NHLRP National Home Language Reading Programme

Anthology

ENGLISH
HOME LANGUAGE

GRADE 1

TERMS 1 & 2



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Anthology

GRADE 1 | TERM 1 & 2

ENGLISH

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NHLRP | National Home Language Reading Programme



TERM 1

MAP OF SOUTH AFRICA



Northern Cape



Bohlale's new book



Western Cape

Atlantic Ocean





Limpopo

The giant beetroot





Tseko's new baby

Mpumalanga

North-West

Gauteng



Free State

KwaZulu-Natal

Olwethu's first day



Mogau learns to read







Teddy gets a haircut

Indian Ocean

Eastern Cape

MAP OF THE WORLD







Asia



My pen pal, Li Wei

Europe





Africa











Pacific Ocean



Australia

Indian Ocean



Antarctica

TERM 1 STORIES





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STORY 1

OLWETHU'S FIRST DAY

Theme: We go to school





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to better understand what anxiety can look and feel like.



Some points to share with your learners

- Olwethu's family notice her tears and see that she isn't happy.
- Olwethu feels better because her family supports her. With their help, she can face her fear of starting school.
- Olwethu was scared at first, but she ends up loving school. Sometimes, we feel worried about new things, but they aren't as bad as we think.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
3, 1	Soon, Olwethu would go to school for the first time ever. Olwethu was so anxious. She couldn't sleep. She couldn't eat.	It can be very scary to try something new for the first time! I remember how I felt before my first day as a teacher. I was so nervous that I couldn't sleep!
10, 1	Finally, it was time to go home! "I don't want to go home!" Olwethu cried.	I can make a connection. Sometimes, doing something new is very hard and scary. But then, it's not as bad as we thought it would be!

Soon, Olwethu would go to school for the first time ever. Olwethu was so anxious. She couldn't sleep. She couldn't eat.



Three days before school began, Olwethu's gogo took her to the shops to buy her uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops.

"I don't want to go," Olwethu cried in the taxi all the way to town.

"Why not? You usually love the shops!" Gogo said.

"I don't want to go to school. I don't want to be away from you all day!" she said.

"Don"t be scared!" said her gogo. "I will be there every day when you get home!"



Two days before school, Olwethu's older sister Zinzi helped her pack her new stationery into her new backpack.

"I don't want to pack my school bag," Olwethu cried.

"Why not? You have this beautiful new bag and all this nice new stationery!" Zinzi said.

"I don't want to go to school. I don't want to be at school all day!" she said.

"Don't be scared!" said Zinzi. "I will be there with you every day!"



The day before school, Olwethu's mother showed her how to shine her new shoes.

"I don't want to wear those shoes!" Olwethu cried.

"Why not? You usually love new shoes!" Olwethu's mother said.

"I don't want to go to school. I want to stay home and play all day!" she said.

"Don't be scared!" said her mother. "You can play during break and after school!"

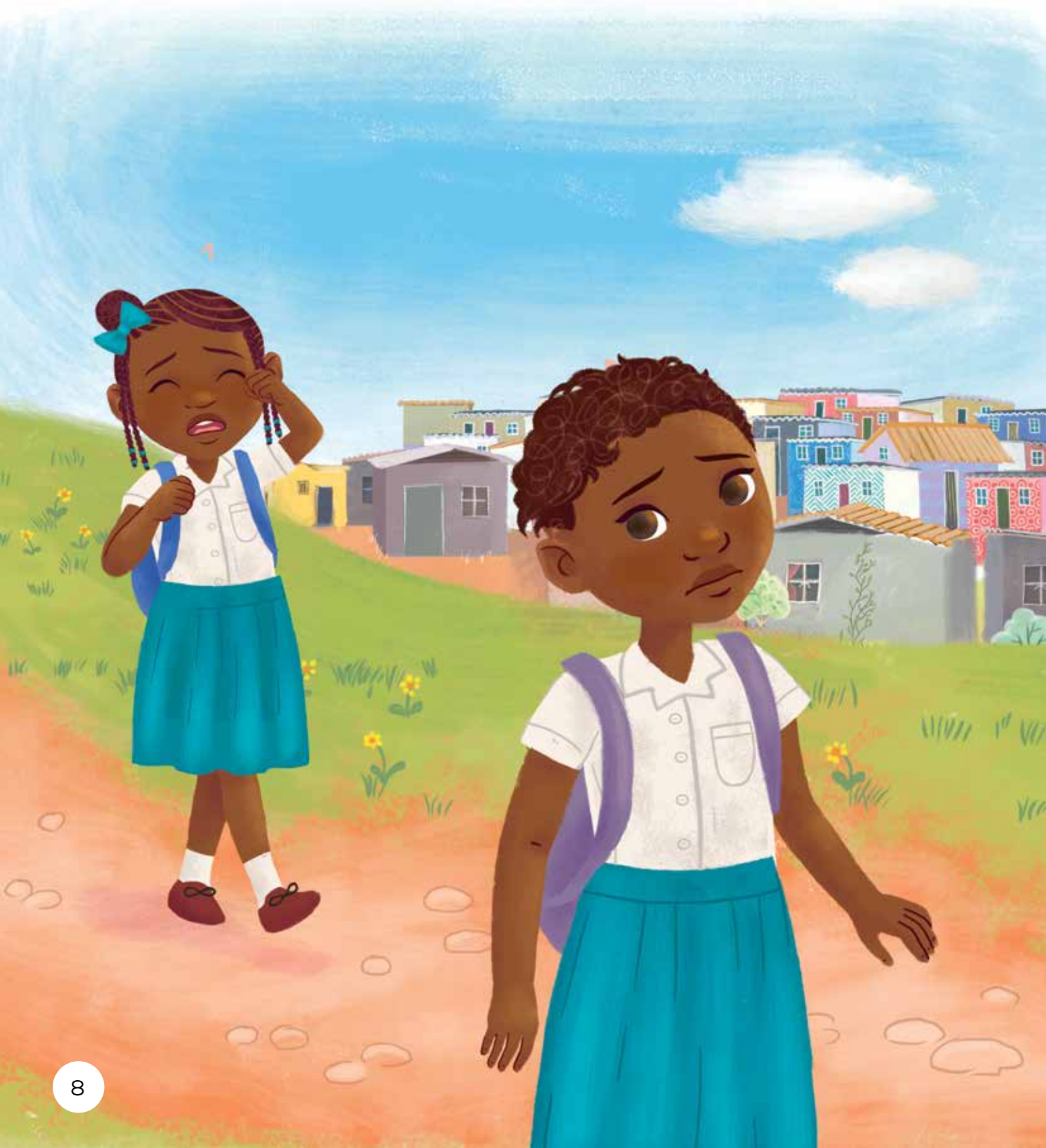


The morning finally arrived for Olwethu to go to school. Olwethu put on her new uniform. It was clean and pressed. Olwethu zipped up her new backpack and put it on. It felt heavy. Olwethu put on her new school shoes. They were perfectly shiny! She looked at her reflection in the mirror. She looked ready. But, she didn't feel ready!

"Let's go," Zinzi said.



“I don’t want to go!” Olwethu cried all the way to school.



When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other.

Her teacher taught the class a new song. Then, they drew pictures of their families.



Finally, it was time to go home! “I don’t want to go home!” Olwethu cried.





Read 1

Who is this story all about?
It is all about Olwethu.

Where did Olwethu go for the first time?
She went to school.

Why didn't Olwethu want to go to school?
- Because she felt scared.
- Because she has never been to school before!
- Because she wanted to stay home with her gogo.
- Because she wanted to play all day.



Read 2

Who helps Olwethu get ready for her first day of school?
Her gogo, her older sister Zinzi, and her mother.

How did Olwethu feel when it was time to go home from school?
She felt sad. / She didn't want to go home!

Why didn't Olwethu want to go home at the end of the story?
- Because she liked school!
- Because she made a friend.
- Because she had fun.
- Because she was having fun and she didn't want the day to end.



STORY 2

MY PEN PAL, LI WEI

Theme: We go to school





Background information

- This text is a fiction story.
- It is set in South Africa and China.
- It takes place in the present day.
- This story will help your learners to realise that people in different countries are like them in some ways and different from them in other ways.



Some points to share with your learners

- Children around the world go to school and eat lunch at school.
- Children around the world learn and eat some different things to children in South Africa.
- A pen pal is someone you write letters to. It helps us learn about how other children live far away.
- A narrator is the person who tells the story.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
15, 1	On my first day of school, my teacher told us we would have pen pals from China.	I can make a connection with the story: Olwethu's First Day. It's about the narrator's first day of school, just like it was Olwethu's first day.
20, 3	"It is difficult for us, because we have never used them! But children in China can use chopsticks to eat rice!" she said.	I can make a connection: sometimes we eat rice for lunch, just like children in China. But we eat rice in different ways — we use a fork or spoon, and children in China use chopsticks.

On my first day of school, my teacher told us we would have pen pals from China. She showed us a picture of the class we would be pen pals with. “Their first day was in September,” she explained. “Our school year begins in January, but in China, the school year goes from September to July!”

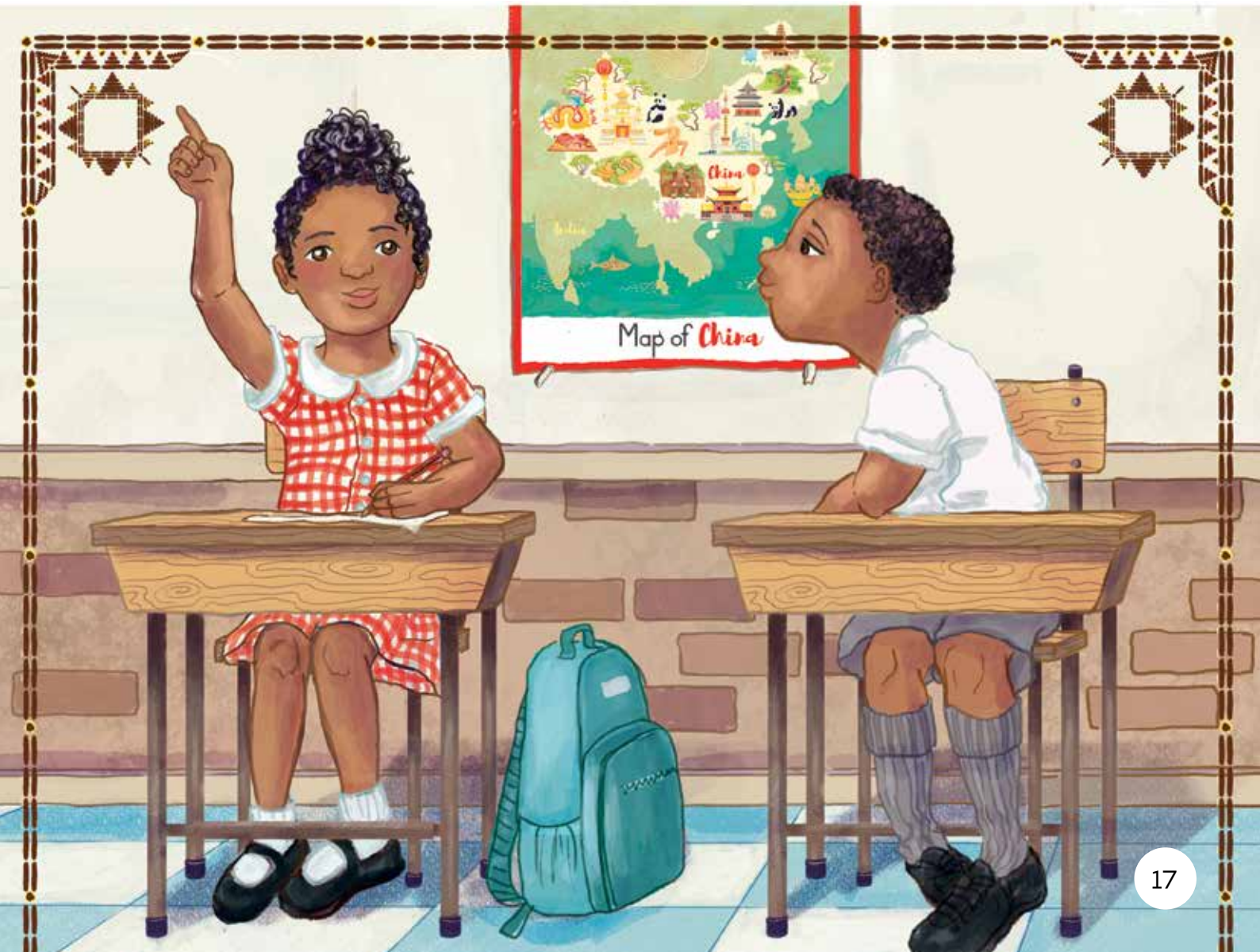


Then, my teacher showed us China on a map. “China is in Asia,” she explained. “That is a different continent. We live on the continent of Africa.”



Zinzi raised her hand and asked, “What do Chinese children learn in school?”

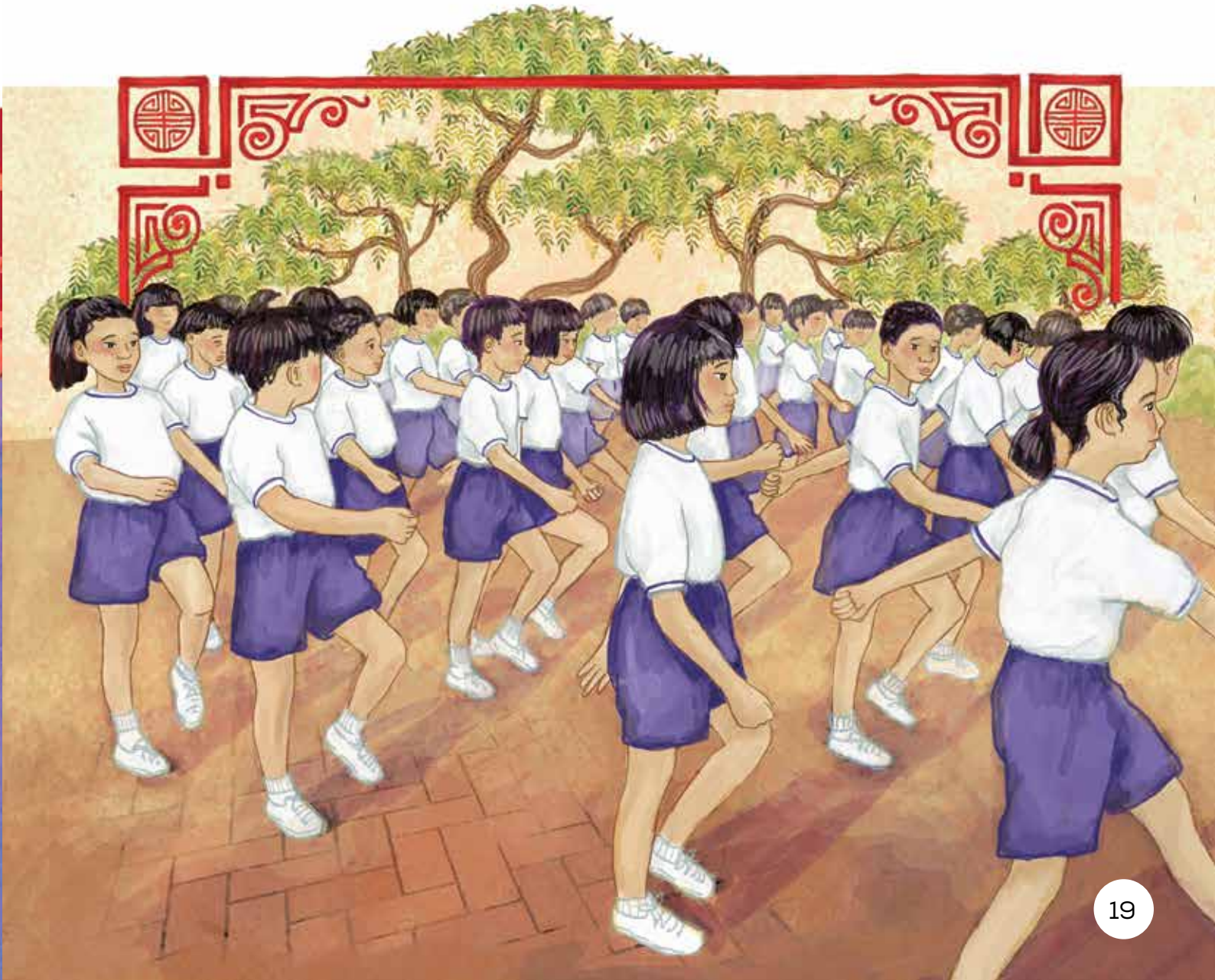
My teacher wasn’t sure, so she opened up her computer and searched on the Internet. She read out some facts from an article she found. “Primary school children learn a Chinese language, English, Mathematics, physical education, music, art, nature studies and literature,” she read.



My teacher showed us a picture of some words written in one of the Chinese languages, called Mandarin. She explained that this year, we will learn to read in isiZulu. We will learn 26 letters to read and write all the words in our language. But in the Chinese languages each word has its own, special symbol so children have to learn thousands of symbols.



After that, my teacher searched on the Internet and found a video of Chinese school children doing morning exercises. We watched hundreds of school children standing in neat rows, doing exercises to loud music. The principal counted, “Yi, er, san, si,” (1, 2, 3, 4) to help everyone stay in unison.



“Look at these,” my teacher said, holding up two small wooden sticks. “These are called chopsticks,” she said. “We eat with our hands or with a fork, knife and spoon. But in China, children eat their lunch with these.”



My teacher told Kagiso to try to use the chopsticks to pick up some little stones.



We all laughed as we watched him try. “It is difficult for us, because we have never used them! But children in China can use chopsticks to eat rice!” she said.

In my class, we are just beginning to learn how to read. My teacher told us to take our letters home and read them with our parents. She said our parents can help us write our own letter and take a picture to send too! “But by the end of the year, you will be writing your own letters. That is our goal!”



Finally, she gave us each a letter from our very own pen pal. I opened up my envelope to find a little note, and a picture of my new pen pal!





Read 1

Where does the narrator go to school?
The narrator goes to school in South Africa.

Where is the narrator's pen pal from?
The narrator's pen pal is from China.

Can you make a connection to school children in China? What is something that you have in common?

- We go to school.
- We eat rice for lunch sometimes.
- We learn English and Maths.
- We exercise.
- We learn how to read and write.



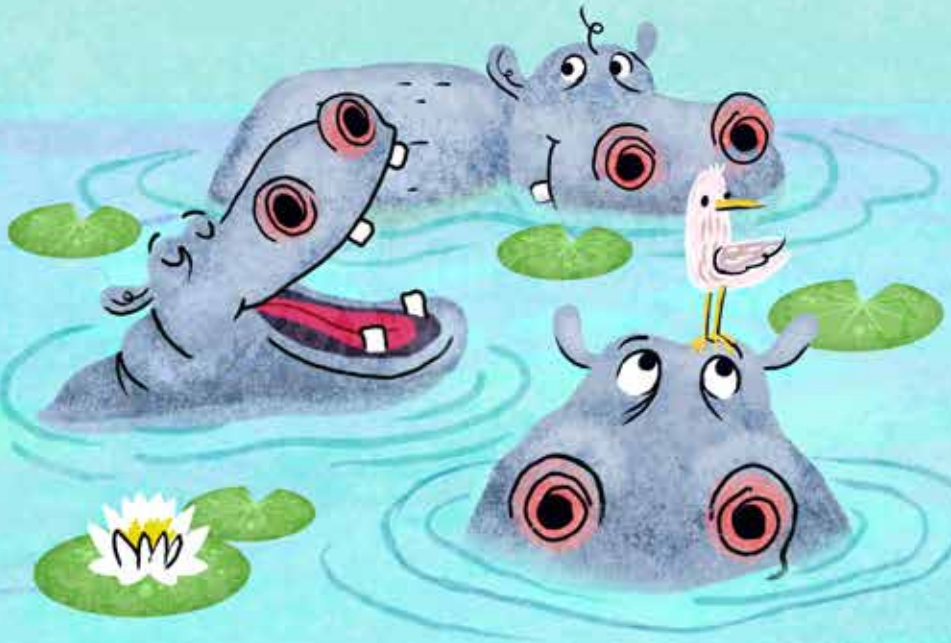
Read 2

What do Chinese children use to eat their lunch?
Chinese children use chopsticks to eat their lunch.

How would you feel about having a pen pal, like the narrator?
I would feel... because...

What are some things that are different about school in South Africa and China?

- Chinese children begin school in September.
- Chinese children learn some different subjects – like literature and nature studies.
- Chinese children learn a different alphabet from us.
- Chinese children exercise in the morning together.
- Chinese children use chopsticks.



STORY 3

TEDDY GETS A HAIRCUT

Theme: Our families





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to realise that we can have misunderstandings with the people we love.



Some points to share with your learners

- Josh thinks he is helping and being kind by cutting Teddy's hair. He wants to do something nice for his sister after she calls Teddy 'old'.
- Marie feels upset when she sees Teddy's hair is cut.
- This story shows that sometimes, people don't react how we expect. People may misunderstand each other.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
29, 4	"I bet Marie will be so surprised! She will think she has got a brand new teddy!" thought Josh.	I infer that Josh is trying to do something nice for his sister. He heard her call Teddy old, so he thought she would be happy if Teddy looked new.
34, 1	Josh came into the room, carrying a little blue jacket. "I took this from my own teddy," Josh said. "I think your teddy needs it more than mine."	I infer that Josh feels bad and wants to help his sister feel better. That's why he gives her his teddy's jacket.

Marie's teddy was her most special possession. She had slept with her special teddy bear since she was a tiny baby. Every night, she cuddled with the soft teddy. When she felt sad, she cuddled with her soft teddy. When she was at home, Marie always had her teddy with her.

Teddy was the one special toy Mom never made Marie share. But, Marie was such a generous big sister – she always let little Josh hold and play with Teddy.



One afternoon, while Marie and Josh were playing, Josh heard Marie talking to her teddy.

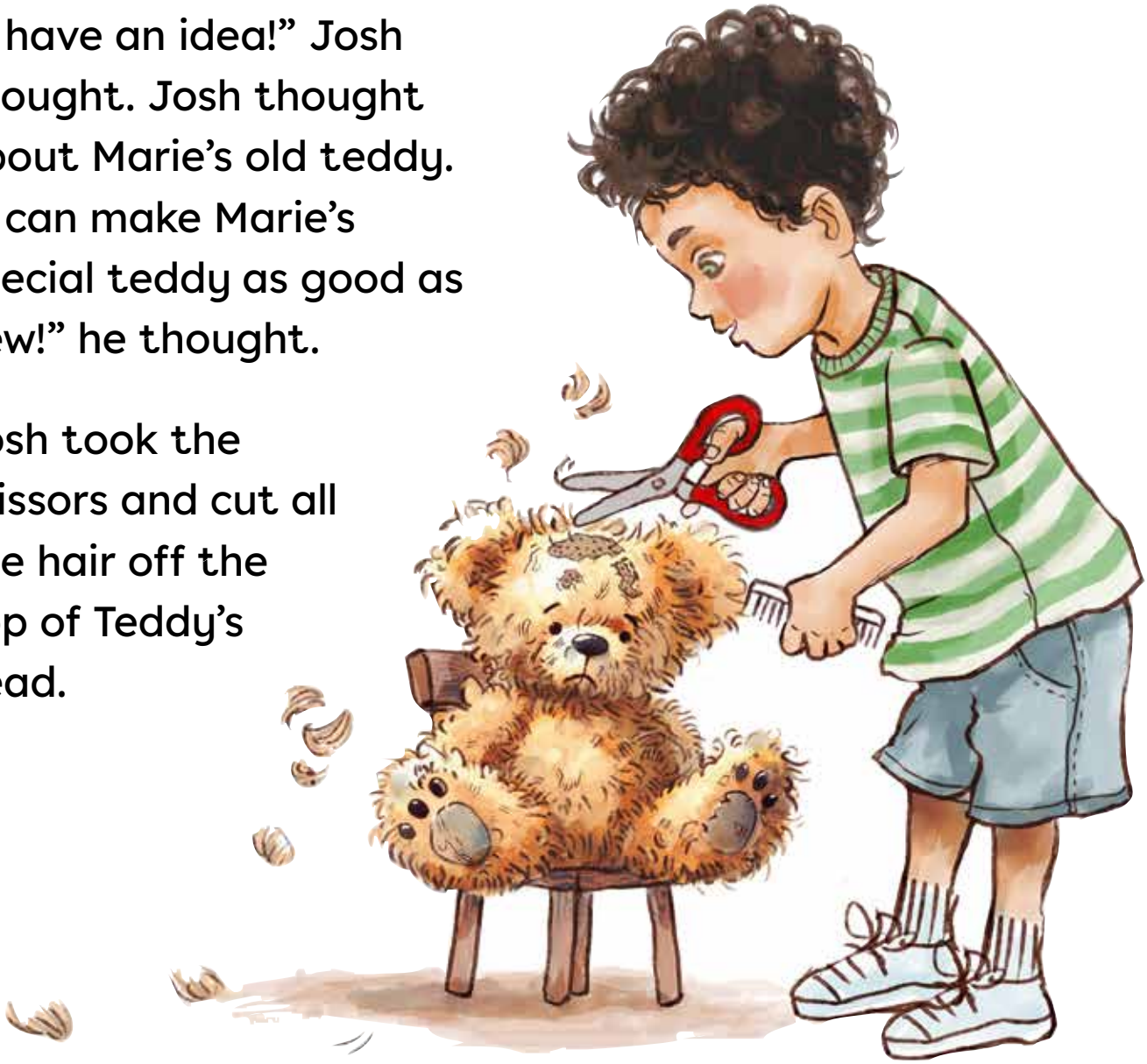
"You are getting so old," she laughed. She hugged her teddy. "But I love you anyway!"



The next day, while Marie was at school little Josh found some scissors in the kitchen.

“I have an idea!” Josh thought. Josh thought about Marie’s old teddy. “I can make Marie’s special teddy as good as new!” he thought.

Josh took the scissors and cut all the hair off the top of Teddy’s head.



“I bet Marie will be so surprised! She will think she has got a brand new teddy!” thought Josh.

Josh waited and waited for Marie to come home from school. He couldn't wait for her to see the surprise!

But when Marie got home and saw her teddy, she gasped. "What happened to Teddy?" she shouted at Josh. Josh held up the scissors, smiling.



“I trusted you! Why would you ruin my special teddy?” Marie cried.

“Sorry!” Josh shouted. “I thought I was making your old teddy into a new one!”

But Marie ran out of the room, crying.



Josh sat all alone. “I thought Marie would love Teddy’s new haircut!” Josh thought, confused.

Marie found her mother. She held her special teddy out for mom to see. “Look at what Josh has done. He has ruined my special teddy forever! I don’t even want this ugly teddy now!” she cried. She threw the bear on the floor.



Later mom called Marie.

“I am so sorry Josh gave Teddy a haircut that he didn’t need!” Mom said. “But Teddy isn’t ruined,” Mom explained.

Mom handed Teddy back to Marie wearing a new, red hat. “The hat covers Teddy’s bad haircut,” said mom, smiling. “And, it looks very cool!”



Josh came into the room, carrying a little blue jacket.

“I took this from my own teddy,” Josh said. “I think your teddy needs it more than mine.” He gave the blue jacket to mom, who put it onto Teddy.



Marie still felt upset, but she took Teddy back into her arms. “Sorry I called you ugly! I love you no matter how you look,” she said. She gave Teddy a big hug.





Read 1

What did Josh do to ruin Marie's teddy?
He cut Teddy's hair / He gave Teddy a haircut.

How did their mother try to fix Teddy?
- Mother put a red hat and blue jacket on Teddy.
- Mother put clothing on Teddy to cover up the cuts.

Why did Josh give Teddy a haircut?
- Because he heard Marie say that Teddy was old.
- Because he wanted to make Teddy look new.
- Because he wanted to do something nice for his sister.



Read 2

What did Josh do after he gave Teddy a haircut?
He waited and waited for Marie to come home.

How did Marie feel when she saw Teddy's haircut?
She felt furious!

Why did Josh feel confused?
- Because he thought he was doing something nice for his sister.
- Because he thought his sister wanted her Teddy to look new.
- Because he thought she would be excited.
- His sister wasn't excited like he expected – instead she was furious!

STORY 4

TSEKO'S NEW BABY

Theme: Our families





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to better understand that we can feel both worried and excited at the same time.



Some points to share with your learners

- People can feel more than one thing at a time.
- Change can be scary, happy, or exciting all at once. Having a new baby in the family is a big change and can bring many different feelings.
- Talking about these feelings can help us to feel better.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
43, 4	“Anyone can play with a doll! And how will you ever know what to do with a baby if you don’t play with a doll?”	I infer that Koko thinks it is important for Tseko to know how to be helpful when the new baby comes.
45, 1	Next, Koko showed Tseko how to change a nappy. She had brought special doll-sized nappies, so that Tseko could practice!	I infer that Koko knows a lot about how to care for a baby. She teaches Tseko using his new doll.

There was just a week left until Tseko's new little sister was supposed to be born.



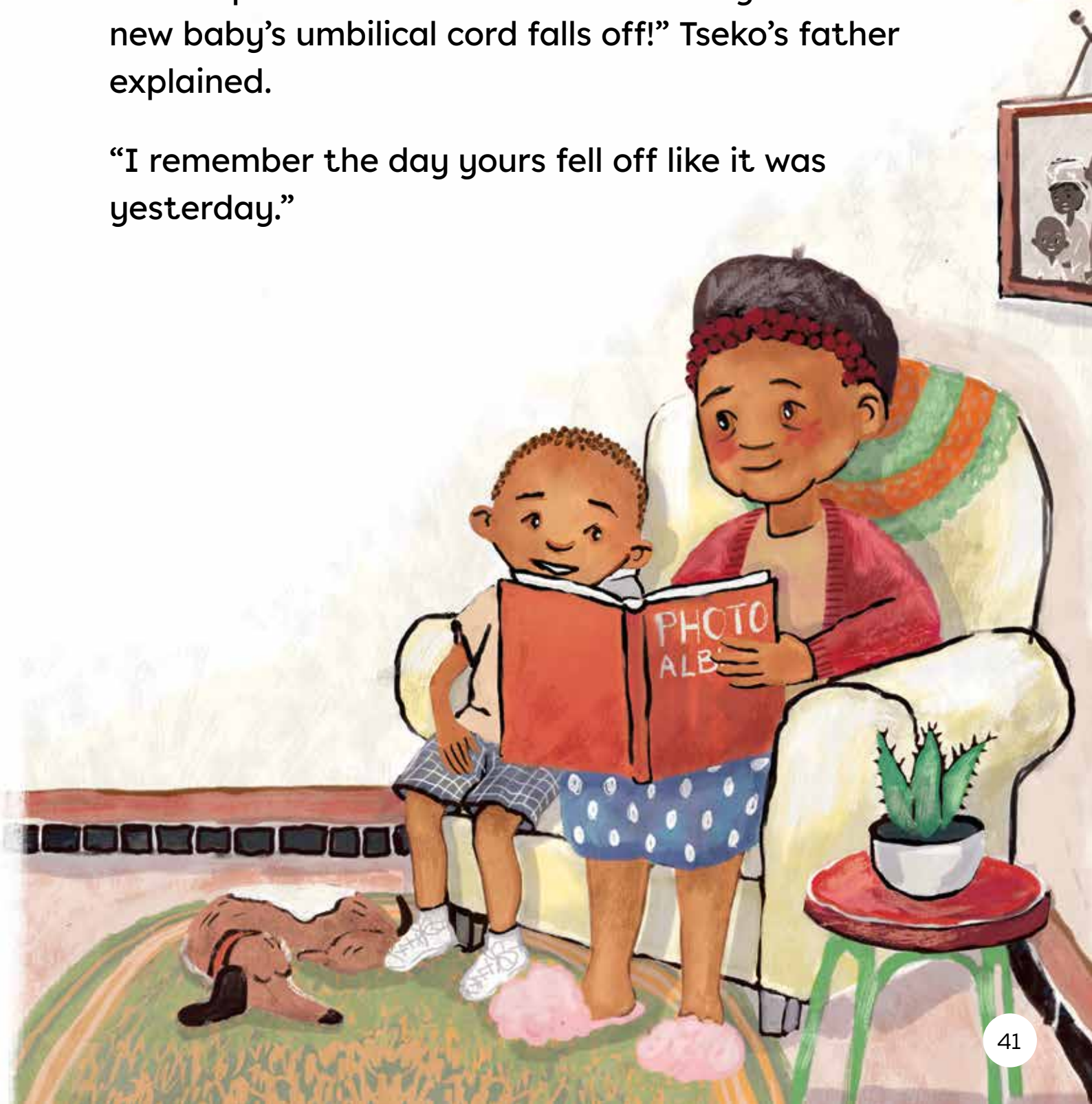
Sometimes, Tseko felt worried. He didn't have any brother or sisters – he was the only child. Tseko worried about what it would it be like to have a new baby. He worried about what it would be like to have a sister.



But sometimes, Tseko felt excited. Tseko felt especially excited that his grandmother was coming to visit. Tseko's father told him that Koko would stay for three whole months, just like she did when Tseko was born!

"It's a special tradition for Koko to stay until the new baby's umbilical cord falls off!" Tseko's father explained.

"I remember the day yours fell off like it was yesterday."



When Tseko and his father met Koko at the bus terminal, Tseko felt excited. He ran to hug his koko.

“My sweet Tseko! Aren’t you excited to become a big brother?” Koko asked.

“I don’t know,” Tseko said, “I don’t know what to do with a baby.”



When they got home, Koko called Tseko.

"I have a special gift for you!" she said. She took a new baby doll out of her suitcase and handed it to Tseko.

"I thought dolls were only for girls?" Tseko said.

"That is a very old-fashioned idea," Koko laughed. "Anyone can play with a doll! And how will you ever know what to do with a baby if you don't play with a doll?"



First, Koko showed Tseko how to hold and rock a baby.

“You must make sure to hold up the baby’s head, because their necks aren’t strong!” Koko said.



Next, Koko showed Tseko how to change a nappy. She had brought special doll-sized nappies, so that Tseko could practise!

“You have to work quickly and carefully when you change a nappy, because babies move and cry!” she said.



Then, Koko showed Tseko how to wrap a baby up in a blanket. “Babies like to be wrapped up tight when they are very small,” Koko said.



Koko and Tseko practised.

“You’re going to be a great big brother,” Koko smiled.

Tseko knew he should feel excited now, but he still felt a little bit worried.

“Koko, what if mom likes the baby more than me?” Tseko asked. Koko put her arm around Tseko.

“We have enough love for you both. Don’t ever worry about that!”



From then on, Tseko only felt excited.





Read 1

Who came to visit Tseko?
His Koko came to visit.

What gift did Koko bring for Tseko?
She brought him a doll.

Why did Koko bring Tseko a new doll?
- Because she wanted to bring Tseko a gift.
- Because dolls are for everyone – not just girls.
- Because she wanted to show Tseko how to take care of a new baby.
- Because playing with a doll is the only way to learn how to take care of a baby.
- Because she wanted Tseko to practise caring for a new baby.

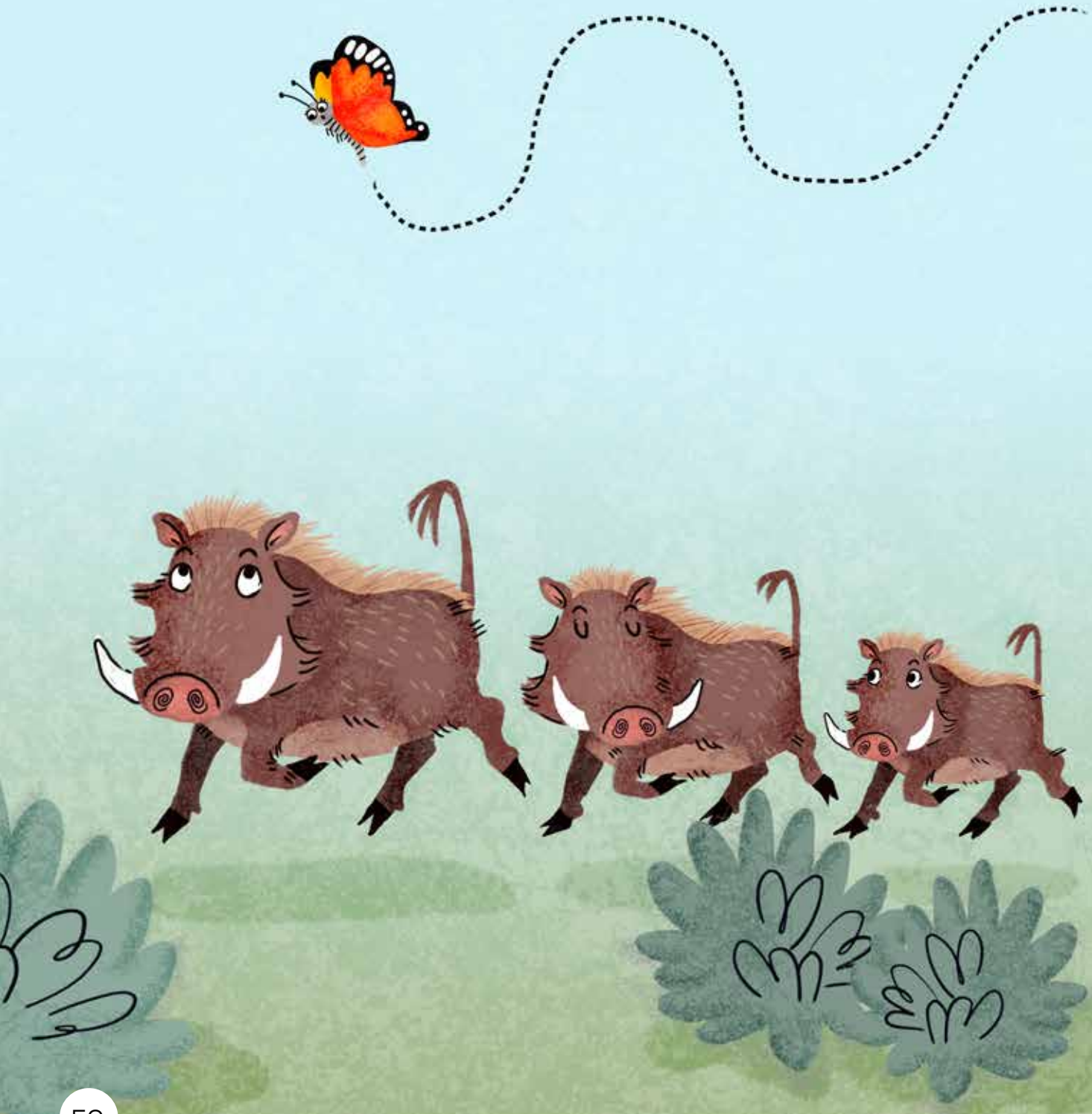


Read 2

How long will Koko stay for?
She will stay for three months.

What did Tseko's Koko show him how to do?
She showed him how to:
- Hold and rock a baby.
- Change a nappy.
- Wrap a baby up in a blanket.

Why did Tseko only feel excited at the end of the story?
- Because he felt more comfortable about taking care of a new baby.
- Because he knew how to take care of a new baby now.
- Because he felt like he would be a good big brother now!
- Because he wasn't worried about his mom and Koko loving the new baby more than him.



STORY 5

BOHLALE'S NEW BOOK

Theme: We read





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to better understand the concept of disappointment.



Some points to share with your learners

- Books can take us to places we can't visit in real life. Bohlale finds this out in the story.
- Bohlale learns to be patient and positive when things are not what she expected.
- Her new book helps her to be more open-minded about doing different things.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

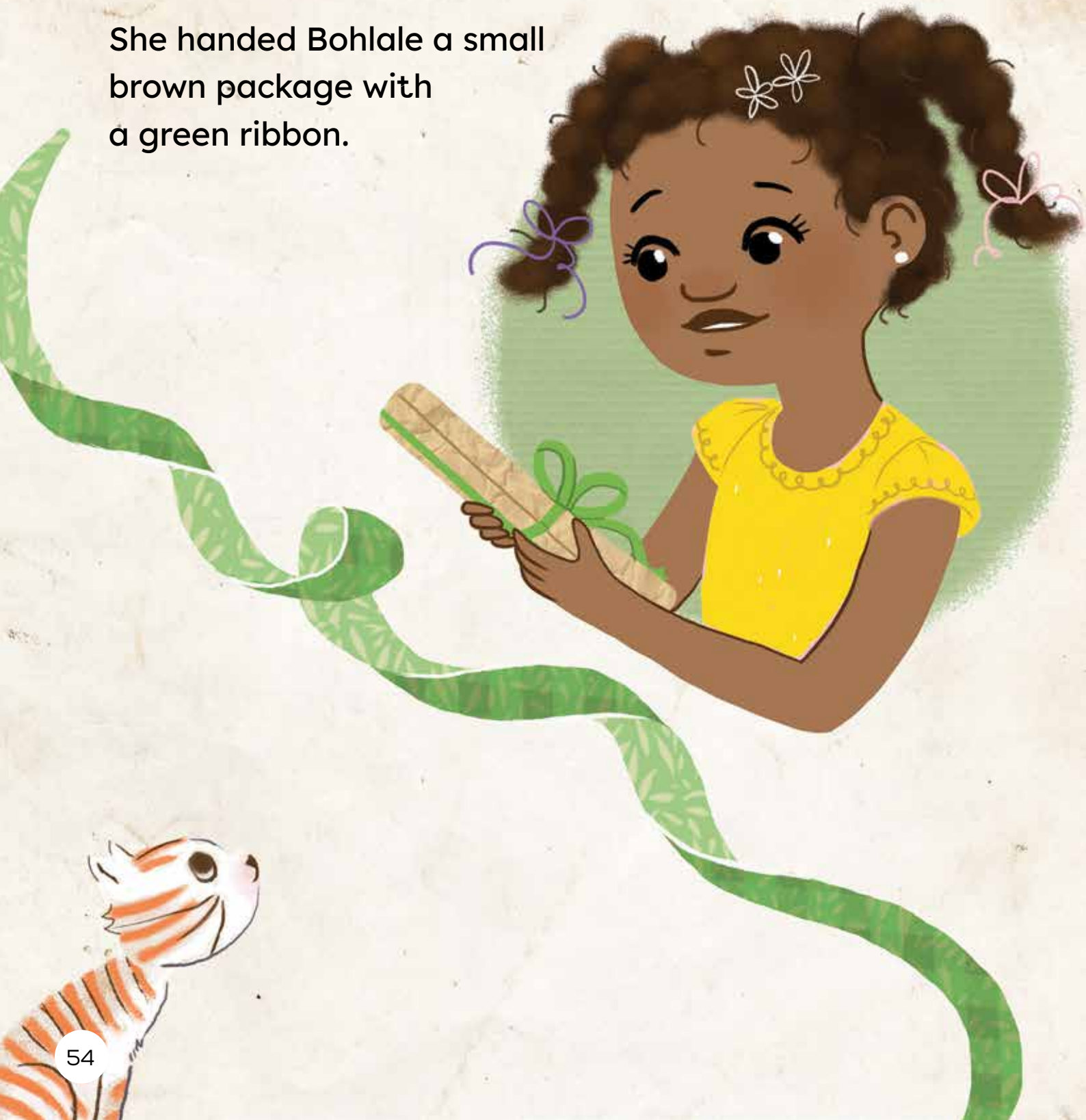
Page & paragraph	Read	Say
56, 1	"This is no fun!" thought Bohlale. She ran outside to play. She chased a butterfly flying in the sky.	I infer that Bohlale isn't too excited about her book at first. She doesn't even look at it and goes outside to play instead.
62, 1	Finally, she looked under her bed. "Phew," she said. "I thought I'd lost you!"	I infer that Bohlale loves her book now, because she feels scared when she cannot find it.


BOHLALE

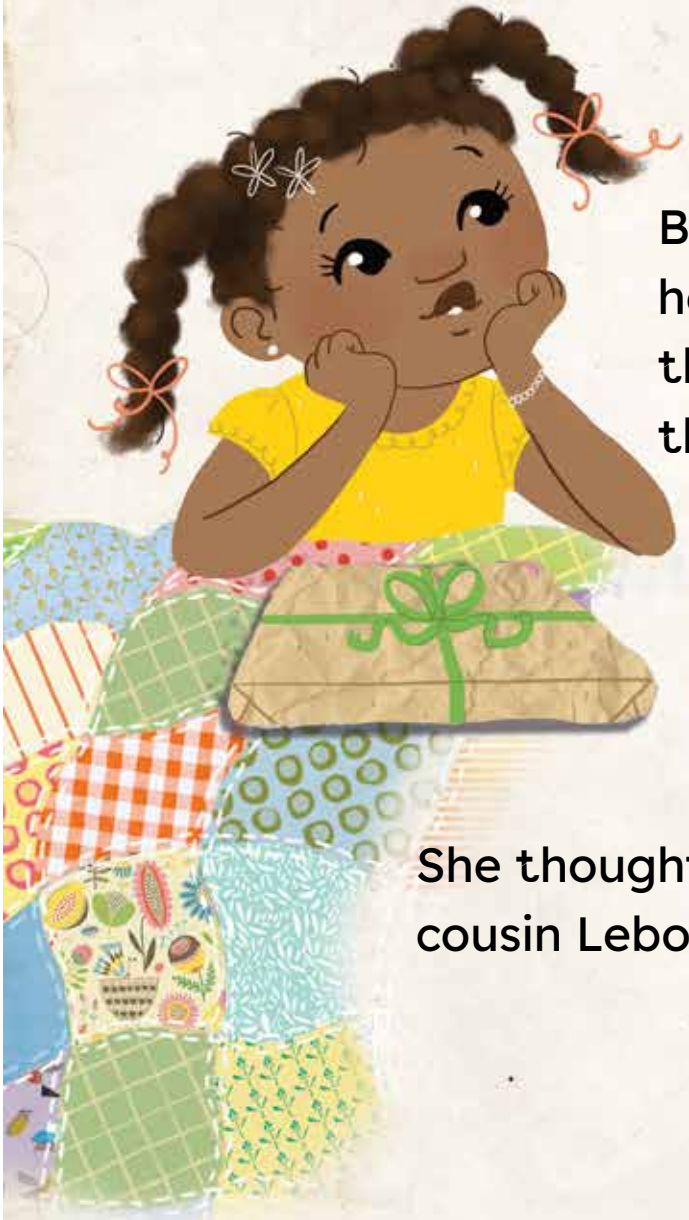
Bohlale's aunty came to visit after her holiday. As Bohlale's aunty was leaving, she handed her a small brown package.

"I almost forgot!" she said. "I brought you something."

She handed Bohlale a small brown package with a green ribbon.







Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother.

She thought about her cousin Lebo's puzzle.



Finally, she opened the package. Inside was a small book.





“This is no fun!” thought Bohlale. She ran outside to play. She chased a butterfly flying in the sky.

She watched an aeroplane fly overhead, and wondered where it was going.





She searched for stones in the riverbed.

Then she felt a raindrop right between her eyes. Bohlale looked up. The sky was dark and grey.

She ran inside. The rain began to fall harder and harder.



Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.



Then, she noticed the book on her bed. There was a picture of the Earth on the cover. She read the title, 'All Around the World'.

Bohlale opened to the first page. There was a picture of giant pyramids and camels. "I want to go there!" she thought. "Egypt," she read.

Bohlale turned to the next page. She read the words, "New York". She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.

On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.

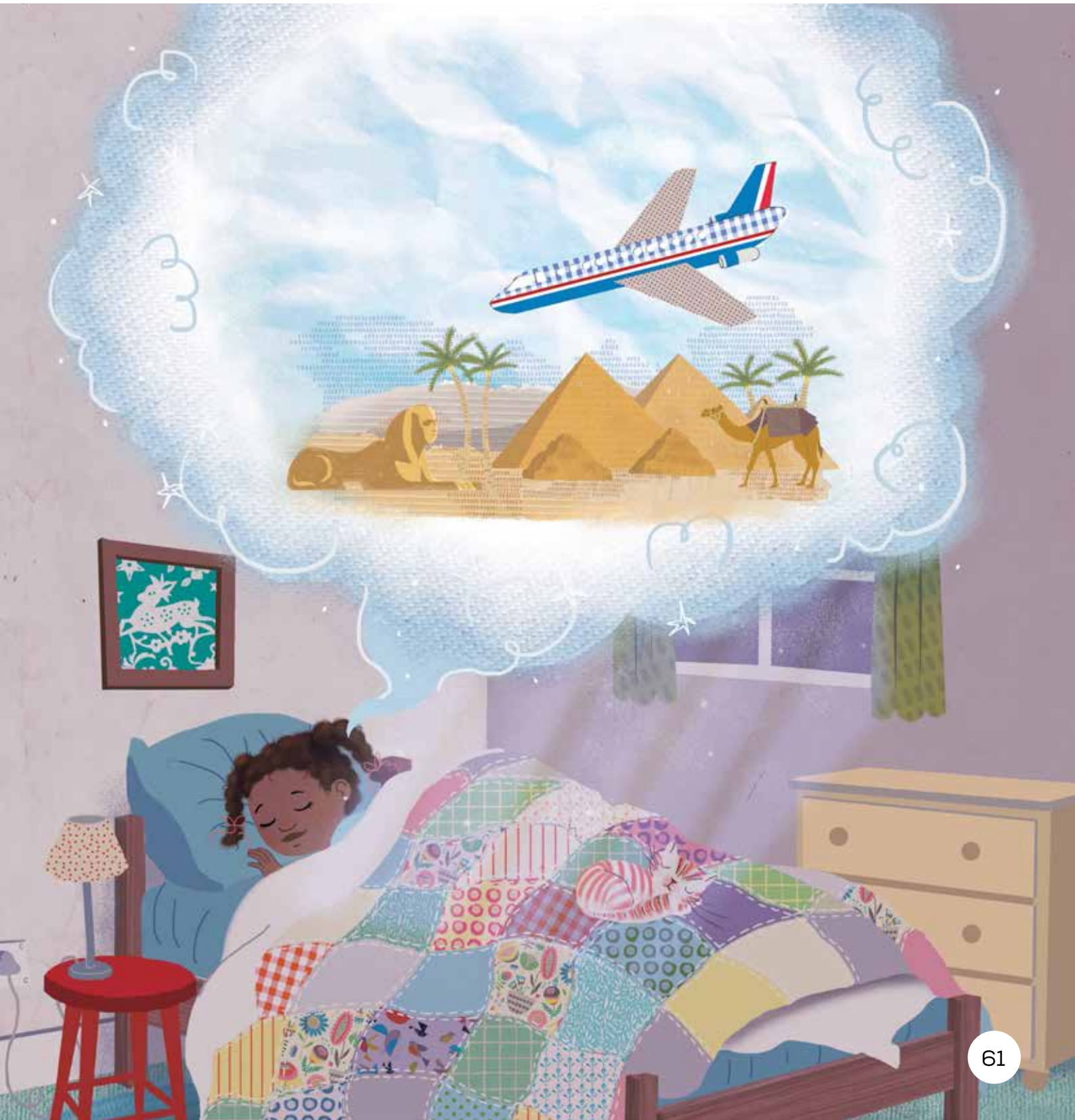

EGYPT

NEW YORK
NYC TAXI

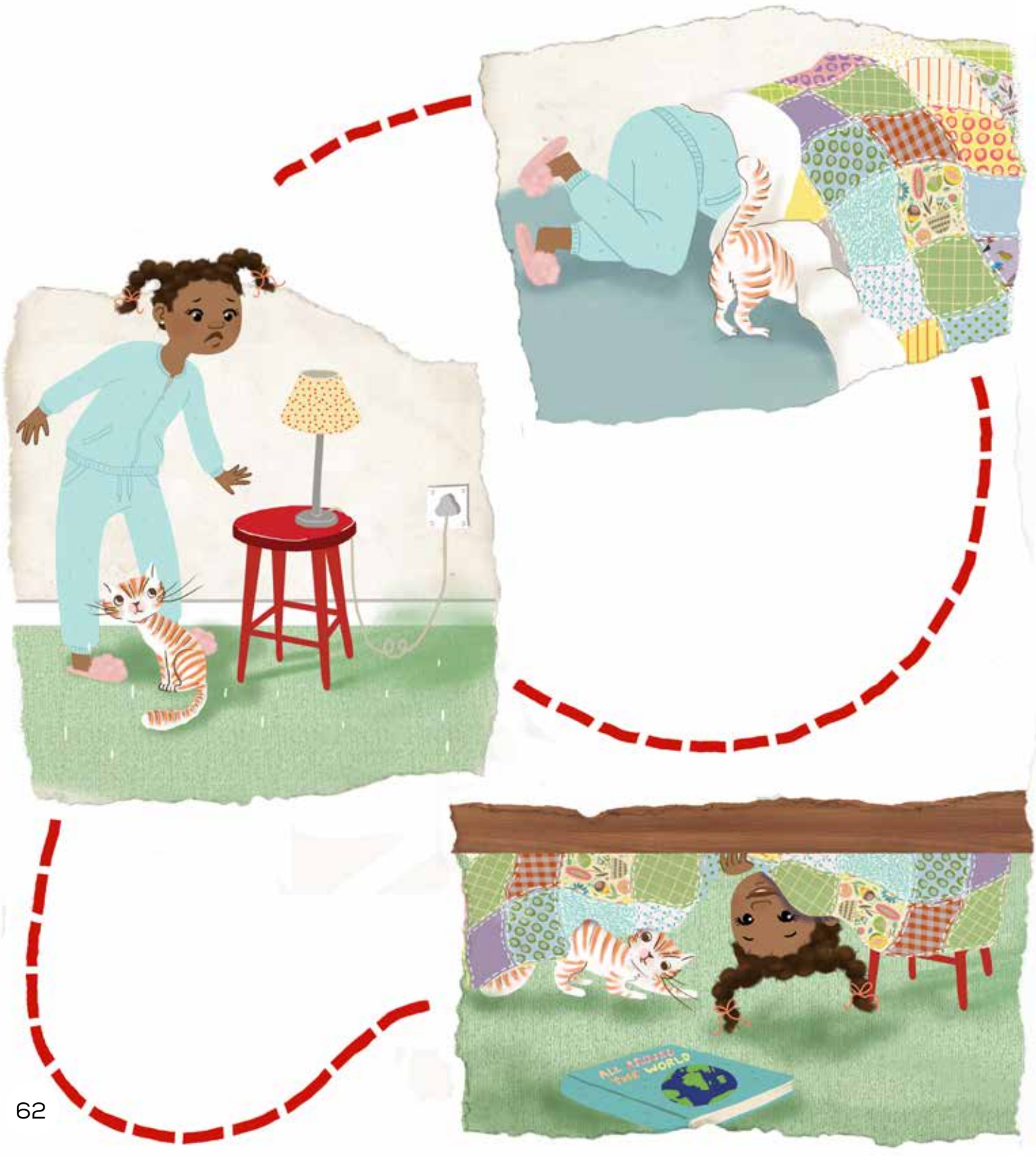

KILIMANJARO

Bohlale read until she fell asleep, the book still in her hands.

That night, Bohlale dreamed about flying in a giant aeroplane.



When Bohlale woke up, the book was no longer in her hands. “Where is my book?” she thought. She looked under the covers. No book. She looked on the table next to her bed. No book. Finally, she looked under her bed. “Phew,” she said. “I thought I’d lost you!”





Bohlale shined her shoes and packed her school bag. She put her new book into her bag. But then she changed her mind.

“I want to carry my book so I can see it,” Bohlale thought.



All the way to school, Bohlale turned the pages, trying to decide which one she would show her friends first.



Read 1

Who brought Bohlale a new book?
Her aunty brought her a new book.

What are the places Bohlale sees in her new book?
She sees Egypt, New York and Mount Kilimanjaro.

How do Bohlale's feelings about her new book change?
- At first she is not very excited about the book.
- When she reads the book, she loves it! She feels excited about the book once she looks at it.
- By the end of the story, she loves the book so much she wants to carry it to school with her.



Read 2

What did Bohlale dream about?
She dreamt about an aeroplane – like the one from her book!

How do you think Bohlale felt when she thought she lost her book?
I think Bohlale felt...

How can you infer that Bohlale loves her new book in the end?
- Bohlale keeps turning the pages!
- Bohlale falls asleep with the book in her hands.
- Bohlale dreams about the book. She can't stop thinking about all the things she saw in her new book!
- Bohlale is scared when she thinks she lost her book!
- Bohlale decides to carry her book to school. She doesn't want to put it in her bag.
- Bohlale wants to hold her book so she can easily show her friends all the interesting places inside.
- Bohlale thinks about her book the whole way to school.

STORY 6

MOGAU LEARNS TO READ

Theme: We read





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to better understand that learning to read can be difficult for some children. If they are struggling, they aren't alone. If they see others struggling, they must be kind.



Some points to share with your learners

- In Grade 1, we learn how to read by learning sounds and putting them together to make words.
- Learning to read takes time, and it can be harder for some children.
- Sometimes children feel shy or embarrassed if they are still learning and others are already reading well.



Comprehension Strategy: Ask questions / wonder

- What it is: Thinking about and asking questions about the story while reading.
- Why we use it: To stay interested and find out more as you read.
- How it helps: It keeps you engaged and helps you better understand the story. It helps you to predict what is going to happen in the story.



To use this strategy:

Page & paragraph	Read	Say
68, 1	Mogau pretended that he had to use the toilet, and quickly ran from the room.	I wonder why Mogau ran out of the classroom? I think it is because he can't read the sounds, and he doesn't want anyone to know.
70, 1	"What if, what if, what if...?"	I wonder why Mr Lehoko wants to speak to Mogau? I will need to keep reading to find out.

When Mogau first started school, he absolutely loved it. He loved his teacher, Mr Lehoko. He loved his friends Komotjo and Bokang. He loved listening to stories.

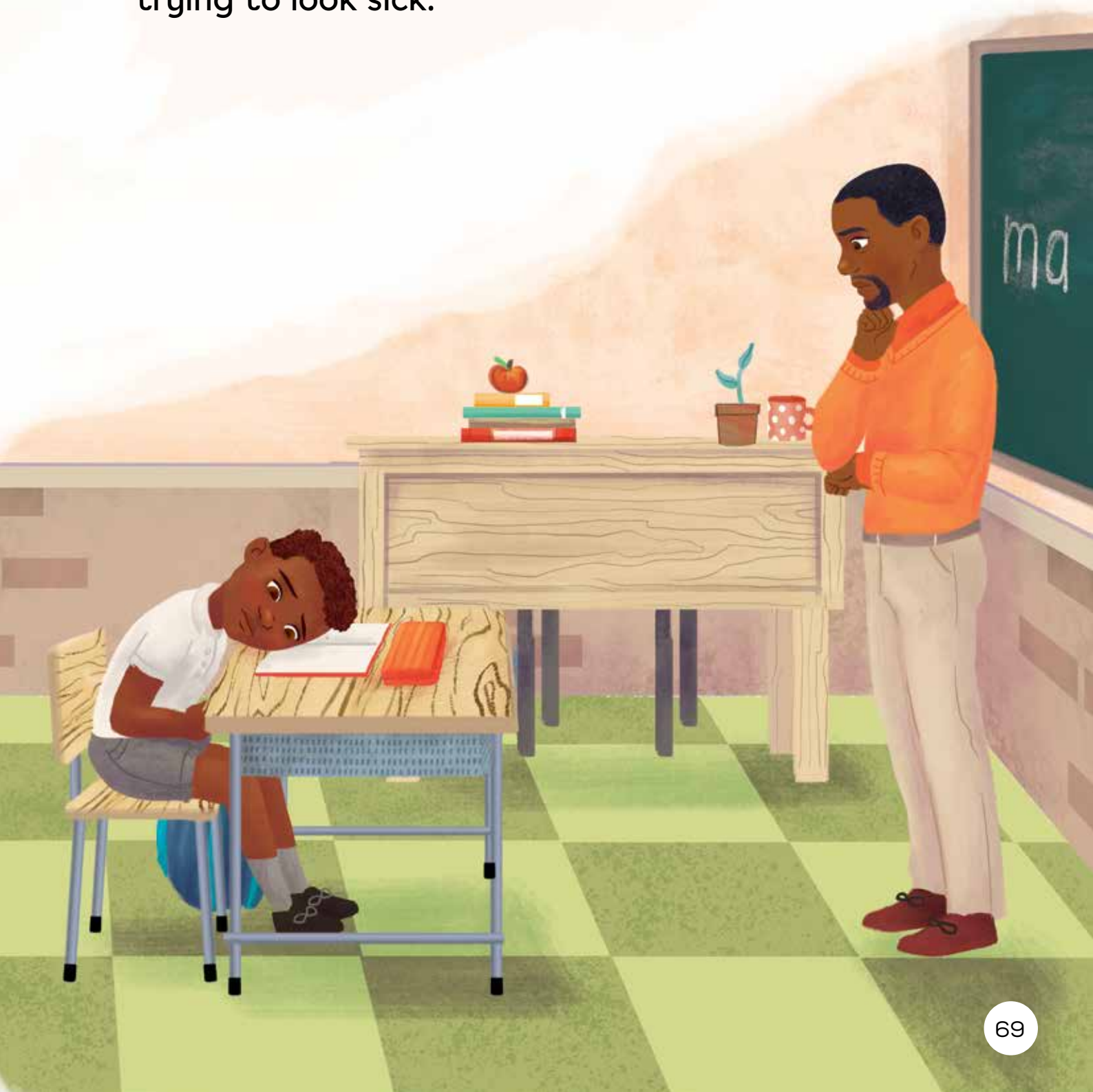
Lately, however, Mogau didn't love school so much. He still loved Mr Lehoko. He still loved Komotjo and Bokang. He still loved listening to stories. But Mogau felt scared all day at school because he could not read. At first, none of the other children knew their letter sounds and only a few could read their names. But now, Mogau felt like he was the only one who didn't get it. "What if I will never learn to read?" Mogau worried to himself. "What if something is wrong with me? What if, what if, what if...?"



One day, Mr Lehoko called on Mogau to read the phonic sounds. Usually, Mogau loved being called on, but not this time. He didn't know the phonic sounds. Mogau pretended that he had to use the toilet, and quickly ran from the room.



The next week, Mr Lehoko called on Mogau to come to the front of the room to read the sight word of the day. Usually, Mogau loved going up to the front of the room, but not today. He didn't know the sight word. Mogau pretended that his stomach hurt, and put his head down on the desk, trying to look sick.



A week later, Mr Lehoko asked Mogau to come speak with him during break. Mogau ate his lunch slowly. His thoughts were racing. “What if Mr Lehoko yells at me? What if he tells me I am stupid? What if, what if, what if…?”



Mogau finally went and sat down at Mr Lehoko's desk with his head hung low.

"What's wrong?" Mr Lehoko asked cheerfully.

Mogau looked up, surprised. Mr Lehoko did not look angry – he was smiling.

"I've noticed you might be having a hard time with phonic sounds and reading sight words. That's okay – we all learn differently," Mr Lehoko said gently.

"But…I'm the only one! What if I just can't learn reading!" Mogau replied.

"No, no you're not the only one! There are other learners who are feeling just like you. We will have a special group together. That way, I can help you learn your sounds and sight words," Mr Lehoko said.



The next day, after school, Mogau stayed in his seat when the rest of the class left to go home. He looked around. Kelebogang and Mojakisani were still in their seats too. He smiled at them.



Mr Lehoko called them up to the carpet on the front. He showed them three phonic sounds: /m/ /p/ and /a/. They practised reading the sounds a few times. Then, he put the sounds down on the carpet. “Mogau, can you use the sounds to build the word ‘ma’?” he asked.

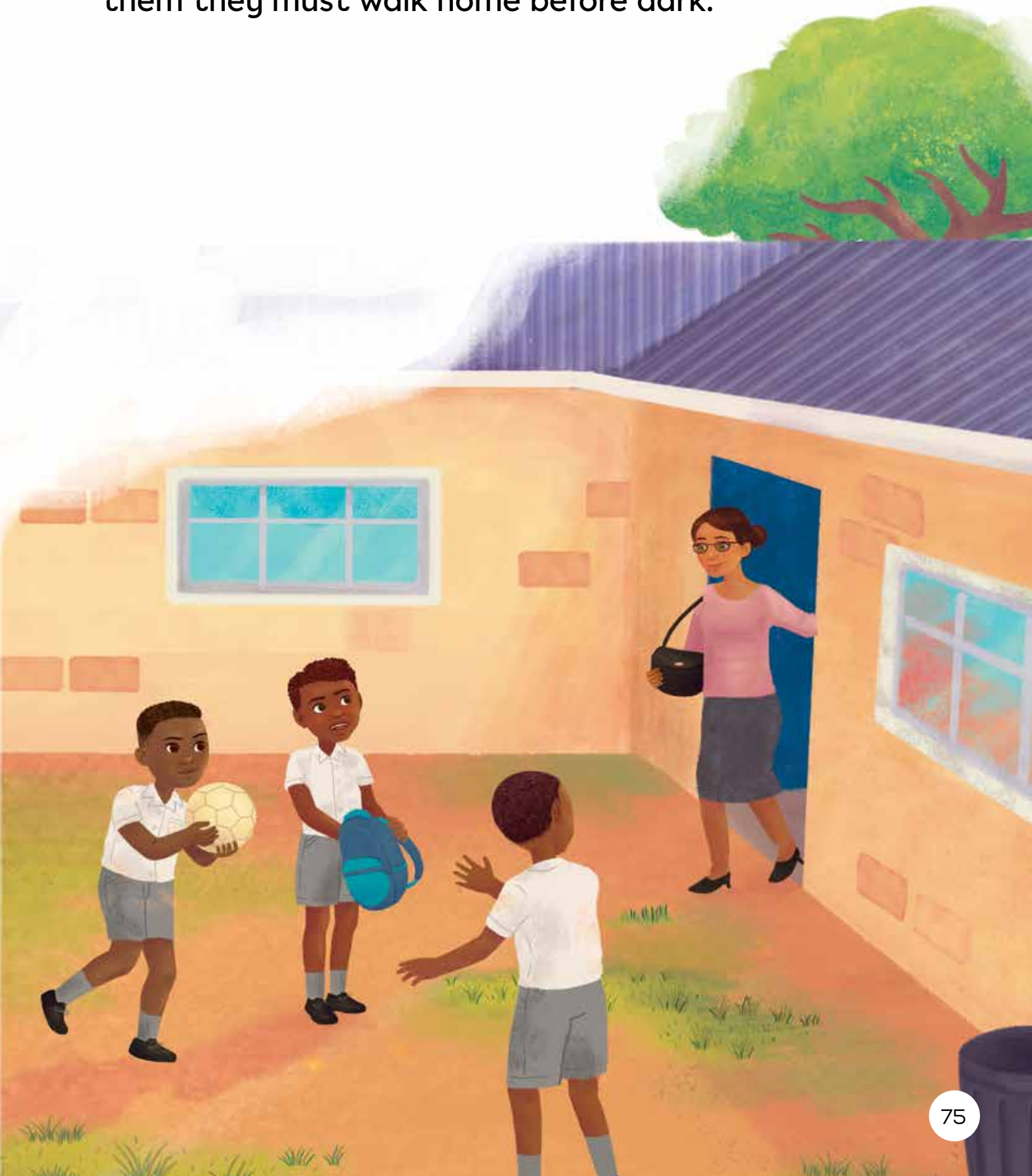


Mogau knew these sounds. First he took the “m” and read the sound /m/. Then, he took the “a” card and read the sound /a/. He put the “a” next to the “m”. Then he sounded the word: /m/ /a/ -- ma.

“You’re a reader!” Mr Lehoko said excitedly.



At the end of the lesson, Kelebogang, Mojakisani and Mogau ran to the playground together. They played until the Principal came out of her office and told them they must walk home before dark.



As he walked home, Mogau beamed, “What if I become the best reader in class? What if I make new friends? What if, what if, what if…?”





Read 1

When did Mr Lehoko meet with Mogau and the other learners who needed extra help?
He met with them after school.

Who were the other learners who needed help reading?
Kelebogang and Mojakisani also needed help with reading.

Why didn't Mogau like school anymore?
- Because he couldn't read.
- Because he felt scared all day at school because he couldn't read like the other learners.
- Because he was worried he would never learn to read.
- Because he was worried that something was wrong with him.
- Because he thought Mr Lehoko might yell at him if he found out he couldn't read.
- Because he thought he was the only learner in his class who didn't know how to read.

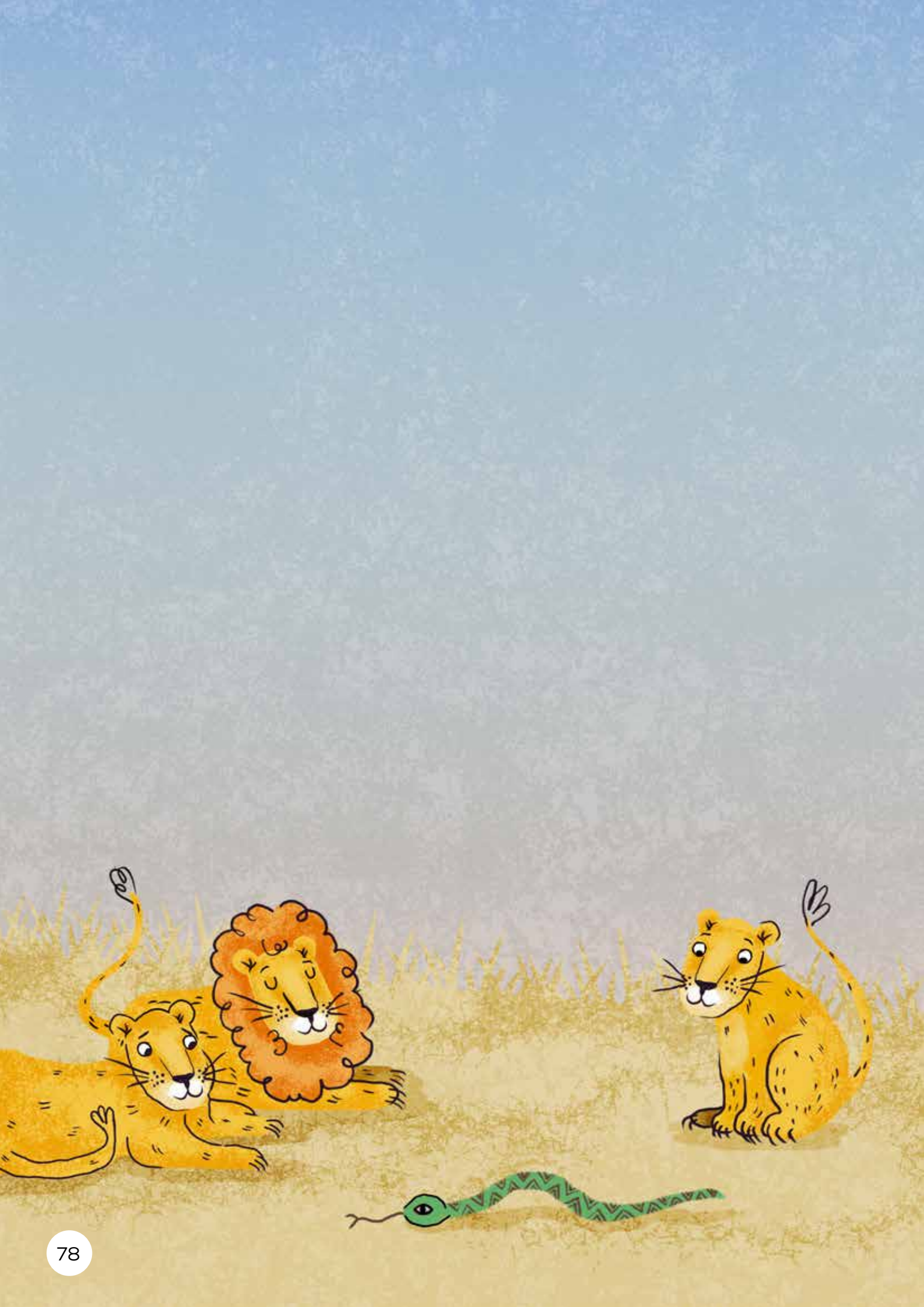


Read 2

How did Mogau think Mr Lehoko would feel when he found out Mogau couldn't read?
He thought Mr Lehoko would feel angry.

How do you think Mogau will feel about school now?
I think he will feel... because...

Why do you think Mr Mogau wanted to meet with Mogau after school?
- Because he wanted to give Mogau extra help.
- Because he could see that Mogau was embarrassed. He didn't want all the other learners to realise Mogau (and Kelebogang and Mojakisani) were struggling to read.
- He wanted to give the learners who were struggling his full attention.
- He wanted Mogau, Kelebogang and Mojakisani to see that they are readers!



STORY 7

THE GIANT BEETROOT

Theme: We tell stories





Background information

- This text is a fiction story.
- It is set in Limpopo, South Africa.
- It takes place in the present day.
- This story will help your learners to enjoy reading stories.



Some points to share with your learners

- Farmer Baloyi uses all the people and animals on his farm to help him harvest the beetroot.
- It's okay to ask for help. Working as a team helps us to do big things that we cannot do alone.



Comprehension Strategy: Visualise

- What it is: Creating a mental picture of what is happening in the story.
- Why we use it: To make the story feel more real and interesting.
- How it helps: It helps you understand what the characters and places look like and makes the story more vivid.



To use this strategy:

Page & paragraph	Read	Say
83, 1	Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out.	I visualise Farmer Baloyi pulling and pulling. I see him frown. He begins to sweat!
86, 1	Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!	I visualise the dog growling with frustration as he pulls and pulls.

Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.



One day, when the time was right, Farmer Baloyi walked to his vegetable garden. “It is time,” said Farmer Baloyi. “I will harvest my vegetables.”

Farmer Baloyi pulled out the onions. He pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!



Farmer Baloyi pulled and pulled and pulled. But the big beetroot would not come out.

“I need help,” said the farmer. He called his wife, Mama Rhandu.



Farmer Baloyi and Mama Rhandu pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!

“We need help,” said Mama Rhandu. She called Nsovo, her son.



Farmer Baloyi and Mama Rhandu and Nsovo pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!

“We need help,” said Nsovo. He called their dog.



Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!

“We need help,” said the dog. He called the cat.



Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!

“We need help,” said the cat. She called the mouse.



Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the big beetroot.

They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...



And out popped the giant beetroot!

“I did it!” shouted the mouse. “I pulled out the giant beetroot!”



That night, everyone on the farm had a feast of vegetables. As they ate, the joked and laughed about the giant beetroot and the strong mouse!





Read 1

What is stuck in the ground?
A giant beetroot.

Who helps pull out the beetroot?
Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat and the mouse.

Visualise all the characters in the story pulling and pulling. Do you think it was really the mouse who pulled the beetroot from the ground? Why or why not?

- I think it was the little mouse because everyone else pulled and pulled but it only came out when the mouse helped.

OR

- I don't think it was the mouse alone because everyone helped. It was everyone pulling together that made the beetroot finally come out!



Read 2

Why was Farmer Baloyi happy?
Because the soil on his farm was rich, and the rainfall was good.

How do you think the characters felt as they pulled the beetroot?
I think they felt...

Why is it funny to visualise a little mouse pulling out the giant beetroot?

- Because the strong farmer couldn't pull it out.
- Because two strong adults couldn't pull it out.
- Because even Farmer Baloyi, Mama Rhandu, Nsovo, the dog and the cat couldn't pull it out together! How could a tiny mouse do it alone?
- Because the giant beetroot is much bigger than the tiny mouse!



STORY 8

WHY THE LLAMA LIVES UP HIGH

Theme: We tell stories





Background information

- This text is a fiction story.
- It is set in South America.
- It takes place in the present day and in the past.
- This story will help your learners to learn more about what a myth is and to understand why we tell myths.



Some points to share with your learners

- In some parts of South America, llama wool is used to make warm clothes, like hats and jerseys.
- In this story, Genoveva's grandmother tells her a myth — a story set long ago about ancient llamas.
- Myths are told to teach lessons or explain things about the world.



Comprehension Strategy: Monitor understanding

- What it is: Checking your own understanding as you read, and pausing if something isn't clear.
- Why we use it: To recognise when you don't understand and fix it.
- How it helps: It keeps you engaged and improves comprehension by addressing misunderstandings right away.



To use this strategy:

Page & paragraph	Read	Say
101, 1	The shepherd approached one of the llamas. “Why are you fasting and staring up at the sky?” he asked. “The gods have said that a terrible flood is coming to punish the greedy and unkind people in the valleys below. We are waiting for instructions to keep the generous and kind peoples of the highland safe,” the llama replied.	I need to think about this. Do I understand how the llama is helping? Yes, it’s warning about the flood. I feel ready to keep reading.

Genoveva sat on the floor, mesmerised as her grandmother spun wool into yarn. “How do you do that?” she asked with awe.

“Our ancestors have used the fleece of llamas to keep us warm for hundreds of years. My grandmother taught me to spin when I was just a little girl,” her grandmother responded, “and soon I will teach you too.”

“Please, please tell me the story about the ancient llamas,” Genoveva begged.

“Again?” her grandmother laughed, clearing her throat.



Long, long ago, there was a time when some of our ancestors forgot about the gods. They forgot to give thanks to Inti and Mama Quila, the Sun god and the Moon goddess who gave them day and night. They forgot to be grateful for Pachamama, Mother Earth, who gave them a plentiful harvest. During this terrible time, people became greedy and unkind to one another.



The only place in the entire world where people remembered the gods were the high peaks of the Andes mountains. Here, people remained grateful, generous and kind.



One day, the people living in the highlands noticed that their llamas were acting very strangely. Instead of grazing as usual, all the llamas spent day and night staring up at the sky. The llamas did not eat. The llamas did not drink. This went on for many days.



The people of the high peaks became worried about the health of their precious llamas. They gathered together to discuss what to do.

“What is happening with our llamas?” one man asked with sadness.

“I am worried they will starve!” said another.

“How will we keep warm without the wool from our precious llamas?” an old woman asked.

“How will we carry quinoa from the fields without the help of our precious llamas?” asked her young son.

The people worried and wondered, desperate for their llamas to return to normal.



Finally, a wise shepherd stood up. He held up his hands to quiet the crowd. “We must ask the llamas what is wrong,” he said.

The people in the crowd began to giggle. No one had thought of such a simple solution.



The shepherd approached one of the llamas. “Why are you fasting and staring up at the sky?” he asked.

“The gods have said that a terrible flood is coming to punish the greedy and unkind people in the valleys below. We are waiting for instructions to keep the generous and kind peoples of the highland safe,” the llama replied.



The next morning, the wise shepherd announced the news from the llamas. He gathered the highland people together and said, “A terrible flood is coming. In order to be safe, we must go to the highest cave on the highest peak. We must wait there until the flood is over.”



So, all the good highland people, and all the llamas climbed to the highest cave on the highest peak. They were just in time. The very next morning, a big wave came and swept all the bad people away.

To this day, the llamas remember the terrible floods. And that is why llamas prefer to stay high up in the mountains.



Grandmother lifted Genoveva from the floor and carried her to bed.





Read 1

What is the setting of this story?
The story takes place in Peru or Bolivia, where llamas come from.

What are some things that llamas do to help people?
- They provide wool which keeps people warm.
- They carry heavy loads.

Why are the people in the story worried when their llamas are acting strange?
- Because the people love their llamas and they don't want anything bad to happen to them.
- Because llamas do many important things in their communities and people need them!
- Because people are worried about what their life would be like without llamas.
- Because they don't know how they will keep warm without llamas.
- Because they don't know how they will carry their crops from the fields without llamas.

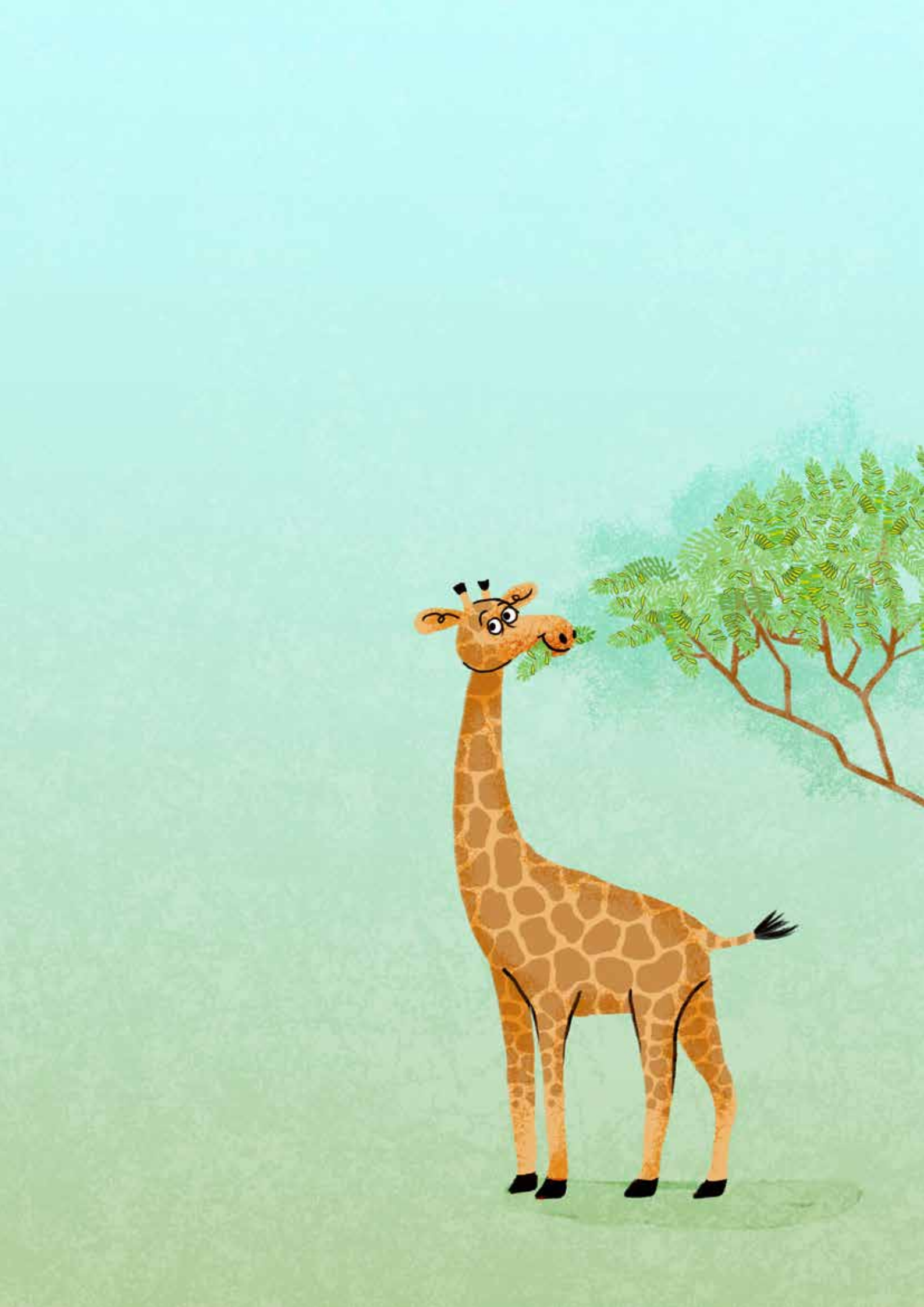


Read 2

According to this myth, why do llamas prefer to stay up high?
Because they remember the floods that came and took all the bad people away.

Did you like this myth? Why or why not?
I did / didn't like this myth because...

Why did Genoveva's grandmother tell her this story?
- Because Genoveva asked her to tell this story.
- To teach Genoveva about her culture / ancestors.
- To teach Genoveva about the importance of llamas.





TERM 2

MAP OF SOUTH AFRICA



Limani's experiment

Northern Cape





Zweli feels worried

Western Cape

Atlantic Ocean




Limpopo
No chips for Lomusa
Dan's bad week
Mpumalanga
North-West
Gauteng
Free State
KwaZulu-Natal
Wayde makes curry
Indian Ocean
Eastern Cape
Mbuso's sandcastle

MAP OF THE WORLD







Asia

Europe





Pacific Ocean

Africa











Australia

Indian Ocean



Antarctica

TERM 2 STORIES





1. Wayde makes curry 113



2. No chips for Lomusa 127



3. Mbuso's sandcastle 143



4. Cow and moose 157



5. Dan's bad week 169



6. Zweli feels worried 185



7. The first vaccine 199



8. Limani's experiment 209

STORY 1

WAYDE MAKES CURRY

Theme: The food we eat





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to understand that ingredients can change in taste and appearance when they are cooked. We can change our minds about food we like and dislike if we are open-minded.



Some points to share with your learners

- Curry is a dish made with spices, chicken or vegetables, and often tomatoes and coconut milk.
- Raw tomatoes look and taste different from cooked tomatoes.
- When tomatoes are mixed into a curry, you can't see the individual tomatoes – it looks more like a sauce.
- Sometimes we decide that we dislike something before we have tried it. Then when we try it, we might change our mind – if we are open-minded.



Comprehension Strategy: Ask questions / wonder

- What it is: Thinking about and asking questions about the story while reading.
- Why we use it: To stay interested and find out more as you read.
- How it helps: It keeps you engaged and helps you better understand the story. It helps you to predict what is going to happen in the story.



To use this strategy:

Page & paragraph	Read	Say
123, 2	"No wonder I didn't know – they don't look like tomatoes when they're in curry!" he thought.	I wonder if Wayde will eat the curry now that he knows there are tomatoes in it?
125, 1	It was so delicious. "Maybe I don't hate tomatoes after all," Wayde said, as he dug in for another bite.	I wonder if Wayde will change his mind about eating tomatoes now that he knows they are an ingredient in curry – a food he loves!

Wayde had always hated eating tomatoes. “I will never eat tomatoes!” he proclaimed as his mother took a tin of tomatoes from the shelf and put it into the shopping cart.



“Would you like to help me make curry?” Wayde’s mother asked as she unpacked her groceries.

“Oh yes! I love curry!” Wayde answered. It was his first time to help his mother make curry.



“First, we have to toast all the dry seeds together in a pan,” Wayde’s mother explained. “Spices are what make our curry taste delicious! Count out five of these cardamom pods,” she instructed Wayde.

Wayde took five cardamom pods out of the container and put them on the counter. His mother crushed them and placed them in the hot pan, together with coriander and cumin seeds. Delicious smells wafted through the kitchen.



Wayde's mother put the toasted seeds into the mortar and let Wayde use the pestle to crush the spices into a powder.



Next, Wayde's mother put oil into the frying pan. When the oil began to bubble and boil, she put pieces of chicken into the oil.

"Will you grate the ginger for me?" she asked, handing Wayde a grater and a piece of fresh ginger.

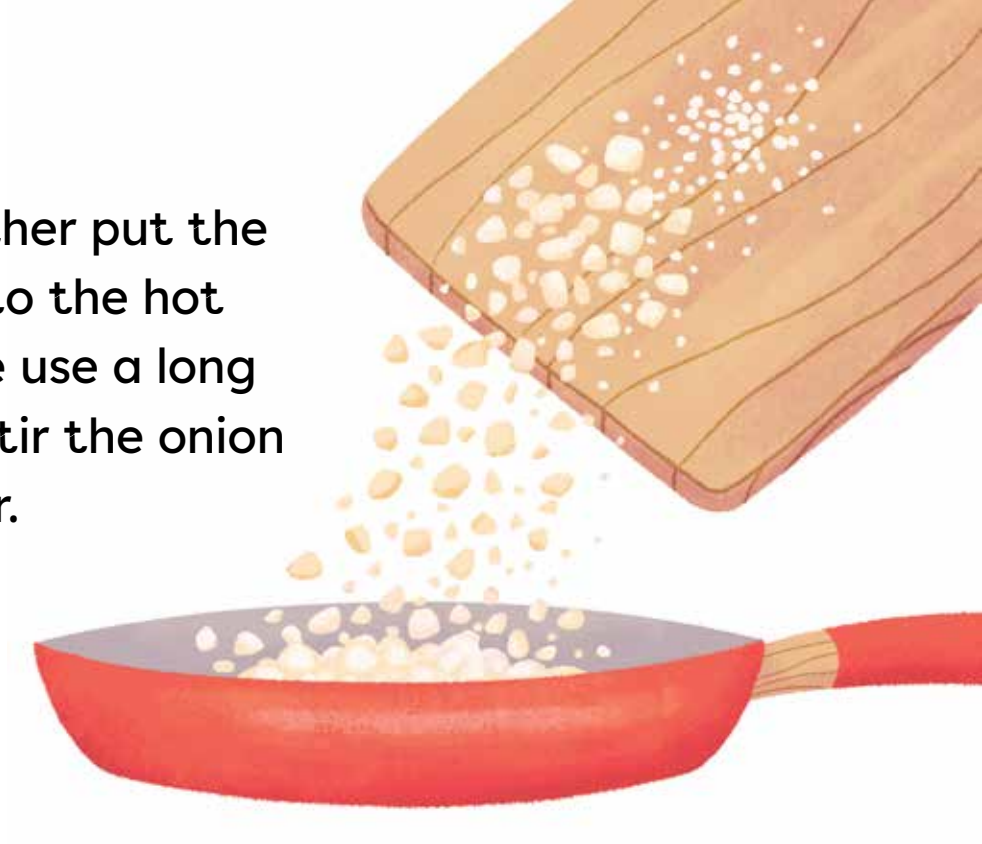


Wayde grated while his mother chopped the garlic and onions.

Soon, the chicken was finished cooking. The skin looked crispy and brown. Wayde's stomach began to rumble. Wayde's mother put the chicken pieces on a plate. "We will put these back into the curry at the end," she explained.



Next, Wayde's mother put the onion and garlic into the hot pan. She let Wayde use a long wooden spoon to stir the onion and garlic together.



After a few minutes, she added the spices, ginger and a splash of water to the pan. The room smelled even more delicious than before. Wayde's mouth began to water.



Wayde's mother lifted the pan off the stove and scraped the spice mixture into the blender. Then she let Wayde press the button on the blender until there was a thick paste inside.

Wayde's mother added the chicken back into the pan. Then she added the paste from the blender. "I'm so hungry!" Wayde said, licking his lips. "I can't wait to eat our delicious curry!"



Next Wayde's mother opened the tin of tomatoes.

"What is that for?" Wayde asked. "I hate tomatoes! We can't put tomatoes in the curry!" Wayde gasped.

Wayde's mother began to laugh. "Wayde, you have always loved curry – and curry has always had tomatoes in it," she said. Wayde watched in shock as she put the tomatoes into the pan.



Finally, Wayde's mother opened the tin of coconut milk. "Do you want to pour this in?" she asked. Wayde carefully poured the coconut milk in. He watched as the milky white liquid covered the tomatoes.



"No wonder I didn't know – they don't look like tomatoes when they're in curry!" he thought.

Wayde's mother placed the lid on the pan and turned the heat down. "It has to simmer for a bit. I will call you when it's ready," she said.

As Wayde did his homework, his stomach rumbled and his mouth watered. “But curry has tomatoes in it! How will I be able to eat it? I hate tomatoes!” Wayde thought, conflicted.



“Wayde, come taste the curry!” his mother finally called, holding out a bowl for him. Wayde tried it reluctantly. But as soon as the curry hit his tongue, his eyes lit up. It was so delicious. “Maybe I don’t hate tomatoes after all,” Wayde said, as he dug in for another bite.





Read 1

What food did Wayde say he hated at the beginning of the story?
Wayde said he hated tomatoes.

What ingredient did Wayde pour into the pan after the tomatoes?
He poured coconut milk into the pan.

How did Wayde change during the story?
- He thought he hated tomatoes but in the end he realised they weren't so bad.
- He said he would never eat tomatoes, but then he ate the curry with tomatoes in it.
- He wasn't going to eat the curry, but then he decided to eat it.
- He changed his mind about tomatoes.



Read 2

What did Wayde change his mind about?
He changed his mind about eating tomatoes.

When was a time you changed your mind about something, just like Wayde?
I changed my mind about...

Why do you think Wayde's mother asked him to help her cook curry?
- Maybe because she wanted help cooking.
- Maybe she wanted Wayde to know the ingredients in curry.
- Maybe because Wayde loves to eat curry, so she wanted him to know how to make curry.
- Maybe because she thought Wayde would change his mind about tomatoes if he knew they were in the curry that he loves.
- Maybe she thought it would be funny when Wayde realised tomatoes were an ingredient in one of his favourite foods – even though he hates to eat them!

STORY 2

NO CHIPS FOR LOMUSA

Theme: The food we eat





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to learn more about healthy and unhealthy foods.



Some points to share with your learners

- Some foods taste nice but do not give our bodies what they need to grow strong.
- For example, chips are a processed snack food. They are made to taste delicious. They are high in salt and fat. They do not help us stay full for very long.
- Other foods, like eggs, fish, and peanuts, have something called protein in them. Protein is a nutrient in some foods that helps build muscles and keeps us full for longer.
- We must think about the foods we eat so that our bodies get the nutrients they need to stay healthy and strong.



Comprehension Strategy: Visualise

- What it is: Creating a mental picture of what is happening in the story.
- Why we use it: To make the story feel more real and interesting.
- How it helps: It helps you understand what the characters and places look like and makes the story more vivid.



To use this strategy:

Page & paragraph	Read	Say
130, 1	“What are you giving her that for?” Auntie Sophia said.	I can visualise Auntie Sophia looking surprised when Lomusa’s father gives her a packet of chips!
132, 2	Just then, two girls from Grade 4 walked by laughing and holding their noses. “You smell disgusting!” one of the girls yelled. Lomusa quickly put the fish back inside her bag.	I can visualise Lomusa trying to quickly hide her fish! She must feel embarrassed.

Lomusa walked into the kitchen, ready for school. Her father was sitting at the table with his sister, who was visiting from Maputo. Lomusa's dad looked at the clock. "Time for you to go!" he said. He opened the kitchen cabinet, and gave Lomusa a packet of orange chips for her snack.



“What are you giving her that for?” Auntie Sophia said. “You know that’s unhealthy Luis!” Lomusa’s father looked at his sister, surprised.

“But all the kids eat them!” he said.

“No Luis! You must give Lomusa protein for her snack! It will help her focus better in class. And, it will keep her feeling full for longer!”

“Well, we don’t have any snacks like that!” Lomusa’s father replied.



Auntie Sophia reached into her bag and took out a plastic bag with small, dried fish inside. “These are delicious and healthy!” said Auntie, handing the packet to Lomusa and taking the chips away.



At break, Lomusa took out her little packet of fish and started eating them. “Yum! These are delicious,” she thought.

Just then, two girls from Grade 4 walked by laughing and holding their noses. “You smell disgusting!” one of the girls yelled. Lomusa quickly put the fish back inside her bag.



After school, Lomusa gave the little dried fish back to Auntie Sophia. “The other girls said I smell when I eat these,” Lomusa said. “I don’t ever want to bring them to school again.”



The next morning, Lomusa asked her father for some chips to take to school. He opened the kitchen cabinet and gave her a packet.

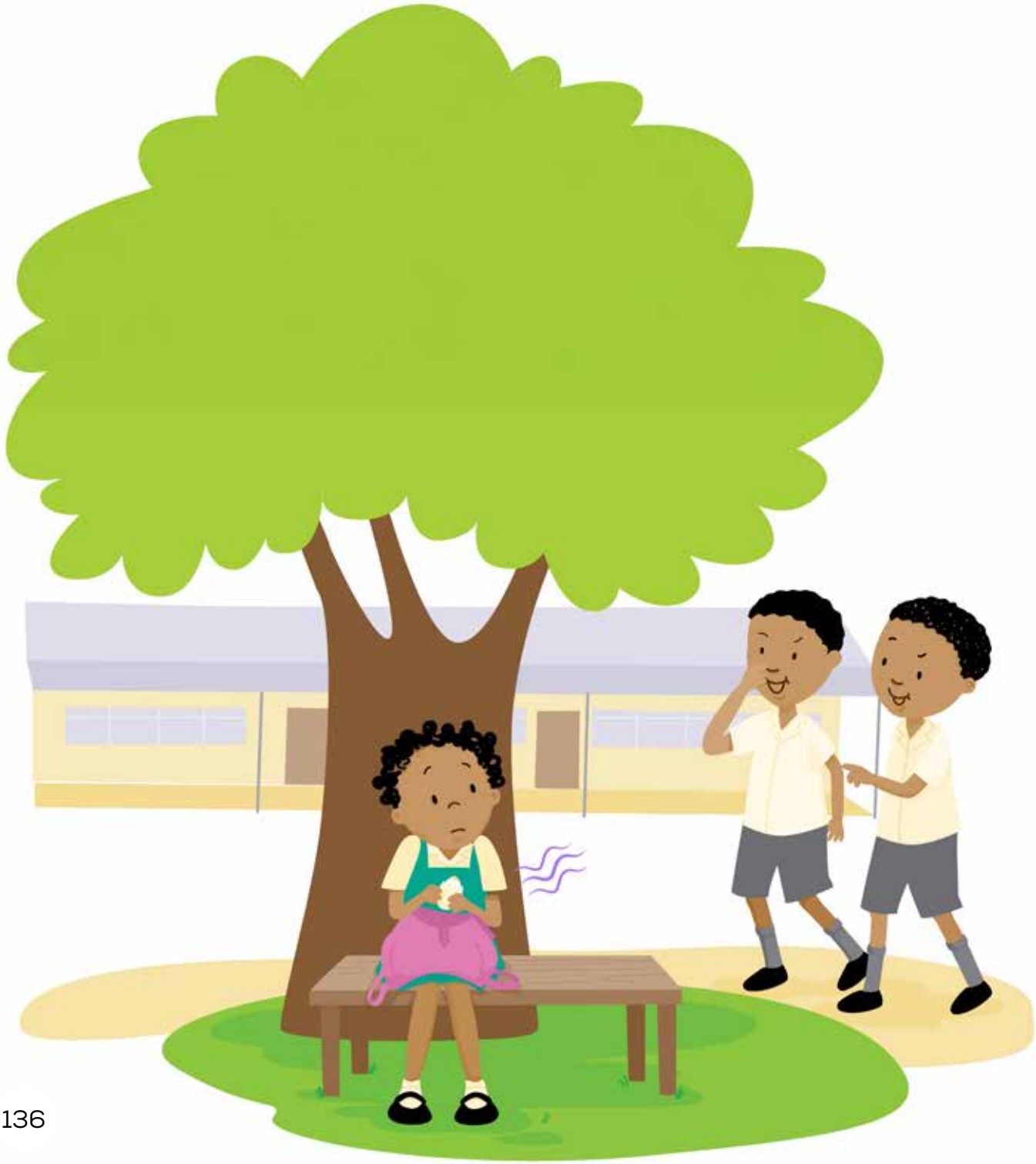


“What are you giving her that for?” Auntie Sophia said. “I told you that’s unhealthy Luis! You must give Lomusa protein for her snack!” Auntie Sophia looked around the kitchen. There was a pot on the stove with eggs that had just been boiled. “Boiled eggs are delicious! And they’re healthy!” said Auntie, handing Lomusa the egg and taking her chips.



At break, Lomusa peeled her egg and began eating it. “Yum! This is delicious,” she thought.

But then two of the boys from Grade 5 walked by laughing and making coughing sounds. “That smells disgusting!” one of the boys yelled. Lomusa quickly put the boiled egg back inside her bag.



After school, Lomusa handed the egg back to Auntie Sophia. “The boys said I smell when I eat this,” Lomusa said. “I don’t ever want to bring boiled eggs to school again,” Lomusa said. Then she ran outside to play.



A few minutes later, Auntie Sophia called Lomusa. “Lomusa, healthy eating is important!” she said. “Fish and boiled eggs are good for you. They will make your body strong and help your mind focus! But, I understand that being teased is hard. Let’s find you a snack that has protein and doesn’t have any kind of smell,” said Auntie Sophia.



“What about peanuts?” asked Auntie Sophia, looking around the yard. “Your parents have many peanut bushes in the yard, and they are very good for you.”

“Oh yes!” said Lomusa. “I love peanuts and they don’t smell! I will take peanuts to school, and I will eat eggs and fish at home. Thank you Auntie!”



The next day at break, Sophia took out her bag of peanuts and started eating them. She looked around, nervously. But, no one teased her as she ate her delicious nuts.





Read 1

What does Auntie Sophia say Lomusa must eat?
She says she must eat protein.

What does Auntie Sophia take away from Lomusa?
She takes the chip packet away.

What protein grows in Lomusa's backyard?
Peanuts!

Can you visualise Lomusa at break? Why doesn't Lomusa want to bring fish or eggs to school again?
- Because she gets teased.
- Because she doesn't want to take food that she has been teased for eating.
- Because the other kids at school make fun of fish and eggs because they have a smell.
- Because she is sad when she gets teased.



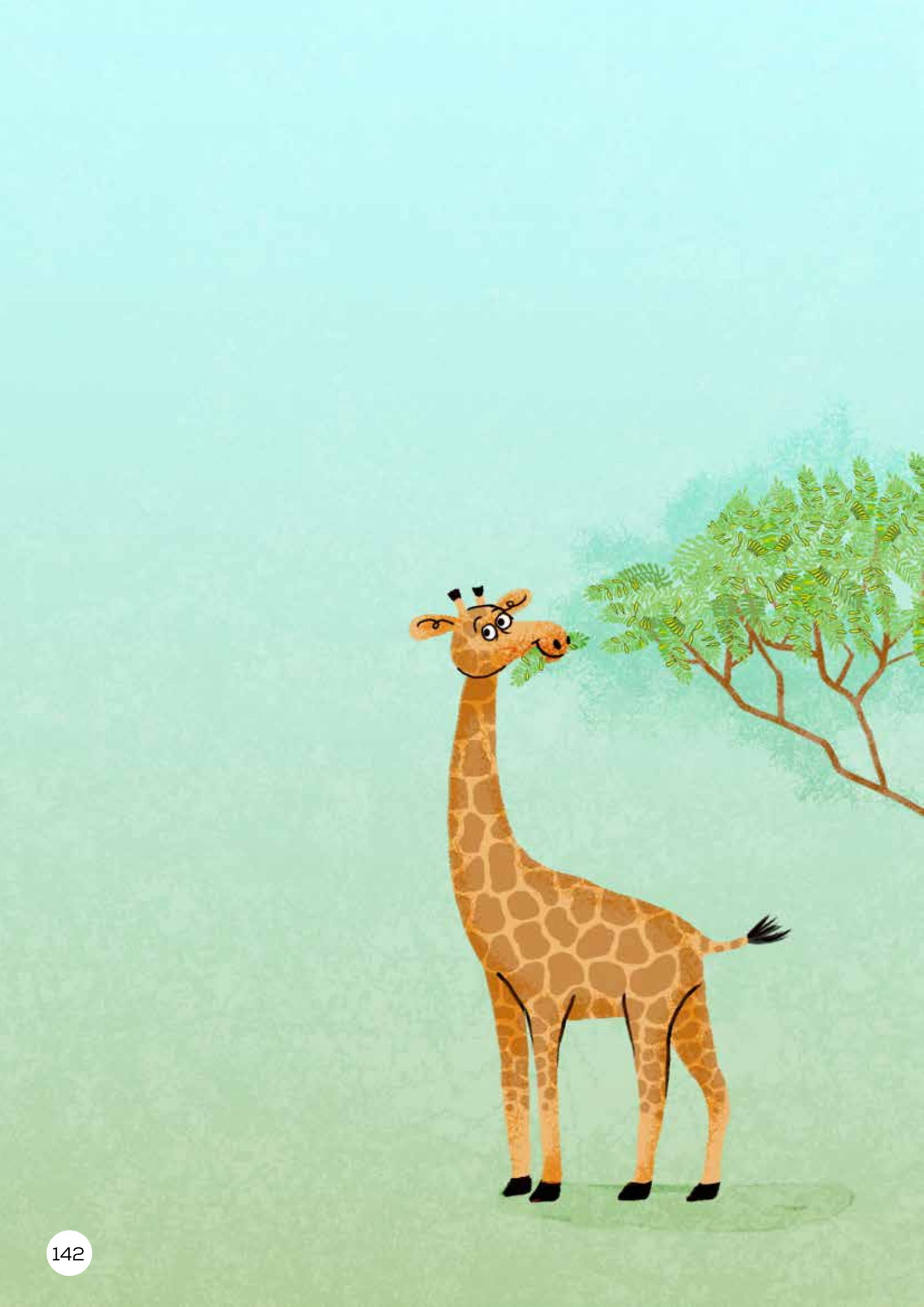
Read 2

What are the three foods in the story that have protein?
Dried fish, eggs and peanuts.

What foods did Lomusa get teased for eating?
Dried fish and eggs.

How do you think Lomusa feels when she gets teased?
I think Lomusa must feel...

Visualise Lomusa eating peanuts at break! Why did Lomusa finally decide to take peanuts as her snack?
- Because peanuts don't have a smell.
- Because she got teased when she took fish and eggs. She didn't want to take those snacks again, even though they are healthy.
- Because her parents have peanut bushes in the yard.
- Because she likes peanuts!
- Because she listens to her Auntie and understands that she must eat a snack with protein rather than chips!



STORY 3

MBUSO'S SANDCASTLE

Theme: Our friends





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to understand that when something goes wrong, they can choose to try again.



Some points to share with your learners

- This story takes place at the beach.
- The beach is where the land meets the sea. The ground is covered in sand. Waves of seawater move in and out over the sand. People like to play in the sand and swim in the water.
- One thing people like to do at the beach is to build sandcastles.
- People use buckets and spades to build sandcastles. People also use items found on the beach, like shells and sticks, to decorate their castles.
- A moat is a ditch around a castle. Long ago, real castles had moats filled with water to help keep enemies out. Mbuso is copying that idea with his sandcastle's moat.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.

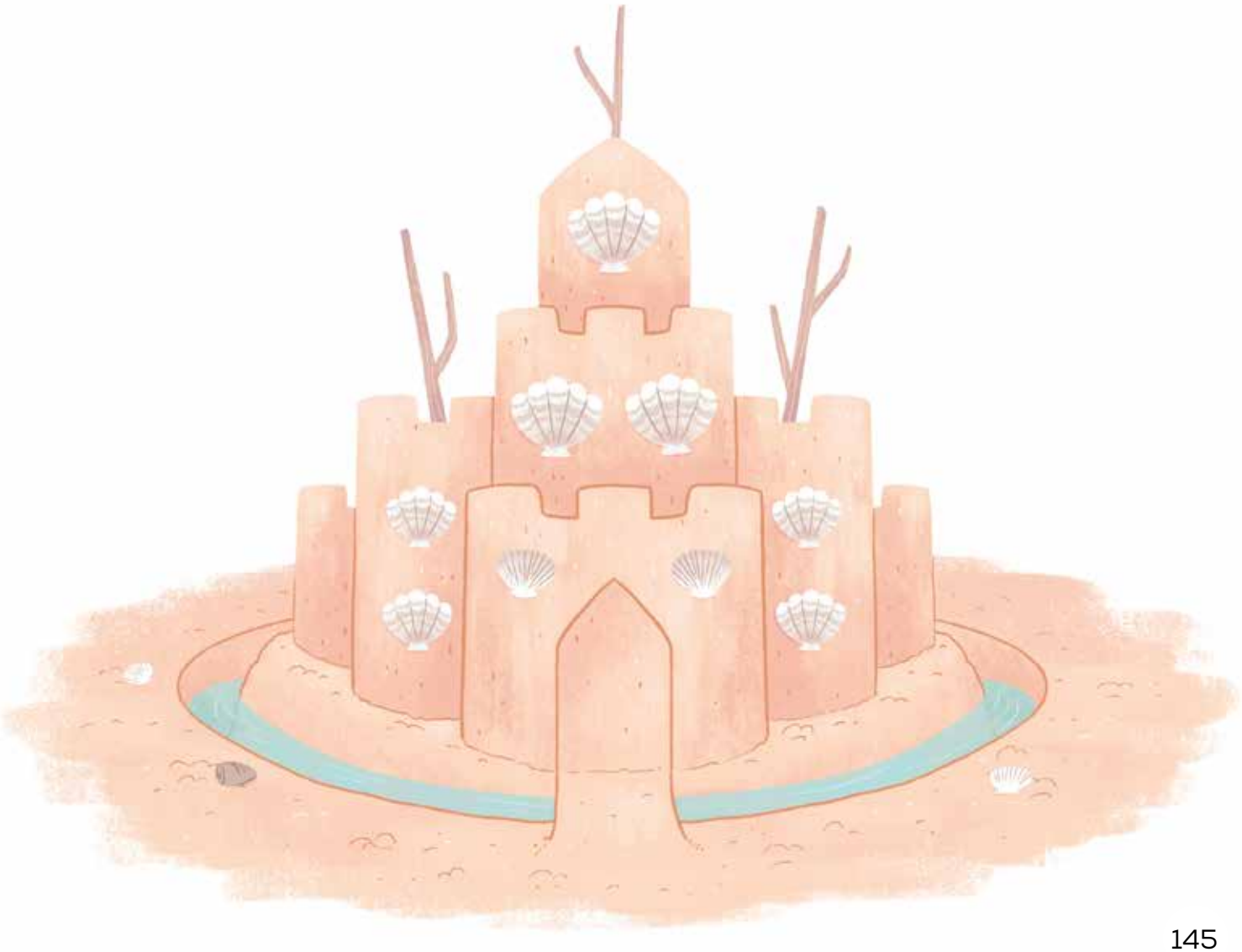


To use this strategy:

Page & paragraph	Read	Say
148, 1	When they finally reached the beach, Mbuso began digging. He packed the sand inside his new bucket. Then, he used his bucket to make towers for his sandcastle. He used sticks to make flags on top of the towers. He used little white shells to make windows. He dug a moat around the outside of the castle. Then, he filled it with seawater.	Mbuso seems like an expert. I can infer that this is not the first sandcastle he has built, because he knows just what to do!
152, 4	Then she handed Mbuso a perfect purple starfish. “I brought this for you. To say sorry…” she said.	I can infer that the girl with the blue ball didn’t mean to knock down Mbuso’s first castle, because she came back with a gift to say sorry!

Ever since Mbuso's mother told him they were going to the beach for the summer holiday, all he could think about was building sandcastles.

Mbuso thought about building fancy sandcastles. Mbuso thought about building sandcastles with moats around them, filled with seawater.



Mbuso and his mother went shopping to get all the things they would need for the beach. While they were waiting in line to pay, Mbuso saw a bucket and spade. “Mommy, please can I get it?” he begged, “Please! Please!”



The next day, Mbuso and his mother woke up early and walked to the taxi rank. They rode for hours and hours, until Mbuso saw the sea in the distance!



When they finally reached the beach, Mbuso began digging. He packed the sand inside his new bucket. Then, he used his bucket to make towers for his sandcastle. He used sticks to make flags on top of the towers. He used little white shells to make windows. He dug a moat around the outside of the castle. Then, he filled it with seawater.



Mbuso stood back to look at his good work. He turned around to call his mom. “Mommy!” he yelled, “come and look!” Mbuso turned back around just in time to see a girl kick her yellow ball into his sandcastle. The whole sandcastle fell to the ground.



The girl turned around and ran away. Mbuso was left with a big pile of sand.

“Hey!” he shouted, “You ruined my castle!” But the girl did not turn around. She just ran down the beach.

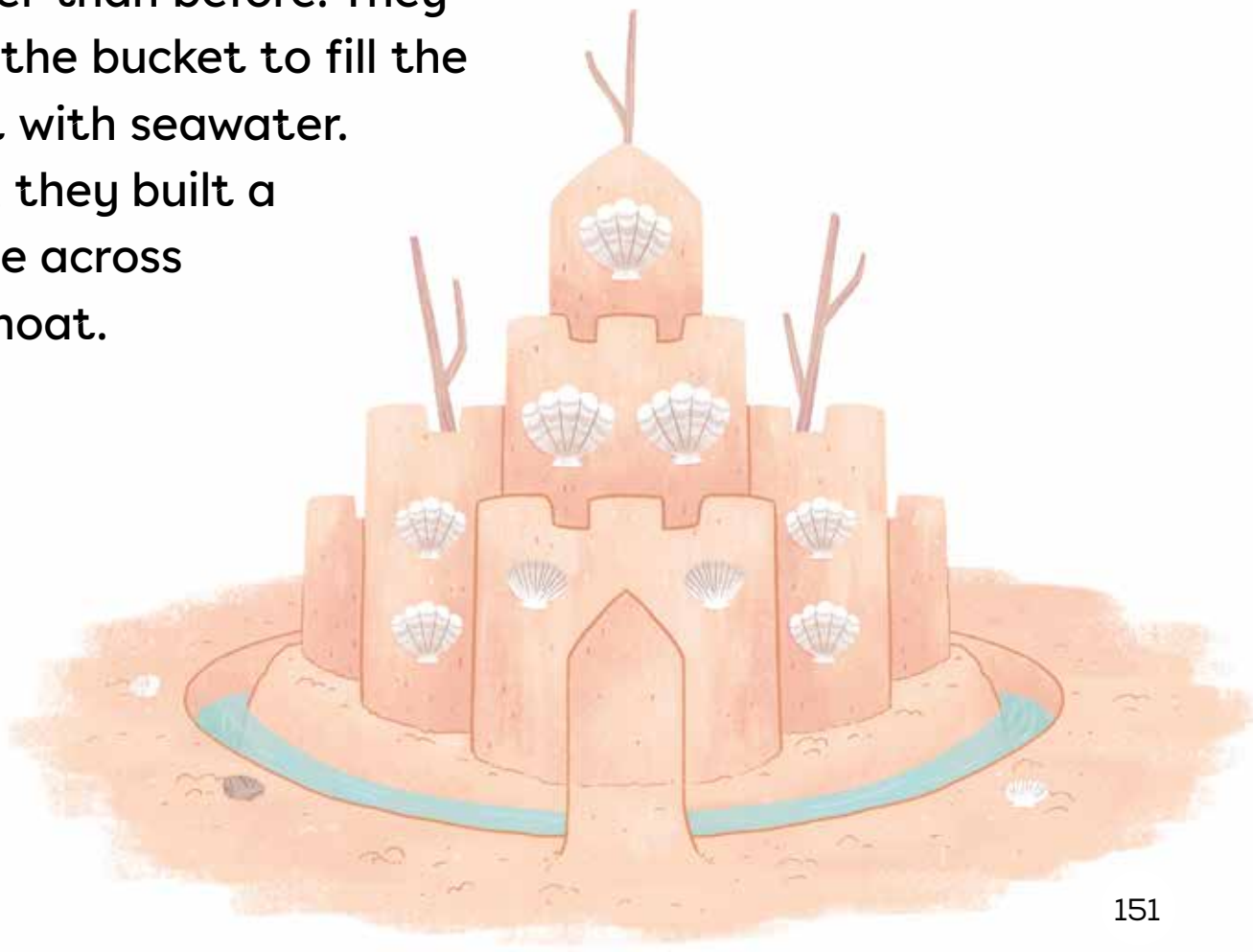


Mbuso ran to his mother. “That girl knocked down my whole sandcastle!” Mbuso said.

“Well let’s build another one,” his mother said. Mbuso and his mother began to dig in the sand. They used the bucket to make towers. They made even more towers than Mbuso’s first sandcastle. They used sticks to make flags.

The flags were even bigger than Mbuso’s first sandcastle.

They found big white shells to make windows. Then, they dug a moat around the outside of the castle. The moat was even deeper than before. They used the bucket to fill the moat with seawater. Then, they built a bridge across the moat.



Mbuso and his mother stepped back to look at their work.

“Wow, that sandcastle is even better than your first one!” a girl’s voice said.

Mbuso turned around. The girl with the yellow ball was standing behind him.

Then she handed Mbuso a perfect purple starfish.
“I brought this for you to say sorry…” she said.



Mbuso put the starfish on top of the sandcastle. “There,” he said, “now it is the best sandcastle ever!”

The girl smiled and nodded. “I’m Precious,” she introduced herself. “Will you show me how to build one?” she asked, putting her ball down on the sand.



“First we must fill up the bucket with sand!” Mbuso said.

Mbuso and Precious began to dig. Precious took a big scoop of sand with the spade, and out crawled a tiny crab! Precious was frightened, but Mbuso thought it was hilarious! Soon, Precious also began to laugh. Within minutes the new friends were rolling in the sand laughing.

They forgot all about building a sandcastle as they ran to clean off in the waves.



“What did you enjoy most about today?” Mbuso’s mother asked later that night.

“Well, the sandcastles were cool. But the best part was making friends with Precious,” Mbuso said, smiling. “I can’t wait to see her on the beach tomorrow!”





Read 1

Who knocked down Mbuso's castle?
Precious.

How can we infer that Precious felt sorry?
Because she brought Mbuso a starfish.

Why did Mbuso's mother help him build a sandcastle?
- Because his first sandcastle was knocked down.
- Because he was upset after his sandcastle was knocked down.
- Because she wanted to help him feel better.
- Because two people can make an even better sandcastle than one person working alone.



Read 2

What did Mbuso want to do at the beach?
He wanted to build sandcastles.

What did Mbuso enjoy most about the beach?
- He enjoyed making friends with Precious.

Why do you think Mbuso's favourite thing about the beach was making friends with Precious?
- Because it is fun to make a new friend.
- Because he had more fun building a sandcastle with her than he did building one alone or with his mother.
- Because he had fun laughing with Precious.
- Because it was more fun to play with Precious than to build sandcastles.

STORY 4

COW AND MOOSE



Theme: Our friends



Background information

- This text is a faction story.
- It is set in Vermont, a state in the United States of America.
- It takes place in the present day.
- This story will help your learners to learn more about different kinds of friendships – and an unusual friendship between a cow and a moose.



Some points to share with your learners

- This story is set in Vermont, a small state in the United States. Vermont is famous for beautiful mountains, maple syrup, and for having many dairy farms.
- In this story, you will read about a cow, an animal you are familiar with, and a moose.
- You might never have heard of a moose before! Moose are only found in North America. They are like enormous bucks.
- Cows usually live on farms. Moose usually live in the wild – away from people.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
160, 2	Indeed, a long-legged moose with massive antlers stood in his pasture. “What is a moose doing here?” Farmer Abbott wondered.	I can infer that it must be rare to see a moose, because Farmer Abbott has never seen one before.
161, 1	Most of his cows stayed quite a distance from the moose, looking curious and frightened. All except for his favourite, friendliest cow, Daisy. She walked right over to the moose. They looked at each other like old friends. Then, they began to graze side by side. Farmer Abbott couldn’t believe his eyes.	I can infer that it is strange for a cow and a moose to befriend each other, because most of the cows stayed far away from the moose and because Farmer Abbott couldn’t believe his eyes!

Early one misty morning, Farmer Abbott drove up his driveway. He looked out at his cows grazing in his snow-covered pastures. He stopped short when he saw the strangest thing...



“Is that…a moose?” he said out loud, although he was all alone. He had never seen a moose on his farm, and it was quite foggy so he couldn’t be sure. He got out of the car and walked over to the fence.

Indeed, a long-legged moose with massive antlers stood in his pasture. “What is a moose doing here?” Farmer Abbott wondered.



Most of his cows stayed quite a distance from the moose, looking curious and frightened. All except for his favourite, friendliest cow, Daisy. She walked right over to the moose. They looked at each other like old friends. Then, they began to graze side by side. Farmer Abbott couldn't believe his eyes.



Farmer Abbott got back into his car and drove back up to his house. When he got inside, he placed his rocking chair in front of the window. He rocked and rocked and watched the moose and cow graze together until the sun began to set.



As the cows began to walk into the barn, the moose stood outside watching, looking curious and skeptical. The moose eventually lay down outside the barn. Then, Daisy lay down next to him. Soon, Daisy and the moose were fast asleep! Farmer Abbott couldn't believe his eyes.



When Farmer Abbott woke up in his rocking chair, he watched in disbelief as Moose and Daisy strolled along the fence together. Farmer Abbott smiled as he imagined what they might be chatting about.



Farmer Abbott hopped on his tractor and went about his normal morning duties. First, he went to milk the cows in the barn. Then, he went to feed the chickens. But on his way to restock the hay, he saw the moose and Daisy Cow down by the main road.





As he approached on his tractor, he noticed the many cars stopped along the fence. A crowd was gathering and watching Daisy Cow and the moose with delight. It wasn't long before a news van pulled up to film the unlikely friends. Farmer Abbott couldn't believe his eyes.

"How long have these two been friends?" the reporter shouted to Farmer Abbott with curiosity.



That evening Farmer Abbott positioned his rocking chair in front of the television. There on the news was his farm. Daisy Cow and the moose were stars! Farmer Abbott couldn't believe his eyes.

He hoped the moose and Daisy Cow would be friends forever.





Read 1

Who became friends in this story?
Daisy Cow and the moose became friends.

What did Daisy Cow and the moose do together?
- They grazed together.
- They slept together.
- They walked along the fence together.

Why couldn't Farmer Abbott believe his eyes?
- Because he had never seen a moose on his farm before.
- Because he had never heard of a moose and a cow becoming friends.
- Because he was surprised that Daisy Cow and Moose slept together outside.
- Because so many people stopped to watch Daisy Cow and the moose.
- Because his farm was on the news.



Read 2

A moose is not a South African animal. What South African animal would be a very unusual friend for a cow?
I think a... would be a very unusual friend for a cow.

How can you infer that it is unusual for a cow and a moose to be friends?
I can infer this because...
- Farmer Abbott couldn't believe his eyes.
- Farmer Abbott watched them morning and night.
- A crowd formed to watch the unusual friends.
- The cow and moose friends were on the news.

Why were Daisy Cow and the moose on the news?
- Because people were surprised to see a cow and a moose becoming friends.
- Because it is very unusual for a cow and a moose to be friends.
- Because so many people were interested in this unusual friendship.

STORY 5

DAN'S BAD WEEK



Theme: We have feelings



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to understand that everyone makes mistakes, and that some weeks feel harder than others.



Some points to share with your learners

- This story is meant to be funny. It is meant to send us an important message but also make us laugh.
- Remind learners that we come to school during the week (Monday, Tuesday, Wednesday, Thursday, Friday). We don't have school on the weekend (Saturday and Sunday).
- Every school day, we follow a routine.
- For example, we wake up, get dressed, pack our school bags, and come to school on time. If we forget something, it can cause problems.
- Being organised takes practice. It is not always easy!
- This story has a pattern – the same thing keeps happening to Dan! Every day he tries to fix his mistake from the day before, but something new goes wrong.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
172, 1	But poor Dan left his school bag on the bus! When he came into class, he only had his soccer ball.	I can make a connection! That is like a few weeks ago, when I left my bag at home! I felt so silly for leaving everything I needed at home!
174, 1	On Wednesday, Dan woke up on time. "I must not forget my bag today," he thought, as he got onto the bus. He held onto his bag for the entire bus ride. He rode and rode. But Dan was on the wrong bus! The bus took him to the wrong school.	I can make a connection! Once I was on a train and I fell asleep. When I woke up, I had missed my stop. I was in the wrong place! I felt so mad at myself for being in the wrong place!

Poor Dan had a bad week. He woke up late on Monday. He missed the bus and was late for school.



“Why are you late, Dan?” asked his teacher.



On Tuesday, Dan woke up very early so that he would not miss the bus again. But poor Dan left his school bag on the bus! When he came into class, he only had his soccer ball.

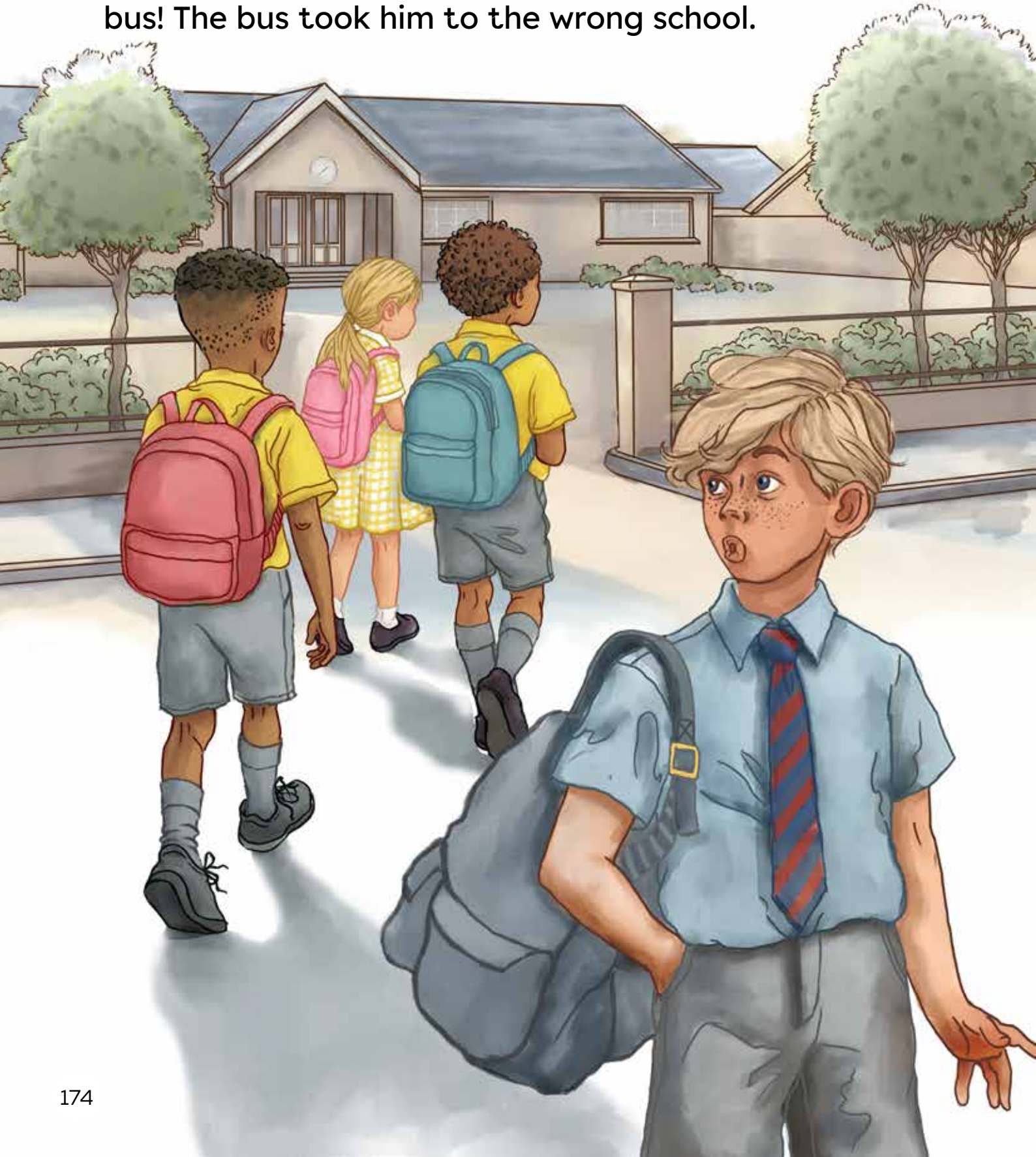




“Where is your school bag, Dan?” asked his teacher.

On Wednesday, Dan woke up on time.

"I must not forget my bag today," he thought, as he got onto the bus. He held onto his bag for the entire bus ride. He rode and rode. But Dan was on the wrong bus! The bus took him to the wrong school.





“Where is Dan today?” asked his teacher.

On Thursday, Dan could not find his uniform.

“We have swimming on Thursday,” Dan thought.

So Dan went to school in his swimming costume.





“Where is your uniform, Dan?” asked his teacher.

On Friday, Dan woke up very early. He had his uniform on, he clutched his bag and he got onto the right bus. He arrived at school so early, it was still dark.

“I finally did everything right!” thought Dan. But poor Dan was so tired he fell asleep in class.





“Why are you sleeping, Dan?” asked his teacher.



On Saturday, Dan went to school on time, in his uniform, with his school bag.

“Today I will get it right!” he thought. “I will stay awake all day!” But when he reached his school, the school gate was locked.



“Silly me! There is no school on Saturday!” Dan said.



On Sunday, Dan went to his cousin's birthday party. He was so excited he tripped and fell onto the cake.



"Oh no!" Dan thought. "What a bad week! I hope that next week will be better."



Read 1

What happened that made Dan have a bad week?
- He missed the bus and was late.
- He forgot his school bag.
- He went to the wrong school.
- His teacher was angry with him.
- Etc.

When did Dan fall into the cake?
He fell into the cake on Sunday, at his cousin's party.

Why did Dan try to go to school on Saturday?
- Every day, something bad happened to Dan.
- Dan wanted to have a good day at school.
- Dan wants to have a day at school without any mistakes.
- Dan is so determined to have a good day that he forgets there is no school on Saturday.



Read 2

Where did Dan go on Saturday?
He went to school!

Can you make a connection: When was a time you felt like Dan?
I felt like Dan when...

Why was Dan's week so bad?
- No one saw how hard Dan was trying to do the right thing.
- He kept making mistakes, even though he was trying to fix them!
- He felt embarrassed.
- He felt silly.
- He felt grumpy.

STORY 6

ZWELI FEELS WORRIED

Theme: We have feelings





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to better understand thoughtful acts of love and kindness are even more meaningful than expensive gifts.



Some points to share with your learners

- Sometimes, we feel worried about things for no reason.
- On birthdays, we often give presents to show someone we love and appreciate them.
- Sometimes we think a big, expensive present is the best gift. But sometimes the most special gifts are the ones we make ourselves.
- Sometimes people cry when they feel happy.
- Showing love and care doesn't require money – only effort.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
190, 1	Zweli lay in bed, worrying. "What will I get my mom for her birthday?"	I can make a connection. When I feel worried, I often have trouble sleeping – just like Zweli!
191, 1	Zweli woke early, worrying. He made two cups of tea – one for himself and one for mom.	I can make a connection! When I want to do something special for someone I love, I like to make them a meal. It isn't a present – but it is something I do to show I care.

Zweli woke up, feeling thirsty. The moon hung bright in the sky outside his window.



He got out of bed and stretched. As he walked towards the kitchen, his mother's voice caught his attention.

"I can't believe it's my birthday tomorrow. Time goes by so quickly. Oh well, I guess it's just another day." she said.

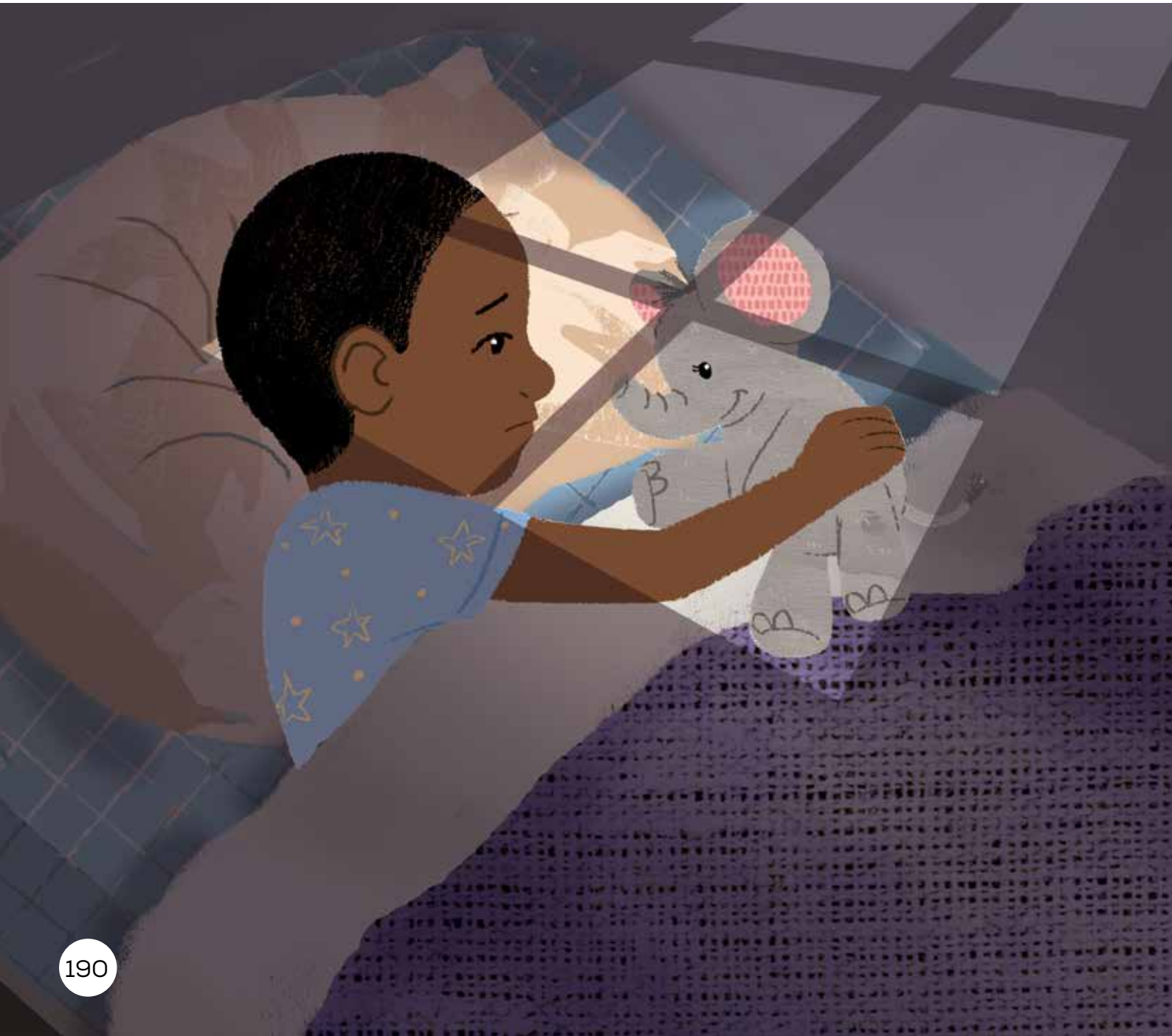
"Oh no!" Zweli thought. "Tomorrow is mom's birthday and I have nothing special to give her!"

He forgot all about his glass of water.



Zweli lay in bed, worrying. “What will I get my mom for her birthday?”

His mom always got him something special for his birthday. He really wanted to do the same for her – but he didn’t have any money.



Zweli woke early, worrying. He made two cups of tea – one for himself and one for mom.

Mom stepped into the kitchen. “Happy Birthday!” he said. He handed her the cup of tea.

His mom looked surprised, then smiled.



All day at school, Zweli kept worrying. “What will I get my mom for her birthday?”

At break time, he took out a blank piece of paper and made his mom a card.

On the inside he wrote: Happy Birthday, Mom. You are the best mom. I’m sorry I don’t have a special present for you. I wish I could get you a big, big gift. I love you. Love, Zweli.





Zweli walked home, still thinking. “What will I get my mom for her birthday?” He felt sad that he didn’t have a big, special present for her.

When mom got home, he handed her the card. As she read, tears welled in her eyes.

Zweli thought she must feel sad that there was no big, special present for her. He went to get ready for bed.



“You have made my birthday so special!” Mom whispered, as she sat on Zweli’s bed. “Thank you!”

“But…I didn’t get you a special gift!” Zweli replied.

“Oh Zweli – you have given me something far more special than any store-bought gift!” Mom said. “You made me tea this morning in my favourite cup. Then you made me a beautiful card with a special picture. Those are the kindest, best gifts I could ask for!”

Zweli smiled and breathed a sigh of relief as his mom kissed him on the forehead.





Read 1

Who was talking on the phone?
Zweli's mom was talking on the phone.

What did Zweli hear his mother say?
He heard his mother say that it was her birthday the next day.

What did Zweli make for his mom in the morning?
He made his mom a cup of tea.

Why was Zweli's mom surprised?
- She was surprised because Zweli made her a cup of tea.
- She was surprised because Zweli said 'Happy Birthday!'
- She was surprised because she didn't think Zweli knew it was her birthday.



Read 2

Why did Zweli wake up?
He woke up because he felt thirsty.

Why couldn't Zweli sleep?
He was worried. Sometimes it is hard to sleep when you feel worried.

What gifts did Zweli give his mom?
- He made her a cup of tea.
- He made her a card at school.

Why did Zweli feel worried?
- Zweli felt worried because it was his mom's birthday and he had nothing special to give her.
- Zweli felt worried about what he would get his mom for her birthday.
- Zweli felt worried because he didn't have any money to buy his mom a big, special gift.
- Zweli felt worried that his mom would feel sad without a big, special gift on her birthday.

STORY 7

THE FIRST VACCINE

Theme: We do science





Background information

- This text is a faction story.
- It is set in England.
- It takes place in the past – more than 200 years ago.
- This story will help your learners to learn more about how vaccines were developed, and to realise that science is part of our everyday lives.



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or the choices that characters made.
- Why we use it: To form your own opinions and understand the story on a deeper level.
- How it helps: It helps you think about the story's message and what you believe about it.



Some points to share with your learners

- More than 200 years ago, a disease called smallpox killed millions of people. People didn't know how to protect themselves from it and there was no medicine to treat it.
- A doctor named Edward Jenner noticed something unusual. He asked questions, tested his idea, and changed the world.
- It is important to know that Smallpox was a very dangerous disease that killed millions of people. Cowpox was a milder disease that people caught from cows. Milkmaids often caught cowpox but did not die from it. Edward Jenner noticed a pattern – and scientists often begin with noticing patterns.
- When you get a vaccine, your body is given a very small dose of a disease. Your body learns how to fight it. Later, if the real disease comes, your body is ready to fight it.
- In this story, Edward Jenner tests his vaccine on a child. Long ago, doctors did not always understand how to test ideas safely. Today, there are strict rules to protect people during medical testing.



To use this strategy:

Page & paragraph	Read	Say
202, 1	He invented the first vaccine to fight this deadly disease!	Edward Jenner figured out how to make a vaccine before anyone else. I make the evaluation that he must have been a clever person!
205, 1	The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.	Edward was so curious, he injected a little boy with Cowpox. I think that was very risky! He could have infected poor little James with Cowpox.

You have probably been vaccinated before, but have you ever thought about how a vaccine works? Do you know what happens when the needle goes into your arm?

When you get a vaccine, a tiny bit of a disease is injected into your body. This helps your body build up the tools it needs to fight this disease. This means you won't get this disease in the future.



Smallpox was a disease that once killed millions of people around the world. However, this disease doesn't exist anymore thanks to a man named Edward Jenner. He invented the first vaccine to fight this deadly disease!



Edward Jenner lived in England more than two hundred years ago. Edward noticed that many people in his community became sick and died from Smallpox. This disease could attack anyone – young or old, rich or poor. However, everyone knew that milkmaids – the women who milked the cows – almost never got Smallpox. Edward wondered why.



Edward decided to watch these milkmaids. He saw that cows had a similar disease, called Cowpox. The milkmaids became sick with Cowpox, but they always got better. After that, they could be in the same room as someone with Smallpox, but they would not catch the deadly disease!

Edward realised that the Cowpox protected the milkmaids. He thought that having Cowpox helped their bodies build the tools to fight Smallpox. But he needed to test his idea.



Edward found a milkmaid who was sick with Cowpox. He then took some of the pus from one of her blisters. Edward injected this pus into an eight-year-old boy's arm. The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.



Then, Edward put poor little James into a room with people who had Smallpox. He waited to see if James would get sick. But, Edward's idea was correct – the little bit of Cowpox helped James' body to build the tools it needed to fight Smallpox. James never got sick!



Edward then knew that his idea was correct – having a tiny little bit of a disease can help your body get ready to fight and protect you! Thanks to the work of Edward Jenner, we now have vaccines that protect us from many deadly diseases!





Read 1

What did Edward Jenner invent?
- He invented the first vaccine.
- He invented the vaccine for Smallpox.

What did Edward Jenner think was protecting the milkmaids from Smallpox?
- He thought that Cowpox was protecting the milkmaids from Smallpox.

Why did Edward Jenner inject James with Cowpox?
- Because he saw that the milkmaids didn't get Smallpox after having Cowpox.
- Because he wanted to see if Cowpox could protect James from Smallpox.
- Because he wanted to test out his idea.



Read 2

What was the problem that Edward wanted to solve?
He wanted to stop people from getting sick with Smallpox.

What was the solution that he tested out?
- He tested out injecting Cowpox into James.
- He tested whether James would get Smallpox after being injected with Cowpox.

Can you make an evaluation? What do you think about Edward's decision to put James in a room with people who had Smallpox?
- I think it was a good idea because...
- I think it was a bad idea because...

STORY 8

LIMANI'S EXPERIMENT

Theme: We do science





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to better understand that plants are living things, and that they need specific things to stay alive.



Some points to share with your learners

- Plants are living, just like humans and animals.
- Living things need certain things to survive. Specifically, plants need:
  - Air to breathe
  - Water to drink
  - Sunlight – plants use it to make food
  - Soil – to provide nutrients and support
- In this story, Limani sets up an experiment with her plants.
- Her experiment is designed to help her see what happens if a plant doesn't get air, water, sunlight, or soil.
- She learns that as a scientist, she must observe carefully and write down what she sees.
- Experiments like Limani's help us learn more about the world around us.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
215, 2	Limani and her parents set up the science experiment on Limani's windowsill.	Oh! I can make a connection to the story we read last week! Edward Jenner did an experiment too. People do experiments to test out an idea and to learn new information.
216, 1	"Let's put one of the plants in a plastic bag. Then we can see what happens if the plant doesn't have air," Limani's mama said.	In our story last week, Edward did an experiment to see if his vaccine would work. Now, Limani is doing an experiment to see what will happen when plants don't get different things that they need!

Limani's uncle gave her a beautiful orchid for her birthday. "Take good care of this plant!" he told Limani. Limani put the orchid on her bedside table.



But after a few weeks, the plant had died.

Limani brought the plant out and showed it to her parents. “I don’t understand – I thought I was being nice and kind to my plant,” she said. “What happened to it?”



Limani's mama laughed. "Oh Limani! I am sorry – I thought you knew how to care for plants. It's our fault – we should've taught you about what plants need to survive! Plants are living things like you and me. They need all the same things we need to survive!"

"I didn't know that plants are living things!" Limani said, surprised. "Does that mean plants breathe air, like we do?"

"Yes, that's right," Limani's mama said. "Plants do breathe air – just like us."

"Well I think my orchid had air to breathe," Limani said.

"Yes, but plants also need water to survive – just like us. All living things need water. Did you water your orchid?" Limani's mom asked her.

Limani shook her head. "I didn't know plants needed water! My orchid must've been so thirsty!"

"What about food? We need food to survive, right? What do plants eat?" Limani asked curiously.

“Well, that is why plants need sunlight. They turn sunlight into their own food! Do you think your orchid got enough sunlight to make food for itself?” Limani’s mama asked her.

Limani shook her head. “No, my bedroom is quite dark.”

“And plants need vitamins and nutrients, which they get from soil. I think your orchid had soil, but not enough light – so it was probably quite hungry!” Limani’s mom added.



“I have an idea,” Limani’s mama said, carrying a tray of seedlings and small pots inside. “Let’s see what happens when a plant doesn’t have air, water, sunlight or soil!” she said.

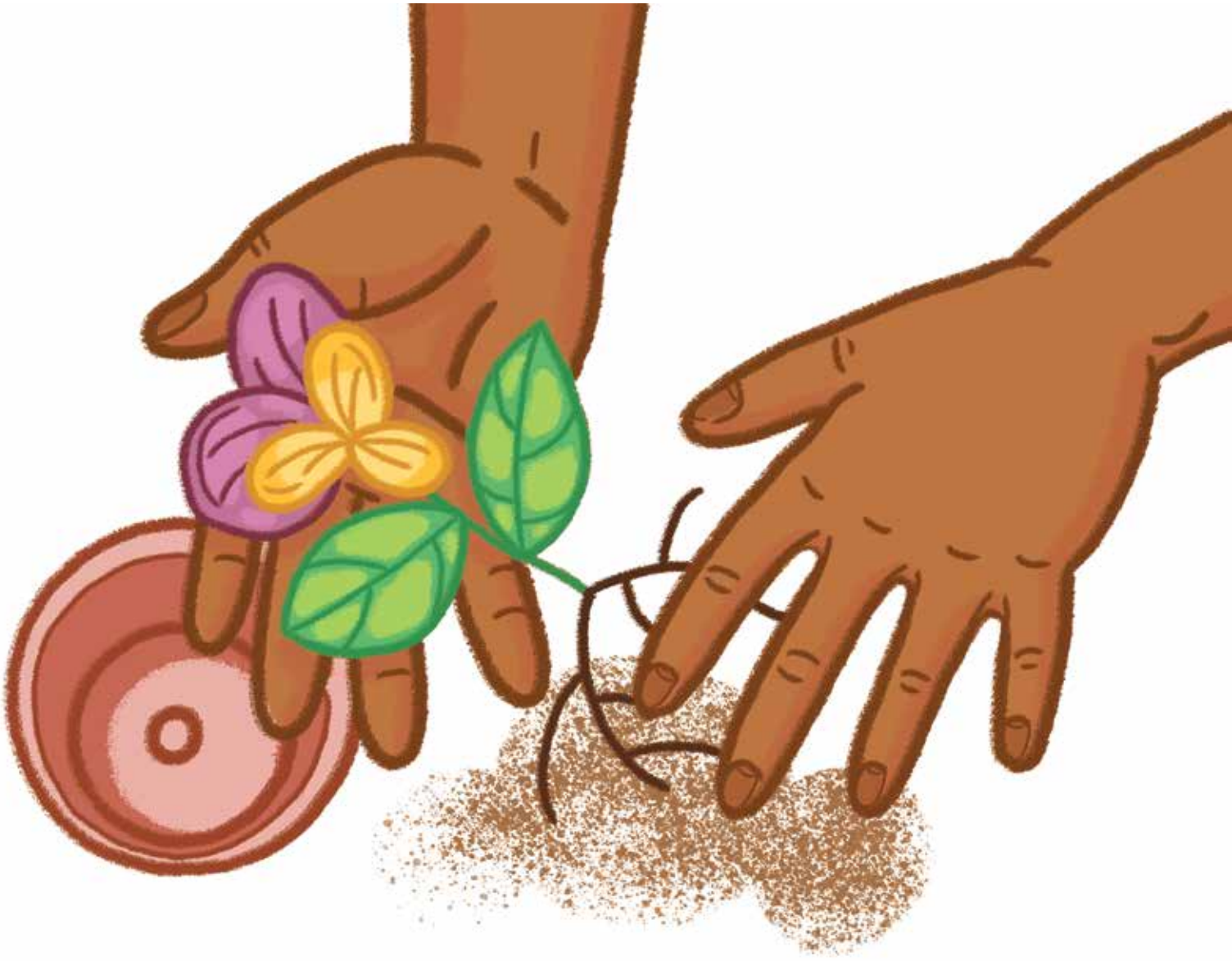
Limani and her parents set up the science experiment on Limani’s window sill.



“Let’s put one of the plants in a plastic bag. Then we can see what happens if the plant doesn’t have air,” Limani’s mama said.



Limani's mom shook the soil off of one of the seedlings and put it into an empty pot. "This will show us what happens when a plant doesn't have soil!" she said.



“We have to see what happens when a plant doesn’t have sunlight!” Limani said. Then, she ran to the kitchen and came back with a small brown paper bag. “Now it won’t get any light from the sun – and it won’t have food to eat,” she said, putting the paper bag over one of the seedlings.



“Then, this one will be the one without water,” Limani’s mama said.

“Finally, we need one plant that gets everything it needs – air, sunlight, soil and water. That way, we can compare the plants that don’t get everything they need, to the plant that does!” Limani’s mom said.

Limani added labels to each of the plants.



“Part of being a scientist is observing and recording,” Limani’s mom said, handing her a small exercise book. “This is a special journal to observe and record what you see!”

Limani’s mom helped her set up the plant journal. “Today, we must make predictions about what we think will happen to each of the plants. That means you have to use what you know about plants to make a good guess!” Limani’s mom said.



Limani began to draw, thinking about what would happen to her little seedlings.





Read 1

What happened to Limani's orchid from her uncle?
The orchid from her uncle died.

What do plants need to grow?
Plants need air, sunlight, water and soil to grow.

Can you make a connection between our story last week 'The first vaccine' and our story this week about Limani?
- I can make a connection. Something similar about these two stories is...
- I can make a connection. Edward Jenner and Limani both...



Read 2

What is one thing you learned about plants from this story?
I learned...

What do you think Limani learned from her science experiment?
I think Limani learned that...

What do you predict would happen if Limani's uncle gave her a plant now?
I think if Limani's uncle gave her a new plant...because...



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