Life can be difficult sometimes, if you need someone to talk to:

**Childline Hotline:** 08000 55 555

**LoveLife Free Piz Call Me** 083 323 1023

**SADAG**
Suicide Crisis Line 0800 567 567 / 0800 212 223
or SMS 31393
Substance Abuse Line 0800 12 13 14
or SMS 32312

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**AU Anthem**
Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Let us all unite and tell together
To give the best we have to Africa
The cradle of mankind and font of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

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Workbooks available in this series:
- Home Language Grades 1-6 (In all official languages)
- Mathematics Grades 1-3 (In all official languages)
- Mathematics Grades 4-9 (In English and Afrikaans)
- Lifeskills Grades 1-3 (In all official languages)
- First Additional Language Grades 1-3 (Only in English)
- First Additional Language Grades 4-6 (In English)
This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education’s Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department’s approach to additive bilingualism.

Many children start using their additional language, English as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language.

The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners’ understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.

We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.

We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.

We, the people of South Africa,
Recognise the injustices of our past;
Respect those who have worked to build and develop our country;
Honour those who suffered for justice and freedom in our land;
Believe that South Africa belongs to all who live in it, united in our diversity;

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law,
Improve the quality of life of all citizens and free the potential of each person; and
Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.
1. All about me

Hello, what’s your name?

Let’s talk

Look at the picture and talk about what you see.

Hello.
My name is Sam.

Goodbye.

Hello, what's your name?

My name is [name].

Goodbye.

See you tomorrow.
Heads, shoulders, knees and toes, knees and toes.
Heads, shoulders, knees and toes, knees and toes.
Eyes and ears and mouth and nose.
Heads, shoulders, knees and toes, knees and toes.
Let's do

Draw yourself. Point to your head, arms, legs and body.

This is me ... 

Let's write

Write your name. Then clap your name according to the sounds.
How I look

Let’s do
Draw your face. Show your eyes, nose, mouth, ears and hair.

Let’s write
Write your name.

Let’s write
Trace and colour the label to show what you are.

Let’s sing
Two eyes
I have two eyes to see with,
I have two feet to run,
I have two hands to wave with,
And a nose, I have just one.
I have two ears to hear with,
And one mouth to say “I love you”.

I am a girl
I am a boy
Let's do

- Hands on hips
- Touch your knees
- Touch your foot
- Close your eyes
- Touch your ears
- Touch your stomach
- Touch your nose
- Touch your toes
- Put up your arms
- Touch your head
- Touch your shoulders
- Put out one arm and then the other

Do what these children are doing.

Simon Says...
My birthday

Let’s talk

Look at the picture and talk about what you see.

- sweets
- biscuits
- juice
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

Numbers.

Count in English.

<table>
<thead>
<tr>
<th></th>
<th>one</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>two</td>
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<td>nine</td>
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<tr>
<td>10</td>
<td>ten</td>
<td></td>
</tr>
</tbody>
</table>
How old are you?

Let’s write
Colour the number of candles to show how old you are.

Now trace the number to show how old you are.

Say:

I am ____________.

Day:

Month:

When is your birthday?

Teacher

Please help to write the date.
Fill in your friends’ names in the month of their birthday.

Learners do not need to memorise the names of the months. They see a birthday calendar in their class and this chart reinforces the concept.
Look at the picture and talk about what you see.

6. Me at home

Family

- bread
- cup
- saucer
- salt
- fridge
- fruit
- clock
- friend
- cupboard
- chair
- floor
- sink
- glass
- pot plant

Let's talk

Term 1 – Week 1-5

6
Let's do
Paste the stickers in the correct spaces. Say the name of each picture.

Look at the pictures and point to the:
- mother
- father
- brother
- sister
- grandma
- baby
- friend
- cat

Teacher:
Look at the picture and talk about what you see.
- Who is cooking?
- Who is eating?
- Who is drinking?
- What are the children eating?
- Who is washing dishes?
- Point to the boys.
- Point to the girls.
Let's draw

Draw a picture of your family.

This is my family

Let's write

Write your name.
Let’s talk

Point to each person in your drawing. Tell your friend who is in your picture. Say:

- This is my mother.
- This is my father.
- This is my brother.
- This is my sister.
- This is my grandmother.
- This is my friend.
- This is me.

Look at your friend’s picture and ask your friend:

- Who is this?

Listen and repeat

- Look at the pictures.
- Ask learners to:
  - Point to the father.
  - Point to the mother.

How many brothers do you have?

How many sisters do you have?
At home

Let’s talk

Look at the picture and talk about what you see.

kitchen

bathroom

lounge

bed

teddy bear

towel

taps

bath

basin

toilet

fridge

table

stove

TV

lamp

mirror

roof

FAL Gr1 Theme 2 me at home.indd   16
2014-04-17   10:42:30 PM
Ask your friend to tell you in which room the different things are. Say:

Where is the bath?
Where is the cat?
Where is the fridge?
Where is the TV?
Where is the table?

The fridge is in the kitchen.
I am clean

Let's talk

Look at the picture and talk about what you see.

toothbrush

mirror

toothpaste

wash basin

bath

towel

brush

comb

brushing
Let’s do

Paste the stickers in the correct spaces. Say the name of each picture.

Let’s talk

Trace over the words and find the item in the big picture.

This is a brush. This is a . . .
I wash myself

Let’s do

Number these pictures in the correct order from 1-5 and then tell your friend what is happening in each picture.

1. wash
2. undress
3. dry
4. dress
5. play
Let’s do
Paste the stickers to match these sentences.

<table>
<thead>
<tr>
<th>I brush my teeth.</th>
<th>I wash my face.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I brush my hair.</td>
<td>I wash my hands.</td>
</tr>
<tr>
<td>I tie my shoes.</td>
<td>I dress.</td>
</tr>
</tbody>
</table>

Let’s draw
Draw a picture of how you keep yourself clean.
Your teacher will help you to write a sentence to describe what...
Let’s talk

Look at the picture and talk about what you see.

- boots
- cap
- scarf
- t-shirt
- jacket
- track suit
- coat
- cap

Nomsa
Jabu
Ann
Ken

Term 1 – Week 6-10

Clothes
Let’s do

Paste the stickers in the correct spaces. Say the name of each picture.

Teacher

Look at the picture and talk about what the children are wearing.
- Show who is wearing clothes for warm weather.
- Show who is wearing clothes for cold weather.
- Who is wearing a coat?
- Who is wearing a t-shirt?
- Who is wearing a cap?

Sam

Boy
Let’s write

Draw a line from the balloons to the children. Tell your friend what colour each balloon is. Who does not have a balloon?

Let’s talk

Point to different things in your classroom and ask your friend:

What is this?

What colour is this?
Practise in pairs
Tell your friend what colours these are.

Blue Red Yellow
Orange Green Purple Pink Brown Black

Let's do
Look at the pictures of Nomsa and Ken.
What clothes are they wearing in each picture?
What colour are their clothes?
Which colours do you like?

My favourite colour is:

Let's do
1
2
Colours and clothes

Look at the clothes. Say what they are.
Circle the correct number and colour in each row.
Then say the name of the number and the colour.

<table>
<thead>
<tr>
<th>Number</th>
<th>Colour 1</th>
<th>Colour 2</th>
<th>Colour 3</th>
<th>Colour 4</th>
<th>Colour 5</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Let’s write

2 blue socks
3 green shirts
4 yellow hats
5 brown shoes
1 red dress
Let’s sing

Balloons are red, balloons are blue, balloons are green and yellow too.

Balloons are red, balloons are blue, balloons are green and yellow too.

Let’s do

2 red socks

3 blue hats

Draw.
Whose clothes?

Let’s talk

Look at the clothes and say who they belong to.

Let’s do

Paste the stickers in the correct spaces. Say the name of each picture.

shorts  vest  socks  blouse  dress  shirt

dress  jeans  shorts  shirt  vest  blouse  socks  shorts
Let’s do

Draw a line to show who these clothes belong to.

mother
father
brother
sister
baby
grandma

trousers
t-shirt
jersey
scarf
pajamas
Buying clothes

Look at the picture and talk about what you see.

How much does it cost?

- skirt: R20
- dress: R30
- shoes: R10
- socks: R5
- t-shirt: R20

Nomsa wants a

- dress

Can I have a red please.

Ann wants a

Can I have a please.

Listen and repeat

Let's talk
Let’s write

Draw a picture of your favourite clothes.
Tell your friend what colour they are.
Are they for warm weather or cold weather?

My favourite clothes

Let's write

Colour in the picture.

1 =  
2 =  
3 =  
4 =  

TEACHER: Sign Date
Let's talk
Look at the picture and talk about what you see.

Arriving at school

- car
- bag
- school
- boy
Paste the stickers in the correct spaces. Say the name of each picture.

Let’s do

Let’s talk

How do the children come to school?
How do you get to school?

I walk to school.

motorbike
bike
bus
train
taxi
girl
teacher

I walk to school.
How I get to school

Let’s do
Paste the stickers then point to the pictures and say what they are. Then trace the words.

bus  taxi  bike  car

Listen and repeat
I come to school by 🚴
I come to school by 🚌
I come to school by 🚌
I come to school by 🚘
I come to school by 🚗

Let’s talk
Ask 5 friends.
How do you come to school?
I come to school by ____________.
The wheels of the bus go round and round,
round and round, round and round.
The wheels of the bus go round and round,
All day long.
The wipers on the bus go swish swish swish,
swish swish swish, swish swish swish.
The wipers on the bus go swish swish swish,
All day long.
The hooter on the bus goes beep beep beep,
beep beep beep, beep beep beep.
The hooter on the bus goes beep beep beep,
All day long.
Do you ever cross the road on your own?
What must you do before you cross the road?
Where should you cross the road?
When can you cross at the robot?
I come to school by .................................................................

Let's draw

Draw a picture to show how you come to school.

Let's do

Colour in the robot using these colours.
Trace the words.

I stop when the robot is red.
I look left and right.

1 = red
2 = orange
3 = green

Let's write

Trace over these words, then say them.

stop  careful  go
Crossing the road

Let’s do
Do what Ann is doing.

Look right.
Look left.
Look right again.
If the road is clear, you can cross.

Let’s talk
What do these road signs tell us?

Let’s talk
Which signs are round?
Which are square?
Which are triangular?
Let’s do

Use your stickers to complete this picture.

This is a square.   These are squares.

This is a triangle.   These are triangles.

This is a circle.   These are circles.

Listen and repeat

Paste in the correct stickers. Say what colour each shape is.

This is a square.

These are squares.

This is a triangle.

These are triangles.

This is a circle.

These are circles.
Getting ready for school

Let’s do Tell your friend what is happening in each picture.

1. [Description of the first picture]
2. [Description of the second picture]
3. [Description of the third picture]

Let’s do Help each child get home from school.
Let’s write

Draw 4 pictures to show what you do in the morning before you go to school.

I wake up.

I wash.

I dress.

I go to school by ________________.

Listen and repeat

Ask 5 friends what they do in the morning before they go to school.

I wake up.

I wash.

I dress.

I go to school by __________________.
Look at the picture and talk about what you see.
What are the children doing?
What do you do at school?
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

My name is Ann.

She is painting.
She is cutting.
He is writing.

- book
- ruler
- pencils
- pen
- paint
- crayons
- pen
- paper
- table
- scissors
- glue
- writing
- paintbrush
- chair
- chair
- cut

My name is Ann.
What do you carry in your school bag?
Do you bring lunch to school?

Let’s write
Write your name on the school bag.

ruler
sharpener
eraser
crayons
pencil case
lunch box
pen
scissors
pencils
Draw one healthy thing you have in your lunch box.

Let's write

Draw and read.

ruler

crayon

eraser

pencil

pen
Let’s do

Look at these pictures and tell your friend what is happening.

A
Jabu walks.

B
Jabu falls.

C
Ken and Nomsa help Jabu.

Let’s talk

Name all the things that fell out of Jabu’s bag.
This is my pencil. My pencil is red.

This is my book. My book is blue.

This is my ruler. My ruler is yellow.

Let’s talk

Let’s write Trace over these words.

pencil book ruler bag glue scissors pen

Let’s write

What can you do? Tick what you can do.

I can …

I can write my name.

I can cut.

I can draw.

I can paint.

I can read.
Days of the week

Monday

Tuesday

Wednesday

Thursday
Let’s write
Trace the days and tell your friend what the children are doing each day.

Friday

Saturday

Sunday

Let’s talk
Look at the picture and then talk about what the children do on these days.
On what day do they go to church?
On what day do they play soccer?
On what day do they play netball?
On what day do they go to the library?

What day is today?
What will you do today?
What day was yesterday?
What did you do yesterday?
What day will it be tomorrow?
What will you do tomorrow?
Look at the pictures and say what the children are doing in each one. Colour in the sun or the moon to show if it is night or day.
Let’s do: Draw a picture to show what you will do each day of the week.
Look at the picture and talk about what you see. What are the children doing? What do you play at school?

I like to play with my friends.
Let's talk

What games are the children playing?
Point to show:
Who is skipping?
Who is jumping?
Who is running?
What games do you play at school?
Are the children happy?
What makes you happy?

Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

Lulu

treehouse

Ken

Push

Kick

Skip

Jump

Slide

Hop

Kick

Sing

Swing
The games we play

Let’s write

Draw a picture of your favourite game.

My favourite game is

Walk and talk

Ask 5 friends what game they like. Say:

Do you like soccer?

Do you like netball?

Do you like tennis?

Do you like running?

Do you like jumping?
Tell your friend what these children are doing. Colour in the stars if you can do these activities. Show that you can do them.

- sit and read
- jump
- skip
- run
- hop on one foot
- throw a ball
- roll
- balance a book on your head
- kick a ball
Let's do

Tell your friend what is happening in each picture.

- soccer
- swimming
- hockey
- netball
What sports can you see in these pictures? Which sports do you like? Why is playing sport good for us? Trace the names of the sports.
Let’s write

Cross the face that has the same meaning as the yellow one(s) given.

Let’s draw

Draw a happy face.
If you’re happy and you know it clap your hands.
If you’re happy and you know it stamp your feet.

This song can also use words of actions like:
- turn around, jump up high, nod your head
- and shout out loud.

Draw something that makes you happy?

Let’s write
Ask your teacher to help you write a sentence.
Let’s practise

**Let’s write**

Circle the odd one out and then draw a line to the correct word that says what the other things are.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruit</th>
<th>Clothes</th>
<th>Transport</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td>shoe</td>
<td>hat</td>
<td>car</td>
<td>zebra</td>
</tr>
<tr>
<td>apple</td>
<td>apple</td>
<td>scarf</td>
<td>bus</td>
<td>elephant</td>
</tr>
<tr>
<td>grapes</td>
<td>grape</td>
<td>t-shirt</td>
<td>dress</td>
<td>animal</td>
</tr>
<tr>
<td>carrot</td>
<td>lettuce</td>
<td>scarf</td>
<td>bicycle</td>
<td>transport</td>
</tr>
<tr>
<td>parrot</td>
<td>cookie</td>
<td>scarf</td>
<td>bus</td>
<td>animal</td>
</tr>
</tbody>
</table>

**Let’s talk**

Ask 5 friends.

- What is your name?
- What colour do you like?
- What animals do you like?
- How old are you?
Trace the lines to find out what these friends like.
Say: “Jabu likes a book.”
Let’s talk

Look at the picture and talk about what you see.

Fruit and vegetables

- watermelon
- bananas
- green apples
- red apples
- oranges
- tomatoes
- apple
- spinach
- beetroot
- orange

The food we eat

Term 2 – Week 6-10

Fruit and vegetables

1. The food we eat

THEME 7. The food we eat

Fruit and vegetables

17
Let's do: Paste the stickers in the correct spaces. Say the name of each picture.

Let's talk:
What fruit do you like?
What vegetables do you like?
What fruit and vegetables do you not like?
Which fruits and vegetables are yellow?
Which fruits and vegetables are green?
What is the caterpillar eating?
Nomsa and Sam go to the shop. They want milk.
May I have an apple please.

May I have an orange please.

May I have a banana please.

May I have a sweet please.

Please can I have . . .

How much does it cost?

Listen and repeat

Let’s do

Paste the stickers in the correct spaces. Say the name of each picture.

Play shop with your friend. Say:
**The food I like**

**Let's write**
Tick the food you like.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Spinach</td>
<td>Candy</td>
</tr>
<tr>
<td>Apple</td>
<td>Carrot</td>
<td>Sandwiches</td>
</tr>
<tr>
<td>Banana</td>
<td>Onion</td>
<td>Sandwiches</td>
</tr>
</tbody>
</table>

**Let's talk**
Tell your friend.

I like __________________.

I do not like __________________.
Let's draw

Draw one fruit you like.

Draw one vegetable you like.

Let's do
Trace the line to find out what fruit they like. Then say:

- Jabu: grapes
- Ken: oranges
- Nomsa: apples
- Pam: plums
- Sam: bananas

Ken likes …
Nomsa likes …
Let's talk

Look at the picture and talk about what you see. What pet does each child have?
Look at the picture and talk about what you see.

What animals do you see?
What pets do you have?
What pet does Sam have?
What pet does Peter have?
What pet does Nomsa have?

I have a dog.
Ask 5 friends what pets they like.

Say:

Do you like birds?

Do you like fish?

Do you like dogs?

Do you like cats?

Do you like rabbits?

Do you like hamsters?

What pets do you have?

I have a fish.

I have a dog.

I have a hamster.

I have a rabbit.

I have a bird.

I have a cat.
Say what each of these pictures is. Circle the picture that does not fit in each row.

<table>
<thead>
<tr>
<th>children</th>
<th>children</th>
</tr>
</thead>
<tbody>
<tr>
<td>dogs</td>
<td>dogs</td>
</tr>
<tr>
<td>fruit</td>
<td>fruit</td>
</tr>
<tr>
<td>pets</td>
<td>pets</td>
</tr>
</tbody>
</table>

Let’s write Trace the lines to find out what pet each child has.

Nomsa | Ken | Ann | Dan | Jabu

bird | fish | cat | hamster | dog
Let's talk

What animals can you see in this picture?
Make the sound each animal makes.
Show your friend the mother animals and their baby animals.
Point to the picture and say which animals are big and which are small.
Let’s do

Paste the stickers in the correct spaces. Say the name of each animal.

donkey
horse
calf
pig
chicks
cow
mealie
tractor
farmer
boy
sheep
hen
rooster
duck
kid
horse

mealie
Old Mac Donald has a farm

Listen and say

Ask 5 friends what animals they like. Say:

- I like cows.
- I like horses.
- I like sheep.

Let's do

Trace the words and then draw a line to show what we get from these animals.

- hen
- sheep
- bees
- cow

- sweater
- eggs
- honey
- cheese
- milk
Old Mac Donald had a farm

Old Mac Donald had a farm, hee hi hee hi ho.
And on the farm he had some cows,
with a moo moo here and a moo moo there,
here a moo, there a moo, everywhere a moo moo.
Old Mac Donald had a farm, hee hi hee hi ho.

Old Mac Donald had a farm, hee hi hee hi ho.
And on the farm he had a dog,
with a woof woof here and a woof woof there,
here a woof, there a woof, everywhere a woof woof.
Old Mac Donald had a farm, hee hi hee hi ho.

Old Mac Donald had a farm, hee hi hee hi ho.
And on the farm he had a horse,
with a neigh neigh here,
and a neigh neigh there,
here a neigh, there a neigh, everywhere a neigh neigh.
Old Mac Donald had a farm, hee hi hee hi ho.
Let’s talk

Look at the picture and talk about what you see.
What noises do these animals make?
How many monkeys can you find?
Tell your friend where they are.
Use words like on, in and under.

Wild animals
Let's do Paste the stickers in the correct spaces. Say the name of each picture.

- zebra
- lion
- buck
- giraffe
- elephant
- zebra
- tortoise
- monkey
- crocodile
- tree
- leopard
- rhinocerus
- buck
- lion
- mouse
Soon there will be lots of baby caterpillars.

On Monday there was a tiny caterpillar on the leaf. It ate 1 green leaf.

On Tuesday the caterpillar ate 2 red apples.

On Wednesday the caterpillar ate 3 green pears.

On Thursday the caterpillar ate 4 purple grapes.

On Friday the caterpillar ate 5 yellow bananas.

On Saturday the caterpillar was very, very fat.

On Sunday the caterpillar turned into a beautiful butterfly.

And then the beautiful butterfly laid lots of eggs.

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