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beginning</td>
<td>When does the story happen?</td>
</tr>
<tr>
<td>The middle</td>
<td>What happens at the start of the story?</td>
</tr>
<tr>
<td>The end</td>
<td>What happens in the middle of the story?</td>
</tr>
</tbody>
</table>

**How does the story end?**
Write the title of the book here.

Fill in your name (you are the writer).

Continue with your story here.

Write the middle of your story here.

Step 2: Fold on the dotted line

Step 3: Staple on this side

Step 4: Cut on the solid line after you have stapled your book

Step 5: Fold on the dotted line

ABOUT THE WRITER

Write your name

Your age

Where you live
Start writing your story here.

Continue with your story here.

Write what happens at the end of your story.

Finish your story.
Match these riddles to the correct pictures. Then fill in the answers in the space provided.

I am big and you live in me. What am I?

My neck is long. I eat leaves from the trees. What am I?

I have long ears and I hop very fast. What am I?

I like to play and I am soft. What am I?

I am very, very big. I lived a long time ago. What am I?

I am red and yellow and very pretty. What am I?

I am big and brown and I can run and jump. What am I?

I am cold and sweet and you can eat me. What am I?

I take my house wherever I go. What am I?

I go up when the rain comes down. What am I?
Once upon a time there was a boy called Jack. Jack lived with his mother. He had no father.

When his father was still alive, a bad giant stole his harp and his hen that laid golden eggs.

Jack and his mother were very poor. Jack’s mother told him to take the cow to the market to sell her.

We have no money for food. That nasty giant stole our hen.
On the way, Jack met the butcher, who showed him five magic beans. Jack gave him the cow and took the beans.

But my mother said I must get money for her.

I will give you these magic beans for the cow.

You gave our cow to him for five beans?

But these are magic beans, mother!

Jack’s mother was very cross. She threw the beans out of the window. There was no food, so she and Jack went to bed without supper.
The next morning there was a very tall beanstalk outside the house. Jack climbed up the beanstalk.

When Jack got to the top, he saw that the bad giant lived there. He also saw his father’s harp and hen. Jack took the gold and climbed down the beanstalk.
The next day Jack went back up the beanstalk to fetch his father’s harp. He saw his father’s hen that laid the golden eggs.

Jack took the harp and hen. But then the giant woke up! The giant chased Jack.

Jack climbed down the bean stalk and the nasty giant ran after him.
Jack called his mother. She ran out with a chopper. His mother chopped as fast as she could. Before the giant could catch Jack, the beanstalk fell down.

Mother, bring the axe!

Oh! you found your father’s hen!

Chop mother! Chop!

I am so glad you found Father’s things.

Jack and his mother lived happily ever after.

Now we are not poor anymore.

Now we are not poor anymore.
Theme 8: Friendship and caring

Contents

Busi’s birthday present 104
- Reads narrative text about Busi’s birthday.
- Reads an advert for a bike.
- Answers questions based on text.
- Writes a birthday message on Busi’s birthday card.
- Phonics: (oi, y, ir, ur-sounds).
- Sorts words according to sounds
- Writes sentences using given words.
- Copy words am and at

Will she buy this bike? 106
- Discusses adverts that are on radio or television.
- Makes up a role play for a television advert.
- Answers questions about role play advert.
- Writes their own news.
- Labels the picture of the bike.

Busi buys a bike 108
- Reads narrative text about Busi.
- Answers specific questions based on the text.
- Sorts words according to sounds (ave, ice, ike, o-sounds).
- Copy words it and in

Best friends forever 110
- Discussion and prediction of story.
- Completes speech bubbles.
- Writes messages in cards for friends.
- Writes the ending of the story.
- Unscrambles the words.
- Copy words on and in

Dan plays soccer 112
- Reads narrative text about Dan playing soccer.
- Lists contractions in the text.
- Answers questions based on the text.
- Writes sentences in direct speech.
- Sorts words according to sounds (oa, o-sounds)
- Writes sentences using given words.

Dan hurts his foot 114
- Numbers pictures to show sequence of events.
- Writes a sentence about each picture.
- Using contractions.
- Matching synonyms.
- Fun activity

Helping others 116
- Reads the narrative text about helping others.
- Answers questions based on the text.
- Writes sentences about helping others.
- Sorts words according to sounds (oo, it, ies, y-sounds)
- Reads the words and listens to the sounds.
- Copy words he and we

What do we do? 118
- Ticks quiz on what they do to help at home.
- Identifies the correct contractions.
- Selects the correct pronoun.
- Fun activity

We all celebrate 120
- Reads the narrative text about different celebrations.
- Tabulates answers based on the text.
- Writes sentences about the holiday they celebrate.
- Sorts words according to sounds (ld, ea, ee, scr-sounds)
- Reads the words and listens to the sounds.
- Writes sentences using given words.
- Copy words can and our

Still celebrating 122
- Discussion and prediction based on pictures.
- Identifies action verbs.

This year and next year 124
- Fills in activities for each month on the calendar.
- Fills in birthdays on the calendar.
- Sorts words according to sounds (oo, ea, ou, ai-sounds).
- Writes sentences using given words.
- Copy words us, be, so en see

Writing a story 126
- Discusses story plot with a friend.
- Completes a story planner.

You are special 129
- My dictionary 130
Let’s read

Last Saturday was Busi’s birthday. She turned 9. She was happy because her uncle gave her R50 to buy herself a nice present. Then Busi and Pam saw this poster for a bike.

Let’s write

Answer these questions.

<table>
<thead>
<tr>
<th>What is for sale?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is selling it?</td>
<td></td>
</tr>
<tr>
<td>What is her number?</td>
<td></td>
</tr>
<tr>
<td>Is it brand new?</td>
<td></td>
</tr>
</tbody>
</table>
Let’s write

Write a birthday message on Busi’s birthday card.

Let’s write

Copy these words.

am

at
Let’s do

Have you seen or heard any good adverts on the TV or radio? What was good about them? In your group, make up a role play for a TV advert to sell a bike, or anything else you can think of.

What will you sell?

Let’s write

Read each sentence and then choose the correct word to complete the sentence.

Today Busi and Pam is/are at the bike shop.

They is/are looking at bikes.

Busi has/have R50 from her birthday.

Yesterday they was/were at the school concert.

Jabu was/were the clown in the concert.
Today at home

Today at school

Yesterday at home

Yesterday at school

Let’s write

Write your own news.

Draw a line from the words to the correct parts of the bike.

Fun

handle bars

saddle

pedals

hooter

frame
Busi and Pam went to look at the bike. Barbie said, “Try before you buy.”

Busi rode the bike. It went fast.

Pam also rode the bike. She said, “Busi, this is a very nice bike.”

But the bike cost R60 and Busi only had R50.

Last week when Busi turned 9, her uncle gave her R50.

Busi went home and asked her father to give her R10. He said, “I will give you R10, but first you must help in the garden.”

Pam said, “Let’s get started, Busi.” So Pam helped Busi in the garden. They cleaned up the leaves and they watered the plants. “Thank you for helping me, Pam,” said Busi. “That’s what friends are for,” said Pam. And then off went Pam and Busi to buy the bike.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did the bike cost?</td>
<td></td>
</tr>
<tr>
<td>How much money did Busi have?</td>
<td></td>
</tr>
<tr>
<td>How much did Busi need?</td>
<td></td>
</tr>
<tr>
<td>What did Busi have to do to get the extra money?</td>
<td></td>
</tr>
<tr>
<td>Was Pam a good friend? Why?</td>
<td></td>
</tr>
<tr>
<td>What does your good friend do for you?</td>
<td></td>
</tr>
</tbody>
</table>

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>coke</td>
<td>rice</td>
<td>wave</td>
<td>kite</td>
</tr>
<tr>
<td>save</td>
<td>white</td>
<td>spice</td>
<td>joke</td>
</tr>
<tr>
<td>rode</td>
<td>gave</td>
<td>nice</td>
<td>bike</td>
</tr>
</tbody>
</table>

Copy these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>in</td>
</tr>
</tbody>
</table>
Look at these pictures. Talk to your friend about the story and say how you think it will end. Then fill in the last speech bubble to show what they do.

Yes Busi, this is fun. I am so glad I have a bike.

Yes! Look – its tail is caught on the fence.

Oh Pam, it is so nice to ride together.

Pam, listen. I hear a cat crying.

Oh, you poor little kitten!

Busi, what shall we do with her?

Let’s write

Best friends forever
Make a card for two of your best friends. Write a message to your best friends.

Let's do

Let's write

What did Pam and Busi do with the kitten? Write the end of the story.

Unscramble these words and write them in the spaces underneath. Then match the words to the pictures.

<table>
<thead>
<tr>
<th>kieb</th>
<th>tike</th>
<th>teksab</th>
<th>labl</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nettik</th>
<th>puypp</th>
<th>esouh</th>
<th>etre</th>
</tr>
</thead>
</table>

Let’s read

Let’s write

Make a list of all the contractions in this story.

<table>
<thead>
<tr>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t</td>
<td>don’t</td>
<td>won’t</td>
</tr>
<tr>
<td>I’m</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contractions are 2 words joined into 1. When we join them we use ’ to show where the letters are left out. Some examples are: can’ t don’ t won’ t I’ m.
Now answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we know that Dan played well?</td>
<td></td>
</tr>
<tr>
<td>How did Dan get home?</td>
<td></td>
</tr>
<tr>
<td>Who else helped Dan?</td>
<td></td>
</tr>
<tr>
<td>Are Jabu and Enver good friends to Dan? Why?</td>
<td></td>
</tr>
</tbody>
</table>

Let's write
Write down, between the inverted commas, what they said to Dan.

<table>
<thead>
<tr>
<th>Character</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>&quot;</td>
</tr>
<tr>
<td>Jabu</td>
<td>&quot;</td>
</tr>
<tr>
<td>Mom</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

Word work
Write the words into the correct sound boxes.

- cone
- boat
- coat
- tone
- stone
- goat
- bone

Let's write
Copy these words.

- on
- in
Let’s do

Number these pictures to show the correct order. Then write a sentence about each picture.

First
Then
After that
Finally

Let’s write

Draw a line to match the words that mean the same thing.

<table>
<thead>
<tr>
<th>you’re</th>
<th>I am</th>
<th>didn’t</th>
<th>have not</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>they are</td>
<td>haven’t</td>
<td>do not</td>
</tr>
<tr>
<td>we’re</td>
<td>you are</td>
<td>won’t</td>
<td>did not</td>
</tr>
<tr>
<td>they’re</td>
<td>we are</td>
<td>don’t</td>
<td>will not</td>
</tr>
</tbody>
</table>
Write the contraction for the shaded words.

I am going to soccer.  I’m

They are going to take Dan home now.

We are going to school.

You are going to be late for school.

He did not bring his boots.

Draw a line from the words in the top row to the words in the bottom row that have a similar meaning.

<table>
<thead>
<tr>
<th>silly</th>
<th>tall</th>
<th>road</th>
<th>happy</th>
<th>look</th>
</tr>
</thead>
<tbody>
<tr>
<td>glad</td>
<td>street</td>
<td>high</td>
<td>see</td>
<td>funny</td>
</tr>
</tbody>
</table>

Join the dots in alphabetical order to see what this is.
We all need to help other people every day.
Do you help others?
What do you do to help other people?
Who helps you?
What do they do for you?

Pam and Peter help at home.
We help to wash the dishes.

Pam and Busi look after their little brother and sister.

Jabu helps his grandmother to cross the road.

Dan and Busi help in the garden.
We pull out the weeds and we water the plants.
Read the story, then answer the questions.

Who helps his grandmother?

What do Pam and Busi do to help?

Who washes the dishes?

Who pulls out weeds?

Write 2 sentences about how you help other people.

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

melt  tummy  puppies  bunnies  belt
book  salt  families  puppy  took  bunny  look

Copy these words.

he  we
What do we do?

Let’s do: Tick (✔) the things you do to help.

Help wash dishes.  ✔
Help to cook.   
Dust.      ✔
Help to look after animals.  
Tidy the house.  ✔
Help to fetch water. 
Sweep.      
Help to make the fire.   
Look after children.  ✔
Help in the garden.  
Help old people.     ✔
Help to shop.  

Let’s write: Write the contraction for the underlined words.

isn’t  didn’t  we’ll  she’ll  don’t

Pam and Busi don’t work in the garden.
The kitten didn’t eat her food.
She isn’t hungry now.
We will play with her.
Maybe she will eat later.
Let’s write
Now fill in one of these words to complete the sentence.

- My cat is up the tree. _____ is stuck there.
- The tree is high. _____ is taller than the house.
- Jabu will get the cat. _____ will bring a ladder.
- Pam will hold the ladder. _____ will make sure that he does not fall.

Fun
Flip a coin. If it is heads, move forward 2 places. If it is tails, move forward only 1 place. When you land on a place you must do what it says.

START
- Say your name.
- Balance your pencil on your finger.
- Say a word that starts with w.
- Count backwards from 10.
- Spell your surname.
- Say thank you to your teacher for teaching you so well.

FINISH
- Sing a song.
- Balance your book on your head.
- ‘ch’ sound.
- Stand and wave your arms.
- Loosen your shoe.
- Close your eyes and smile.

TEACHER: Sign _______ Date _______
Soon it will be Christmas. We will get presents. We will also give presents to our friends. We will have a Christmas tree. We will put the presents under the tree. At Christmas we eat cakes and sweets.

Soon it will be Hanukkah. We will have lots of good food to eat. We like to eat pancakes and doughnuts. We also like to get presents.

Soon it will be Diwali. We will get boxes of sweets and presents. We will make our house look pretty and we will have fireworks.

Soon it will be Eid. I hope we get nice presents. We give our friends presents too. We will have lots of cakes and sweets to eat.

All over the world children like to get presents.
Let’s write Fill in the name of each child, and complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Holiday</th>
<th>What will they eat?</th>
<th>Will they get presents?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pam</td>
<td>8</td>
<td>Christmas</td>
<td>Sweets and cake</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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What holiday will you celebrate? How do you celebrate it?

What holiday will you celebrate? How do you celebrate it?

Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

Word work
told keeps scrap meat
team scrub sweeps hold
old eat sweets scream

can our
Talk to your friend about what is happening in the pictures.

**First**

- [ ]
- [ ]
- [ ]
- [ ]

**Then**

- [ ]
- [ ]
- [ ]
- [ ]

**Action verbs**

Circle the noun (or name) and then underline the action verb that tells us what the person does.

- Enver plays cricket.
- Sharon reads thick books.
- Jabu runs races.
- Madhu swims after school.
- Pam plays netball.
- Fatima runs for the bus.
- Busi rides her bike.
The lion looked for food.  
The cat ran up the tree.  
The boy kicked the ball too hard.  
The children played with matches.  
We baked a cake on Saturday.  
It was raining.

I fetched my umbrella.  
It was Lizzy’s birthday.  
The little animals ran away.  
The ball broke the school window.  
Busi burned her fingers.  
Jabu fetched a ladder.
Fill in what you did in the different months of this past year.

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We had a busy year. We played games. We did our homework. We cared for other people. We had friends. We cared for our pets. We learned about the weather and the seasons. We learned about each other.

Now fill in the names of 6 months. Then write what you did in each month.
Date:

---

1. **Let’s write** Answer these questions.

   **What month is it now?**

   **Write what you are doing this month.**

---

2. **Word work** Fill in the words in the correct spaces. Read the words and listen to the sounds. Then write two sentences of your own in your exercise book.

   - good
   - out
   - rain
   - clean
   - mean
   - wait
   - house
   - book
   - school
   - neat
   - about
   - pain

---

3. **Let’s write** Copy these words.

   - us
   - be
   - so
   - see

---

**Sight words**

- read
- right
- sing
- dance
Talk to your friend about a story that you will write. Then fill in your ideas on this page.

My story planner

Who is in your story?

The characters and the setting.

Where does the story happen?

The beginning

When does the story happen?

The middle

What happens at the start of the story?

The end

What happens in the middle of the story?

How does the story end?
ABOUT THE WRITER

Write your name

Your age

Where you live

Write the title of the book here.

Fill in your name (you are the writer).

Step 1: Fold on the dotted line

Step 2: Fold on the dotted line

Step 3: Staple on this side

Step 4: Cut on the solid line after you have stapled your book

Continue with your story here.

Write the middle of your story here.

Draw picture here.

Draw picture here.

Draw picture here.

Draw picture here.
Draw picture here.

Start writing your story here.

Continue with your story here.

Write what happens at the end of your story.

Finish your story.
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
### My dictionary

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Finger puppets:
Cut out the finger puppets on the solid black lines and fold on the dotted lines. Now glue on the back where shown to form a finger puppet. Now tell the story about the hippo and the tortoise.

Cut out the puppets and then carefully cut out the two circles on their legs. Put your 2nd and 3rd fingers through the holes to form legs. You can now tell the story about Jack and the giant.

Ugly Duckling
MASKS: You can use these masks for the role play in worksheet 100. Cut out the mask on the outer black line. Tie some string through the holes on each side and you can be either a clown or a hippo, depending on which side you use.

Use this bookmark to keep your place in your book. Write your name on it so that you don’t lose it.