TIPS TO DRINK MORE WATER

- Choose a glass of water rather than a sugary drink.
- Take a bottle of clean water to school.
- Drink a glass of water when you feel thirsty.
- Keep a re-usable water bottle with you and make sure to fill it regularly.
- Try setting reminders using your cellphone or notes at your desk to drink water regularly.
- Always carry water with you.
- 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.
These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motsepe, 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.

Celebrating 100 years of courageous leadership

On the 27th of October 1917, Kaizer Tambo was born in Mkontolo, 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 Mkontolo" grew up to be loved and respected by South Africa, the world.

On his first day at school, Kaizer’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 Flapagen, 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.

Oliver Tambo was a founding member and Secretary of the ANC Youth League in 1944; the general secretary of the ANC from 1952; the mandated leader of the ANC’s Mission in Exile from 1960; the President of the ANC from 1977 until 1990; then National Chairperson until 1993.

Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for all people, seemed to bring out the best in them. His life was remarkable for the profound influence he had on the ANC during the difficult years of struggle, struggle and uncertainty. During his almost fifty years of political activity in the ANC, Comrade O.R., as he affectionately came to be known, played a significant role in every key moment in the history of the Movement, until his death in 1993. Like Mfana, he lead his people to the Promised Land, but was never able to enjoy the fruits of his toil.

Nelson Mandela was born on 18 July 1918 in the Eastern Cape in a village called Mthatha. 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 1982 he was arrested and sentenced to 8 years in prison for leaving the country illegally and getting workers to go on strike. In 1984 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 1989 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.

Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa
© Department of Basic Education
Ninth edition 2019
ISBN 978-1-4315-0070-3
This book may not be sold.

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.
This book belongs to:
Use this Workbook together with your other resources, while continuously developing the following basic concepts of printed media in learners:

→ **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
Consult your Curriculum and Assessment Policy Statement (English Home Language), p. 10. 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 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. By the end of the term, learners make the transition from print script to joined script or cursive writing. Handwriting lessons should focus on practising small and capital letters and the links needed for the new handwriting. Learners should be able to copy printed text (e.g. text from a book) in joined script or cursive writing.

**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.
→ Learners should experience learning, therefore activities should be *practised* before being completed in writing, e.g.:

- **Sentence construction:** 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:** Enlarge the page to A3. In their groups, learners place markers on the correct answers.
- **Matching two parts of a sentence:** In their groups, learners match parts of sentences.
- **Writing own newspaper article:** 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.

**Note:** During group activities, provide the group leader with a set of answers to enable him/her to guide group members correctly.
Good morning class.
Welcome back after the holidays. We are now in the third term. I hope that you will all work hard. It is still very cold. If any of you have a jersey or jacket that is too small for you, please bring it to school so that we can help children who don’t have warm clothes.

If you look at the notice board, you will see that we will have lots of activities this term. I hope you will all join in.
Let’s write  Look at the notice board and answer the following questions.

What was lost? __________

When is the cake and candy sale? __________

What was found? __________

Who is in charge of the library? __________

Let’s write  Look at the school timetable on the notice board, then fill in the days and times of each activity.

<table>
<thead>
<tr>
<th>Fill in the name of the activity</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Activity 1]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Activity 2]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Activity 3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Activity 4]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Activity 5]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s write  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>her</th>
<th>bee</th>
<th>way</th>
<th>team</th>
<th>bird</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
<td>bean</td>
<td>been</td>
<td>after</td>
<td>always</td>
</tr>
<tr>
<td>term</td>
<td>third</td>
<td>see</td>
<td>sea</td>
<td>say</td>
</tr>
</tbody>
</table>

Sight words  about clean drink full
What we do after school

Talk to your friend about the sports, games or hobbies that you like.

Write down what you do after school each day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2–3 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write three sentences about what you do after school.

Now write a diary entry about how you felt coming back to school after the holidays.

Dear Diary

Date ________________________
Look at the chart and then answer these questions.

**Make a poster to advertise your sport or hobby. Your poster must encourage people to play your sport, or to do your hobby.**

<table>
<thead>
<tr>
<th>After-school activities</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball</td>
<td>10</td>
</tr>
<tr>
<td>Swimming</td>
<td>9</td>
</tr>
<tr>
<td>Drama</td>
<td>8</td>
</tr>
<tr>
<td>Choir</td>
<td>7</td>
</tr>
<tr>
<td>Soccer</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**What is the most popular after-school activity?**

**What activity do children like least?**

**How many children like drama?**

**Which of these after-school activities do you like most?**
Although it is cold in the winter mornings it gets hot at midday. At playtime, the children like to run around in the hot sun. Then they all take off the jerseys they are wearing over their shirts.

Nomsa is very hot but she does not take off her jersey. It hides her secret. Poor Nomsa burned a large hole in the back of her shirt when she was ironing it. She keeps her jersey on to hide the hole. Her mother says she will buy Nomsa a new shirt next month as she does not have money now.

Nomsa is the best in her class at reading and sums. Her teacher often shows her work to the rest of the class. “Wow, that’s cool!” the children shout.

At playtime, Nomsa and her friends, Pam and Busi, play their favourite game, hide-and-seek.

When they get back to class they are all hot from running around.
They all take off their jerseys, but Nomsa keeps hers on.
Busi sees that Nomsa looks sad and very hot.
She whispers into her ear: “I know why you don’t want to take your jersey off. But don’t worry Nomsa, I will give you one of my spare shirts.”
Nomsa is very happy because she does not have to keep wearing her jersey for another month. She will not get so hot and tired any more.

Let’s write
After you have read the story, circle the letter of the correct answer.

<table>
<thead>
<tr>
<th>Whom did Nomsa always play with?</th>
<th>In what season did this story take place?</th>
<th>Choose one word that best describes Busi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Busi and Pam</td>
<td>A Summer</td>
<td>A Naughty</td>
</tr>
<tr>
<td>B Bongi and Ann</td>
<td>B Winter</td>
<td>B Caring</td>
</tr>
<tr>
<td>C Busi</td>
<td>C Autumn</td>
<td>C Clever</td>
</tr>
<tr>
<td>D Bongi</td>
<td>D Spring</td>
<td>D Sad</td>
</tr>
</tbody>
</table>

Look at the first three paragraphs of the story. Find two words that are the opposite (antonym) of these two words.

- small
- worst

The following sentences tell us about Nomsa’s story. Number the sentences in the boxes from 1 to 4 to show the order of the events.

1. Busi promised to give Nomsa a shirt.
2. Nomsa is sad because she has a hole in the back of her shirt.
3. She must wait for her mother to get enough money to buy her a new shirt.
4. She burned a hole in the back of her shirt when she was ironing it.
Talk about how Nomsa felt. Do you think that Busi was a good friend? Why? Make up a role play of the story.

Imagine you are Nomsa. Write a diary entry in which you write about what happened today. Say how you felt.

Dear Diary

Date ____________________

I talk with a friend
I walk with a friend
We share an umbrella in the rain.
I run with my friend
I have fun with my friend
And we learn together and explain.
Date: 

Make a card for your friend.
You can write a short poem on one of the cards.

Friends at school
Are big and small.
Friends at school
Are best of all!

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

- skirt
- school
- return
- sound
- found
- pool
- turn
- circus
- shirt
- around
- burn
- cool

Sight words
small
kind
much
own
The children of Lesedi Primary School have cleaned up the park for the second year.

Last Saturday 60 children from Lesedi Primary School cleaned up the park near their school. The children collected and sorted the litter into different bags so that the school could sell the litter that could be recycled. The school will use the money to buy books for the school library.

The Principal, Mrs K Nkuna, says that the children have learned a lot from cleaning the park. First, they learned how to care for the environment. Second, they now know what kind of paper and cardboard can be recycled.

Bongi Shabalala, a grade 3 pupil, said: “We learned a lot and we had lots of fun!”

Dan Smit, who is a grade 3 schoolboy, said: “It was hard work, but we had a great day!”

The mayor will give the school a prize for their big clean-up.
Let’s write

Answer these questions.

What school is in the news?

What is the name of the newspaper?

Work out from the newspaper article when the school had the clean-up. Write the date.

Who is the principal of the school?

Does the principal think that the clean-up is a good thing? Say why.

---

Let’s write

Break up these words into their sounds.

Now write the words in alphabetical order.

---

Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>clean</th>
<th>day</th>
<th>rain</th>
<th>sleep</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>leap</td>
<td>Saturday</td>
<td>pain</td>
<td>weep</td>
<td>goat</td>
</tr>
<tr>
<td>scream</td>
<td>everyday</td>
<td>train</td>
<td>tree</td>
<td>loaf</td>
</tr>
</tbody>
</table>

---

Sight words

Saturday show ten warm
Let’s do

Tell the news you have from home, school and about your friends. Write down some of your ideas in this mind map.

Let’s write

Write down what kind of sentence each one is in the space on the right. Then rewrite the sentences using the correct quotation.

<table>
<thead>
<tr>
<th>i like sweets</th>
<th>statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like sweets.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>help i am in trouble</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>dan you must come to school on time</th>
</tr>
</thead>
</table>
do you like birds

Let's write Write a sentence with each of these words to show their meanings.

see

sea

their

there

Look back at your mind map on the previous page. Use the notes you wrote about your news to help you write a story for this newspaper.

Fill in the name of the newspaper.

Headline or name of article.

Fill in your name as a writer. Date

What happened?

Where did it happen?

How do you feel about what happened?

Draw a picture to illustrate your story.
When Bongi and Ann were leaving school today, they saw a car stop near a small girl.

Glad it’s home time.

Me too. Let’s hurry home. Oh, oh. Look there!

Oh no, Sisi. You can’t go with him.

Come with us. You must not get into a car with a stranger.

Bongi and Ann called the little girl and took her away.

Dan and Jabu wrote down the number on the number plate. Then …
Now write an ending for the story in which you say what you think happened next.

Do you think Ann and Bongi cared about the little girl? Why do you think this?

Fill in words with the same sounds into the correct sound boxes.

Sight words:
- better
- before
- eight
- hurt

Word work: Draw a line to join the short form with the long form on the right.

- it's
- I'm
- we're
- mustn't

- I am
- we are
- must not
- it is
In your groups, read the endings of the story you wrote on the previous worksheet. Decide which ending is the best. Use role play to act out the best story.

Rewrite what they say, using the correct speech marks.

You mustn’t go with strange people.

Jabu said, “

I like drama and singing.

Bongi said, 

Be careful!

Gugu screamed, 

Should we take the little girl home?

Ann asked, “
How many words can you make by joining the sounds together? Write them in the spaces.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
<th>Word 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>st</td>
<td>first</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sh</td>
<td>t</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>cus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sk</td>
<td>t</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>ty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>se</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thr</td>
<td>gh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>gh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>se</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gr</td>
<td>nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>ntain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Dan

I have not heard from you for a long time. I want to tell you my good news. I won the karate championships. I am now the under 9 karate champion! I did not think I would win. I was very scared because the other boy was much bigger than me.

I stopped thinking about him, and I just thought about my kicks that I had practised. Then I heard my friends calling my name and I knew I had won the match.

I think that all children should learn karate. It helps to keep you fit and healthy.

In karate, I have learned how to look after myself. That does not mean I like to fight, but I can stop someone from hurting me.

Please come over and visit me.

Your friend

Mandla
### Who wrote the letter?

### On what date did he write the letter?

### What news did the writer give Dan?

### Does the writer think that karate is a good sport for children to learn? Why do you say this?

### Choose and then circle the correct word.

<table>
<thead>
<tr>
<th>Word Choose</th>
<th>Word Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl is/are running home.</td>
<td>The girl</td>
</tr>
<tr>
<td>They is/are at karate.</td>
<td>They</td>
</tr>
<tr>
<td>He is/are the champion.</td>
<td>He</td>
</tr>
<tr>
<td>Bongi is/are taking the girl home.</td>
<td>Bongi</td>
</tr>
</tbody>
</table>

### Find the synonym for each word in bold and write it in the space.

<table>
<thead>
<tr>
<th>Word Write</th>
<th>Word Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>We ate a tasty pie for supper.</td>
<td>easy</td>
</tr>
<tr>
<td>I find these sums very simple to do.</td>
<td>delicious</td>
</tr>
<tr>
<td>The river was broad.</td>
<td>wide</td>
</tr>
<tr>
<td>The baby was small.</td>
<td>tiny</td>
</tr>
</tbody>
</table>
Mandla is a champion

Let’s do

Send Mandla (or one of your friends) a congratulatory card. Write a special message on the inside of the card.

Write three sentences about what you can do well.

Let’s write

Read the words and listen to the sounds. The words look different but they have the same sounds.

<table>
<thead>
<tr>
<th>boat</th>
<th>need</th>
<th>like</th>
<th>pain</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>note</td>
<td>read</td>
<td>fly</td>
<td>play</td>
<td>crown</td>
</tr>
<tr>
<td>blow</td>
<td>key</td>
<td>high</td>
<td>weigh</td>
<td>how</td>
</tr>
</tbody>
</table>
Fill in the correct punctuation marks at the end of these sentences. Use a question mark (?) or an exclamation mark (!) or a full stop.

Congratulations, Mandla, you are the new champion!

Does Mandla have a black belt in karate?

We need to learn how to protect ourselves.

When did Mandla write the letter?

Where does Mandla live?

Read each sentence, then circle the pronoun that you can use in the place of the underlined word.

Mandla has a black belt in karate.

Bongi and I went to visit Pam.

The netball players will be going to Durban.

The dog came into the class today.

Nomsa needed a jersey.

Use these pictures to help you complete this sports crossword.

Across
3 Swimming
5 Karate
8 Tennis
9 Athletics
10 Netball

Down
1 Gymnastics
2 Rugby
3 Hockey
4 Football
6 Cricket

Fun
Every week, the children all go to the library after school. They love to go to the library. The teacher at the library reads to them. Pam and Busi help in the library at playtime on Tuesdays and Thursdays. They pack the books neatly in the shelves. They put a date stamp in the books that children take home with them. You can take two books home every week. You must bring the books back before you can take out more books. Busi and Pam read two books every week. They also go to the library to do their homework. It is very quiet and you are not allowed to eat in the library. There is a computer in the library. Busi and Pam are learning how to use it. They can only use the computer for 20 minutes at a time.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>On what days do Busi and Pam work in the library?</td>
<td></td>
</tr>
<tr>
<td>What work do they do in the library?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>For how long can they use the computer?</td>
<td></td>
</tr>
</tbody>
</table>
Fill in words with the same sounds. Then use 5 words to write sentences of your own in your exercise book.

She was late for school because the electricity is off.
You can’t use the computer because he never does his homework.
He failed his test because she woke up late.

How many words can you make by joining the sounds together? Write them in the spaces.

Let’s write

same
time
white
cake

c
ch
ret
n
s
ur
ve
curve
ch
n
name
vive
tain
Write about a book that you liked.

Title:

Author:

Say what the book was about.

Draw a picture to show what the book is about.

Let's write

Write six sentences saying what you liked about the book.

Let's do
Look at each of these book covers with your friend. You and your friend must find the title of each book and the name of the author. Say what you think each book is about. Which books would you like to read? Number the books from 1 for the book you would like to read most, to 5 to show the book you would like to read least. Why don’t you go to the library and see if you can take out some of these books?
Our big day had come. The circus was in town and grade 3 was on the bus to see the circus. We arrived at the big tent.

**Teacher**: Stay together so that you don’t get lost. If you get lost, stand at the ticket office next to the entrance and we will find you.

**Jabu**: Wow! Look at the clown walking on stilts.

**Bongi**: I love the seals that dance.

**Ann**: Will we be able to go closer to the lion after the show?

**Sam**: What happens if he escapes?

**Busi**: Oh, I would love to do acrobatics like that!

**Teacher**: Where is Dan?

**Sam**: I don’t know.

**Teacher**: Quick! Go and see if he is at the ticket office.

**Pam**: Look! Look! There he is! He’s riding on the elephant!

**Teacher**: Oh my goodness! That is not possible!

---

**Word work**

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>brightly</th>
<th>sadly</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>proudly</td>
</tr>
<tr>
<td>quietly</td>
<td>loudly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kind</th>
<th>bind</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>blind</td>
</tr>
<tr>
<td>mind</td>
<td>behind</td>
</tr>
</tbody>
</table>
Write your answers to these questions in the spaces.

<table>
<thead>
<tr>
<th>What did each of the children like at the circus?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jabu</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

What happened to Dan?

Write an ending for the story. Write what the teacher and Dan said.

Teacher:

Dan:

Use these action words (verbs) to complete the sentences. Then underline the words that tell us about the action.

**Dan rides proudly on the elephant.**

The children ________________ loudly with excitement.
The clown ________________ carefully on stilts.
The seal ________________ happily with a ball.
We ________________ home sadly in the yellow bus.

Sight words:
grow
light
never
seven

Action words are called verbs. They tell us what someone or something does. Adverbs describe how they do the action.
What happened to Dan

Make up a role play to show Dan telling his friends what happened to him at the circus. One of you must play the role of the teacher.

Pretend you are Dan. Write a diary entry about your time at the circus.

Dear Diary

Date

Underline all the action words (verbs) in your diary entry. Write down six of your action words in this table.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Does the underlined adverb tell us when, where or how an action happens? Write how, when, or where next to the sentence. Now circle the verb that the adverb describes.

Let’s write

<table>
<thead>
<tr>
<th>Let’s write</th>
<th>when</th>
<th>where</th>
<th>how</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jabu ate his lunch quickly.</td>
<td></td>
<td>how</td>
<td></td>
</tr>
<tr>
<td>Pam often reads books about animals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dan proudly told us about the circus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes we go on school trips.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clown danced merrily at the circus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the circus, the children walked slowly back to the bus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the correct word (homophone) in each of these sentences.

Let’s write

<table>
<thead>
<tr>
<th>Let’s write</th>
<th>when</th>
<th>where</th>
<th>how</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to eat pears/pairs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She hurt her write/right hand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I went to the circus too/two.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The boats sale/sail in the dam.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will see you next week/weak.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/eye did not go to school today.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It took one our/hour to get there.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHER: Sign                  Date
About sounds

Word work: Fill in words with the same sounds.

- rain
- round
- keep
- gain
- girl
- tough
- loaf
- meat
- pain
- bird
- rough
- goat
- team
- nurse
- found
- peep
- coat
- clean
- turn
- ground
- weep
- burn
- dirt
- enough
Writing your story

Let’s speak

Talk to your friend about a story that you want to write. Then fill in your ideas on this page.

My story planner

The characters and the setting

Who is in your story?

Where does the story happen?

When does the story happen?

The beginning

What happens at the start of the story?
The middle

What happens in the middle of the story?

The end

How does the story end?

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story in the book.
Draw picture here.

Start writing your story here.

2

Write what happens at the end of your story.

Finish your story.

3

Continue with your story here.

4

Draw picture here.
Theme 6: Living in a town

81) Town life
Reads text about Jim moving to town.
Uses a picture of a block of flat to work out coordinates.
Talks about what is happening in each flat.
Fills in the correct verbs to describe the activities in each flat.

82) Reading maps
Discusses a map.
Answers questions based on the map.

83) Jim sends an e-mail to his friends
Reads an email text.
Uses conjunctions to join the sentences.
Identifies antonyms.

84) Jim’s friends write back
Reads an email text.
Answers questions based on the email.
Uses verbs to complete sentences.
Identifies the tenses in sentences.
(present or past tense)
Uses prepositions of direction and position.

85) Giving directions
Reads a map.
Answers questions based on the map.
Writes directions to specified places on the map.
Identifies road signs and says what they mean.

86) Where I live
Addresses an envelope.
Joins the sentences using conjunctions.
Identifies proper nouns.
Fills in an invitation card to a school concert.
Draws a map giving directions.

87) Giving directions
Pastes in places on a map.
Discusses map with a friend.
Discusses which places are safe and which are unsafe.
Answers questions based on the map.

88) Reading carefully
Asks and gives directions to different places on the map.
Breaks up words into sounds.
Numbers the words in alphabetical order.
Reads an advertisement.
Answers questions on the advert.
Designs an advert.

89) We see an accident
Reads the picture story.
Fills in a speech bubble to complete the story.
Predicts and writes an ending for a story.
Sorts words into the correct sound boxes.
Reads the words and listens to the sounds.
Identifies and matches pronouns.

90) What happened?
Identifies the sequence of a story.
Compares two pictures and identifies the differences.
Completes the accident form by filling in information.

91) A school concert
Reads a programme for a school concert.
Discusses the programme with a friend.
Answers questions based on the programme.
Designs a poster to advertise a concert.

92) Visitors at our concert
Reads a newspaper article.
Answers questions based on the newspaper article.
Sorts words into the correct sound boxes. (y, alk, str and shr)
Identifies missing nouns and adjectives and uses them to complete sentences.

93) Funny Dan
Reads text about Dan.
Writes a description of Dan.

94) Discusses a map of South Africa.

95) Picture cut-outs
Discuss a story plot.
Fills in ideas for a story under the prescribed headings.
Makes a cut-out book.

96) Writing your story
Discuss a story plot.
Fills in ideas for a story under the prescribed headings.
Makes a cut-out book.
Jim moves to town

Jim’s father got a new job in town and so his family had to move. Jim was sad to leave all his school friends behind. He had to go to a new school.

Living in town is very different to living in a village. There are many people living in town and there is a lot of traffic. In the streets you see people walking, driving, taking taxis and trains, all going to different places. Many people do not have gardens because they live upstairs in flats in high buildings.

Jim lives in a block of flats. He lives on the 2nd floor in flat number 2A. The flat is near the school so he can walk to school.

Jim keeps on getting lost because there are so many streets and they all look the same. His friend Thandi helps him when he is lost. She has been living in town for two years.

Look at what people are doing in the block of flats. In the picture, we have numbered all the flats. There are three floors, with four flats on each floor. Each floor has a number, and each flat has a letter of the alphabet.

The table has a list of what everyone is doing. For each activity, fill in the number of the flat in which it is being done. Use the number of the floor (in the yellow column on the left), and the number of the flat (in the blue row at the top).
Jim is doing his homework. The girl is taking her medicine. The girl is reading her library book.
The children are having a party. The boy is dressing for soccer. The man is cooking.
The girl is brushing her teeth. The boy is eating an ice cream. The girl is holding her cat.
The girl is talking on the phone. The boy is feeding the dog. They are watching TV.

Now fill in the missing words to complete these sentences:

They are ________________________________________ TV.

She is ________________________________________ on the phone.

The boy is ________________________________________ the dog.

The boy is ________________________________________ ice cream.

Thandi is ________________________________________ a book.
Look at the map and talk about the buildings and places it shows.
Point to what you see in each block and say what it is.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>houses</td>
<td>houses</td>
<td>bank</td>
<td>market</td>
</tr>
<tr>
<td>5</td>
<td>school</td>
<td>park</td>
<td>hospital</td>
<td>shops</td>
</tr>
<tr>
<td>4</td>
<td>sport stadium</td>
<td>swimming pool</td>
<td>church</td>
<td>railway station</td>
</tr>
<tr>
<td>3</td>
<td>restaurant</td>
<td>crèche</td>
<td>library</td>
<td>flats</td>
</tr>
<tr>
<td>2</td>
<td>clinic</td>
<td>supermarket</td>
<td>police station</td>
<td>fire station</td>
</tr>
<tr>
<td>1</td>
<td>zoo</td>
<td>garage</td>
<td>post office</td>
<td>airport</td>
</tr>
</tbody>
</table>
Now say where each of these places are. Use the yellow numbers from the left of the map and the blue letters from the top.

<table>
<thead>
<tr>
<th>Where is the clinic?</th>
<th>2A</th>
<th>Where is the hospital?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the library?</td>
<td></td>
<td>Where is the police station?</td>
</tr>
<tr>
<td>Where is the fire station?</td>
<td></td>
<td>Where are the flats?</td>
</tr>
<tr>
<td>Where is the school?</td>
<td></td>
<td>Where is the zoo?</td>
</tr>
<tr>
<td>In which block are there lots of trees?</td>
<td></td>
<td>Where is the railway station?</td>
</tr>
</tbody>
</table>

Now talk to your friend about the different places on the map. Answer these questions together and then fill in the answers.

| Name two places that are near to the school. | |
| Name two places that are opposite the church. | |
| What place is in front of the airport? | |
| What place is next to the school? | |
| The school is between the _______ and the _________. | |
| Are the flats near or far from the school? | |
| If there was a fire at school, how far would the fire engine need to drive? Count the blocks. | |
| Where would you like to live? Say which block and say why you choose that block. | |
Dear Bongi, Ann, Sam and Jabu

I am now living in town. I am so glad that I can use the school computer to send you an e-mail. I miss you all so much.

Town is very busy and there is a lot of traffic. I have started at my new school. It is a very big school. We have nearly 1 000 children. The school is near the park and the swimming pool. In the afternoon I go for swimming lessons. I have a new friend. Her name is Thandi. She is in my class. When I get lost in the school she helps me.

I now live in a block of flats. I live on the 2nd floor. It is very high. We do not have a garden, but we are lucky that we live near the park. I can go and play there with my friends.

I am hoping that I will be chosen for the soccer team and I hope that we can play against your school. I will come and visit you when I visit my grandmother at Christmas time.

Please write back now, I will wait at the computer for your reply.

Bye

Jim
Join each pair of sentences using one of these conjunctions.

| There are many people living in town. | There is a lot of traffic. |
| Many people don’t have gardens. | They live in flats. |
| Jim lives near to his school. | He can walk to school. |
| There is a swimming pool near his school. | He goes for swimming lessons. |
| Jim keeps getting lost. | There are lots of streets. |
| We do not have a garden to play in. | I play in the park. |

Find the antonym (or opposite) of each word in bold and write it in the space.

| The school is near. | far |
| They sell sweets. |  |
| The river is broad. |  |
| It takes a long time to walk to school. |  |
| It is very quiet in the city at night. |  |
Dear Jim

Wow, we just got your email. We are all using the computer in the library.

We miss you too. You are in a very big school. So you are learning to swim. That is so cool. We hope we can come and visit you and see your school.

Maybe we can see you before Christmas.

Bye

Bongi, Sam, Ann and Jabu
Use these action words (verbs) to complete these sentences. Then say if the sentence is in the present tense or the past tense.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Sentence</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>moved</td>
<td>Jim moves to town.</td>
<td>present</td>
</tr>
<tr>
<td>moves</td>
<td>Last month Jim ______________ to town.</td>
<td></td>
</tr>
<tr>
<td>eats</td>
<td>Jim ______________ his lunch.</td>
<td></td>
</tr>
<tr>
<td>ate</td>
<td>Yesterday he ______________ at home.</td>
<td></td>
</tr>
<tr>
<td>walked</td>
<td>He ______________ to school.</td>
<td></td>
</tr>
<tr>
<td>walks</td>
<td>Yesterday Jim ______________ to school.</td>
<td></td>
</tr>
<tr>
<td>picked</td>
<td>Thandi ______________ up the book.</td>
<td></td>
</tr>
<tr>
<td>picks</td>
<td>Yesterday Thandi ________ up the book.</td>
<td></td>
</tr>
</tbody>
</table>

Fill these prepositions into the word grid. Count the letters in each word to help you find the correct space for each one.

- during
- alongside
- above
- on
- into
- between
### Let's read

Look at the map and then answer the questions.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>post office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Avenue</td>
<td>airport</td>
<td></td>
</tr>
<tr>
<td>Mandela Road</td>
<td></td>
<td>police station</td>
<td></td>
</tr>
<tr>
<td>Railway Road</td>
<td></td>
<td>church</td>
<td></td>
</tr>
<tr>
<td>Church Street</td>
<td></td>
<td>park</td>
<td></td>
</tr>
<tr>
<td>Rose Road</td>
<td></td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Flower Street</td>
<td></td>
<td>hospital</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>internet cafe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>market</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>factory</td>
<td></td>
</tr>
</tbody>
</table>

- **Flower Street**
- **Rose Road**
- **Church Street**
- **Railway Road**
- **Mandela Road**

**Notes:**
- *Giving directions*
- Term 3 – Week 5–6
Look at the map and then fill in the answers to these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In which street is the school?</td>
<td></td>
</tr>
<tr>
<td>On which corner is the supermarket?</td>
<td></td>
</tr>
<tr>
<td>In which street is the hospital entrance?</td>
<td></td>
</tr>
<tr>
<td>Which places are safe for children to play?</td>
<td></td>
</tr>
<tr>
<td>What places are noisy?</td>
<td></td>
</tr>
<tr>
<td>What places are unsafe for playing?</td>
<td></td>
</tr>
</tbody>
</table>

Write directions from the school to the post office.

Write directions from the hospital to the school.

Write directions from the school to the garage.

What do these signs mean?

Sight words:
- bite
- bit
- blow
- blew
Address this envelope to yourself.

Let’s write

Draw a line from the blue box to the pink box to complete each sentence. In each sentence underline the joining word or conjunction.

He walked across the road because

She took out her recipe book because

I was going to play soccer, so

I did not know which days we had netball practice, so

I went to bed late and

I had nothing to read, so

We went to the sports field because

She went to the clinic because

I went to the library.

I looked at the notice board.

the robot was green.

I took my soccer boots to school.

she wanted to bake a cake.

we were playing a match.

could not wake up in the morning.

she was feeling sick.

And, so and because are conjunctions. We use them to join sentences.
Let's write

Underline the nouns that should start with a capital letter.

<table>
<thead>
<tr>
<th>bongi</th>
<th>mandla</th>
<th>october</th>
<th>lusikisiki</th>
<th>durban</th>
<th>dan</th>
</tr>
</thead>
<tbody>
<tr>
<td>monday</td>
<td>chair</td>
<td>cake</td>
<td>book</td>
<td>polokwane</td>
<td>flower</td>
</tr>
<tr>
<td>pen</td>
<td>busi</td>
<td>bike</td>
<td>limpopo</td>
<td>johannesburg</td>
<td>scissors</td>
</tr>
</tbody>
</table>

Send Bongi and Sam an invitation to your school concert. Fill in the information on the invitation card and then draw and label the directions from the station or bus stop to your school.

Dear Bongi and Sam

You are invited to our school concert.

Date:

School:

Concert programme

Draw the directions from the station to the school. Add labels to show street names and the names of places they will go past.
Let's do

Make your own map.

Cut out the pictures of the different places on worksheet 95 (on page 63) and paste them onto this grid. You can decide where you will put each place. You can choose one of the houses for yourself and decide where you want to paste it. Do you want to live near the school?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Show your friend your map. Point to where you have put each place. Then fill in the number and letter to show where each place is. In the space, write down why you decided to put the picture there. Tell your friend which places are safe or unsafe for playing.

### Let’s write

<table>
<thead>
<tr>
<th>Say which block these places are in.</th>
<th>Say why you have put these places there. Because</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the clinic?</td>
<td></td>
</tr>
<tr>
<td>Where is the library?</td>
<td></td>
</tr>
<tr>
<td>Where is the hospital?</td>
<td></td>
</tr>
<tr>
<td>Where is the school?</td>
<td></td>
</tr>
<tr>
<td>Where is the fire station?</td>
<td></td>
</tr>
<tr>
<td>Where is the police station?</td>
<td></td>
</tr>
<tr>
<td>Where is the railway station?</td>
<td></td>
</tr>
<tr>
<td>Where are the flats?</td>
<td></td>
</tr>
<tr>
<td>Where is the park?</td>
<td></td>
</tr>
<tr>
<td>Where is your house?</td>
<td></td>
</tr>
<tr>
<td>Where is the swimming pool?</td>
<td></td>
</tr>
<tr>
<td>Where is the supermarket?</td>
<td></td>
</tr>
<tr>
<td>Where is the church?</td>
<td></td>
</tr>
</tbody>
</table>
Ask each other for directions to different places on the map. Use the following words.

- turn left
- turn right
- at the corner turn ...
- You will see a ___ on your right
- continue along the road
- at the corner turn ...

Break up these words to show the different sounds. Then number the words in each box in alphabetical order.

1. hospital
2. railway
3. swimming

police
library
swimming
garage
restaurant
market
taxi
playground

Read the advert on the opposite page, then talk to your friend about what the advert promises you. Then fill in yes or no to these questions.

<table>
<thead>
<tr>
<th>Read these questions and tick (✓) yes or no.</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think a T-shirt can make you run fast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think a T-shirt can help you to become a champion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think the T-shirt can make you feel super?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think the T-shirt is cheap?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think this is a true and honest advert?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know any other advert that is not honest?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The T-shirt that every smart kid must have!

Kids, if you want to be cool you need a **Super Cool T-shirt**.

It will improve your running and you will become a super champ.

You will feel super good in this **Super Cool T-shirt**.

You will be invited to everyone’s parties.

Buy one today. Lowest prices in town.

**Only R150! Sale for 1 week only.**

Design your own advert. Draw a picture and write some sentences to make people want to buy it.
Read the picture story and fill in what you think the driver said in the last speech bubble.

Watch out cat! Can’t you look before you cross the road!

Do you think that the man can still drive his car after the accident? Should he call the police? Now write five sentences about what you think will happen next in the story.
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

<table>
<thead>
<tr>
<th>cry</th>
<th>part</th>
<th>bull</th>
<th>blue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let's write

Read each sentence, then circle the pronoun that you can use in the place of the underlined words.

The man drove his car into the tree. you he she we they it
The cat ran across the road.
you he she we they it
Jim and Thandi saw the accident.
you he she we they it
Thandi had to write a report for the police.
you he she we they it
Thandi and I took the cat home.
you he she we they it

Let's write

Draw a line to match the pronouns in the first column with the correct pronouns in the second column.

he
she
it
we
I
you
they

my
your
his
hers
our
their
its

Sight words
break
broke
bring
brought

break
broke
bring
brought
What happened?

Let’s do

Number these pictures to show the correct order and then tell your friend what happened in the correct sequence.

Fun

Spot the differences.
Imagine you were walking home from school. You saw the accident. You saw a motorist swerve suddenly to avoid a cat. The car went into a tree, but the driver was not hurt and neither was the cat.

You were the only person who saw the accident, so you have been asked to write about what happened. Before you fill in the form, tell your friend what you will say.

**Accident form**

<table>
<thead>
<tr>
<th>Your name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of accident</td>
</tr>
<tr>
<td>Time of accident</td>
</tr>
<tr>
<td>What happened:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>Then</td>
</tr>
<tr>
<td>After that</td>
</tr>
<tr>
<td>In the end</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
</tbody>
</table>
# Programme for NEW TOWN Primary School Concert

**Date:** 3 September 2015  
**Time:** 13:00 to 15:30

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00</td>
<td></td>
<td>Opening by Principal: Mrs J Gaga</td>
</tr>
<tr>
<td>13:10</td>
<td>Grade 1</td>
<td>Winnie the Pooh song.</td>
</tr>
<tr>
<td>13:20</td>
<td>Grade 2</td>
<td>Song: We are not afraid of the big bad wolf.</td>
</tr>
<tr>
<td>13:40</td>
<td>Grade 3</td>
<td>Jack and the beanstalk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stars: Jim is acting as Jack. Thandi is acting as Jack's mother.</td>
</tr>
<tr>
<td>14:00</td>
<td></td>
<td>Interval</td>
</tr>
<tr>
<td>to</td>
<td></td>
<td>There will be juice and popcorn for all the learners.</td>
</tr>
<tr>
<td>14:30</td>
<td></td>
<td>Tea and coffee will be on sale for parents.</td>
</tr>
<tr>
<td>14:30</td>
<td></td>
<td>Prize giving for grades 1, 2 and 3.</td>
</tr>
<tr>
<td>15:00</td>
<td>Grade 4</td>
<td>Children's choir singing the National Anthem.</td>
</tr>
<tr>
<td>15:15</td>
<td></td>
<td>Closing speech: Minister of Basic Education.</td>
</tr>
</tbody>
</table>

---

**Let’s speak**

Read the programme carefully and tell your friend what the concert will be about. Say which item you think you would enjoy most.

---

**Let’s write**

Look at the programme, and then answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time does the concert start?</td>
<td></td>
</tr>
<tr>
<td>Who will do the opening?</td>
<td></td>
</tr>
<tr>
<td>What will the Grade 1 class do?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>What will happen at 13:20?</td>
<td></td>
</tr>
<tr>
<td>Who are the stars of the show at 13:40?</td>
<td></td>
</tr>
<tr>
<td>What will the grade 4 class do?</td>
<td></td>
</tr>
<tr>
<td>What will happen at interval?</td>
<td></td>
</tr>
<tr>
<td>Who will make the closing speech?</td>
<td></td>
</tr>
<tr>
<td>If you were at the concert, which item would you enjoy most?</td>
<td></td>
</tr>
<tr>
<td>What will you miss if you only arrive at 14:30?</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Fun

Draw a poster to advertise this concert. Give all the relevant information.
The children of New Town School produced an excellent concert yesterday. They entertained the audience with scenes from Winnie the Pooh and the Three Pigs. The stars of the show were Jim Brown and Thandi Ndlovu, who acted in Jack and the beanstalk. Jim was Jack, and Thandi was his mother.

The principal Mrs J Gaga was very happy because the Minister of Basic Education attended the concert. The Minister said: “I am very proud of this school. The children are doing well and I can see that the teachers and parents are doing a good job.”

The school handed out prizes for learners who always did their homework. These same learners did very well in the ANA exams last month.

The Big Book Shop donated book prizes.

Do you think the writer of the article thinks that New Town School is doing good things? How do you know?

What did the children receive prizes for?
Where did the school get the prizes?

Copy the sentence that tells us the Minister was pleased with the school.

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

[jolly] [stalk] [street] [shriek]

Fill in the missing nouns and the adjectives that describe them. Use these words to help you.

Let's write

Sight words

come
came
drink
drank
Dan is always late and he always forgets everything. Last year he forgot his own birthday. Last month he left his school bag on the bus. Last week he rode on the elephant at the circus. Yesterday he missed the train to the concert. This morning he went to school in his swimming costume.

He is really a funny guy.
Use this mind map to describe Dan.

Let’s write

How he looks

Some funny things he does

Who his friends are

What Dan can do to remember things
Look at the map of South Africa.
Point to the 9 provinces.
Which province do you live in?
Say what the capital of each province is.
Point to the photos that show some of the important places in each province.
Which provinces are on the coast?
Picture cut-outs

Let’s do

Cut these pictures out and use them to make your own map on page 48.
Let’s speak

Talk to your friend about a story that you want to write. Then fill in your ideas on this page.

My story planner

The characters and the setting

Who is in your story?

Where does the story happen?

When does the story happen?

The beginning

What happens at the start of the story?
What happens in the middle of the story?

How does the story end?

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story in the book.
Theme 7: People and places

97 New children at our school
Reads a text about new children at school.
Fills in information obtained from text into a table.
Answers questions based on the text.

98 Different places in South Africa
Cuts out and pastes the nine provinces on a map.
Answers questions based on the province they live in.
Identifies silent letters.
Sorts words into alphabetical order.
Rewrites sentences using the correct punctuation.

99 Our weather
Reads a weather broadcast.
Uses information from the weather broadcast to complete a weather chart.
Uses conjunctions to join sentences.
Uses prefixes to complete words.

100 What I did
Draws four pictures of what they did on the weekend.
Expects drawings.
Writes a sentence about the pictures identifying the verb.
Matches the present and past tense.
Uses verbs to complete sentences.
Identiﬁes present, past and future tense.
Makes a congratulation card for a friend.

101 Children from elsewhere
Reads descriptive text about children from other countries.
Tabulates information about the children.
Make words with -ough, -ess, -y, -ies and c sounds.
Formulates questions.

102 What we enjoy
Conducts a survey and tabulates results.
Answers questions based on the results of the survey.
Breaks the words into sounds.
Writes words in alphabetical order.
Uses regular and irregular verbs.
Completes a maze.

103 Two little kittens
Reads poem about two little kittens.
Answers speciﬁc questions based on the poem.
Identifies rhyming words in the poem.

104 What the cats said
Recites and role plays the poem.
Rewrites sentences in direct speech.
Plays word game based using present and past tense verbs.

105 A letter to my friend
Reads a friendly letter.
Answers questions based on the letter.
Identifies nouns and adjectives used in the letter.

106 Describing things
Uses adjectives to describe yourself.
Uses adjectives to describe pictures.
Uses adjectives to complete sentences.
Writes a descriptive paragraph.
Compares two pictures and identiﬁes the differences.

107 Library day again
Reads informative text about elephants
Answers questions based on the text.
Uses pronouns to complete the sentences.

108 Reading books
Reads book cover and table of contents.
Answers questions based on the cover and table of contents.
Writes sentences about why they would like to read a book.
Uses prepositions to complete the sentences.
Reads a tongue twister.

109 Our trip to the elephant park
Reads text about trip to elephant park and pamphlet about elephants.
Writes four sentences using what they have learned about elephants.
Labels a drawing of an elephant.

110 Elephant talk
Asks questions about an elephant.
Identifies the correct homophone.
Rewrites sentences in direct speech.

111 Elephant talk (continued)
Uses alphabetical order to join the dots.

112 Writing your story
Plans to write a story.
Fills in ideas for a story in a writing frame.
Makes a story book and writes the story.
Jim and Thandi are back at school after the holidays. Their school is in Johannesburg. All the children at their school speak English in class. They all have different home languages, because they come from many different places. Some of them even come from other countries. Let’s meet some of the children.

**Northern Cape**
I am Margriet. I am seven years old. I speak Afrikaans. I like to play with my pets.

**North West**
I am Dipuo. I am eight. I speak Setswana. My favourite food is sweets.

**Free State**
I am Makgomo. I am nine. I speak Sepedi. I like reading.

**Western Cape**
I am Jannie. I am eight years old. I speak Afrikaans. I like watching TV.

**Eastern Cape**
I am Lulama. I am nine years old. I like playing with my pets. I speak isiXhosa.

**KwaZulu-Natal**
I am Mandu. I am eight years old. I speak isiZulu. I like playing netball.

**Limpopo**
I am Phaladi. I am eight years old. I live in Limpopo. I speak Sepedi. I like playing with my friends.

**Mpumalanga**
I am Siabelo. I am nine years old. I speak Siswati. Soccer is my game!
Read about the new children and then complete the table.
Fill in their names, ages, the provinces they come from, their home languages and what they like. Tick whether they are boys or girls.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Language</th>
<th>Province</th>
<th>Likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dipuo</td>
<td>8</td>
<td>✔️ Setswana</td>
<td>North West</td>
<td>Sweets</td>
</tr>
</tbody>
</table>

Where is the children’s school?

How many new boys and girls started school today?

How many of these children are:

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
</table>

What province do Thandi and Jim live in? (Look at the story again.)

What language do they speak in class?

Let’s write Now answer these questions.
Six provinces are missing from this map. The missing pieces are on the next page. Cut them out and paste them into their correct places on this map.

Let's do

Let's write

Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which province do you live in?</td>
<td></td>
</tr>
<tr>
<td>What language do you speak at home?</td>
<td></td>
</tr>
<tr>
<td>What language do you speak at school?</td>
<td></td>
</tr>
<tr>
<td>Which other provinces have you been to?</td>
<td></td>
</tr>
<tr>
<td>What is special about your province?</td>
<td></td>
</tr>
</tbody>
</table>
Say these words aloud and then circle the letters you do not sound. Then number the words in alphabetical order.

<table>
<thead>
<tr>
<th></th>
<th>write</th>
<th>know</th>
<th>comb</th>
<th>half</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrong</td>
<td>knock</td>
<td>numb</td>
<td>calf</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrist</td>
<td>kneel</td>
<td>thumb</td>
<td>yolk</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rewrite each of these sentences using the correct punctuation. Then fill in what type of sentence this is.

**dipuo likes sweets**

Dipuo likes sweets.

**how many languages can you speak**

**write neatly in your book**

**oh no it is raining and I don’t have my umbrella**

**Statement**
Our weather

Let's read

Good morning. This is today’s weather. It will be raining in KwaZulu-Natal and in the Eastern Cape. It will be sunny and hot in Limpopo and the Northern Cape. It will be partly cloudy in Gauteng. It will be cold in the Free State. There will be thunderstorms in Mpumalanga and North West. It will be windy in the Western Cape.

Let's do

Underline the name of the province and the kind of weather. Then cut out the weather symbols at the bottom of the next page and paste them onto the weather chart. Now tell your friend what the weather is in each province.

<table>
<thead>
<tr>
<th>Province</th>
<th>Weather Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauteng</td>
<td></td>
</tr>
<tr>
<td>Western Cape</td>
<td></td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td></td>
</tr>
<tr>
<td>Eastern Cape</td>
<td></td>
</tr>
<tr>
<td>North West</td>
<td></td>
</tr>
<tr>
<td>Mpumalanga</td>
<td></td>
</tr>
<tr>
<td>Free State</td>
<td></td>
</tr>
<tr>
<td>Northern Cape</td>
<td></td>
</tr>
<tr>
<td>Limpopo</td>
<td></td>
</tr>
</tbody>
</table>
Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>here</th>
<th>air</th>
<th>share</th>
<th>square</th>
<th>neigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>there</td>
<td>hair</td>
<td>hare</td>
<td>care</td>
<td>sleigh</td>
</tr>
</tbody>
</table>

Let’s write

Join these sentences. Use each of these conjunctions once only.

- and
- because
- so
- but

<table>
<thead>
<tr>
<th>They won’t go to school today.</th>
<th>It is Saturday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dipuo is eight years old.</td>
<td>Makgomo is nine.</td>
</tr>
<tr>
<td>It is raining.</td>
<td>Jim will use an umbrella.</td>
</tr>
<tr>
<td>I would like to buy a bike.</td>
<td>I don’t have enough money.</td>
</tr>
</tbody>
</table>

Let’s write

Fill in the answers to these word sums.

<table>
<thead>
<tr>
<th>un + tidy =</th>
<th>un + happy =</th>
</tr>
</thead>
<tbody>
<tr>
<td>un + clear =</td>
<td>un + attractive =</td>
</tr>
<tr>
<td>un + kind =</td>
<td>un + comfortable =</td>
</tr>
</tbody>
</table>

Prefixes and suffixes

- If we start a word with **un** we mean **not**.
- Unhappy means **not happy**.
- If we end a word with **ful** we mean **full of**.
- So **careful** means **full of care**.
What I did

Term 4 – Week 1–2

Let’s do

Draw four pictures of what you did last weekend. Talk to your friend about what you did.

Let’s write

Now write down one sentence for each picture and underline the verb.

I played soccer.

Let’s write

Match the present and past tenses of these verbs.

buy, bought; caught; fly; flew, fall; come; eat; drove;
came, ate; drink; found; eat; drive;
found; drank; fell; find; drove

The past tense of a verb does not always end in ed. With some verbs, the whole word changes.
Choose the correct word | Fill in the correct verb (action word) in each of the sentences. | Is the sentence in the present, past or future tense?
---|---|---
**buy** | I will buy a sandwich for lunch. | future
bought | Last month I purchased a new uniform. |
**drove** | We drove to school by bus. | past
**drive** | My father drove to work at 7 o’clock. |
**dug** | I dug in my garden. | past
**dig** | Yesterday I dug in my garden. |
**sing** | We sang in class. | past
sang | Yesterday the choir sang. |

Make a card to congratulate a friend who has done well at sport or in a hobby. Say what the sport or hobby is on the front of the card. Write a special message on the inside.

Congratulations on doing well in _____________________
At our school, there are five new children who come from other countries.

Bheki comes from Zimbabwe. Bheki loves to play soccer. He is the goalkeeper.

Lee is Chinese. She is learning to read and write in English. She has two little kittens. One day she brought them to school and they hid in the cupboard.

Naresh is from India. He loves to play computer games. He has many friends who play computer games with him. He goes to the computer centre every day after school.

Peter comes from England. He likes to play chess.

Renate comes from Germany. She likes to play netball.
Fill in this table with information about each child in this story.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Hobby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renate</td>
<td>Germany</td>
<td>Netball</td>
</tr>
</tbody>
</table>

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>bought</th>
<th>chess</th>
<th>lady</th>
<th>ladies</th>
<th>cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ought</td>
<td>less</td>
<td>baby</td>
<td>babies</td>
<td>scent</td>
</tr>
<tr>
<td>fought</td>
<td>mess</td>
<td>daisy</td>
<td>daisies</td>
<td>circle</td>
</tr>
</tbody>
</table>

Get to know your friend better. Write down questions that start with each of these words. Then ask your friend the questions. Write down what he or she says.

What

Where

When

Why
Let’s do

Do a survey to find out what hobbies your friends enjoy most. Ask ten friends to tell you which of these five hobbies they like best. For each answer, colour in the correct block in the table. Start at the bottom of the table.

<table>
<thead>
<tr>
<th></th>
<th>Sport</th>
<th>Reading</th>
<th>Craft work</th>
<th>Computers</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which is the most popular hobby?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Which is the least popular hobby?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word work

Break up these words to show the different sounds. Then number the words in each box in alphabetical order.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hospital</td>
<td>3</td>
<td>Zimbabwe</td>
</tr>
<tr>
<td>computer</td>
<td>1</td>
<td>Germany</td>
</tr>
<tr>
<td>football</td>
<td>2</td>
<td>England</td>
</tr>
<tr>
<td>behind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>opposite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>alongside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>does</td>
<td></td>
<td></td>
</tr>
<tr>
<td>door</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Yesterday he drinks/drank his juice at lunch time.

Yesterday Dan came/come late to the concert.

Yesterday Thandi lose/lost her book.

My whole family catch/caught flu last winter.

We make/made a cake for my last birthday.

We go/went to the zoo last weekend.

We take/took a photo of the elephant last weekend.

Yesterday I eat/ate at Jabu’s house.

You can’t form the past tense of these verbs by adding ed. The past and present tenses need different words. Verbs like these are called irregular verbs.

Circle the correct form of the verb.

Let’s write

Fun

Find your way to the hobbies you like most.

start

soccer

athletics

gardening

drama

computers

craft work

caring for pets

reading

You can’t form the past tense of these verbs by adding ed. The past and present tenses need different words. Verbs like these are called irregular verbs.

Yesterday he drinks/drank his juice at lunch time.

Yesterday Dan came/come late to the concert.

Yesterday Thandi lose/lost her book.

My whole family catch/caught flu last winter.

We make/made a cake for my last birthday.

We go/went to the zoo last weekend.

We take/took a photo of the elephant last weekend.

Yesterday I eat/ate at Jabu’s house.

You can’t form the past tense of these verbs by adding ed. The past and present tenses need different words. Verbs like these are called irregular verbs.

Circle the correct form of the verb.

Let’s write

Fun

Find your way to the hobbies you like most.

start

soccer

athletics

gardening

drama

computers

craft work

caring for pets

reading
Two little kittens, one stormy night,
Began to quarrel, and then to fight.
One had a mouse, the other had not,
And that’s the way the quarrel got hot.

“I’ll have that mouse,” said the biggest cat,
“You’ll have that mouse? We’ll see about that!”
“I will have that mouse,” said the eldest son.
“You won’t have my mouse,” said the little one.

Then an old woman with a broom,
Swept the two kittens right out of the room.
The ground was covered with frost and snow.
And the two little kittens had nowhere to go.

They then crept in, as quiet as mice,
All wet with the snow, and cold as ice.
They knew it was better, that stormy night,
Rather to sleep than to quarrel and fight.

Anonymous, adapted (Circa 1880)
Let’s write

Read the poem aloud with your friend, then answer the questions.

What were the kittens fighting over?

Describe the weather that night.

Why did the cats decide to stop fighting?

Word work

Find the rhyming words in the poem.

<table>
<thead>
<tr>
<th>night</th>
<th>cat</th>
<th>broom</th>
<th>fight</th>
</tr>
</thead>
<tbody>
<tr>
<td>fight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>not</th>
<th>son</th>
<th>snow</th>
<th>mice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember

small

smaller

smallest
Recite and role play the poem. One person must play the role of the big kitten and someone else must be the small kitten. One of you must play the role of the old lady with the broom.

Rewrite what they are saying as direct speech.

The big kitten said, "I want that mouse.

The small kitten answered, "I found the mouse first."  

The little mouse begged, "Please let me go."  

The old lady shouted, "You are making a noise. Out you go!"

The little kitten exclaimed, "Ooh, it is so cold! Let’s not fight anymore."
Run a race. Read the present and past tense of each verb in the yellow track. Your friend must read the words in the blue track. See who wins. Then ask each other what the past tense of each verb is.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>dig</td>
<td>dug</td>
<td>gave</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>went</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>had</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>kept</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>knew</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>made</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>paid</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>ran</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>saw</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>showed</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>sat</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>slept</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>spoke</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>stood</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>swept</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>swam</td>
</tr>
</tbody>
</table>
Dear Min,

I have now been living in sunny South Africa for six months. It is a beautiful country. The yellow sun shines every day. I live in a small street. My house is opposite a green park. We have three trees in our big garden. There are lots of high buildings in our town. I have two kittens. The naughty little kittens follow me wherever I go. One day they followed me to school and they sat in a dark cupboard meowing all day.

I have four friends in South Africa. They all speak good English. I wish you could visit me in this wonderful country.

Your friend,

Lee
Teacher: Sign                Date

Question:

How long has Lee been living in South Africa?

Where does she come from?

How many friends does she have in South Africa?

Do you think she likes living in South Africa? Why do you think so?

Let's write

Answer these questions.

Let's write

Look at the letter again. In each sentence, there is a word that tells us more about the noun. (These words are adjectives.) Read each sentence carefully and underline the nouns (the naming words). Then circle the adjective that describes each noun.

Example: I am now living in sunny South Africa.

When you have done this, write the adjectives you circled under the correct heading in this table.

<table>
<thead>
<tr>
<th>Number words</th>
<th>Colour words</th>
<th>Size words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sight words

fall
full
fast
fire

Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

wonderful  unhappy  giant  go
beautiful  undress  giraffe  get
grateful  untidy  gem  gate
Describe yourself. Tick the correct box to describe your hair, eyes and height.

Let’s do:

<table>
<thead>
<tr>
<th>Hair</th>
<th>Eyes</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown</td>
<td>Black</td>
<td>Short</td>
</tr>
<tr>
<td>Black</td>
<td>Green</td>
<td>Medium</td>
</tr>
<tr>
<td>Blond</td>
<td>Blue</td>
<td>Tall</td>
</tr>
<tr>
<td>Red</td>
<td>Brown</td>
<td>Very tall</td>
</tr>
</tbody>
</table>

Let’s write:

Fill in adjectives that describe each of these pictures.

Choose adjectives that tell us more about the highlighted nouns. Then fill the adjectives into the spaces.

| old big | The old man rode into a ___________ tree. |
| naughty little | The ___________ boy chased the ___________ dog. |
| delicious clever | The ___________ girl baked a ___________ cake. |
| small kind | The ___________ teacher helped the ___________ girl. |
**Let’s write** Circle the word that best completes the sentence.

<table>
<thead>
<tr>
<th>Subject</th>
<th>is</th>
<th>am</th>
<th>are</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>enjoying school.</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
<td>a very good runner.</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td></td>
<td></td>
<td>a good cook.</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td></td>
<td>a good netball player.</td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
<td></td>
<td>a hot day.</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td></td>
<td>going to the shop.</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
<td>late for school.</td>
</tr>
</tbody>
</table>

Write a description of someone you find interesting. It could be a famous person, or a friend, or a family member.

---

**Fun** Spot the 3 differences. Circle what is different.
Three interesting things about ELEPHANTS

They all begin with **T**: Trunk, Tusk and Teeth.

TRUNKS

Elephants use their trunks to trumpet. They also use them to put food or water into their mouths. Some elephants are so clever they can even use their trunks to turn on a tap. But nobody told them that they must turn the tap off again.

TUSKS

An elephant has two tusks. The tusks are made of ivory.

They grow from the elephant’s upper jaw. The tusks grow throughout an elephant’s life. An elephant uses its tusks to dig for water and food. Bad people kill the elephants to steal the tusks, so that they can get the ivory.

TEETH

Elephants also have four flat teeth, called molars. They use them to grind the plants they eat. Eventually the molars get worn down, and then the elephant grows new ones. This happens about every ten years. An elephant grows up to six sets of teeth over its lifetime. We humans only have two sets.
Let's write

Answer these questions.

What are the three interesting things about elephants?
T__________ T__________ T__________

What do they use their trunks for?

What do they use their tusks for?

What do you know about their teeth?

Let's write

Use these pronouns to help you complete these sentences.

your  his  her  their  my

He did ____________________ homework.

She took ____________________ book to school.

They ate ____________________ supper.

I ate ____________________ lunch.

You must do ____________________ homework.

Read the words and listen to the sounds.
Then use 5 words to write sentences of your own in your exercise book.

elephant  blow  note  cake

dolphin  flow  tone  make

photo  grow  phone  take

Word work

What are the three interesting things about elephants?

Sight words
gave  goes  green  grow

TEACHER: Sign ____________________ Date ____________________
Let’s read

Everything about elephants

by Eli Smith

Table of contents

1 What do elephants look like? ........................................4
2 What do they eat? .......... 10
3 How do elephants communicate? .......................... 11
4 Elephant families ................... 15

Let’s write

Answer these questions.

What is the title of the book?

Who is the author of the book?

What are the four sections mentioned in the contents?

1

2

3

4
Let’s write

Write five sentences saying whether you would like to read the book. Say why or why not.

---

Let’s write

These words are all prepositions. They tell us about place. Fill them into the correct places in these sentences.

- up
- in
- under
- between
- over

The kittens hid ___________________ the cupboard.
The puppy sat ___________________ the table.
Pam sat ___________________ Ann and Jabu.
The elephant walked ___________________ the hill.
We drove ___________________ the bridge to the park.

---

Tongue twister: Read this as fast as you can.

She sells sea shells on the sea shore. The sea shells that she sells are sea shells I am sure.
Our bus stopped at the elephant park. The grade 3 learners went to look at the elephants. African elephants are the biggest land animals on earth. Elephants have very big brains for an animal, so they are very clever animals. We looked at this pamphlet.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old do they get?</td>
<td>They can live up to 70 years.</td>
</tr>
<tr>
<td>How tall are they?</td>
<td>African elephants can be as tall as 4 metres.</td>
</tr>
<tr>
<td>Are they family animals?</td>
<td>Yes. Family comes first. They look after their babies. They even adopt orphan elephants that don’t have any one to look after them.</td>
</tr>
</tbody>
</table>
Write four sentences about what you have learned about elephants.

Let's do

Label this drawing of an elephant.

mouth tail tusk trunk ear eye leg

Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

gem magic engine giant
gym ginger imagine gent
gel angel legend gentle

Sight words

happy hard head hear
Elephant talk

Interview your friend about elephants. Ask questions based on what you have read about elephants.

Let’s do

Circle the correct word in each of these sentences.

I eight/ate an apple.
You must grate/great the cheese.
We will read/reed a book about elephants.
Elephants have four/for molar teeth.
The old mother elephant is now very week/weak.
The dog hurt its paw/pour.
Did you see/sea the elephants?

Let’s write

Rewrite what they are saying as direct speech. Use speech marks.

Thandi asked, “Did you enjoy the elephant park?”

Yes, it was very good.

Jim replied, ”

It was good to read the book about elephants.

Thandi said, ”

Last year I saw many elephants at the Addo Elephant Park.

Jim said, ”
Elephant talk (continued)

Follow the alphabet to join the dots.

Remember

hot
hotter
hottest
Talk to your friend about a story that you want to write. Then fill in your ideas on this page.

**My story planner**

**The characters and the setting.**

- Who is in your story?
- Where does the story happen?
- When does the story happen?

**The beginning**

- What happens at the start of the story?

**The middle**

- What happens in the middle of the story?

**The end**

- How does the story end?

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the author. Draw a picture on the cover. Now write your story in the book.
Theme 8: Friendship and caring

113 Special Teacher’s Day 102
- Reads text about Teacher’s Day.
- Reads a poem about a teacher.
- Answers questions based on the poem.
- Identifies prefixes and suffixes.
- Sorts words into alphabetical order.
- Uses apostrophe correctly.
- Reads tongue twister.

114 Thank you teacher 104
- Writes a thank you card for teacher.
- Joins sentences and identifies the verbs.
- Underlines adverbs of time.
- Uses the apostrophe to show possession.
- Identifies silent letters.
- Designs a Teacher’s Day poster.

115 Spotty Ann 106
- Reads a letter to teacher from Ann.
- Answers multiple choice questions based on the letter.
- Identifies synonyms.
- Recalls sequence of events.

116 Get well, Ann 108
- Writes a diary entry about a time they were sick.
- Uses prefixes and suffixes to complete words.
- Writes sentences using prefixes and suffixes.
- Writes a letter to Ann wishing her a speedy recovery and giving some school news.

117 A wonderful day ... a horrible day 110
- Reads two descriptions of the same event.
- Plans the writing of diary entries.
- Uses a mind map to plan the diary entries.
- Writes diary entries using the mind map.

118 Where we went 112
- Addresses and writes a postcard to a friend.
- Joins the sentences using conjunctions.

123 The ant and the grasshopper 122
- Reads story about Gerry the grasshopper and the ant.
- Answers questions based on the text.

124 Grasshopper chirps 124
- Labels a drawing.
- Rewrites sentences using direct speech.
- Finds words in the word search.

125 All over the world we celebrate 126
- Reads text about different celebrations.
- Completes a table on ideas for presents.
- Conducts a survey about holidays and tabulates results.

121 Thembi the firefighter 118
- Reads a radio interview a firefighter.
- Role plays the interview.
- Answers multiple interview questions based on the interview.
- Writes a paragraph about their future occupation.

122 What I want to be 120
- Conducts an interview with a friend and writes answers to the questions.
- Matches the correct prefixes to words.
- Writes sentences using prefixes.
- Completes the degrees of comparison.
- Matches the similes to the pictures.
- Makes up a simile.
Teachers’ Day is on 8 October. On this day, we write letters and cards to say thank you to our teachers. Some children even write poems for their teachers. Look at this poem written by a school girl.

**My teacher**

Thank you, teacher, for helping me at times when skies were grey.
Thank you, teacher, for listening to me when I had things to say.
Thank you, teacher for teaching me the things that I must know.
I will always remember my Grade 3 teacher everywhere I go.
Poem adapted from Maryam Mashhadi.

What three things does the girl thank her teacher for?
Underline them in the poem and then write them down.

1
2
3
How does the school girl feel when skies are grey? ✓

<table>
<thead>
<tr>
<th>a</th>
<th>Happy</th>
<th>b</th>
<th>Unhappy</th>
</tr>
</thead>
</table>

Look at the poem again. Find, and then fill in, words that rhyme with grey and know:

<table>
<thead>
<tr>
<th>grey</th>
<th>know</th>
</tr>
</thead>
</table>

Say these words aloud. Circle the prefixes and the suffixes. Then number the words in alphabetical order:

<table>
<thead>
<tr>
<th>care/ful</th>
<th>unkind</th>
<th>goodness</th>
<th>redo</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonderful</td>
<td>unhappy</td>
<td>weakness</td>
<td>rewrite</td>
</tr>
<tr>
<td>beautiful</td>
<td>untidy</td>
<td>careless</td>
<td>refund</td>
</tr>
</tbody>
</table>

Show who owns these by filling in the apostrophes. Then fill in the name of the owner and what he or she owns:

This is Sam’s book.

<table>
<thead>
<tr>
<th></th>
<th>Sam</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother’s bag is broken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dog’s tail is wagging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara’s tooth hurt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher’s car is red.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He took Jabu’s ball.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tongue twister: Read this as fast as you can.

Betty bought a bit of bitter butter. Then she bought a bit of better butter to make the bitter butter better.
Let's write

Write a special thank you card for your teacher.

Underline the verbs or action words in the blue box and the nouns in the green box. Then draw a line to join the two parts of the sentence.

**Subject**

<table>
<thead>
<tr>
<th>The green frog</th>
<th>Find the verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>My little sister</td>
<td>ate a fly</td>
</tr>
<tr>
<td>The old man</td>
<td>ate a bone</td>
</tr>
<tr>
<td>My friend Jane</td>
<td>was driving his car</td>
</tr>
<tr>
<td>The brown dog</td>
<td>wore a pretty dress</td>
</tr>
<tr>
<td>The naughty children</td>
<td>sat next to me at school</td>
</tr>
</tbody>
</table>
About time
When do we use the prepositions at and on?
We use at for a particular time
on for days and dates

Let’s write
Underline the words that tell you when things happen.

<table>
<thead>
<tr>
<th>School starts at 8 am.</th>
<th>School ends at 2 pm.</th>
<th>Do you go to school on Saturdays?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann went home at midday.</td>
<td>Her birthday is on 20 November.</td>
<td></td>
</tr>
<tr>
<td>We go to bed at 8 o’clock.</td>
<td>Where will you be on New Year’s Day?</td>
<td></td>
</tr>
</tbody>
</table>

Let’s write
When more than one subject owns something, we put the apostrophe after the s. Fill in the apostrophes in these sentences.

<table>
<thead>
<tr>
<th>The boys’ books.</th>
<th>The dogs’ food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girls pens</td>
<td>The teachers’ cars.</td>
</tr>
</tbody>
</table>

Let’s write
Say these words, then circle the silent letters.

<table>
<thead>
<tr>
<th>hour</th>
<th>write</th>
<th>school</th>
<th>spaghetti</th>
</tr>
</thead>
<tbody>
<tr>
<td>thumb</td>
<td>wrong</td>
<td>knob</td>
<td>scissors</td>
</tr>
<tr>
<td>crumb</td>
<td>chemist</td>
<td>ghost</td>
<td>Wednesday</td>
</tr>
</tbody>
</table>

Fun
Look again at the poem to “My teacher.” Now work with your friend and make a poster to advertise Teachers’ Day. Say why teachers are important to children. Say what children can do to say thank you to their teachers.
Dear Teacher

I have not been able to come to school. I have chicken pox and the doctor says I cannot come to school because I will infect the other children.

I woke up last Monday and my body was full of red spots. I tried to rub them off, but they didn’t go away. Then I tried to wash them off with soap, but still they didn’t go away. I was so unhappy. Then I started to feel very hot. My mother took me to the doctor. He said I had a high temperature. He gave me medicine and told me to stay away from school. That was five days ago.

Every day, I check to see if the spots have gone, but they’re still there. I miss my friends. I would like to come back to school, but I can’t. Teacher, do you think you can let me have my workbooks, so that I can work at home?

I don’t want to get behind with my school work. My father says he will come and collect the books.

I miss you all very much.

Ann
I went to the doctor.
I tried to wash them off.
I had a high temperature.
I woke up and saw that I was covered in red spots.
Write a diary entry about a time you were sick. Say how you felt, what medicine you took and who cared for you.

Dear Diary

Date _______________

Let's do

Do these word sums.

<table>
<thead>
<tr>
<th>Prefix + Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>un + happy</td>
<td>unhappy</td>
</tr>
<tr>
<td>un + tidy</td>
<td></td>
</tr>
<tr>
<td>un + kind</td>
<td></td>
</tr>
<tr>
<td>wonder + ful</td>
<td></td>
</tr>
<tr>
<td>colour + ful</td>
<td></td>
</tr>
<tr>
<td>tear + ful</td>
<td></td>
</tr>
</tbody>
</table>

Prefixes and suffixes
If we start a word with un we mean not. Unhappy means not happy.
If we end a word with ful we mean full of. So careful means full of care.

Write a sentence using an -un word and another sentence using a -ful word.
Pretend that you are Ann’s friend. Write a letter to tell her that you hope she gets well soon. Give her some school news.

Dear

From
Let’s read

Sam and his sister Sara went on an outing with their family. Sam enjoyed the outing, but Sara did not.

That was a wonderful day! I really hope we can go there again.

What a horrible day! Apart from lunch, I can’t think of one single thing I enjoyed.

Let’s do

You are going to write diary entries for Sam and Sara. But first, in your group, design a mind map that will help you to write their diary entries. Talk about why the two children who went to the same place felt so differently about the visit. You must make up the information to complete the mind map.
Read these words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>right</th>
<th>caught</th>
<th>rough</th>
<th>square</th>
<th>freight</th>
</tr>
</thead>
<tbody>
<tr>
<td>might</td>
<td>taught</td>
<td>tough</td>
<td>care</td>
<td>weight</td>
</tr>
<tr>
<td>light</td>
<td>naughty</td>
<td>enough</td>
<td>beware</td>
<td>eight</td>
</tr>
</tbody>
</table>

Now write diary entries for Sam and Sara for that day. Use your mind map to help you.

**Sam’s diary**

**Dear Diary**

Today I had the most wonderful day of my life. We went

**Sara’s diary**

**Dear Diary**

Today I had the most horrible day of my life. We went
Pretend that you are Sam or Sara. Send a postcard to your friend saying what you did when you went out, why you enjoyed or why you did not enjoy it. Address the card to your friend.

Dear ________________________________

_______________________________
Your friend’s name.

_______________________________
House number and name of street.

_______________________________
Suburb/City/country

_______________________________
Postal code

From ________________________________

Dear [friend’s name],

We went to a very nice place. I did not enjoy myself.

I went with my parents. I went with my brother.

I did not want to go. I wanted to go to my friend’s party.

Let’s write: Join these two sentences. You can only use each of these words once.

We went to a very nice place. I did not enjoy myself.

Let’s do: Where we went

Term 4 – Week 5-6
Let's write

Match these singular words with their plural partners.

dress       dresses
match       foxes
boxes       dishes
bunch       wish
box         dish
matches     bunches

Decide whether there is one owner or more.
Then fill in the apostrophe in the correct space.

Fill in apostrophe

The trees' leaves.
The flowers petals.
The boys jacket.
The bees wings.
The girls books.
The clowns nose.

Fill in how many

more than 1

Find and circle the odd one out.
Then write the name of each group.

sport transport jobs

Remember: if there is one owner, the apostrophe comes before the s.
If there are more owners, it comes after the s.
Look at the pictures and talk to your friend about what is happening.

Oh, no! There goes our bus! We missed the last bus!

Oh, no! Look how long this queue is! Will we ever get into the stadium?

I must wear a scarf because it is cold.

Hi, Jim. It’s already two-thirty. We must hurry!

Wow, our team is winning!

Let’s get into this queue for the bus.

Talk about how the children felt in each picture. What do you think they said in each picture? Now fill in the correct picture number to show when the children said these things.
Where did the children go?
In how many queues did they have to wait?
How long were they in the second queue?
What did they do at 4:30?
What happened at 6:15?

Let's write

Read these words and listen to the sounds. Remember, the k is silent. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>city</th>
<th>giant</th>
<th>grow</th>
<th>know</th>
<th>knock</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>giraffe</td>
<td>grab</td>
<td>knee</td>
<td>knit</td>
</tr>
<tr>
<td>centre</td>
<td>gem</td>
<td>go</td>
<td>knob</td>
<td>knew</td>
</tr>
</tbody>
</table>

Let's do
Fill in the hands on each clock to show what time the action happened.

- They stood in the queue at the stadium.
- The boy put on his scarf.
- They missed the bus.
- He met his friends.
Use the pictures to help you write the story about the children’s trip to the soccer game. End your story by saying what happened after 6:15 pm.

1. 2:15 pm

2. 2:30 pm

3. 3:00 pm

4. 4:00 pm

5. 4:30 pm

6. 6:15 pm
Label each picture. Now join the words to form one word. This kind of word, which is made up of two words, is called a compound word.

\[
\begin{array}{ccc}
\text{foot} & + & \text{ball} \\
\hline
\text{football}
\end{array}
\]

\[
\begin{array}{ccc}
\text{tooth} & + & \text{brush} \\
\hline
\text{toothbrush}
\end{array}
\]

\[
\begin{array}{ccc}
\text{light} & + & \text{house} \\
\hline
\text{lighthouse}
\end{array}
\]

\[
\begin{array}{ccc}
\text{bucket} & + & \text{brush} \\
\hline
\text{bucketbrush}
\end{array}
\]

\[
\begin{array}{ccc}
\text{rain} & + & \text{jacket} \\
\hline
\text{rainjacket}
\end{array}
\]

\[
\begin{array}{ccc}
\text{wave} & + & \text{shell} \\
\hline
\text{waveshell}
\end{array}
\]
Thembi the firefighter

Let’s read

Thembi is a firefighter. She works in Umtata. Jim and Thandi listen to a radio interview with Thembi.

Interviewer: How long have you been a firefighter, Thembi?
Thembi: A long time. For five years.
Interviewer: Why did you decide to become a firefighter?
Thembi: I wanted to help people.
Interviewer: How did you learn to do this job?
Thembi: I went to firefighting school. I learned how to put out fires, and how to use an axe and a hose. I also learned first aid.
Interviewer: Do you have to be fit and strong for this job?
Thembi: Yes, you must be very fit. I keep fit by jogging for one hour every day. I also go to the gym every day.
Interviewer: Do you get scared when you are fighting a fire?
Thembi: No, never. I’m too busy thinking about the fire and how to put it out.
Interviewer: Do you ever save animals?
Thembi: Yes, last week I saved a dog. It was hiding under a bed. Pets hide because they are scared of fires. It’s hard for us to find them.

Let’s do

Read the interview with your friend. One of you must be the interviewer, and the other must be Thembi.
Let’s write Answer these questions.

**What is the main purpose of this radio interview?**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>To tell people how to prevent fires.</td>
<td><strong>A</strong></td>
<td>They hide because they are scared.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>To encourage people to become firefighters.</td>
<td><strong>B</strong></td>
<td>They run out.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>To give listeners information about firefighters.</td>
<td><strong>C</strong></td>
<td>They look for a way out.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>To tell people how famous Thembi is.</td>
<td><strong>D</strong></td>
<td>They bark loudly so that you can find them.</td>
</tr>
</tbody>
</table>

**Why is Thembi not afraid when she puts out a fire?**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>She has special equipment.</td>
<td><strong>A</strong></td>
<td>She goes to the gym.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>She is fit and strong.</td>
<td><strong>B</strong></td>
<td>She jogs.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>She knows how to fight fires.</td>
<td><strong>C</strong></td>
<td>She jogs and goes to the gym.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>She is too busy putting out the fire.</td>
<td><strong>D</strong></td>
<td>She is naturally strong.</td>
</tr>
</tbody>
</table>

Write about what you want to be when you grow up. Say why you want to do this work.

Let’s write
Pretend that you are already doing the work you want to do one day. Do this exercise with your friend and take turns to interview one another.

How long have you been a _________________________ ?

What made you decide to become a _________________________ ?

What do you like about this job?

Do these word sums.

<table>
<thead>
<tr>
<th>un + sure =</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>un + fair =</td>
<td></td>
</tr>
<tr>
<td>un + done =</td>
<td></td>
</tr>
<tr>
<td>re + try =</td>
<td></td>
</tr>
<tr>
<td>re + fill =</td>
<td></td>
</tr>
<tr>
<td>re + write =</td>
<td></td>
</tr>
</tbody>
</table>

Make a sentence using an un- word and another sentence using a re- word.

Let's write

Fill in the missing words.

<table>
<thead>
<tr>
<th>tall</th>
<th>tallest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>stronger</td>
</tr>
<tr>
<td>long</td>
<td>longest</td>
</tr>
</tbody>
</table>
We often describe something by saying it is like something else. For example, if someone is very busy, we might say, "she is as busy as a bee." This is called a simile. We often use animals in similes.

1. As heavy as an elephant.
2. As brave as a _____________
3. As busy as a _____________
4. As slow as a _____________
5. As free as a _____________
6. As gentle as a _____________
7. As hungry as a _____________
8. As proud as a _____________
9. As sly as a _____________
10. As tall as a _____________
11. As weak as a _____________
12. As wise as an _____________
13. As strong as an _____________
14. As quiet as a _____________

Fun: Draw a line from the simile to the animal.

1. elephant
2. lion
3. bee
4. tortoise
5. bird
6. lamb
7. wolf
8. peacock
9. fox
10. giraffe
11. kitten
12. owl
13. ox
14. mouse

Now make up your own similes. Write them down here.
Jim and Thandi go to the library again. Today they take out a book about insects. Let’s see what the book is about.

It was a warm, sunny day and the little ants were busy collecting mealies and other food to put away for winter.

Gerry the grasshopper was singing and chirping and hopping about. He was having a wonderful time. He watched the trail of ants gathering and storing grain for the winter.

Gerry: Why don’t you stop working and come and sing and dance with me?

Ant: Oh no, we’re too busy. The winter is coming and we must store food for the cold days.

Gerry: Oh, nonsense. I can’t be bothered yet. Winter is still a long time off and there is plenty of food.

So Gerry the grasshopper continued to dance and sing and chirp, and the ants continued to work.

Then the winter came. Gerry the grasshopper had no food. He was feeling very, very hungry. He went to the ants’ house.

Gerry: Please can I have something to eat. I’m starving. Don’t you have some food for me?

The ant gave him a few pieces of food.

Ant: You danced all summer, but you didn’t store any food for the winter. There is a time to work and a time to play.
The next summer the grasshopper worked hard collecting and storing food for the winter. He had learned a lesson and he did not want to be hungry again.

**Let’s write**

**Answer the questions.**

**Why is it better for the grasshopper to collect his own food?**

**What would have happened to the grasshopper if the ants had not given him food when he was hungry?**

**Do you think the ants were right to give him food? Why?**

**How did the grasshopper change?**

**Write a good name for this story.**

**Find four verbs (action words) in this story.**

---

**Word work**

Read the words and notice how the g sounds like j. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>gem</th>
<th>magic</th>
<th>engine</th>
<th>giant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerry</td>
<td>ginger</td>
<td>imagine</td>
<td>gent</td>
</tr>
<tr>
<td>gel</td>
<td>logic</td>
<td>legend</td>
<td>gentle</td>
</tr>
</tbody>
</table>
Let's do

Abdomen – the tail part of the grasshopper. It has holes along the segments for breathing.

Wings – grasshoppers have two long wings, used for flying.

Eyes – two eyes made up of many smaller eyes.

Head – in the front of its body.

Jumping legs – the back legs are bigger and stronger to help it jump.

Thorax – the middle part of the grasshopper’s body, where the legs and wings are attached.

Walking legs – four short front legs that are used for walking.

Feelers – two feelers on its head that it uses for touching and smelling.

Read the description of the grasshopper's body, then fill in the correct labels in the picture.
You are so boring, come and play.

The grasshopper said, "You

You must collect food for the winter.

The little ant answered, "

Let’s dance.

The grasshopper said, "

Please give me some food.

The grasshopper begged, "

Find and circle these words in the grid.

<table>
<thead>
<tr>
<th>o</th>
<th>s</th>
<th>t</th>
<th>x</th>
<th>u</th>
<th>a</th>
<th>o</th>
<th>n</th>
<th>z</th>
<th>x</th>
<th>z</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>u</td>
<td>z</td>
<td>w</td>
<td>x</td>
<td>n</td>
<td>q</td>
<td>z</td>
<td>x</td>
<td>q</td>
<td>w</td>
<td>z</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>r</td>
<td>a</td>
<td>s</td>
<td>s</td>
<td>h</td>
<td>o</td>
<td>p</td>
<td>p</td>
<td>e</td>
<td>r</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>z</td>
<td>z</td>
<td>q</td>
<td>r</td>
<td>i</td>
<td>t</td>
<td>r</td>
<td>h</td>
<td>q</td>
<td>o</td>
<td>w</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>h</td>
<td>r</td>
<td>o</td>
<td>u</td>
<td>g</td>
<td>h</td>
<td>q</td>
<td>o</td>
<td>z</td>
<td>u</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>z</td>
<td>x</td>
<td>v</td>
<td>q</td>
<td>w</td>
<td>h</td>
<td>w</td>
<td>x</td>
<td>n</td>
<td>x</td>
<td>g</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td>u</td>
<td>g</td>
<td>h</td>
<td>x</td>
<td>s</td>
<td>h</td>
<td>e</td>
<td>q</td>
<td>h</td>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>

Fun

- ought
- we
- through
- high
- grasshopper
- phone
- tough
- it
- she
- runs

Let’s write

Rewrite what they are saying as direct speech. Use speech marks.
All over the world we have holidays and celebrations.

We are now at the end of Grade 3. We are looking forward to going to Grade 4. We all look forward to our own special celebrations.

At Christmas time we get presents. We also give presents to our friends and to our family. We have a Christmas tree in our house. We put the presents under the tree. We decorate the tree and put a star at the top. At Christmas time we eat lots of good food.

We can’t wait for Diwali. This is the time we get lots of sweets and lots of presents. We pack delicious sweets and cakes in boxes and we give them to people who visit us. We light small lamps and we put them around the house. We decorate our house and make it look beautiful.

Soon it will be Hanukkah. We will have lots of good food to eat. We like to eat pancakes and donuts. We also like to get presents. Our cousins will come to visit us. We will all help to make the food and we light candles in our house.
Soon it will be Eid. I hope we get nice presents. We give our friends presents too. We will also have lots of cakes and sweets to eat. We know that it is Eid from the shape of the moon. It is on a different date each year.

Let’s write

What presents can you make to give to family and friends?

<table>
<thead>
<tr>
<th>Who will you give the present to?</th>
<th>What can you make?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word work

Read the words and listen to the sounds. Then use 5 words to write sentences of your own in your exercise book.

<table>
<thead>
<tr>
<th>ought</th>
<th>rough</th>
<th>stair</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>tough</td>
<td>hair</td>
<td>there</td>
</tr>
<tr>
<td>taught</td>
<td>enough</td>
<td>pair</td>
<td>here</td>
</tr>
</tbody>
</table>

Let’s write

Try to find out the following information about these holidays.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>What date will it be on?</th>
<th>Do you know anyone who will celebrate this holiday?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diwali</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanukkah</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Finger puppets:
Cut out the finger puppets on the dotted black lines and fold on the dotted white lines. Now glue on the back where shown to form a finger puppet.