NHLRP National Home Language Reading Programme

Anthology

ENGLISH
HOME LANGUAGE

GRADE 2

TERMS 1 & 2



basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

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Anthology

GRADE 2 | TERM 1 & 2

ENGLISH

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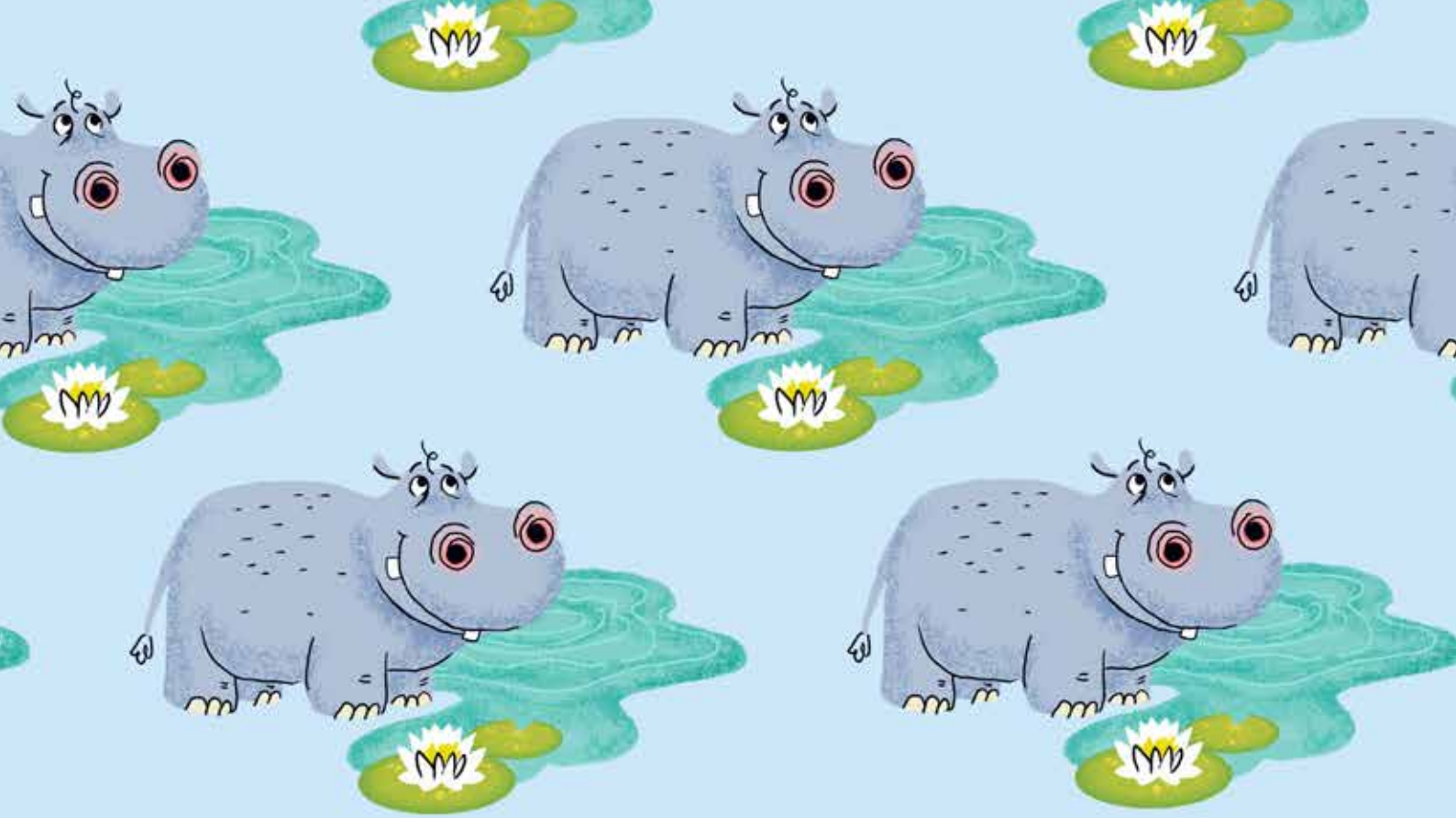


TERM 1



MAP OF SOUTH AFRICA



Thuli's new chickens



Northern Cape



Hide and seek



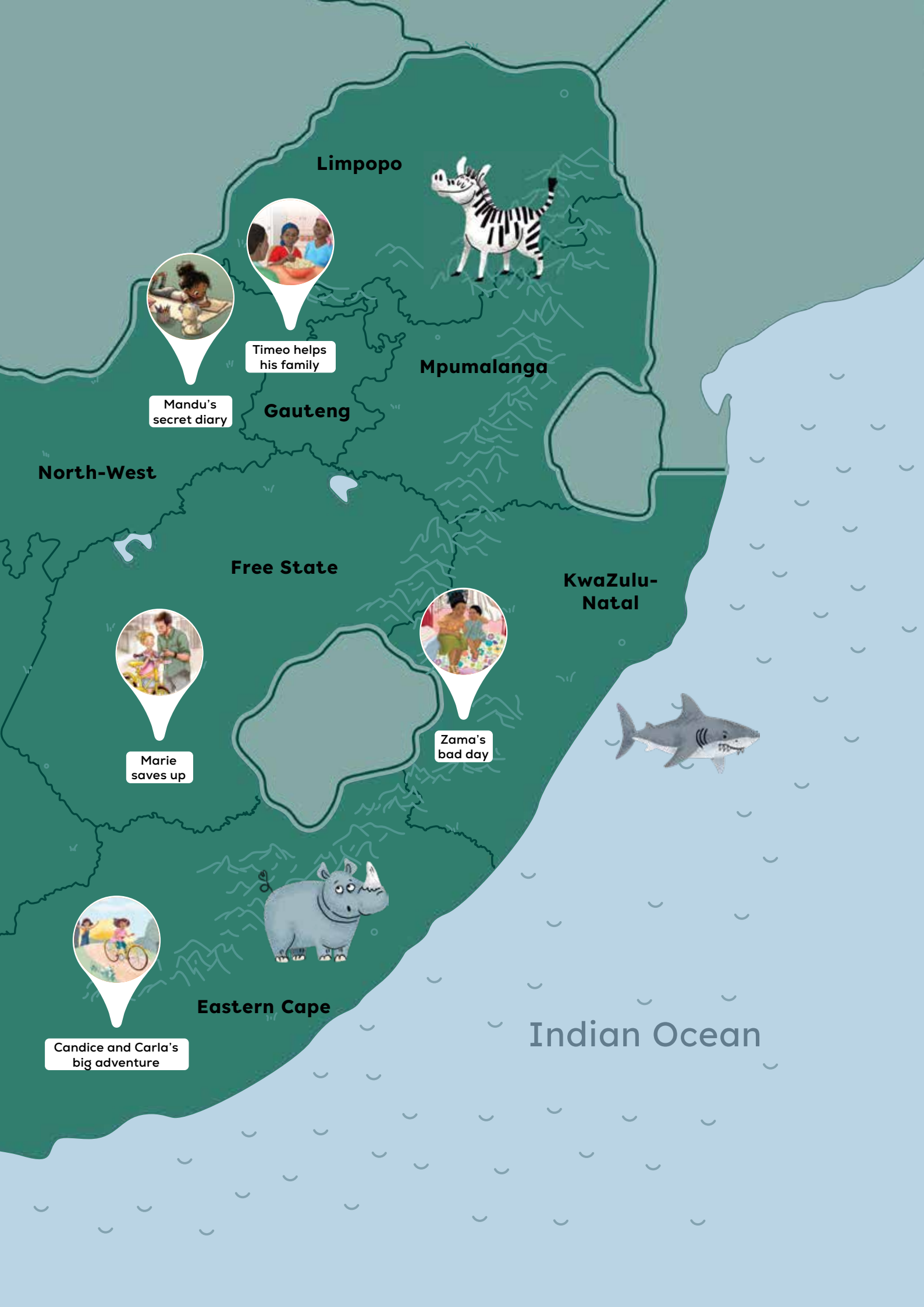
Lesego feels uncomfortable



Atlantic Ocean

Western Cape




Limpopo
Timeo helps his family
Mandu's secret diary
Mpumalanga
Gauteng
North-West
Free State
KwaZulu-Natal
Marie saves up
Zama's bad day
Eastern Cape
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Indian Ocean

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STORY 1

MARIE SAVES UP

Theme: We set goals





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 working toward a goal.



Some points to share with your learners

- In this story, Marie sets the goal of buying a new bike.
- Marie works and saves her money to achieve her goal.
- This story includes some addition and subtraction of money. This shows learners a real-life example of using Maths skills to solve a problem.



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
8, 2	“Look!” Busi said. “Now you have enough money for your bike, and we have some left over!”	I visualise Marie and Busi jumping up and down with excitement when they see the R100. Now Marie has enough to buy her bike!
9, 1	The next Saturday, Marie and her dad went to the shop to buy her beautiful, yellow bike. Then she and Busi rode their beautiful bikes together all day, until the sun set!	I visualise how happy the girls are to ride together! I visualise them smiling and laughing as they ride together.

Marie's friend Busi had the most beautiful pink bike. Every day Marie thought, "I wish I had a bike like Busi! Then, we could ride bikes together."

One day when Marie was at the shop with her dad, she saw a yellow bike, just like Busi's pink one. "Oh! I want to buy this bike!" Marie said. The bike cost R200. "Please dad, please will you buy me this bike?" Marie asked.

"I will pay for half of the bike," Marie's dad said. "But you must work and save up the rest of the money on your own!" Marie's dad gave her R100.

When Marie got home, she put the money in her top drawer, where it would be safe. Then, she thought and thought, "How will I earn the rest of the money to buy my beautiful, yellow bike?"



The next day, Busi came over on her beautiful, pink bike. Marie told Busi all about what her dad said. “If I can save up enough money, we will be able to ride bikes together!” Marie said.

“I have an idea!” said Busi. “Maybe we can work in the garden, and your dad will pay us. Then you can use the money to buy your bike!” Busi and Marie went to Marie’s dad.

“Daddy, will you pay us if we help in the garden?” Marie asked.

“That is a smart idea!” Dad said. “I need lots of help in that big garden! I will pay you each R20 for each day that you help,” he said.



Busi and Marie worked all day. At the end of the day, Marie's dad gave them each R20. Busi gave hers to Marie. "Having a bike will be lots more fun if you have one too," she said.

"Wow, thanks Busi!" Marie said.

Marie went back to her room. She put her new R40 with her R100. "I have R140 now!" she thought. "Just a couple more days of work and I will be able to buy my new bicycle."



On Monday after school, Busi and Marie played together in the yard. Marie heard a strange noise. “Listen!” she said. “Do you hear that?” Busi looked down. She saw a cat caught in the fence.

“Oh no!” Busi said. “This cat is stuck!” Marie knelt down and helped free the kitten. “Poor little kitty!” she said.

Busi held the cat, and pet it to calm it down.

“What will we do?” Marie asked. “I bet someone is looking everywhere for this little cat!”





Just then, they saw a poster stuck to a tree. It had a picture of the very cat they had found with the word “LOST” in red. They wrote down the phone number. Then they ran to Busi’s house. Busi’s mom let them use her phone to call the number from the poster.

Then, Brenda came to collect her cat. As Brenda was leaving, she took R100 out of her purse. “Thank you for finding my cat,” she said, and gave the money to Busi.

“Look!” Busi said. “Now you have enough money for your bike, and we have some left over!”





The next Saturday, Marie and her dad went to the shop to buy her beautiful, yellow bike.

Then she and Busi rode their beautiful bikes together all day, until the sun set!





Read 1

Who gave Marie money?
Her dad, Busi and Brenda (the cat owner).

How much money did Marie need for her new bike?
She needed R200.

Why did Marie want to save her money?
- Because she wanted to buy a bike.
- Because she wanted to buy a bike like her friend Busi.
- Because she wanted to ride bikes with her best friend Busi.
- Because her dad told her he would pay for half but that she had to save money for the other half.

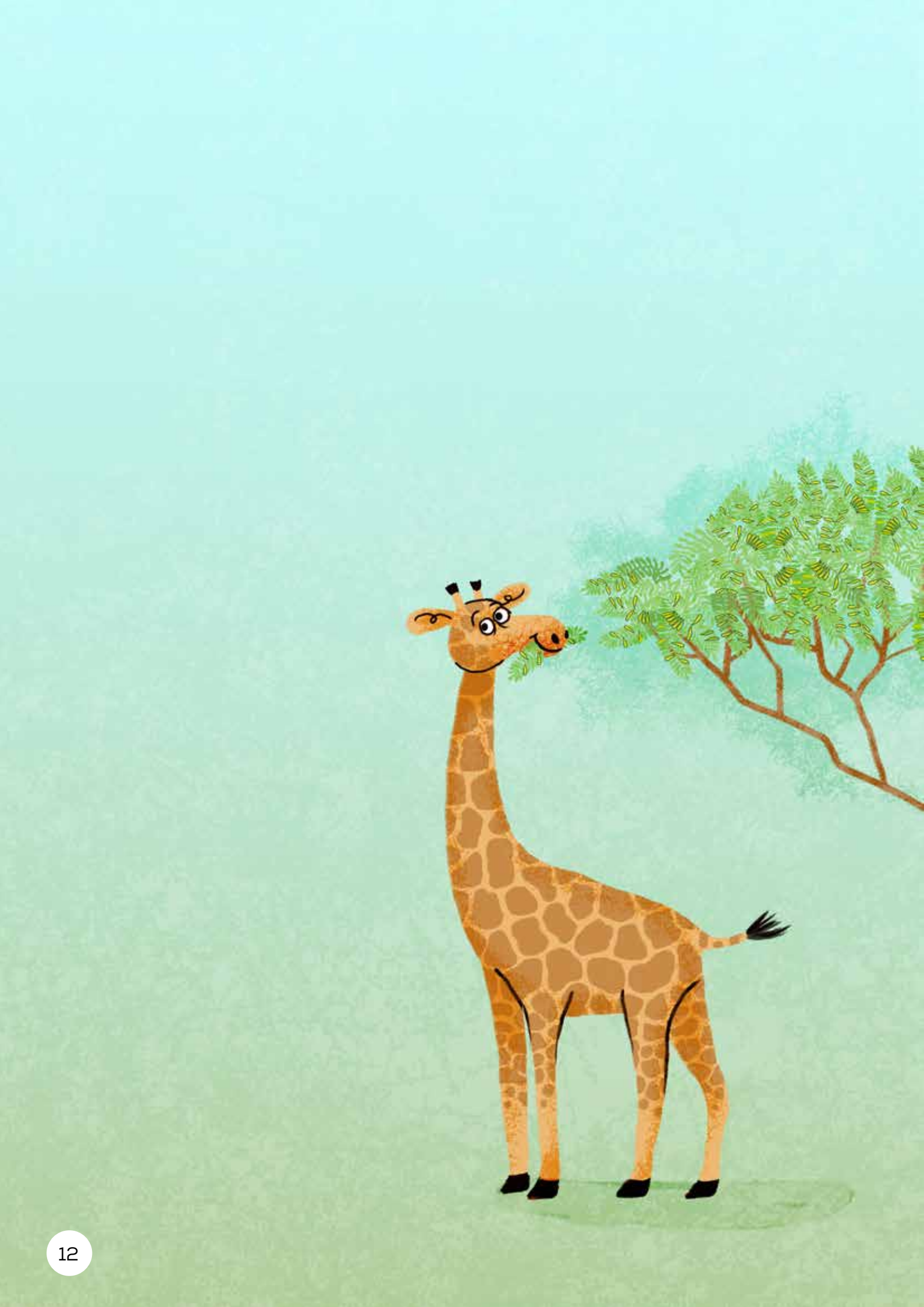


Read 2

How did Marie earn money?
- She worked in the garden.
- Busi worked in the garden and gave her money to Marie.
- They found the cat and the owner gave them a reward.

How much money did the girls have left over?
The girls had R40 left over.

Why did Busi give her money to Marie?
- Because she wanted to help her friend save up for a bike.
- Because she already has a bike.
- Because she is a nice and helpful friend.
- Because it is much more fun to ride bikes with your friend.



STORY 2

THULI'S NEW CHICKENS

Theme: We set goals





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 how to plan and set goals, and how to accomplish a goal.



Some points to share with your learners

- Often, to reach a goal we need a plan. In this story, Gogo makes a plan and follows the steps until she succeeds.
- To start her business, Gogo uses the resources around her and asks her family for help. She is a problem solver and an entrepreneur!
- By watching Gogo, Thuli learns about how to start a small business.



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
15, 1	Thuli and her gogo had a beautiful, brown hen in the yard. Thuli had named her Hennie. Every morning, Thuli went out to try to find an egg for breakfast.	I infer that there aren't enough eggs for Gogo to eat in the morning – just one egg for Thuli.
20, 3	"Don't touch the egg!" Gogo instructed gently. "She needs to feel safe and protected in her house so that she doesn't abandon her eggs!"	I infer that Gogo has raised chickens from eggs before, because it seems like she knows just what to do.

Thuli and her gogo had a beautiful, brown hen in the yard. Thuli had named her Hennie. Every morning, Thuli went out to try to find an egg for breakfast.



Thuli's gogo had decided that she wanted to start an egg business. She calculated that if they had twelve hens in total, they would get at least nine eggs per day. Then, they would be able to keep four for breakfast and to sell the extra five eggs.

"We don't have money for twelve hens," Gogo told Thuli, "but I have a plan!"



Gogo borrowed Uncle Ndumiso's rooster. Thuli's gogo explained that now, their eggs could hatch into chicks.

Thuli felt a bit disappointed that she wouldn't be able to eat fresh, delicious eggs for a while. But, she also couldn't wait to have a yard full of chicks.



Thuli's Aunty Lydia came over one afternoon with scraps of wood, tin and paint. Aunty Lydia and Thuli built a new henhouse where Hennie could lay her eggs. They painted it with bright colours. They lined the bottom of the henhouse with soft hay.



The next morning, Thuli went out to the henhouse with the feed for Hennie and a small bowl of water. Thuli began to put the water bowl just inside the entrance to the henhouse. But when Gogo came out, she instructed Thuli to put the water outside the house instead.

“If the feed and water are too close to her nest, Hennie might accidently step on her eggs while trying to eat!” Gogo explained.



Thuli was so excited the next day. When Hennie got off her nest to eat, she noticed a beautiful, brown egg hiding in the hay.

“Look!” Thuli said, pointing to the egg.

“Don”t touch the egg!” Gogo instructed gently. “She needs to feel safe and protected in her house so that she doesn”t abandon her eggs!”



Every morning after that, when Hennie got off of her nest to eat, Thuli counted the eggs.

1-2-3-4-5-6-7-8-9-10-11. Eleven days, eleven eggs. One new egg each day.



But on day twelve, Thuli still counted eleven eggs.

“Why aren”t there any new eggs?” Thuli asked nervously.

“A hen can only lay on about twelve eggs. She has a lot of eggs to sit on now! Her group of eggs has a special name – it is called a clutch. Now that she has a clutch, she will stop laying new eggs. She will sit on these eggs for 21 days,” Gogo told her.

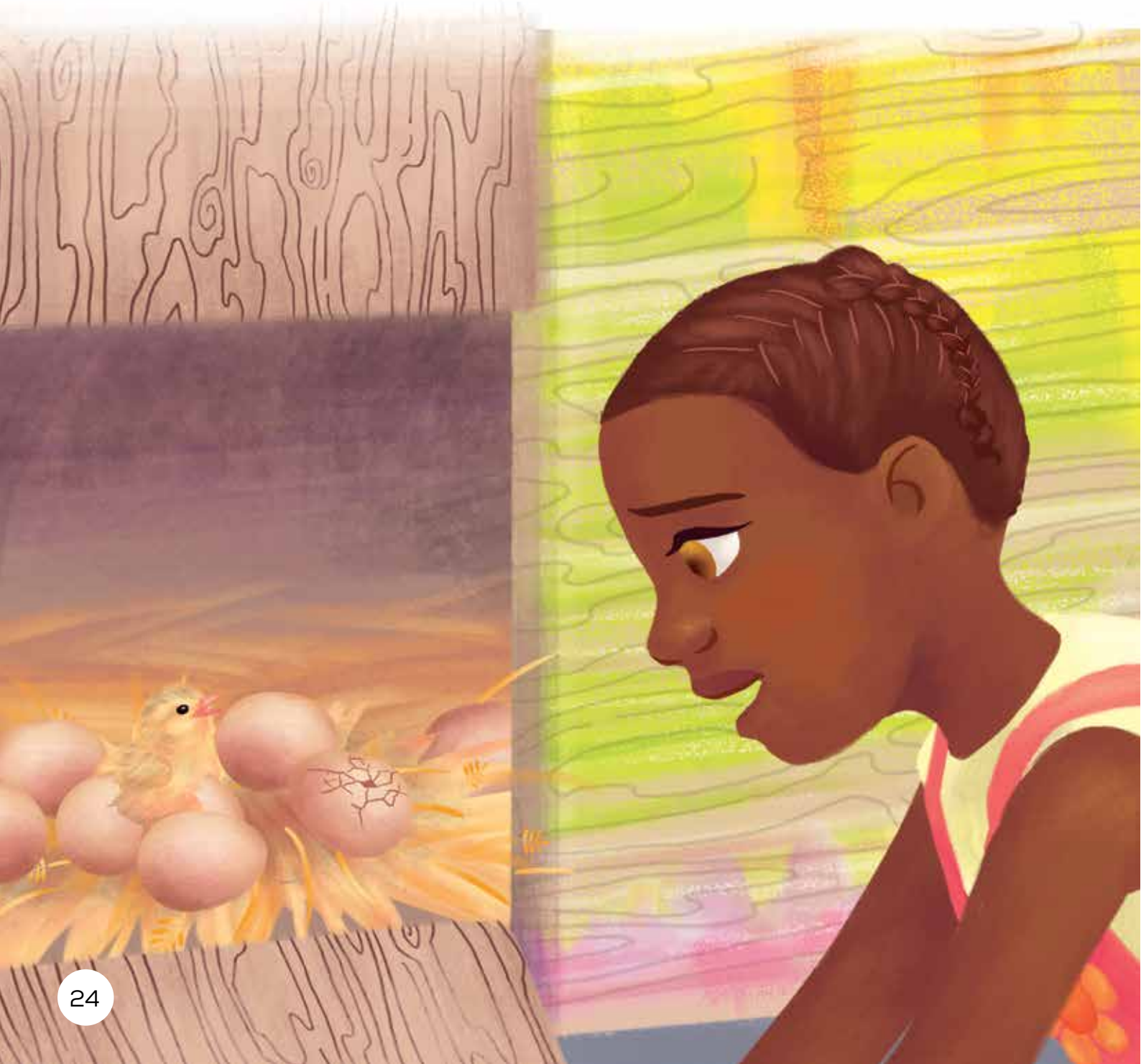


Thuli ran inside. She made a calendar with 21 days on it. She crossed off the first day.

Every day after that, Thuli marked off one day. When she finally crossed off the 21st day, she squealed with excitement. “The day is here!” she yelled, running outside.



Thuli sat by the henhouse until she began to hear movement. The chicks were finally on their way!





Read 1

How many hens did Gogo want to have?
Gogo wanted to have twelve hens.

Who did Thuli's grandmother borrow a rooster from?
She borrowed a rooster from Uncle Ndumiso.

Why did Thuli's grandmother borrow Uncle Ndumiso's rooster?
- Because you need a rooster to make chicks grow inside eggs.
- Because she wanted the eggs to hatch into chicks so she could have more chickens.
- She wanted to have more chickens so she and Thuli would have more eggs. Then then could keep some and sell some.
- Because she wanted to start her own egg business and she needed more chickens
- Because she didn't have money to buy chickens, so she decided to hatch her own and let them grow into chickens.

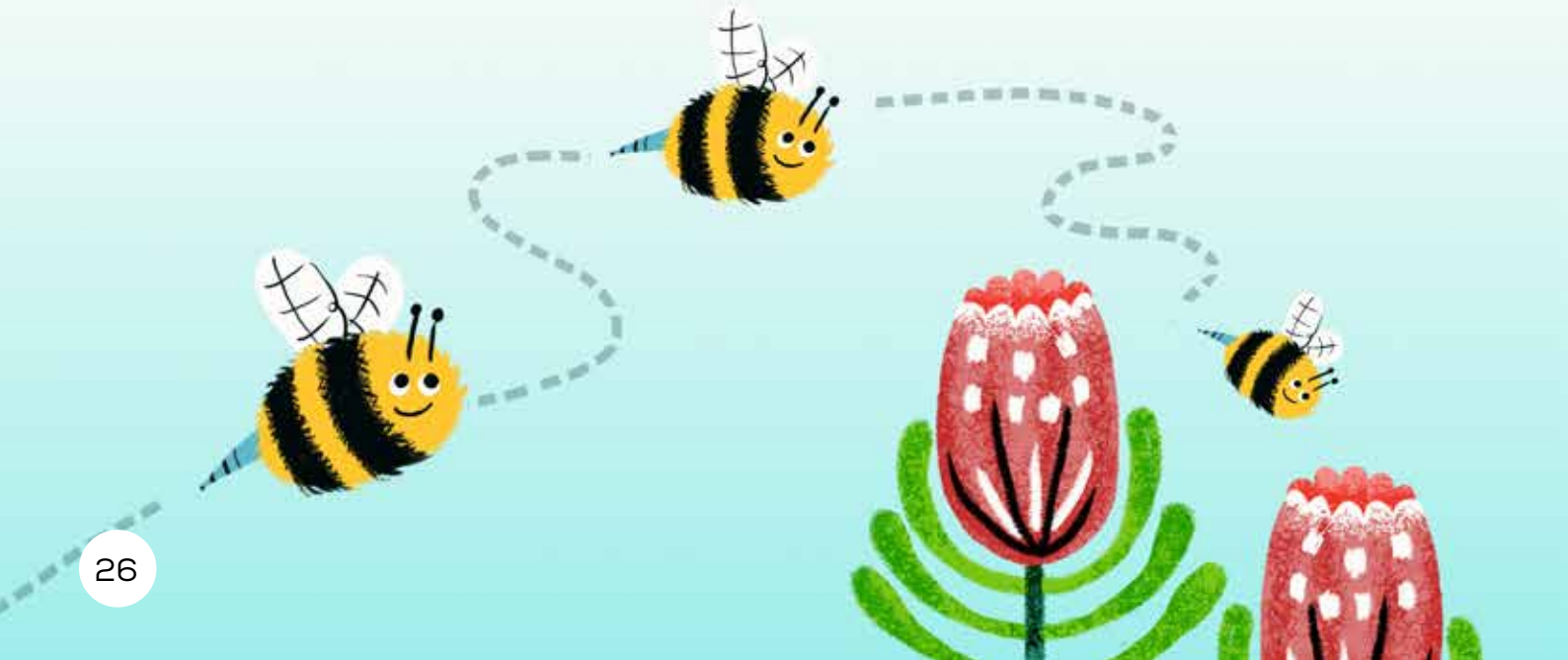


Read 2

How many eggs did Hennie sit on?
She sat on 11 eggs.

How long did Thuli wait for the eggs to hatch?
She waited 21 days for the eggs to hatch.

Why did Thuli feel both disappointed and excited?
- She felt disappointed because she loved getting eggs every day, but while the eggs were growing into chickens, there wouldn't be eggs for her to eat.
- She felt disappointed because she wouldn't have eggs for breakfast for a little while.
- She felt excited because soon there would be a yard full of chicks.
- She felt excited for the eggs to hatch into chicks.



STORY 3

CANDICE AND CARLA'S BIG ADVENTURE



Theme: We help



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 helping others can take time and patience.



Some points to share with your learners

- In this story, Candice works to help her sister Carla learn how to ride a bike.
- Candice is a kind and patient big sister. She comes up with lots of creative ideas to help her sister.
- Teaching Carla to ride her bike turns out to be a big adventure!



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, 1	It was finally Carla's birthday. Her older sister Candice had been waiting for this day to come. Candice and her grandmother had picked out a bright yellow bicycle for Carla. Candice couldn't wait to teach Carla how to ride her bicycle.	I infer that Candice must already know how to ride a bicycle. Candice must be excited to teach Carla how to ride, so they can ride bikes together!
35, 1	Candice realised there would not be a big biking adventure today. Candice held onto the back of the bike again. "For now, I think you just need to practice pedaling and balancing," she told Carla.	I infer that Candice really wants to help her sister learn, because she runs behind her bike all day helping her practice!

It was finally Carla's birthday. Her older sister Candice had been waiting for this day to come. Candice and her grandmother had picked out a bright yellow bicycle for Carla. Candice couldn't wait to teach Carla how to ride her bicycle.



After dinner, Grandmother let Candice roll the new bicycle into the house. They tied a big red bow onto the handlebars. Then, Candice called for Carla to come. Candice couldn't wait to see Carla's smile at the sight of a brand new bicycle.



Carla ran into the room. Her face lit up when she saw the bright yellow bicycle. But then her smile faded a bit.

“But… I don’t know how to ride,” she said.

“Don’t worry! My birthday present is to teach you how!” Candice said excitedly.



The next morning was Saturday. Candice woke Carla up early.

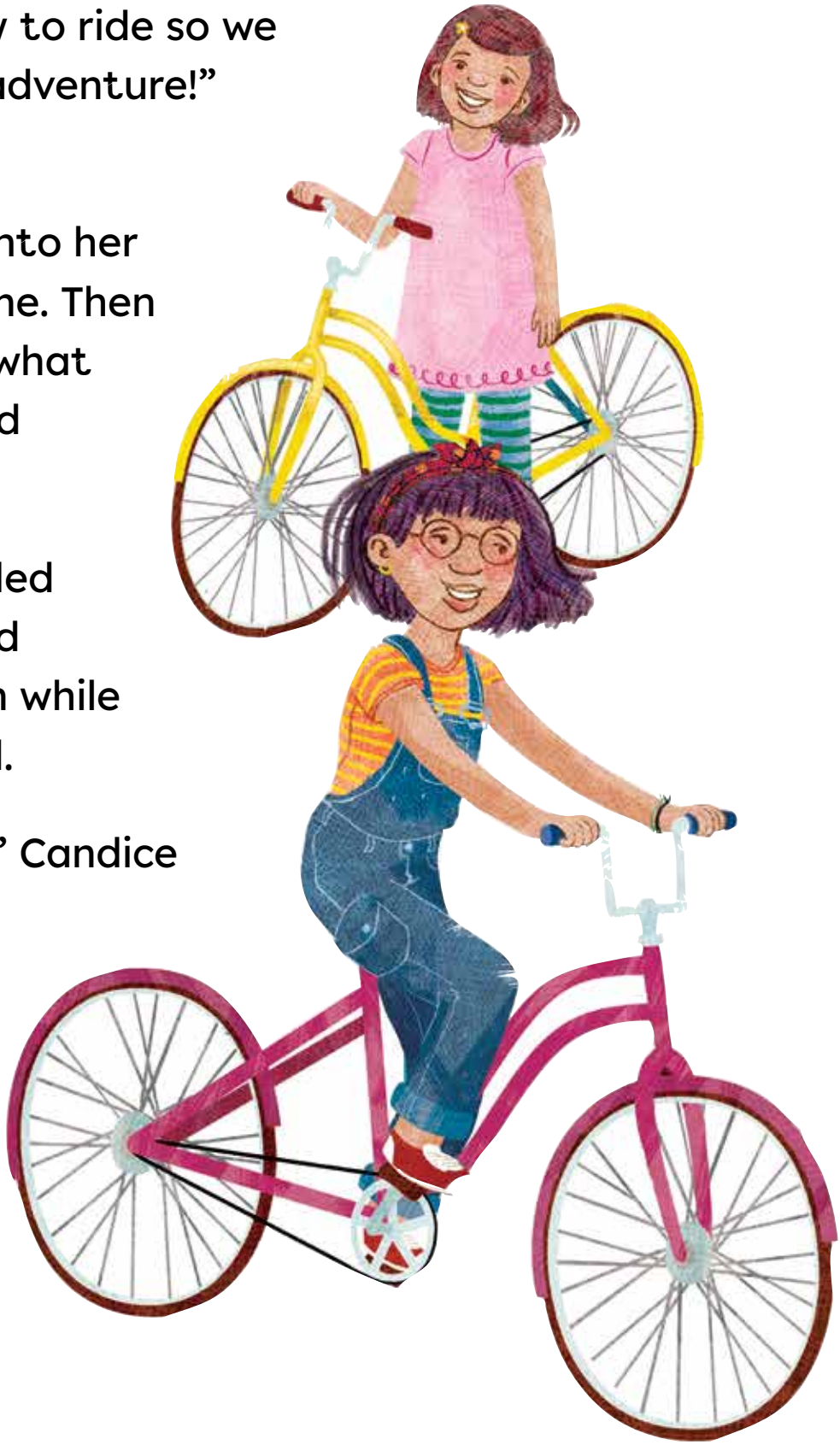
"Let's go to the park! I want to teach you how to ride so we can go on an adventure!" Candice said.

Candice got onto her bike. "Watch me. Then you will know what to do," she told her sister.

Candice pedalled her bike up and down the path while Carla watched.

"Now you try!" Candice told Carla.

"I'm too scared!" said Carla. "What if I fall?" she asked.



Candice had thought it would be easy to teach Carla. She thought about how she could teach her sister to pedal. Then she had an idea.

“Come, get on your bike,” Candice said. Then Candice held onto the bike so it couldn’t move. “Now you can practice pedaling,” she told Carla.

Carla put her feet onto the pedals while Candice held on tight. She pedalled and pedalled. After a few minutes, Candice thought Carla had the hang of it.

“Now you try on your own!” Candice instructed Carla. Candice let go of the bike.

Carla lifted her feet onto the pedals but felt the bike wobble. She put her feet down.

“I’m too scared to pedal on my own! What if I fall?” Carla asked.



Candice had thought it would be easy to teach Carla. Now that Carla could pedal, she thought about how she could teach her sister to balance on the bike. Then she had an idea.

“Come, get on your bike,” Candice said. Then Candice held onto the back of the bike. “Now you can practice balancing.” she told Carla.

Carla began pedaling while Candice ran behind her, holding on tight. After a few minutes, Candice thought Carla had the hang of it.

“Now you try on your own!” Candice instructed Carla. Candice let go of the bike.

Carla felt the bike wobble and she put her feet down.

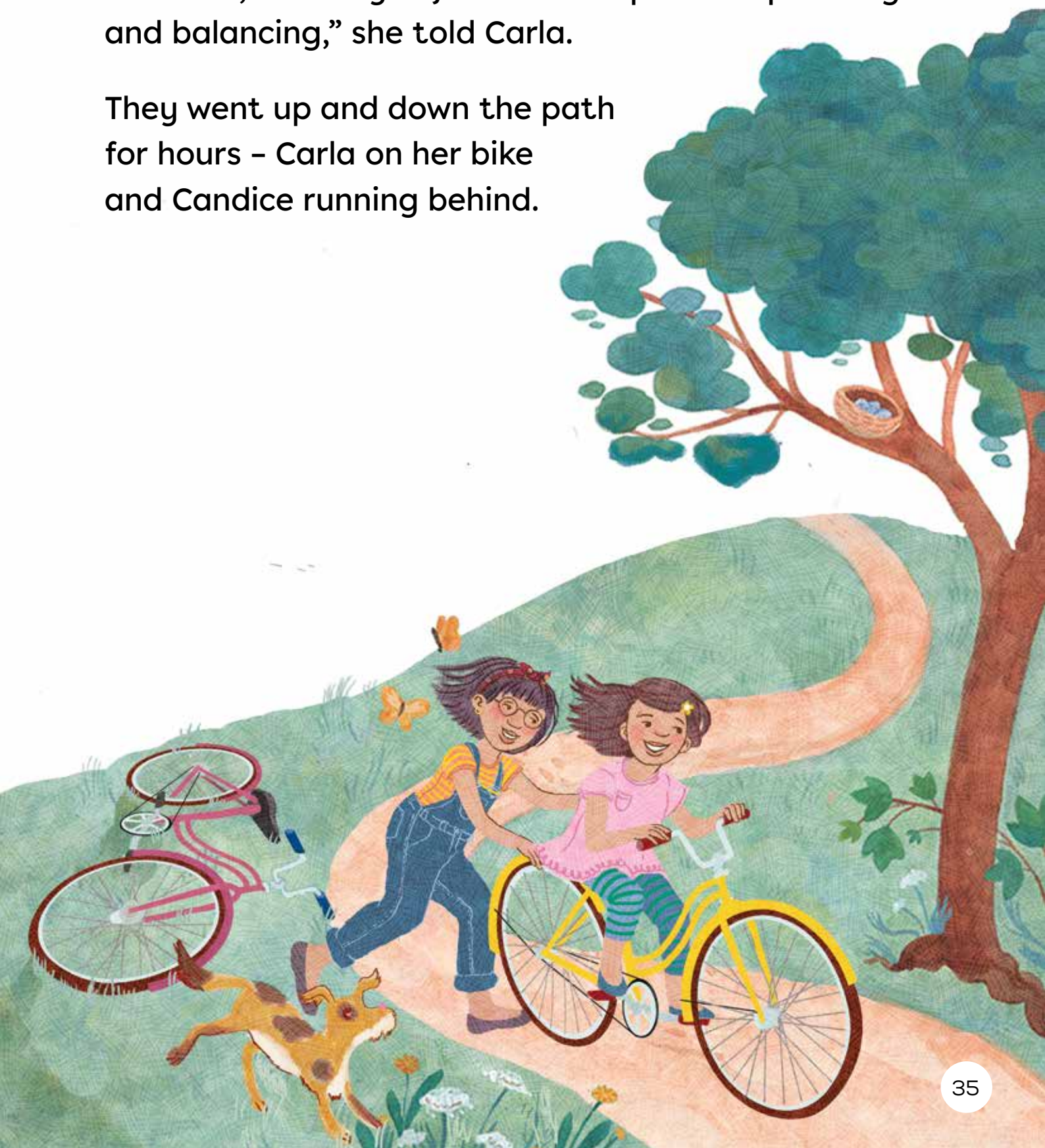
“I’m too scared to balance on my own! What if I fall?” Carla asked.



Candice realised there would not be a big biking adventure today. Candice held onto the back of the bike again.

“For now, I think you just need to practice pedaling and balancing,” she told Carla.

They went up and down the path for hours – Carla on her bike and Candice running behind.



The sun began to sink low in the sky. Candice was exhausted after running all day. “Let’s go home,” she said.



“One more time,” Carla said.

Candice ran behind her, holding on tight. But after a few seconds, Carla yelled, “Let go!”

Candice pulled her hand away and watched as Carla rode down the path, all on her own. Candice began to clap and cheer as she watched her sister ride.



What an adventure today had been after all.





Read 1

What colour was Carla's new bicycle?
It was bright yellow.

What was Candice's gift to Carla?
Her gift was to teach her how to ride a bike.

Why did Candice run behind her sister's bike all day?
- Because she wanted to help her sister learn how to ride a bike.
- Because her sister was afraid to ride her bike alone.
- Because she thought that it would help her to practice pedaling and balancing.
- Because she was being a kind and caring sister.



Read 2

How can you infer that Candice is a kind and caring sister?
- Because she planned to teach her sister to ride her bike as a gift.
- Because she held the bike while her sister pedalled.
- Because she ran behind the bike all day.
- Because she was so patient while her sister was too scared to ride alone.
- Because she cheered and clapped when Carla finally did it!

How did Candice help her sister?
- She held the bike while her sister practiced pedaling.
- She held the bike and ran so her sister could practice pedaling and balancing at the same time.

Why did Candice clap and cheer as she watched her sister ride?
- Because her sister was riding her bike for the first time.
- Because she was so proud of her sister.
- Because her sister had worked so hard all day.
- Because she had worked so hard all day to help her sister.
- Because all day, her sister had been too afraid to ride alone, but she was finally trying it!
- Because she is a kind and caring sister – she is happy when her sister is successful at something new.



STORY 4

TIMEO HELPS HIS FAMILY

Theme: We help





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 how much teasing and bullying can hurt people – both children and adults.



Some points to share with your learners

- People can be teased or bullied for many reasons. Some people are bullied because they are not from South Africa. Bullying is never okay.
- In this story, every member of the family has a bad day, because they are teased or bullied.
- Timeo helps his family by getting them to talk about their problems, and by reminding them that they all have good people in their lives.



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 you already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
44, 5	"Listen," Timeo said thoughtfully, "bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them."	I can make a connection: people are being unkind to both Eva and Gloria. They are both feeling sad because of someone's unkind comments.
47, 3	"... That man says the same insulting things to me, but those comments don't bother me now. I know who my friends are. I wouldn't want to be friends with that man if you paid me," he said.	Timeo has faced bullying, just like the other members in his family. I think he is bringing his family together so they can connect to each other, rather than feel alone.

“How was school today?” Timeo asked, as his daughter Eva walked through the door.

Eva shrugged her shoulders. “It was okay,” she replied solemnly.

“What’s wrong?” Timeo asked.

“Sometimes there is a girl who picks on me. She calls me chubby. Am I chubby?” Eva asked.

“Listen,” Timeo said thoughtfully, “bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.”



“How was work?” Timeo asked his wife Gloria as she walked through the door.

Gloria shook her head. “It was okay,” she replied solemnly.

“What happened?” he asked.

“There are some women who say that I should not have a job. They say that I must go home. But we have lived here for 11 years. Isn’t this our home?” Gloria asked.

“Listen,” Timeo said thoughtfully, “bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.”



“How was soccer practice?” Timeo asked his son Emmanuel as he walked through the door.

Emmanuel rolled his eyes. “It was okay,” he replied solemnly.

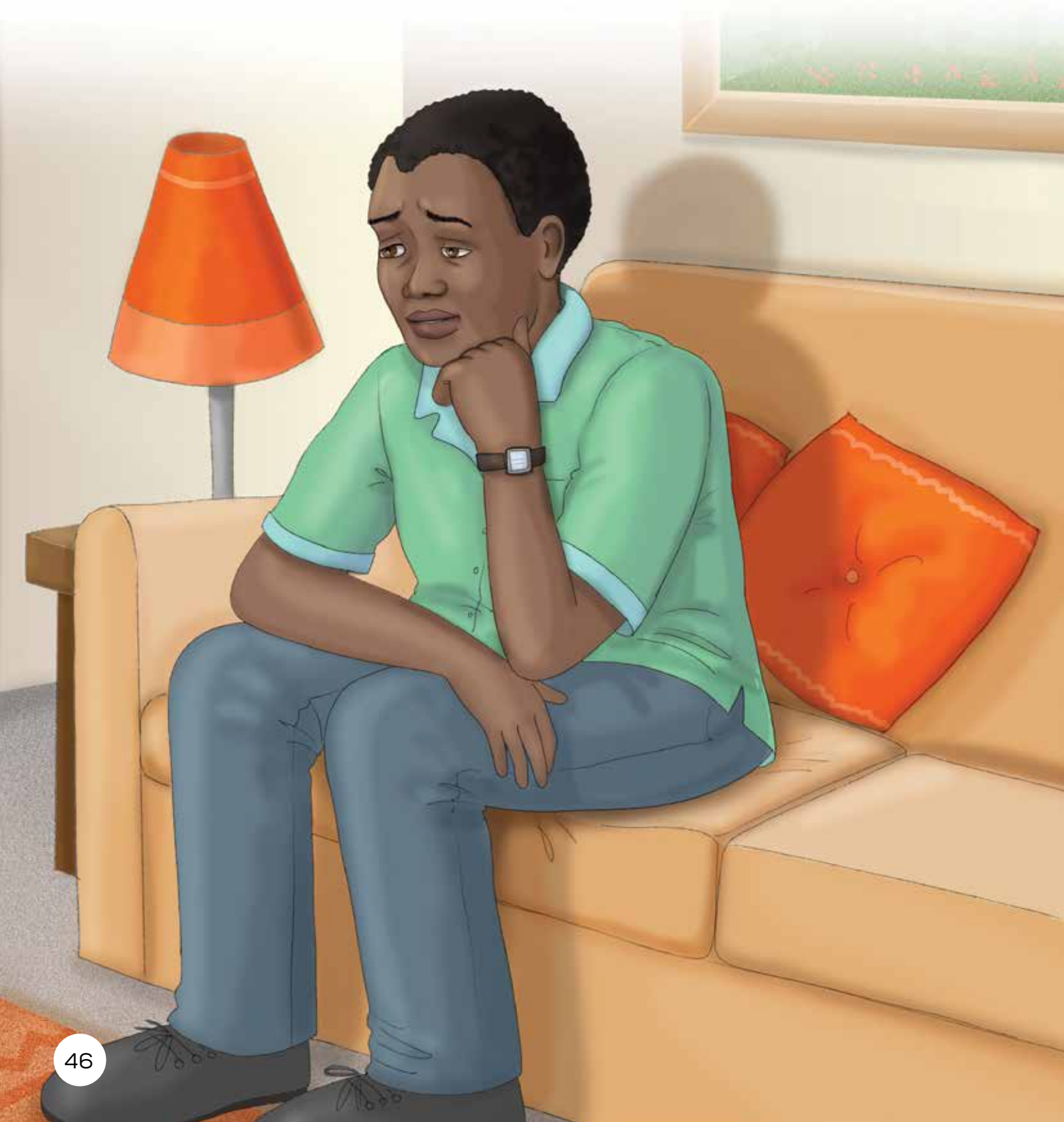
“What happened?” Timeo asked.

“Sometimes there is a guy who teases me. He says that I don’t know how to dribble or pass. Am I a bad soccer player?” Emmanuel asked.

“Listen,” Timeo said thoughtfully, “bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.”



Timeo sat on the sofa, deep in thought about his family. He hated to see his family members doubting themselves because of bullies. He decided to call a family meeting.



Timeo made some popcorn and called his family into the kitchen. They sat around the table. Gloria looked worried.

“Did something bad happen?” she asked anxiously.

Timeo looked around the table seriously. “Sometimes there is a man who gives me a hard time when I go to his office to make deliveries. He says he can’t understand me because I have a terrible accent. I used to doubt my English skills. I used to think that I shouldn’t bother trying to speak English. But then, I made friends with Uncle Themba and Uncle Steven. That man says the same insulting things to me, but those comments don’t bother me now. I know who my friends are. I wouldn’t want to be friends with that man if you paid me,” he said.



Timeo looked around at his family. “All of us have felt down. All of us have felt self-doubt. All of us have felt bullied. But we are not alone. We can support each other and remind each other that we aren’t chubby, or stealing jobs, or bad soccer players, or dirty,” Timeo said.

Eva smiled.

Gloria smiled.

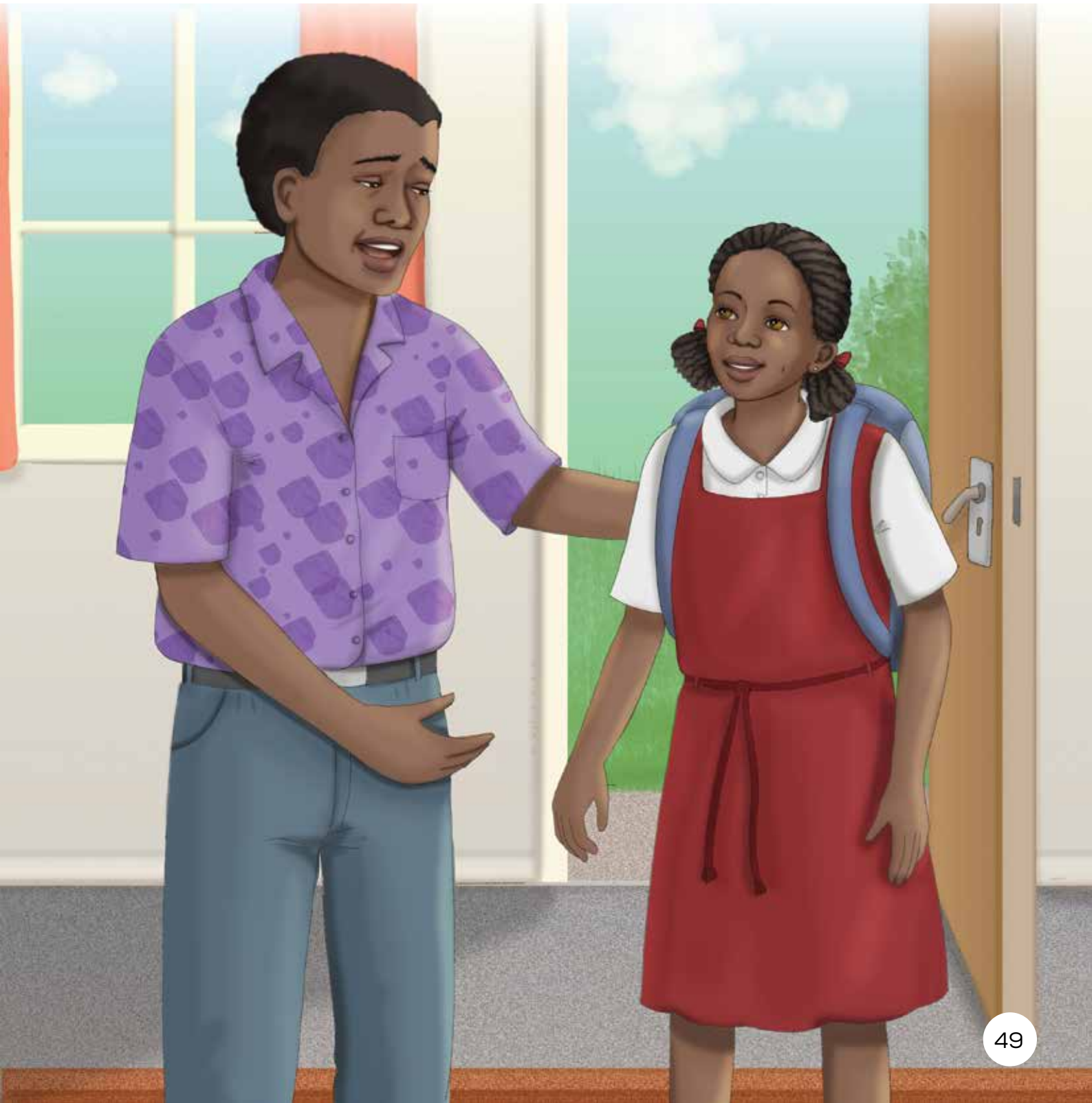
Emmanuel smiled, and took a handful of popcorn.



The next afternoon, Timeo waited for Eva to come home from school.

“How was school today?” he asked.

“It was a little bit better,” Eva said smiling.



Timeo waited for Gloria to come home from work.

“How was work today?” he asked.

“It was a little bit better,” Gloria said smiling.



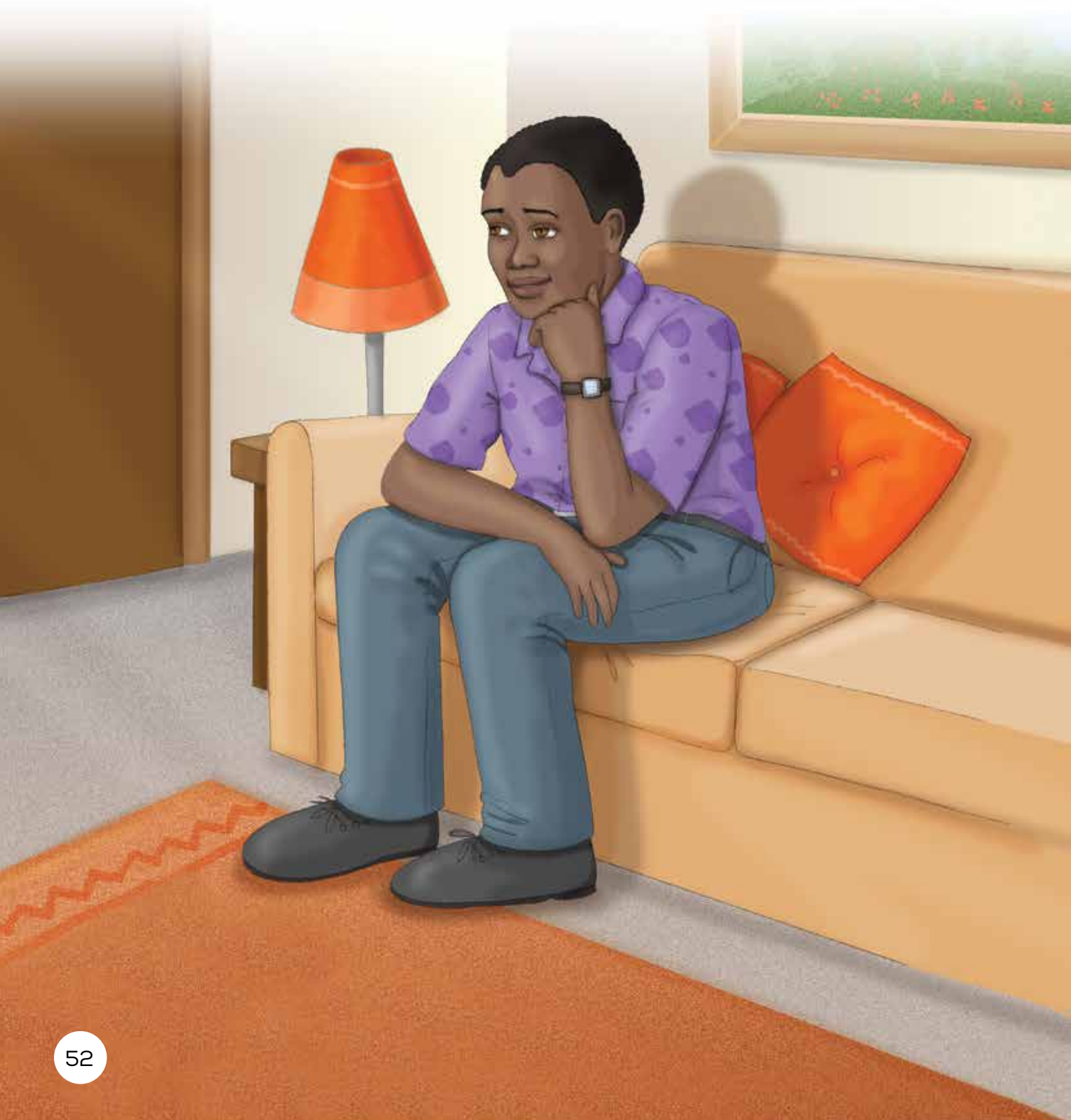
Finally, Emmanuel got home from soccer.

“How was soccer practice?” he asked.

“It was still hard,” Emmanuel said seriously, “but I think it will get better.”



Timeo sat on the sofa, deep in thought about his family. He knew the problem wasn't solved, but he felt glad that he had helped each of them to have a better day.





Read 1

Who is getting bullied in this story?
All of the family members (Eva, Gloria, Emmanuel) are getting bullied.

What snack did Timeo make for the family meeting?
He made popcorn.

Why did Timeo decide to call a family meeting?
- Because all of his family members were having the same kind of problem.
- Because he thought it might help each person in his family to know that they were not alone – that bullies can impact everyone.
- Because he wanted to support his family.
- Because he wanted to help his family feel better.
- Because he wanted to tell everyone in his family that he sometimes gets bullied too.



Read 2

How does Timeo think that his family members should solve their feelings of self-doubt?
- By ignoring the bullies.
- By finding our friends and the people who are kind, and spending time with them.

Can you make a connection? Have you ever felt teased or bullied? What did you do to feel better?
I can make a connection. When I was teased / bullied, I...

Why did Timeo decide to tell his family about getting bullied at work?
- Because he wanted to make a connection to each of their experiences.
- Because he didn't want anyone in his family to feel alone.
- Because he wanted to show his family that his solution worked to help him feel better.
- Because he wanted his family members to try out the solution he had suggested to them.



STORY 5

LESEGO FEELS UNCOMFORTABLE

Theme: Our bodies





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 it is important to speak up if someone makes you feel uncomfortable.



Some points to share with your learners

- This is a sensitive story. Its purpose is to teach children to tell a trusted adult if someone makes them feel uncomfortable.
- It can be hard for children to speak up, especially if they know the person who makes them uncomfortable.
- Most children who are abused are harmed by someone they know.



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
58, 1	Mapule, Lesego's older sister, came into the room. "What's wrong Lesego?" she asked. "Nothing," Lesego lied. Mapule sat down next to her. "I can see something is wrong!" she said."Tell me!"	I wonder why Lesego is scared to tell her sister? Maybe she is worried about that her feelings will make other people feel upset or angry.
65, 1	When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, "Happy Sunday, Mapule and Lesego," and he put up his hand for high fives.	I wonder how Lesego feels now? She must see that her feelings were important.

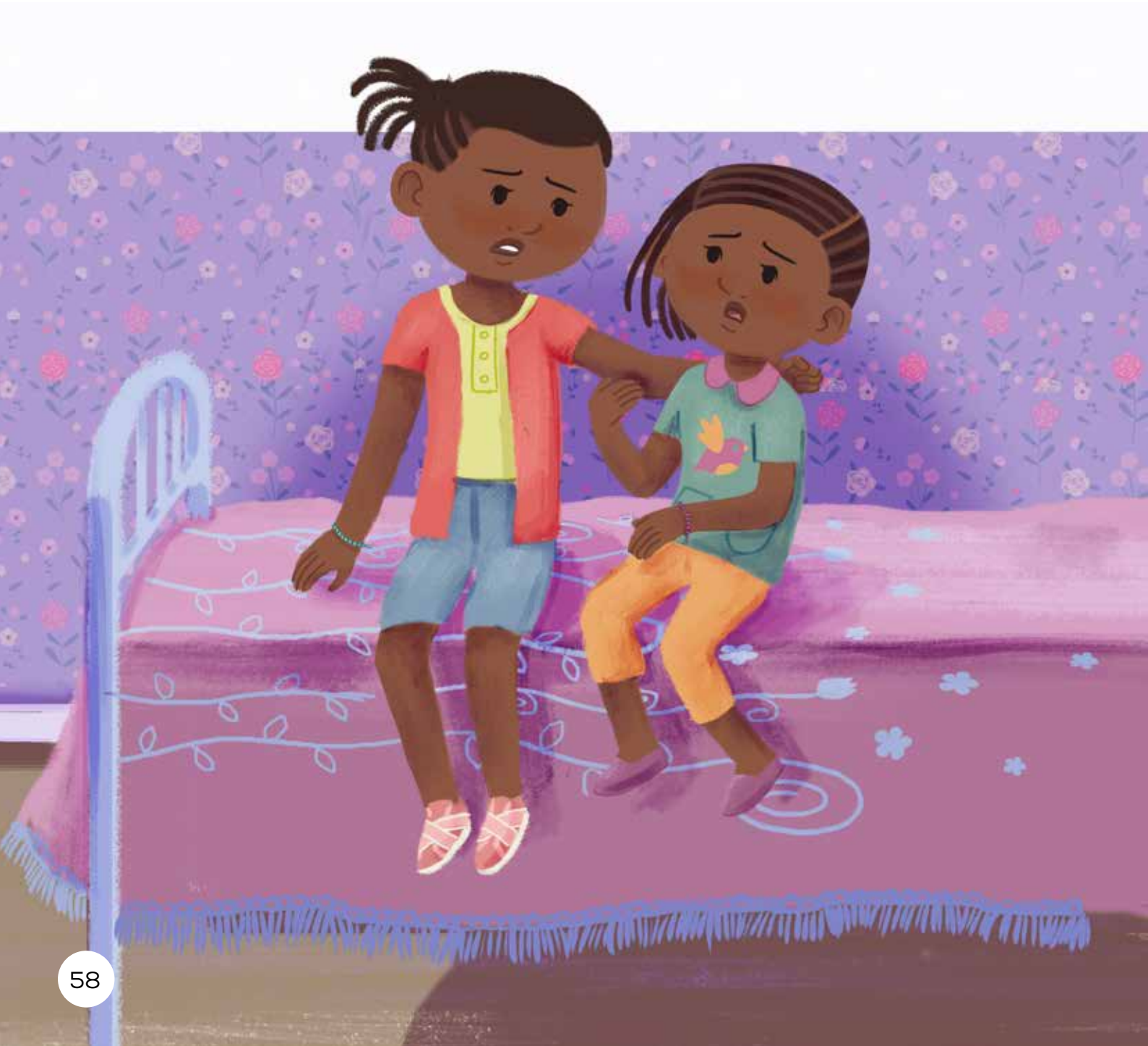
Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like it when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.



Mapule, Lesego's older sister, came into the room. "What's wrong Lesego?" she asked.

"Nothing," Lesego lied.

Mapule sat down next to her. "I can see something is wrong!" she said. "Tell me!"



“I don’t like it when Uncle Tumelo comes over. I just feel… I don’t know,” Lesego said. “But don’t tell anyone! I don’t want Mom to be angry with me!”

“I know how you feel. I don’t like it when he kisses me on the lips,” Mapule said. “I think we should tell Mom. It is a serious thing if someone makes us feel uncomfortable!”



“No! She will be angry with us for saying mean things about her brother. I don’t want to make her mad!” Lesego cried.

“I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,” Mapule said, holding Lesego’s hand.



Mapule and Lesego found their mother cooking lunch.

“Mom, we need to talk to you,” Mapule said bravely.

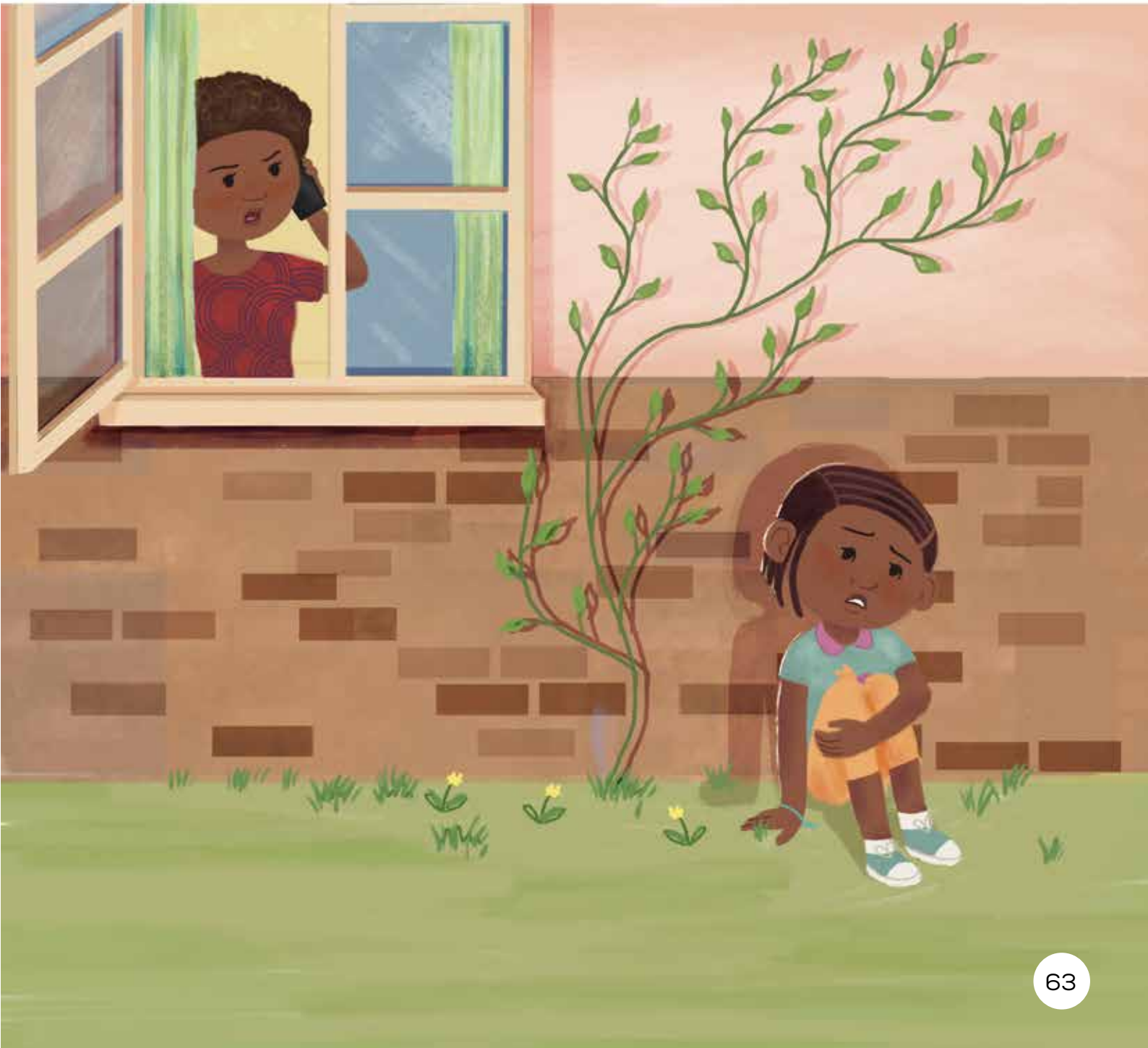
Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable.



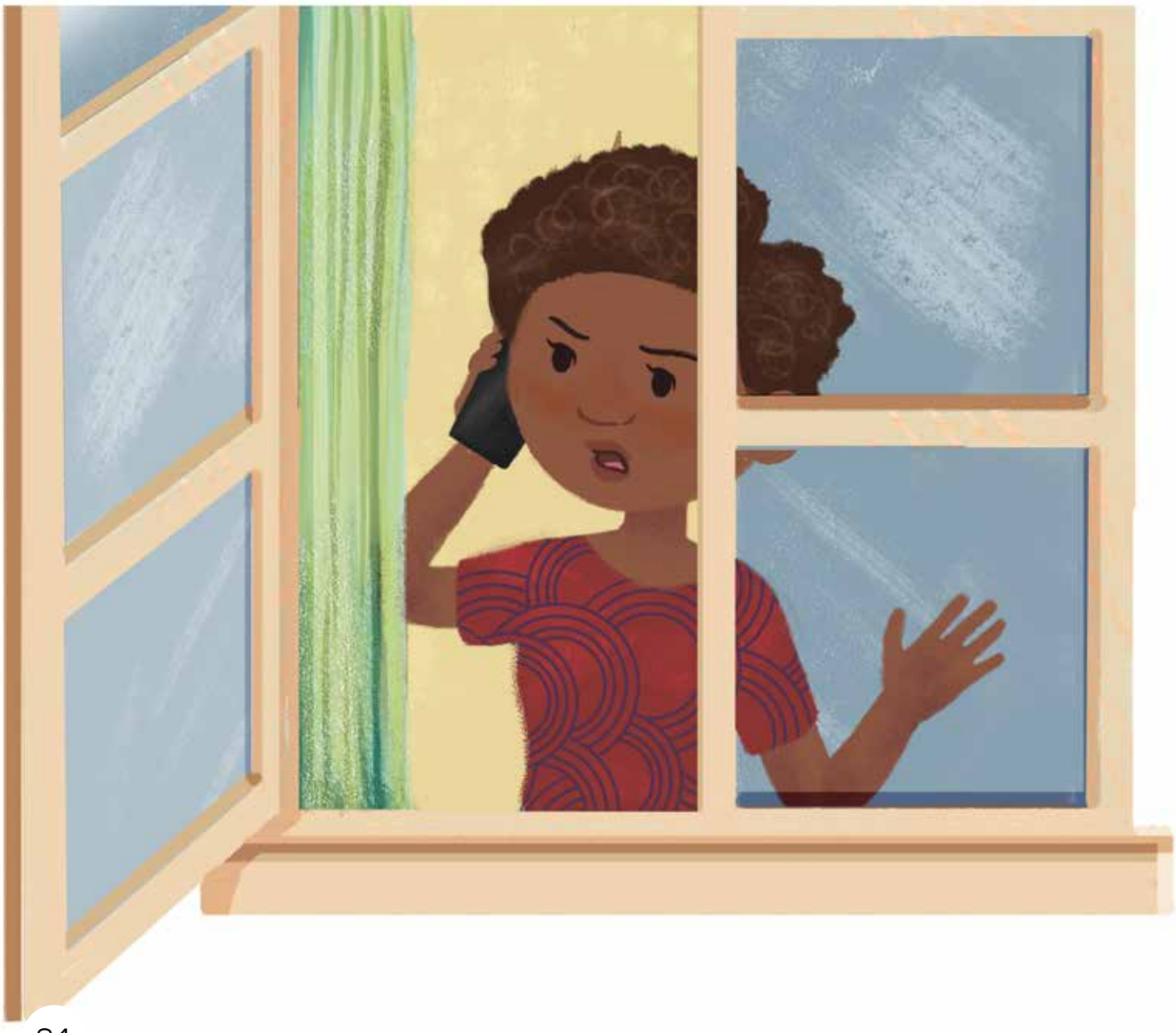
Mom took a deep breath. Lesego thought she was getting ready to shout. “I’m glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn’t ignore. I will speak to him. And also, Mapule, I don’t want you or Lesego to ever be alone with him,” Mom said seriously. “Always stay together when you are with Uncle Tumelo.”



Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn't listen, but she couldn't help it. She ran and sat underneath the kitchen window.



“Tumelo,” said Mom in a serious voice, “the girls feel uncomfortable when men other than their father hug and kiss them. Please respect their feelings – just give them a high five when you greet them.”



When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, "Happy Sunday, Mapule and Lesego," and he put up his hand for high fives.





Read 1

Who makes Lesego feel uncomfortable?
Uncle Tumelo makes her feel uncomfortable.

Who does Lesego tell that she feels uncomfortable?
She tells her sister Mapule.

Why didn't Lesego want to tell anyone about her feelings?
- Because she was worried that her feelings were wrong.
- Because she was worried no one would understand her feelings.
- Because she was worried her mother would be angry with her.



Read 2

What makes Lesego feel uncomfortable?
The way Uncle Tumelo hugs and kisses her.

Why did Lesego sit underneath the kitchen window?
- So she could hear her mother talk on the phone.
- So she could hear what her mother said to Uncle Tumelo.

How do you think Lesego felt at the end of the story? Why?
- I think Lesego felt grateful that her sister helped her express her feelings.
- I think Lesego felt relieved that her mom spoke with her uncle.

STORY 6

ZAMA'S BAD DAY

Theme: Our bodies





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 making comments about people's bodies might make them feel uncomfortable.



Some points to share with your learners

- Talking about peoples' bodies can make them feel uncomfortable.
- Children often get teased about the way they look – by children and by adults. This is not kind!
- If someone makes a child feel uncomfortable, it is important for the child to tell a trusted adult.



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
69, 2	Zama's face felt hot. She didn't know what to say.	I infer that Zama felt upset because the words say that her face felt hot – and in the picture, she doesn't look happy at all!
72, 1	Then her tone changed. "Secondly, that is not okay. No adult should be making comments about your body. I'm sorry that happened. I am going to talk to the principal tomorrow."	I infer that Zama's mother is upset. She sounds serious and says she will talk to the principal about what happened.

Zama was so excited to be back at school after the holidays. But as she walked from assembly to line up for class, one of the teachers, Mr Matsebula said, “Oh Zama, you have gained some weight! You’re looking quite fat.”

Zama’s face felt hot. She didn’t know what to say.





The rest of the day Zama felt self-conscious. She put on her jersey even though the classroom was too hot. “Maybe that will hide my body,” she thought.

When Zama’s dad picked her up from school, she slumped into the backseat of the car.

“What’s wrong, Zama?” he asked.

“I don’t want to talk about it,” Zama said quietly.

Later that evening, when Zama's mother got home from work, she knocked on Zama's bedroom door. "How was your day at school?" she asked.

"Mr Matsebula said I gained weight. He called me fat," Zama said. "Am I fat?" Zama asked.

"First of all, all bodies are good bodies," Zama's mother replied gently. "You are beautiful no matter how much you weigh."





Then her tone changed. “Secondly, that is not okay. No adult should be making comments about your body. I’m sorry that happened. I am going to talk to the principal tomorrow.”

“No, Mama! What will Mr Matsebula think? He will hate me!” Zama cried.

“Zama, we will not just let this go. This shouldn’t have happened to you, and it mustn’t happen to any learners at your school again,” her mother said firmly.

Late that night Zama overheard her parents talking as they lay in bed.

“I am very uncomfortable with a teacher talking to Zama like that – I don’t think it is appropriate for him to be commenting on her body!” Zama’s mother said.

“No one should be making Zama feel uncomfortable at school – especially not a teacher!” Zama’s father echoed.



That night Zama lay in bed, worrying about what would happen when her mother spoke to Principal Nyeko.





The following afternoon, both of Zama's parents came to pick her up. Zama played outside while her parents went to the principal's office. Zama tried to stay focused on her game of touch, but she kept forgetting who was 'on'. All she could think about was what was being said inside the office.

Finally, Zama's mother called her. Zama held her mother's hand as she entered Principal Nyeko's office.

"Zama, I am sorry I commented on your body and made you feel uncomfortable," Mr Matsebula said. "I didn't realise this would upset you, but now I see that this is wrong. All bodies are good bodies, and I shouldn't be judging anyone's weight."



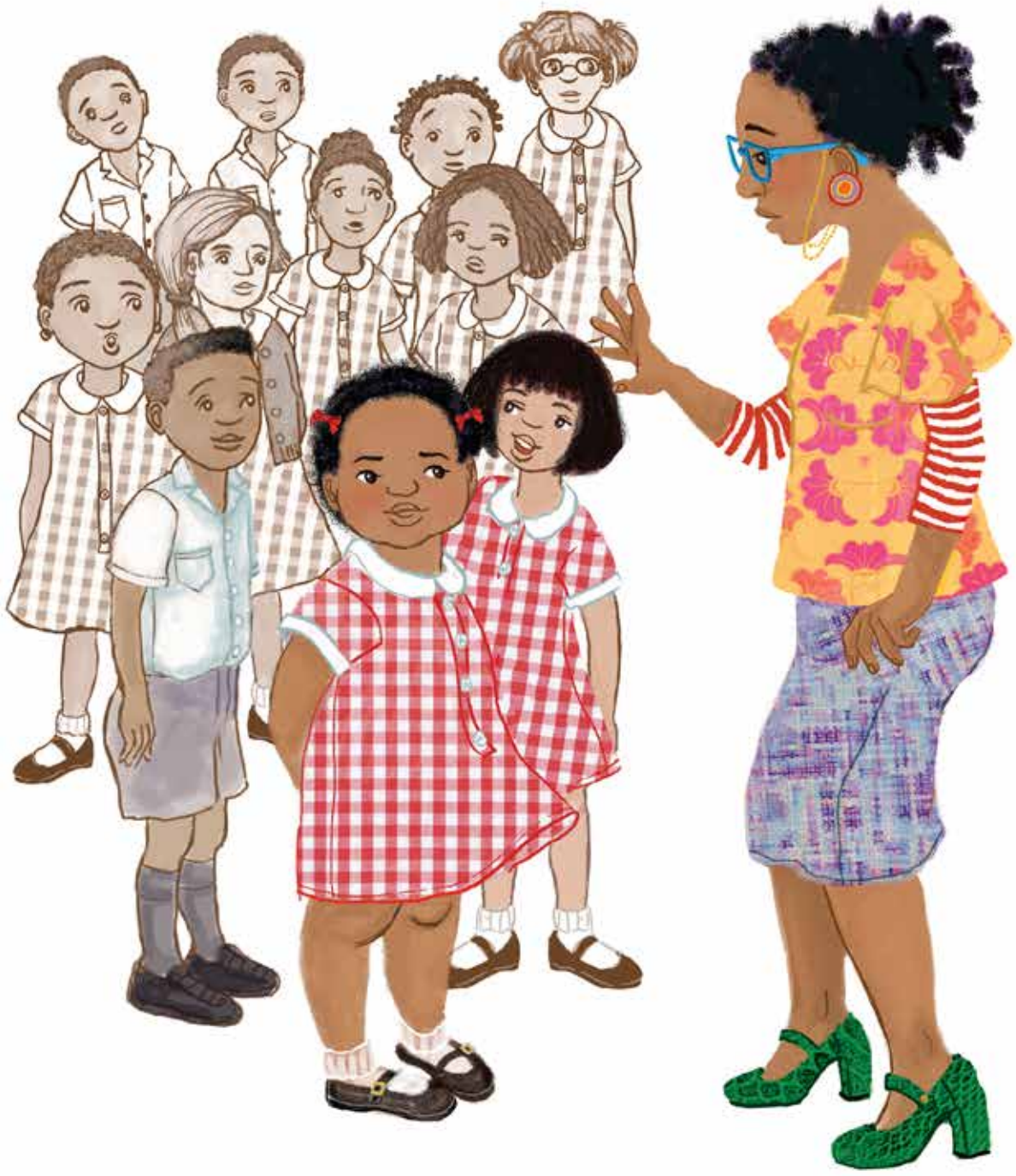
After Mr Matsebula left the room, Principal Nyeko looked seriously at Zama. “Zama, it isn’t okay for anyone to comment on your body. Thank you for bringing this to our attention,” she said.

Zama worried about seeing Mr Matsebula the next day, even though she knew she had done the right thing.



The next morning in assembly, Principal Nyeko spoke to the entire school about being kind and respectful. “We come in all shapes and sizes, and every shape and size is valid here,” she announced.

Tasneem turned to Zama, “Thanks for being brave enough to say something. I hope Sir won’t say those kinds of things anymore.”





Read 1

Who told Zama that she looked quite fat?
Mr Matsebula told Zama she looked quite fat.

How did Zama feel when Mr Matsebula commented on her weight?
She felt upset / uncomfortable / self-conscious / embarrassed etc.

Why did Zama wear a jersey all day at school, even though she was hot?
- Because Mr Matsebula said that she looked fat.
- Because she felt uncomfortable that Mr Matsebula had commented on her weight.
- Because she didn't want anyone else to judge her body.
- Because Mr Matsebula made her feel bad about her body.

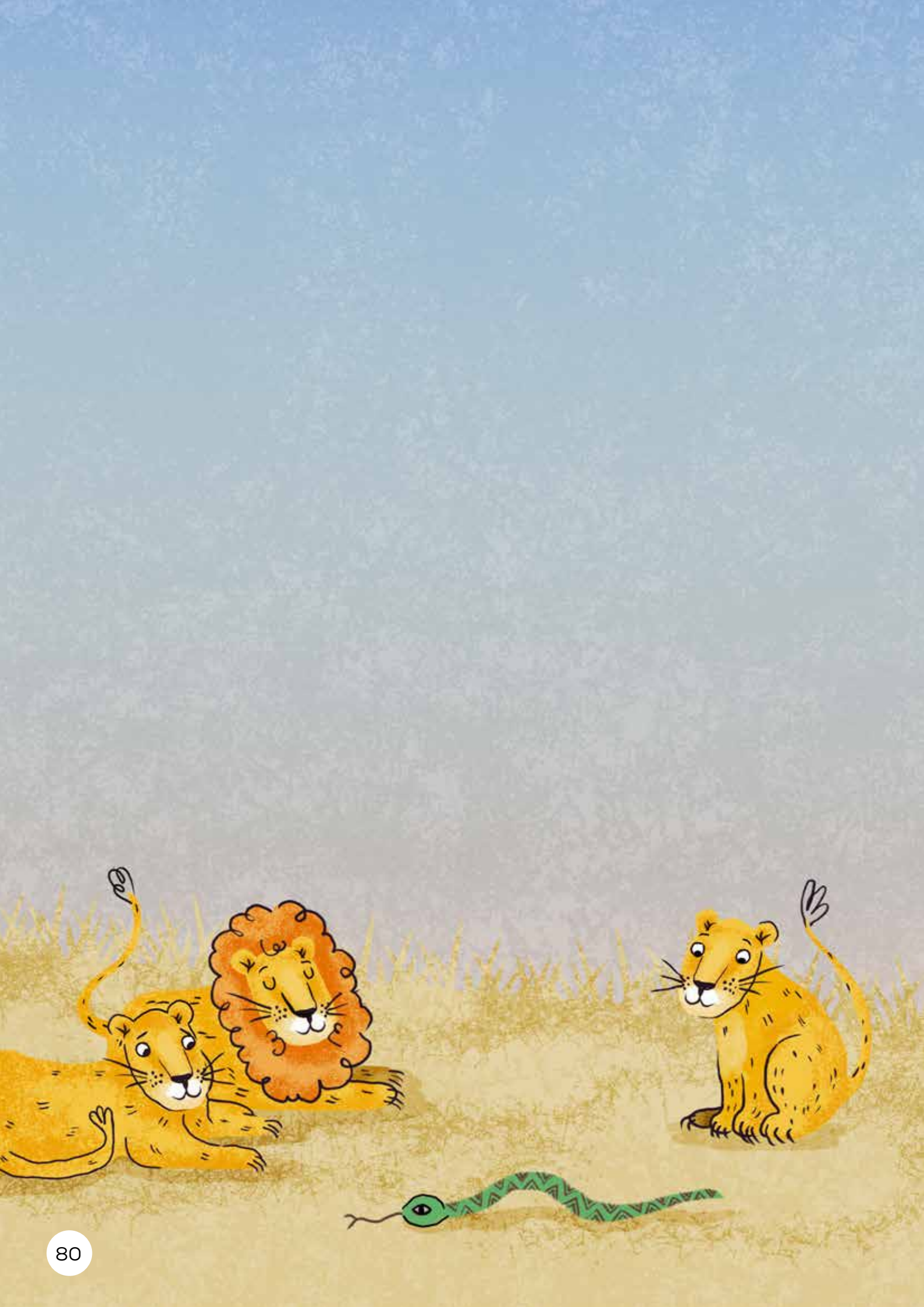


Read 2

What game did Zama play while her parents were inside the office?
She played touch with her friends.

Why couldn't Zama focus during her game of touch?
- Because she was worried about what was happening inside the office.
- Because she was feeling too worried to focus on the game.

Why did Zama's parents speak to Principal Nyeko?
- Because Mr Matsebula called Zama fat, and she felt upset.
- Because Zama's parents could see that Zama is very upset about what Mr Matsebula said.
- Because Zama's parents were upset that Mr Matsebula made Zama feel bad.
- Because Zama's mother felt uncomfortable. She didn't think the teacher should be making comments about learners' bodies.
- Because they didn't want anyone to make Zama feel uncomfortable at school.
- Because Zama's parents love her and they want to protect her.
- Because all bodies are good bodies, and others should not be commenting on our weight.



STORY 7

MANDU'S SECRET DIARY

Theme: We solve mysteries





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 using clues to solve a mystery.



Some points to share with your learners

- A mystery is something we don't know yet — a puzzle or question that needs an answer. Think of it like when you can't find your toy: "Where did my toy go?" That's a mystery.
- Clues are little pieces of helpful information that lead us to the answer. They are signs we notice that tell us a 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 you already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
85, 5	"I bet it's my little brother," Mandu said. "Thabo always has dirty fingers after he plays outside!"	I can make a connection here to the police. Anna and Mandu are looking for clues to solve the crime – just like the police.
87, 1	"Look at this blonde hair!" Mandu said, holding up a short piece of blonde hair. "This is an important clue," she said. "Someone with blonde hair must have read my diary."	Anna and Mandu are collecting clues to figure out who read the diary, just like the police collect evidence to solve a crime.

Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day.

She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.





Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary.

She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. "No one will ever find it there!" she thought.

But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly.

“Oh no! Look Anna! Someone has been reading my diary!” she yelled.

“We can figure out who it was,” Anna said calmly. “We will be diary detectives!”

Mandu and Anna examined the diary.

“Look at these dirty fingerprints,” Anna said. “This is a good clue! Who can you think of who has dirty fingers?”

“I bet it’s my little brother,” Mandu said. “Thabo always has dirty fingers after he plays outside!”

“Let’s go find him. We need to ask him questions to see if it was him!” Anna said.



Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn't read yet!

"Wait! It can't have been him! He can't read!" Mandu said, laughing.

"Let's look for other clues," Anna said.

Mandu began examining the diary, page by page.





“Look at this blonde hair!” Mandu said, holding up a short piece of blonde hair. “This is an important clue,” she said.

“Someone with blonde hair must have read my diary. Everybody in my family has black hair. So, who could it be? Who do I know that has blonde hair?” she asked, looking suspiciously at Anna’s blonde hair.

“It wasn’t me! I promise!” Anna said. “Plus, that is a very short blonde hair. My hair is long!”



“We will have to set a trap to see if we can catch the diary-reader,” Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed.

“If anyone comes near my diary, we will find their footprints in the flour,” Mandu explained.

Then the girls hid around the corner and waited! After a few minutes, they heard scratching noises coming from the bedroom.



They ran back into Mandu's room. "Got you!" Anna shouted. But no one was there! No one except Mandu's dog, Zola. The floor was covered in floury paw prints. Zola's nose was in Mandu's diary!

Mandu began to laugh, "It must have been Zola's blonde hair in the diary!"

"Silly Zola!" Anna said. "You will need a much better hiding place!"

"You're right!" Mandu said. "But I will find one later – it has to be secret, even from you!"





Read 1

What clues did Anna and Mandu find?
They found dirty fingerprints, they found a blonde hair, and then they finally found floury pawprints.

Who was actually "reading" Mandu's diary?
It was her dog.

Why did Mandu think Anna had read her diary?
- Because she found a blonde hair.
- Because no one in Mandu's family has blonde hair.
- Maybe because Anna is so eager to help. It is suspicious.



Read 2

Who did Mandu feel suspicious of?
She felt suspicious of her little brother and of Anna.

How did Mandu and Anna find out who read the diary?
They looked for clues and set a trap.

Why did Mandu need a better hiding place for her diary?
- Because a diary is meant to be secret.
- Because her dog Zola had easily found her diary.
- Because Anna knows where the diary is hidden, so it isn't a secret hiding place anymore.



STORY 8

HIDE AND SEEK

Theme: We solve mysteries





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 a mystery is.



Some points to share with your learners

- Ask learners if they have played the game: Hide and Seek.
- Review the rules: One person counts while the others hide; then the person who counted must find everyone.
- If a player hides very well and is hard to find, where they are hiding is a mystery.



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
101, 1	“They didn’t find me!” Siviwe thought, giggling inside the drum.	I infer that Siviwe has the best hiding spot, because no one found him – and they are playing a second round of the game!
106, 7	They looked in all their usual hiding places, but he was nowhere to be found.	It’s a mystery! They don’t know where Siviwe could be! I infer that this is the first time someone hides in the drum, because no one thinks to look there.

One warm summer afternoon, the children of Tsomo decided to play hide and seek.

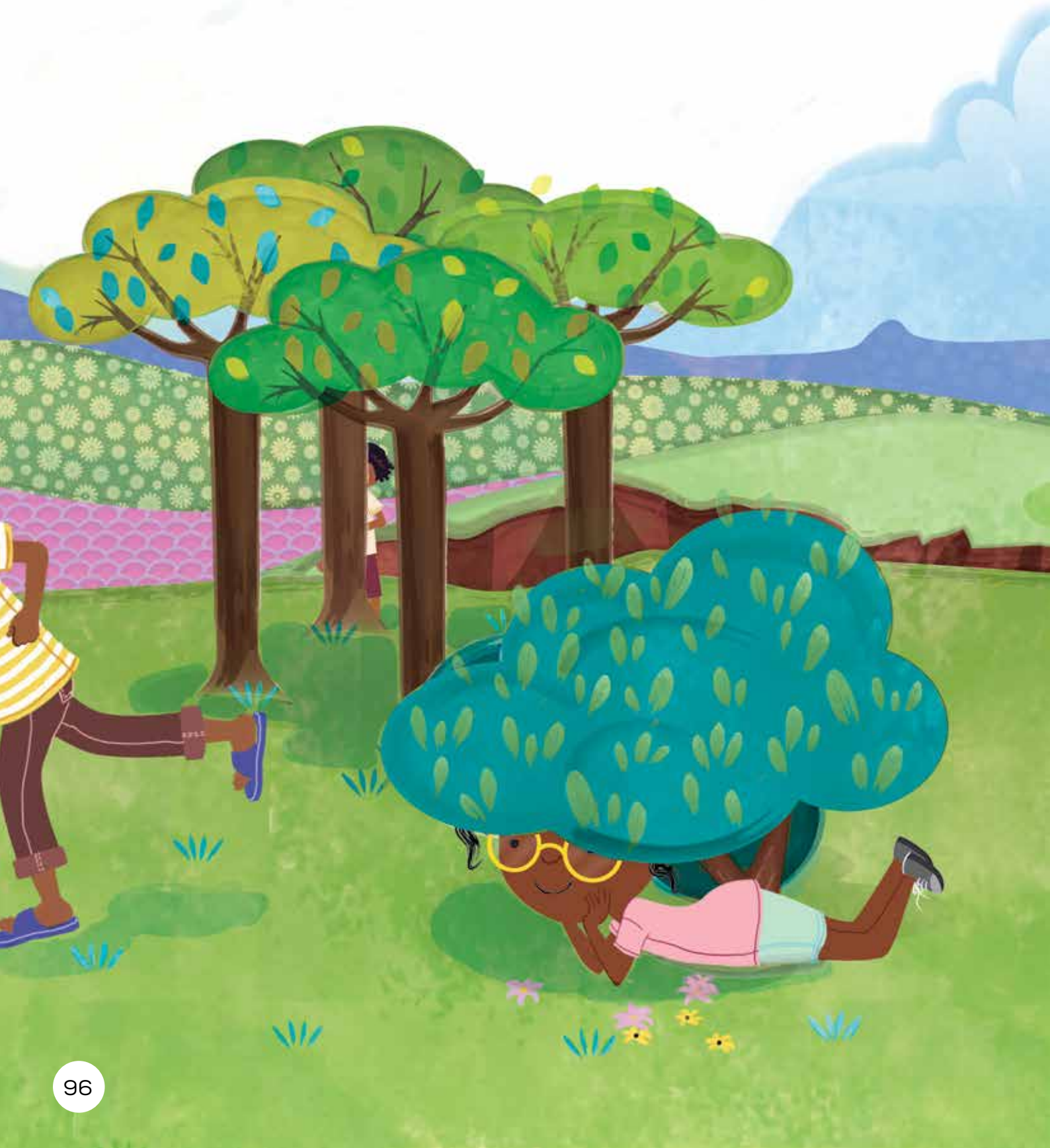
“I’ll count!” Lungi volunteered. She began counting loudly, “1-2-3-4-5…”

All the other children scattered, running to find their best hiding spots.



Lumka ran to the bushes. She crawled underneath.

Avela sprinted towards the grove of trees. She made her body as straight as she could, and stood behind the tallest one.





Ntsikelelo ran down the path and found a ditch on the side. He laid down and wriggled inside.

Hlobisa ran towards a big boulder. He crouched down and hid behind it.

Gogo Nkomo helped Siviwe get into her drum. She lifted him in. “You must never put the lid on the drum if you hide inside! It is very dangerous!” Gogo Nkomo laid the lid next to the drum and then she went inside.



“Ready or not, here I come!” Lungi yelled.

Lungi ran to the bushes. “Found you!” she said, pointing to Lumka.

Lungi and Lumka sprinted towards the grove of trees. “Found you!” they said, calling to Avela.

Lungi, Lumka, and Avela ran down the path, until they saw Ntsikelelo’s red shirt in the ditch. “Found you!” they said, calling to Ntsikelelo.

Lungi, Lumka, Avela and Ntsikelelo walked towards the big boulder. They heard Hlobisa cough. “Found you!” they laughed, pointing to Hlobisa.

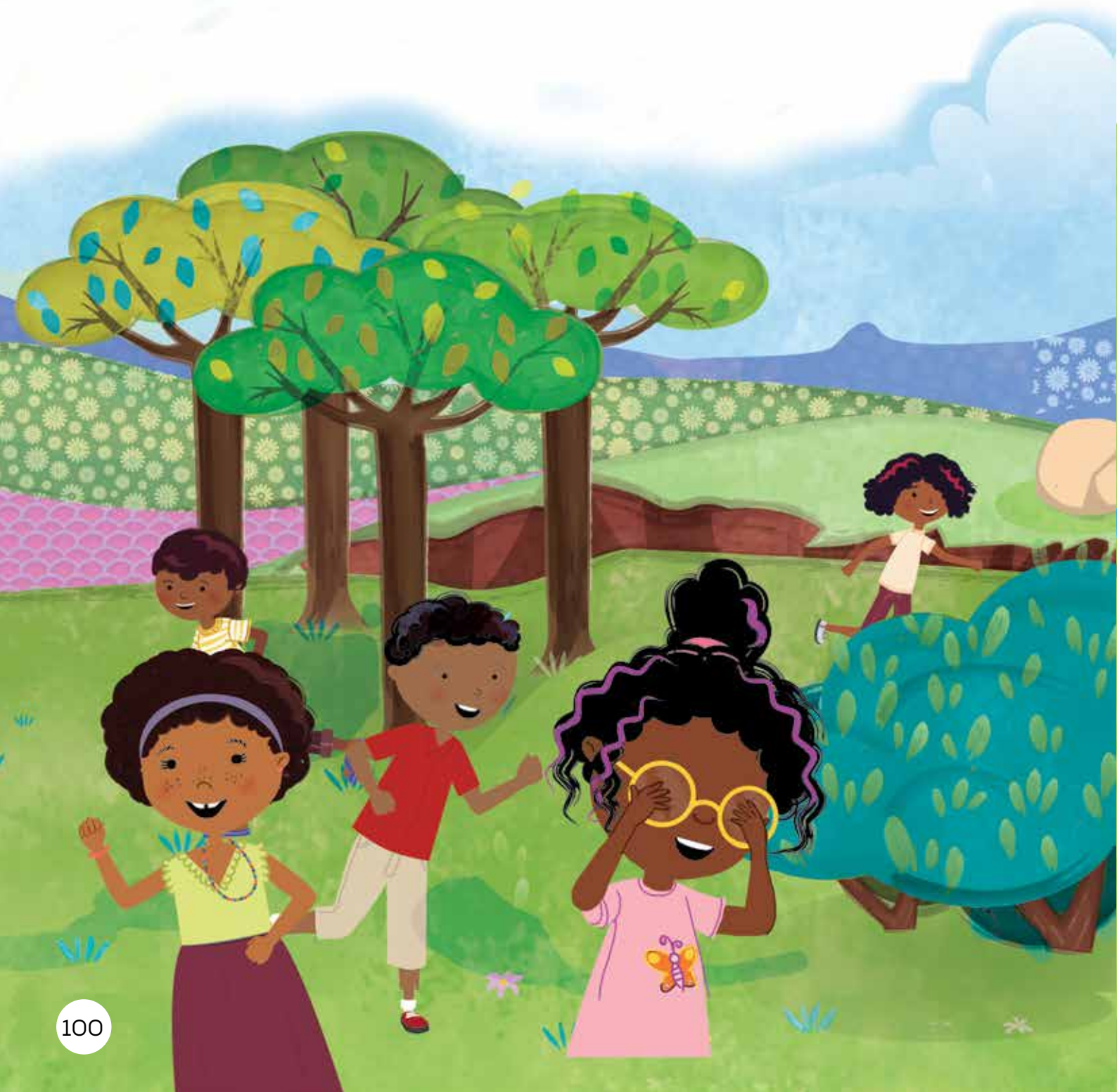
Siviwe was still in the drum.



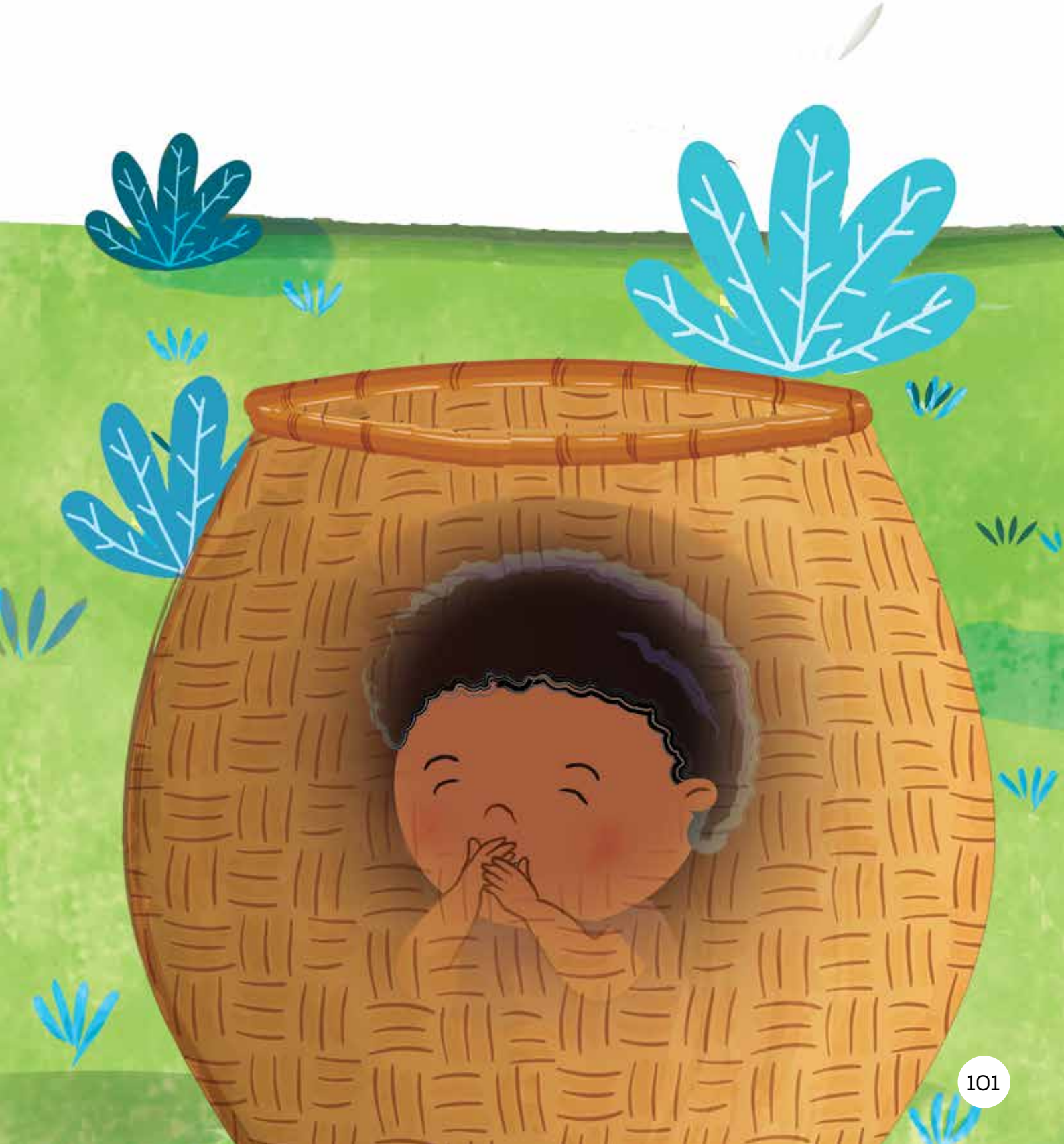
“Let’s play again!” Lumka said, forgetting all about little Siviwe.

She began counting loudly, “1-2-3-4-5…”

Avela, Ntsikelelo, Hlobisa and Lungi scattered, running to find new hiding spots.

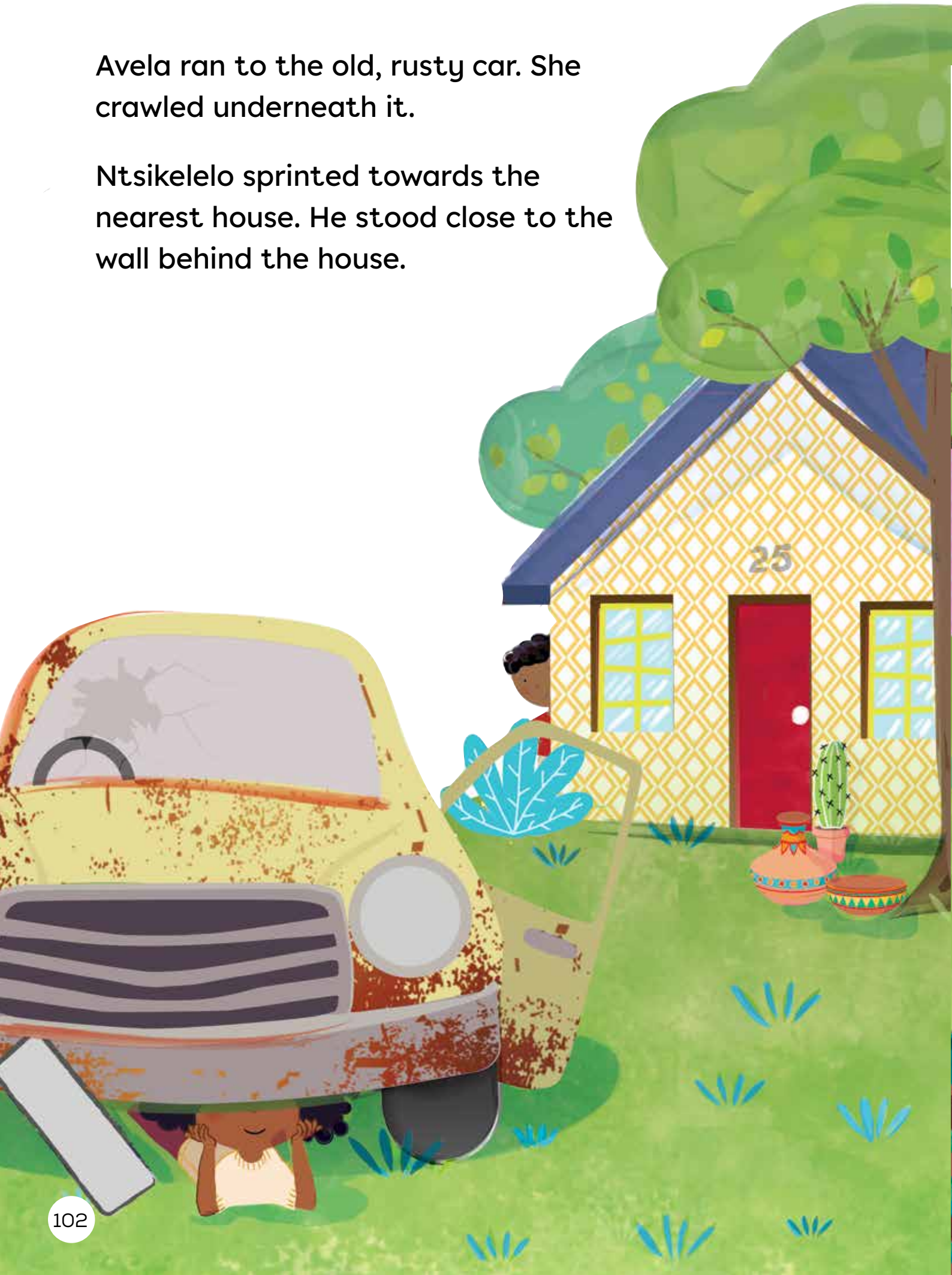


“They didn’t find me!” Siviwe thought, giggling inside the drum.



Avela ran to the old, rusty car. She crawled underneath it.

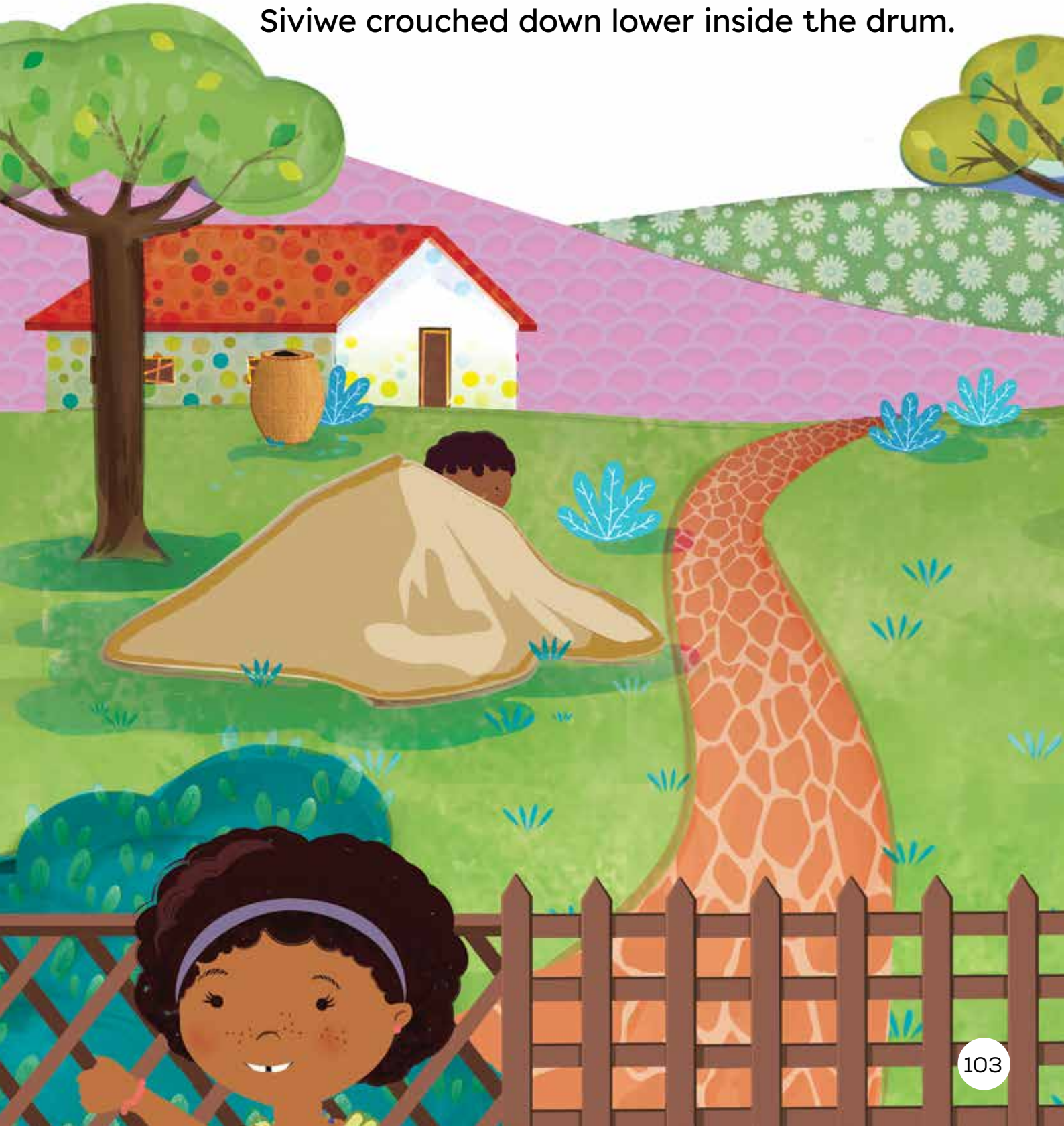
Ntsikelelo sprinted towards the nearest house. He stood close to the wall behind the house.



Hlobisa ran down the path and found a pile of dirt. He laid down on the ground behind it.

Lungi ran towards the gate. She crouched down low and hid behind it.

Siviwe crouched down lower inside the drum.



“Ready or not, here I come!” Lumka yelled.

Lumka ran to the old, rusty car. “Found you!” she said, squatting next to the car and sticking her head underneath.

Lumka and Avela sprinted towards the nearest house. “Found you!” they said, calling to Ntsikelelo.

Lumka, Avela and Ntsikelelo ran down the path, until they heard Hlobisa’s cough. “Found you!” they said, laughing together.

Lumka, Avela, Ntsikelelo and Hlobisa, walked towards the gate. They saw Lungi’s blue shoes. “Found you!” they laughed, pointing to Lungi’s feet.

Siviwe was still in the drum, fast asleep!



“Let’s play one more round!” Avela said.

“I’ll count!” Avela offered.

They played round after round, counting and hiding until the sun began to set.



“Let’s go home before it gets dark!” Ntsikelelo said. “Let’s go Siviwe,” he said, looking around for his little brother. Only then did he realise that Siviwe had been missing for most of the day!

Lumka ran to the bushes. No Siviwe.

Avela sprinted towards the grove of trees. No Siviwe.

Ntsikelelo ran down the path and found the ditch. No Siviwe.

Hlobisa ran towards the big boulder. No Siviwe.

Lungi ran towards the gate. No Siviwe.

They looked in all their usual hiding places, but he was nowhere to be found.

The friends began shouting his name loudly. “Siviwe! Where are you?” they shouted.

Finally, their shouts reached Siviwe inside the drum. He stood up, but he was too small to reach the top.

“I’m here! I’m here!” Siviwe shouted.



The friends ran towards Siviwe's shouts.

Ntsikelelo reached inside the drum and pulled his little brother out. "I win!" Siviwe said. They all began to laugh.





Read 1

Where did Siviwe hide?
He hid inside the drum.

How did Siviwe get inside the drum?
Granny Nkomo helped him get inside / She lifted him into the drum.

Why did Siviwe spend all day in the drum?
- Because no one found him.
- Because he had the best hiding spot.
- Because no one came to find Siviwe inside the drum.
- Because his friends were having so much fun, they didn't realise Siviwe wasn't there.
- Because Siviwe fell asleep inside the drum.

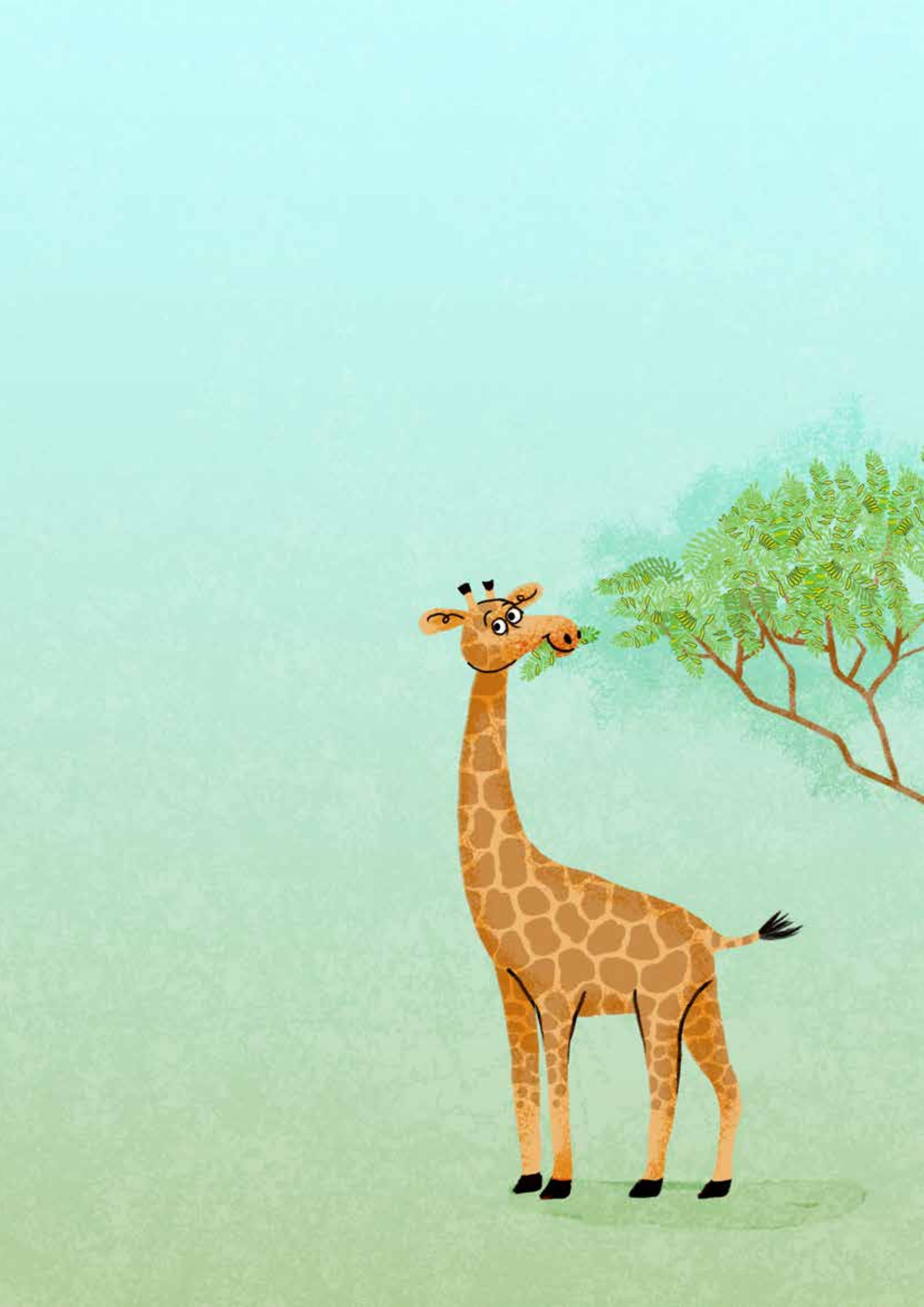


Read 2

Who volunteered to count first?
Lungi volunteered to count first.

How do we know that Siviwe had the best hiding spot?
- Because no one found him all day.
- Because he won the game!

How can we infer that the children were having fun playing hide and seek?
- Because they played round after round.
- Because they played until it got dark.
- Because they were so busy playing they didn't even notice one of their friends was missing.





TERM 2

MAP OF SOUTH AFRICA





Kya uses screens

Northern Cape



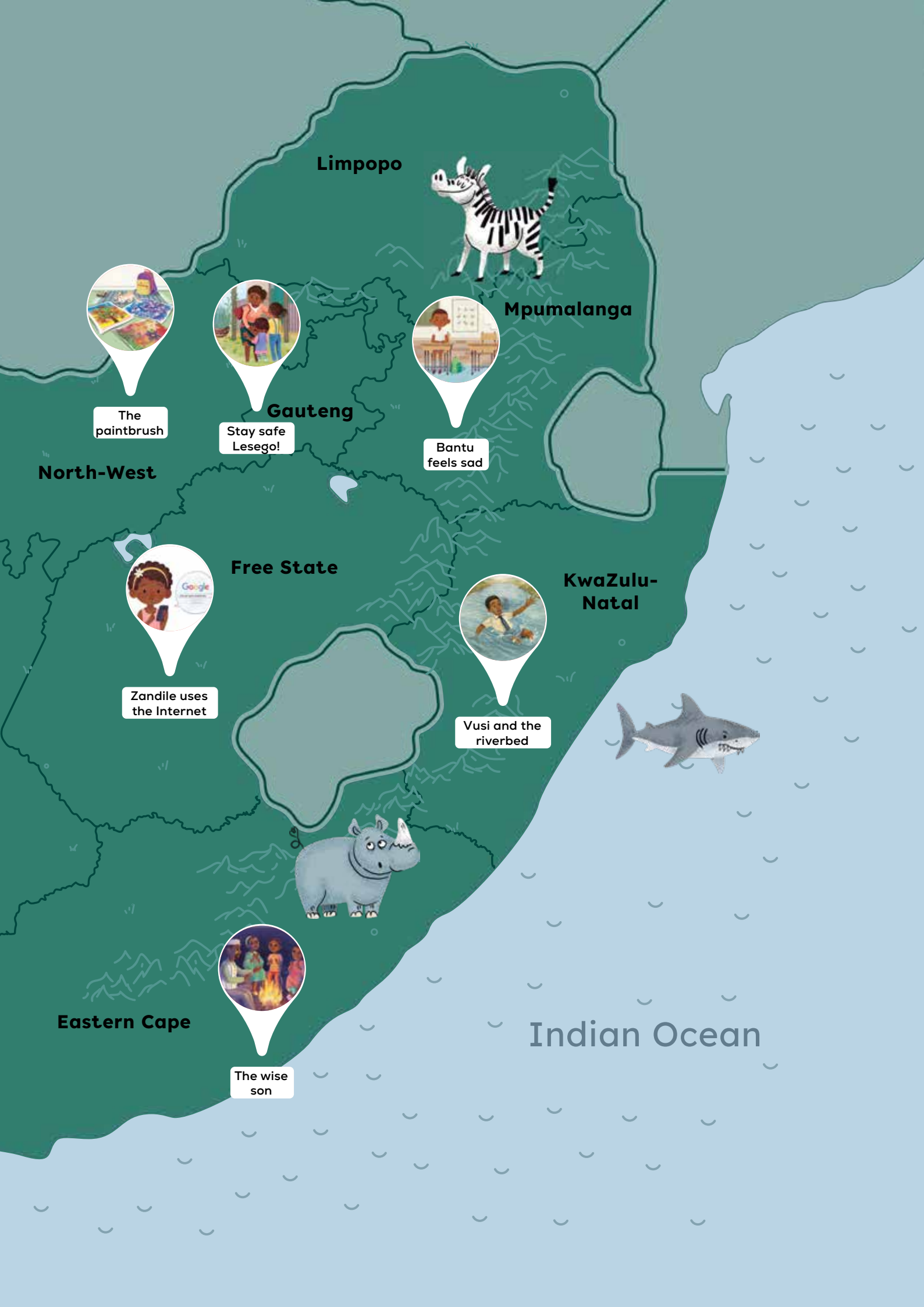


Western Cape

Nyasha on stage



Atlantic Ocean


Limpopo
Mpumalanga
Gauteng
North-West
Free State
KwaZulu-Natal
Eastern Cape
Indian Ocean
The paintbrush
Stay safe Lesego!
Bantu feels sad
Zandile uses the Internet
Vusi and the riverbed
The wise son

TERM 2 STORIES





Nyasha on stage 115



Bantu feels sad 129



Zandile uses the Internet 143



Kya uses screens 157



Stay safe Lesego! 173



Vusi and the riverbed 187



The paintbrush 203



The wise son 217

STORY 1

NYASHA ON STAGE

Theme: We feel





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 understand that it is normal to feel excited and nervous when trying something new. It shows learners that if they practise, are brave, and keep trying, they can feel more confident and reach their goals.



Some points to share with your learners

- A school play is when learners act out a story on a stage in front of other people. There are characters, costumes, and an audience who watches.
- An audition is a try-out. Learners say lines or act to show they are ready for a part in the play.
- Actors practise their lines and facial expressions many times before the real performance. Rehearsals help them feel ready.
- Sometimes we can have mixed feelings about something. That means we can feel different feelings at the same time. Like, sometimes we feel excited and nervous at the same time. That is normal, especially before something important.



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
125, 1	When Nyasha first got on stage, his voice was shaky. His hands were trembling.	I can infer that Nyasha was nervous when he first got on stage, because his voice was shaky and his hands were trembling.
125, 1	He said his first line. He remembered it. He said his second line. Nyasha began to relax. He felt confident. His voice sounded bolder. His hands stopped trembling.	I can infer that when Nyasha remembered his first couple of lines, he realised he could do it! That is what helped him feel more confident.

Nyasha dreamt of being an actor. And today, Nyasha had his first chance for fame. It was the auditions for the school play. Nyasha had memorised the lines he needed to say. He had practised his facial expressions in the mirror, so he would look happy and sad in all the right places. He felt ready. But as he waited for his turn to take to the stage, his stomach filled with butterflies.



After his audition, Mrs Tsiki told him the roles would be posted outside the hall first thing in the morning. Nyasha felt like he had done a good job in his audition. But, he was worried that he might feel disappointed if he thought that way, and didn't get the part. His excitement and his nerves kept him awake all night.



When Nyasha got to school, he ran to the hall. There was his name! On the paper! He had been cast in exactly the role he wanted.



He ran to the yard to tell his friends. But it was so early no one else was there. The news was ready to burst out of his mouth. When he finally saw Andrew coming through the school gate, he shouted it across the yard.



For weeks and weeks, Nyasha went to play rehearsals after school. He memorised the lines he needed to say. He practised his facial expressions in the mirror, so that he would look happy and sad in all the right places. The day before the big assembly, he felt ready. He couldn't wait to be on stage in front of everyone.



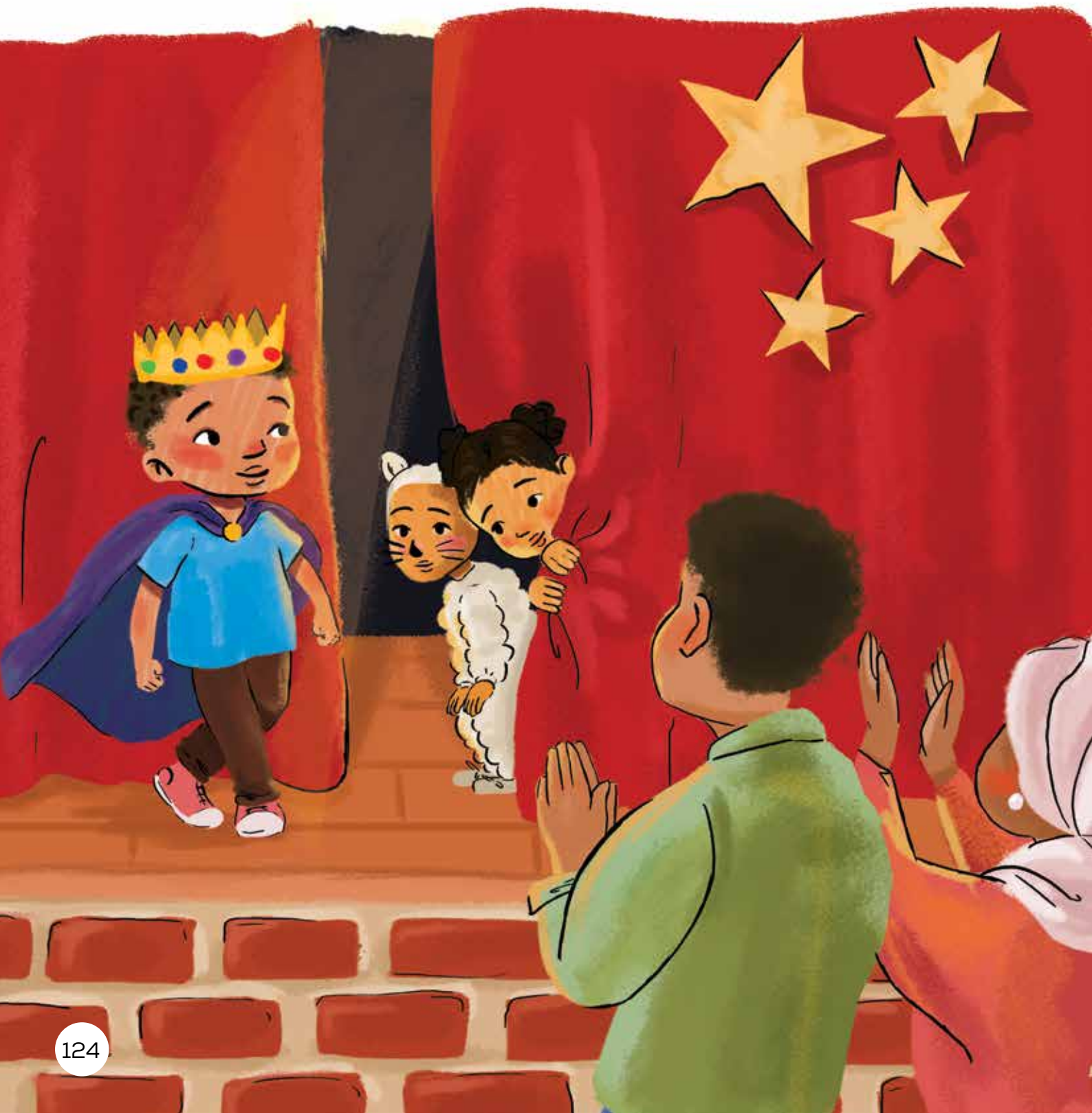
The night before the assembly, Nyasha lay in bed thinking about the other children admiring his acting skills. He thought about how all the other children would clap for him after his perfect performance. But, he was worried that he might mess up if he thought that way. His excitement and his nerves kept him awake all night.



The next day, Nyasha waited for his turn to take to the stage. As he peeked out at the huge audience, he couldn't wait to perform – he would be famous at school! But at the same time, he wanted to run away. He began to sweat as he thought about remembering all of his lines.



Nyasha took a deep breath as he took his entrance.



When Nyasha first got on stage, his voice was shaky. His hands were trembling. He said his first line. He remembered it. He said his second line. Nyasha began to relax. He felt confident. His voice sounded bolder. His hands stopped trembling.



At the end of the play, Nyasha stood with the other cast members in the centre of the stage and took a bow. He listened to the applause and the cheers. He was beaming. He felt so proud of himself. He couldn't wait to play his next role. He began to feel like all his dreams might come true!





Read 1

What are the different feelings Nyasha felt throughout the story?
Excited, nervous, anxious, worried, proud, etc.

Would you like to be on a stage like Nyasha? Why or why not?
- I would like to be on stage because...
- I would not like to be on stage because...

Think about a time you tried something new. How did you feel before, during and afterwards?
I felt...



Read 2

How can we infer that Nyasha felt nervous?
- Because he had butterflies in his stomach.
- Because he couldn't sleep.
- Because he felt like he wanted to run away from the stage.
- Because he was sweating.

Have you ever felt more than one feeling at the same time?
I felt...and also...when...

Why did Nyasha feel excited and nervous at the same time?
- Because it was his first time in a play.
- Because he really wanted to be in the play, but it is scary when you try something new / do something for the first time.
- Because he was excited about doing well but nervous that he could fail.



STORY 2

BANTU FEELS SAD

Theme: We feel





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 understand that when someone is feeling sad, especially after losing someone they love, the best ways to help are to show kindness, to say “I’m sorry” and to be there to listen.



Some points to share with your learners

- When someone dies, their body stops working and they cannot come back. The people who loved them often feel very sad.
- Grief is the name for the deep sadness we feel when someone we love dies.
- People show sadness in different ways. Some people cry. Some people are very quiet. Some people sleep a lot. Some may not smile for a long time.
- When a friend is sad, we do not always need to cheer them up. Sometimes the best thing to do is say, “I’m sorry” and sit with them while they feel sad. This can help someone feel less alone, even if they are still sad.



Comprehension Strategy: Make inferences

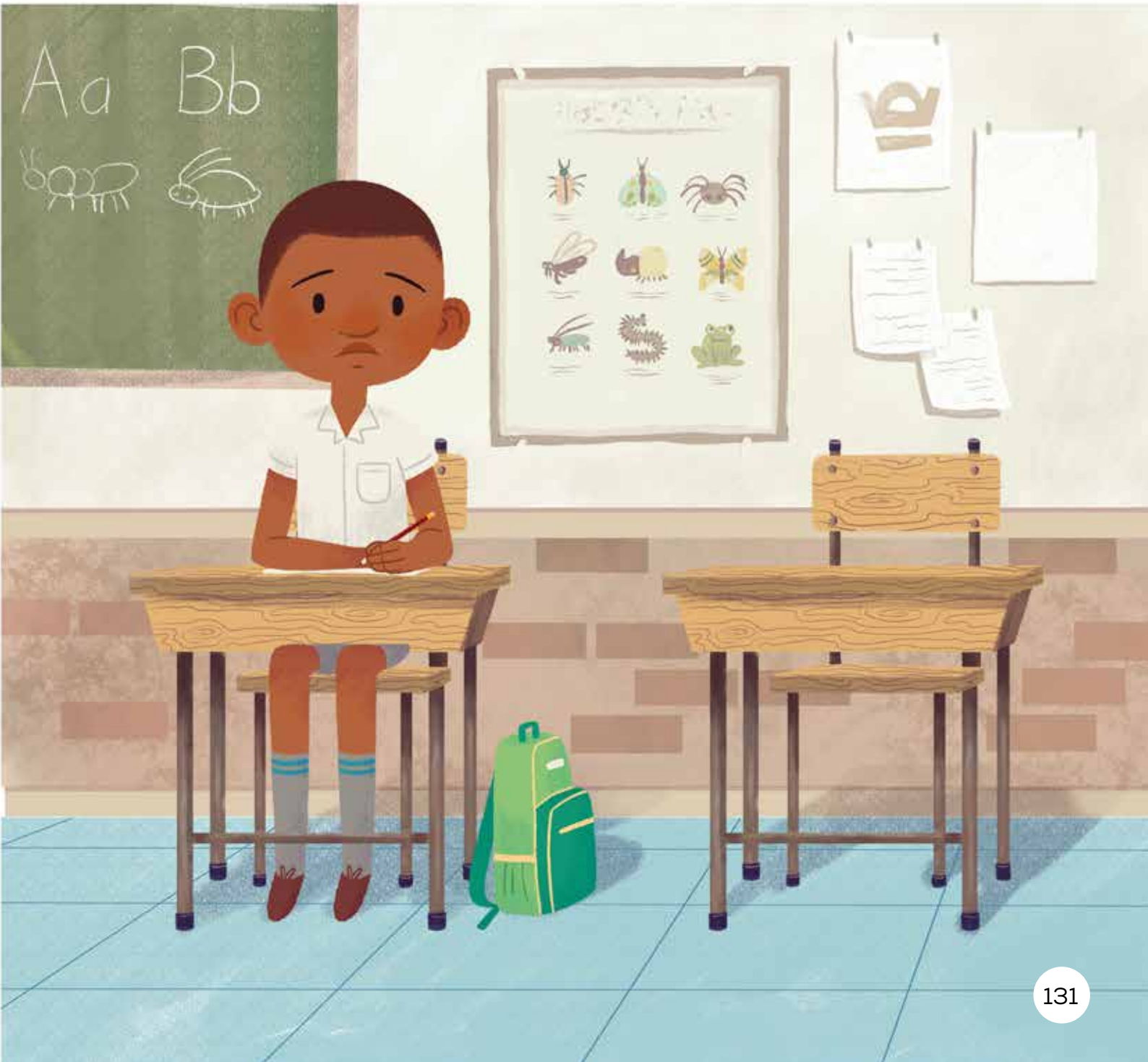
- What it is: Guessing things the author doesn’t explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
133. 1	"Maybe I can make Bantu laugh if I tell him all my best jokes!" Khumo thought. "Then he will forget all about feeling sad!" Khumo thought of all of his good jokes. He wrote them down on a piece of paper and put them in his school bag.	I can infer that Khumo wants to help his friend forget about feeling sad. He must think that laughing will make his friend feel better.
139, 1	On Friday morning, Khumo found Bantu at school. "I'm really sorry your granny died," Khumo said. "I don't know how to help you feel better. But I can just sit with you if that's what you want. And if you want to talk about how sad you feel, I'm here to listen," Khumo said.	Khumo followed his mother's advice. I can infer that he really cares about his friend, and wants to help him feel better.

Khumo's friend Bantu didn't come to school on Monday or Tuesday. Khumo wondered where his friend could be.



When Khumo got home from school on Tuesday, his mother told him that Bantu's granny had died. Bantu was always with his granny. Khumo thought about how sad Bantu must feel.

"I must try to make my friend feel better," Khumo thought. He thought and thought about what to do.



“Maybe I can make Bantu laugh if I tell him all my best jokes!” Khumo thought. “Then he will forget all about feeling sad!” Khumo thought of all of his good jokes. He wrote them down on a piece of paper and put them in his school bag.



On Wednesday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So, Khumo didn't say anything. Instead, he took out his paper and started telling Bantu all of his jokes. After each one, he looked for a smile on Bantu's face. But, Bantu just looked sad.



On Wednesday evening, Khumo thought about what else he could do to help his friend feel better.

“Maybe I can make Bantu forget how sad he feels if I show him some new juggling tricks,” Khumo thought. “Then, he will forget all about feeling sad!”

Khumo found some oranges in the kitchen. He took them outside and practised juggling them, until he could keep three up in the air!



On Thursday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So, Khumo didn't say anything. Instead, he took out his oranges and showed his new trick to Bantu. He kept all three oranges up in the air, which he thought was pretty impressive. He looked for a smile on Bantu's face. But, Bantu just looked sad.



When Khumo got home from school on Thursday, he felt upset.

“I have tried and tried to make Bantu not feel sad!” Khumo told his mother. “I told jokes, I showed him my best juggling trick, but nothing worked!” Khumo said.

“Did you tell him you’re sorry his granny died?” Khumo’s mother asked.

“No. I thought it might make Bantu feel worse if I talked about his granny,” Khumo replied.



Khumo's mother sat down next to him. "Bantu feels sad because he loved his granny. You don't need to try to make him forget his sadness. Sometimes, when we are sad, we just need our friends to be with us, and to listen to us," Khumo's mother said.



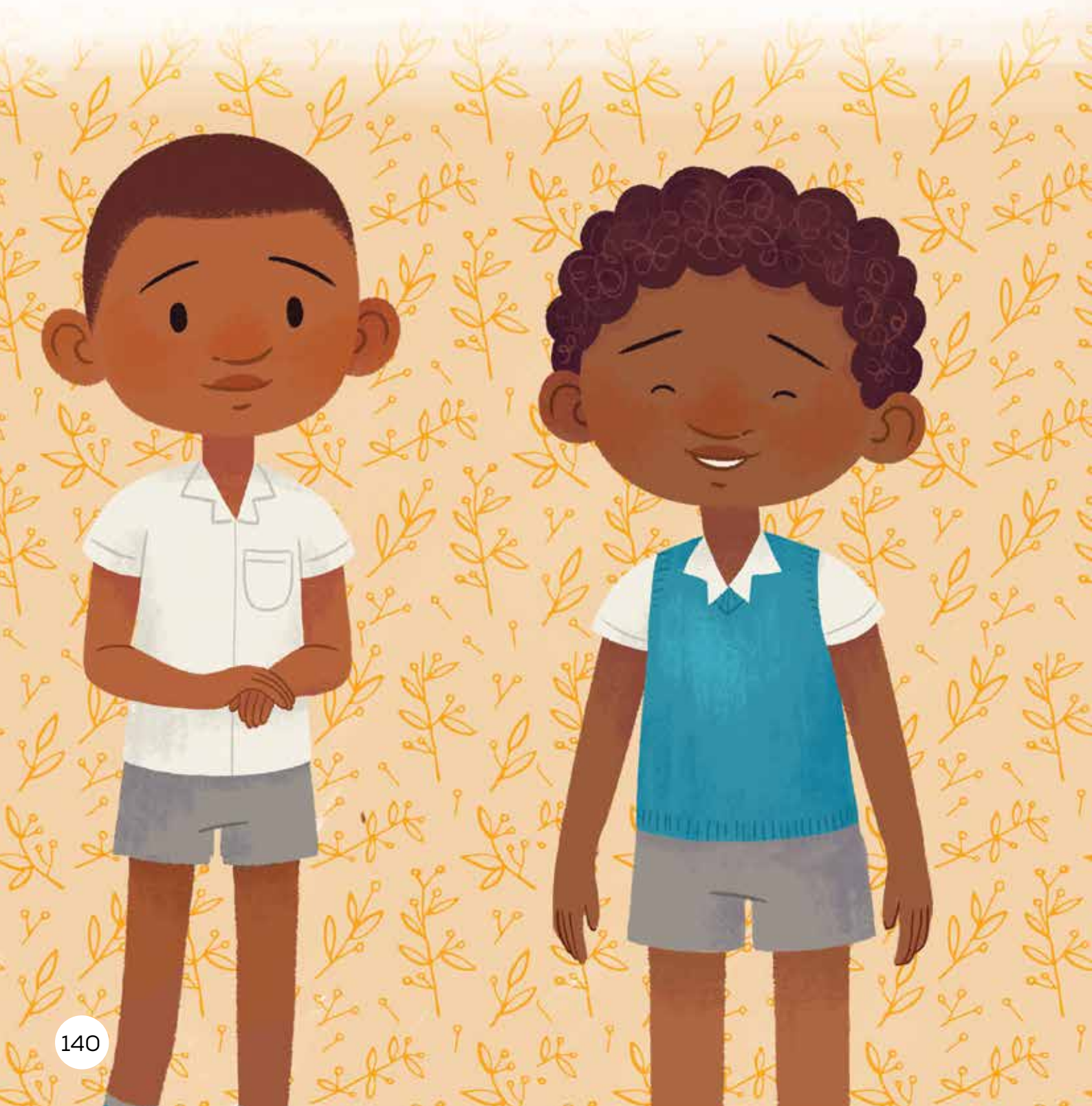
On Friday morning, Khumo found Bantu at school.

“I’m really sorry your granny died,” Khumo said. “I don’t know how to help you feel better. But I can just sit with you if that’s what you want. And if you want to talk about how sad you feel, I’m here to listen,” Khumo said.



For the first time all week, Bantu looked at Khumo with a small smile.

“Thanks, Khumo. You’re a good friend,” Bantu said.





Read 1

Why was Bantu absent from school on Monday and Tuesday?
Because his granny died.

What did Khumo do on Wednesday to try to help his friend feel better?
He told his friend jokes to try to make him laugh.

Who helped Khumo in the story?
Khumo's mother helped him!

Why did Khumo tell jokes and do juggling tricks?
- Because he wanted his friend Bantu to feel better.
- Because he thought jokes and tricks would make Bantu forget about feeling sad.
- Because he cared about helping his friend feel better.
- Because he didn't know what would help his friend feel better. He tried the best he could!



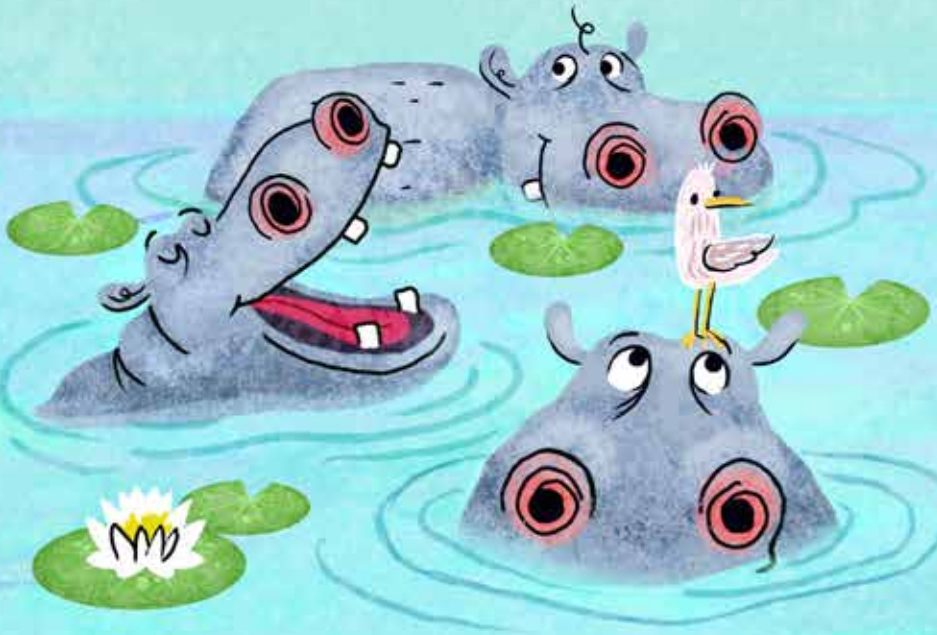
Read 2

When was Bantu absent?
On Monday and Tuesday?

What did Khumo do to try to help his friend feel better?
- He told him funny jokes.
- He learned juggling tricks.
- In the end, he offered to listen to his friend!

Why can we infer that Khumo felt frustrated on Thursday night?
- Because he wasn't able to make his friend feel better.
- Because he was working hard but nothing he tried worked!
- Because he didn't know what else to do!

Why did Bantu finally smile at Khumo?
- Because Khumo finally told Bantu he felt sorry about his granny.
- Because Khumo offered to listen to Bantu.
- Because Khumo didn't try to make Bantu forget about his granny.
- Because Khumo told Bantu that it was okay to feel sad.



STORY 3

ZANDILE USES THE INTERNET

Theme: We use technology





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 technology, like the Internet and cellphones, can help us find information and learn new things when we use it wisely.



Some points to share with your learners

- The Internet is a tool that connects people and information around the world. We can search for answers to our questions online.
- When we want to know something, we can type a question into a search engine (like Google) and find videos, pictures, and articles.
- We can access the Internet on a computer or a phone. We can connect to the Internet using WiFi or data. Data costs money and allows the phone to connect to the Internet.
- Technology gives us information, but it can't think for us. We still need to read, analyse, and act on what we learn.



Comprehension Strategy: Find and Remember Details

- What it is: Looking for and recalling important details like characters, setting, and events.
- Why we use it: To keep track of what happened and understand the story better.
- How it helps: It helps you talk about the story and understand the sequence of events.



To use this strategy:

Page & paragraph	Read	Say
147, 2	“How can I make sure my strawberries grow properly?” Zandile wondered.	What does Zandile wonder? Oh! She wonders how to make the seeds grow properly.
150, 1	That evening, Zandile’s older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile. “What’s new?” Sonto asked.	Who does Zandile speak to on the phone? Oh! She speaks to Sonto, her older sister, on the phone.

Zandile loved strawberries. But, strawberries were so expensive in the shop!

One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.

And then Zandile saw a packet of strawberry seeds!

"Mama, please can we buy these seeds?" she asked.

Mama looked at the price: R28. "Eish! They're not cheap!" she said. But she nodded her head and took the seeds.



At home, Zandile's mother gave her the packet of strawberry seeds. "I have never grown these before!" said Mama. "You will need to work out how to make them grow properly."

"But I thought all plants are the same?" Zandile asked.

"Different plants need different things," her mother explained. "Some plants need a little bit of sun. Other plants need lots of sun. Some plants need a small amount of water. Other plants need lots of water!"



Zandile didn't want to waste the strawberry seeds, they were so expensive!

"How can I make sure my strawberries grow properly?" Zandile wondered.



Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun. “Good morning Gogo,” she said.

“Yes, hello,” Gogo Minah said.

“Have you ever grown strawberries?” Zandile asked.

“No, I haven’t,” she said.



The next morning after church, Zandile saw her sister's friend, Lindi. "Hi Lindi," she said.

"Hi Zandile," Lindi answered.

"Have you ever grown strawberries?" Zandile asked.

"No, I haven't. Sorry!" she said.



That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile. "What's new?" Sonto asked.

"Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how," she said.

"You can find anything on the Internet!" Sonto said. "Use Mama's phone," she said. "I will send you some data."



That night, Mama opened up the Internet for Zandile. “Sonto sent you some data,” Mama said, and gave Zandile the phone.

The top of the page said “Google”.

“What do I do?” asked Zandile.

“Type in what you need here,” explained Mama.

Zandile typed in: How do I grow strawberries? Then she clicked the search button.



A few second later, a list of videos and articles came up. Zandile clicked “play” on a video.



As Zandile watched the video, she learnt many things.

She learned that strawberry plants need 8 hours of sunlight each day. She learnt that these plants need lots of water. She learned that she would have to wait at least 4 weeks to get any fruit.







The next day after school, Zandile went outside with her seeds.

She planted the seeds in a sunny part of the yard. She planted the seeds in containers, just like she had seen in the video. She watered the seeds.

She couldn't wait for the fruits to come!





Read 1

What did Zandile's mother buy for her at the shop?
She bought her a packet of strawberry seeds.

What did Zandile use to learn about how to grow strawberry seeds?
She used her mother's phone. She used Google. She used the Internet.

What did Zandile learn about what strawberries need to grow?
- She learned that strawberry plants need 8 hours of sunlight each day.
- She learnt that these plants need lots of water.
- She learned that she would have to wait at least 4 weeks to get any fruit.

How did Zandile learn how to grow strawberry seeds?
- She searched on the Internet.
- Her sister Sonto sent data to her mother's phone. Then she used the Internet.
- She watched a video which showed her how to grow strawberry seeds.



Read 2

Why can't Mama help Zandile grow strawberries?
Because she has never grown them before.

Why did Zandile plant the seeds in containers?
Because that's what she saw in the video she watched.

How does Zandile get data to use the Internet?
Her sister sends data to Mama's phone for her to use.

Why does Zandile use the Internet?
- Because she wants to learn how to grow strawberry seeds.
- Because no one she asks knows how to grow strawberry seeds.
- Because you can learn anything from the Internet!



STORY 4

KYA USES SCREENS

Theme: We use technology





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 understand that spending too much time using screens can make us miss out on important and fun moments with family and friends. We have to learn how to make smart choices about how we use screens.



Some points to share with your learners

- Spending too long on phones, tablets, or computers can make you miss out on playing, exercising, or spending time with family and friends.
- Using technology too much can mean missing out on real-life fun, talking to friends, or helping at home.
- Families do things together, like talking about the day, playing games, or baking. Joining in can be fun and important for feeling connected. Not joining in can make us feel lonely or left out.
- Kya has to decide between using the phone or joining family activities. We all have to make choices like this every day.



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
159, 1	As soon as Kya's granny walked in the door, Kya asked her for her phone.	Let me stop and think. Kya's granny has just arrived and the first thing Kya does is ask for her phone. That tells me something important. She is very excited about the phone. Let me check that I understand: It seems like she is more interested in the phone than in greeting or talking. That might become important later.
163, 1	"Kya, come and play - let's go!" Sapho said, trying to block the screen. "They're playing six a side in the street and they need us!"	Let me stop and think. Sapho wants to play outside. That sounds like something fun, but Kya does not join. I wonder why. Let me check that I understand: I think she is focused on the phone. She doesn't want to play because she is using the phone instead.

As soon as Kya's granny walked in the door, Kya asked her for her phone. Kya laid on the couch, watching video after video.



Granny and mom chatted and laughed at the table. “Come tell me about your week!” Granny called to Kya.

“Come tell Granny about how well you did on your spelling test!” Mom called.





When Granny ran out of data, Kya begged her mom to play a game on her phone. Mom agreed – just for a little while.





“Kya, come and play - let’s go!” Sapho said, trying to block the screen. “They’re playing six a side in the street and they need us!”

Kya frowned. “Move! You’re going to make me mess up!” she said, a hint of frustration in her voice.



When her dad came home, Kya pleaded with him to use his phone to WhatsApp her cousin. He agreed, tentatively. Kya sent her cousin a few messages and stared at the phone, waiting for a reply.



“It’s almost dinner time!” Kya’s mom called. “I think we should bake some biscuits. Anyone want to help me?” Mom asked.

“Me!” Sapho called, running to the kitchen.



Kya didn’t respond.



At dinner, Kya's family shared happy moments from their day. Mom shared a funny joke granny had told her. Sapho told them about the goal he scored in the street.



Dad ate a biscuit and complimented mom and Sapho on how delicious it tasted. Kya listened, quietly realising she hadn't joined in much of the day.



Back in her room, Kya thought about the day's missed moments – laughing with mom and granny, playing soccer with her friends, baking biscuits.

"Tomorrow I'll try something different," she decided.





Read 1

What did Kya ask her granny for as soon as she arrived?
She asked Granny if she could use her phone.

What did Sapho ask Kya to come and do outside?
Sapho asked Kya to come play with him and the other children in the street.

How much time do you think is a good amount of time to spend on a phone each day?
I think...
For example: I think a short amount of time is good, like a little while after homework is done, so that there is still time to play and talk to family.

Why do you think Kya does not want to stop using the phone?
I think...
For example: I think that Kya is enjoying watching videos and playing games. I don't think she is thinking about all the things she is missing out on.



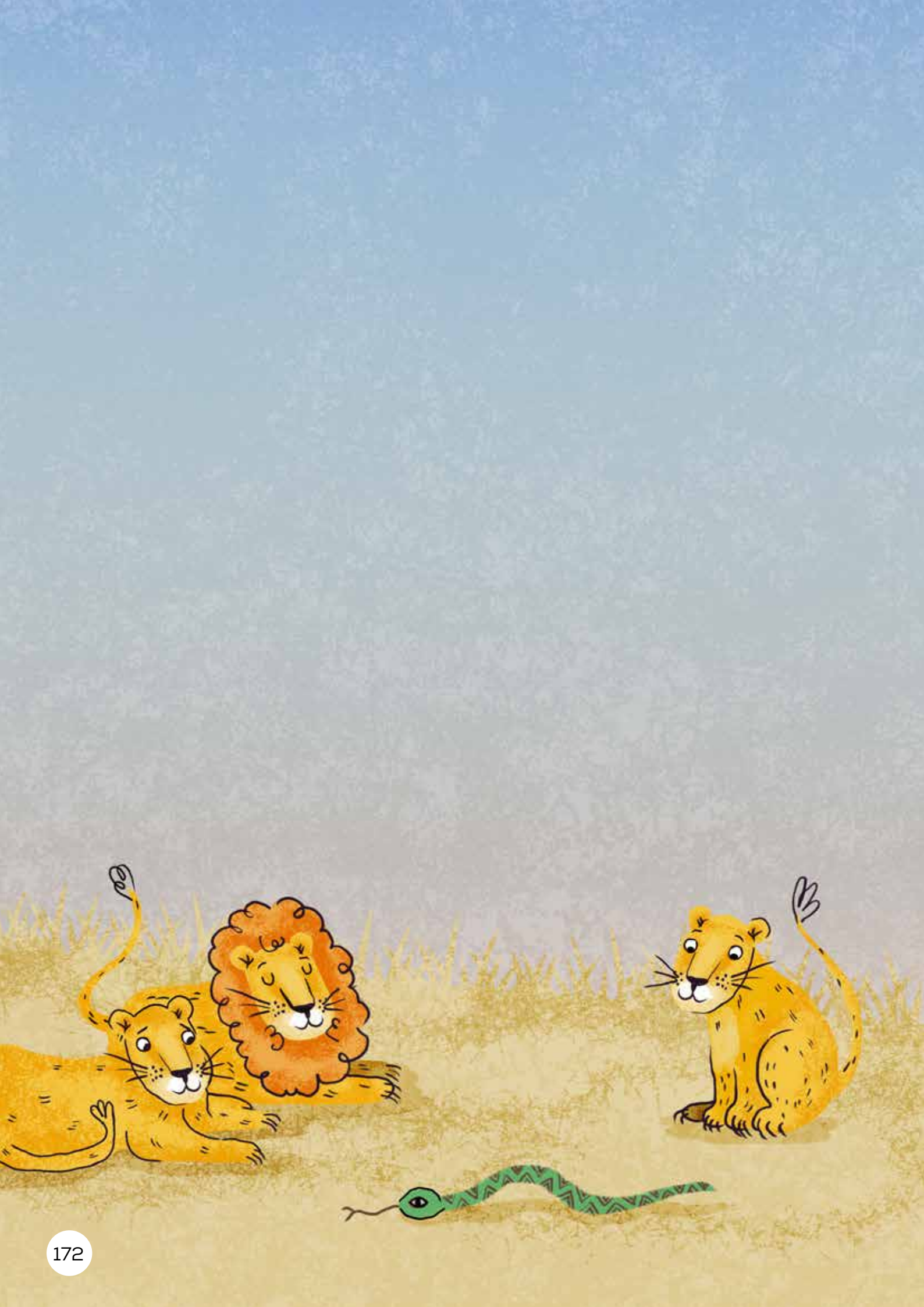
Read 2

What are the things that Kya misses out on during the day?
- Talking and laughing with Granny and Mom.
- Playing soccer with Sapho.
- Baking biscuits with her mom.
- Spending time and connecting with the people in her family.

How does Kya's behaviour affect her relationship with her family that day?
- Because Kya spends most of the day on the phone, she does not join in with her family. She becomes separate from them and misses special moments they share together.

Why do you think Kya is quiet at dinner?
- I think Kya is quiet at dinner because she feels left out - she did not join in the activities with her family and friends during the day.
- I think that Kya so is quiet because she does not have much to share and realises she missed out.
- I think Kya is quiet because her family are connecting about fun things they did with others during the day, but Kya was just alone on phones all day.

What message do you think the author is trying to teach us about using phones?
I think...
For example: I think that the author is trying to teach us that using phones is fine in small amounts, but spending too much time on screens can make us miss important time with family and friends.



STORY 5

STAY SAFE LESEGO!

Theme: We follow instructions





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 understand that that following instructions or rules isn't aways easy. Sometimes, we can feel tempted to break the rules. But, safety rules made by people who care about us are there to protect us.



Some points to share with your learners

- Some places are safe for children and some places are not.
- Sometimes adults know about dangers that children may not. Parents and caregivers make rules to keep children safe from danger.
- Sometimes we want something (like sweets), and that can make it harder to make safe choices. Sometimes we know the rule, but we feel tempted to break it.
- Feeling scared tells us something important. It can be a warning sign. Fear is not weakness - if we listen to it, it can help keep us safe.



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.



To use this strategy:

Page & paragraph	Read	Say
177, 1	Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!	Lesego knows she is not supposed to be alone, and she knows she must not go near the shebeen. I wonder if Lesego will follow her mother's rules, even though she isn't there?
180, 1	When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. "I'm here to pick up for Ntate Thapelo," she said, handing over the money.	I wonder how Lesego's mother would feel if she saw Lesego by the shebeen, all alone?

Early one Saturday morning, Lesego's mother went to visit a friend. She hugged Lesego and Mapule goodbye. "Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!"



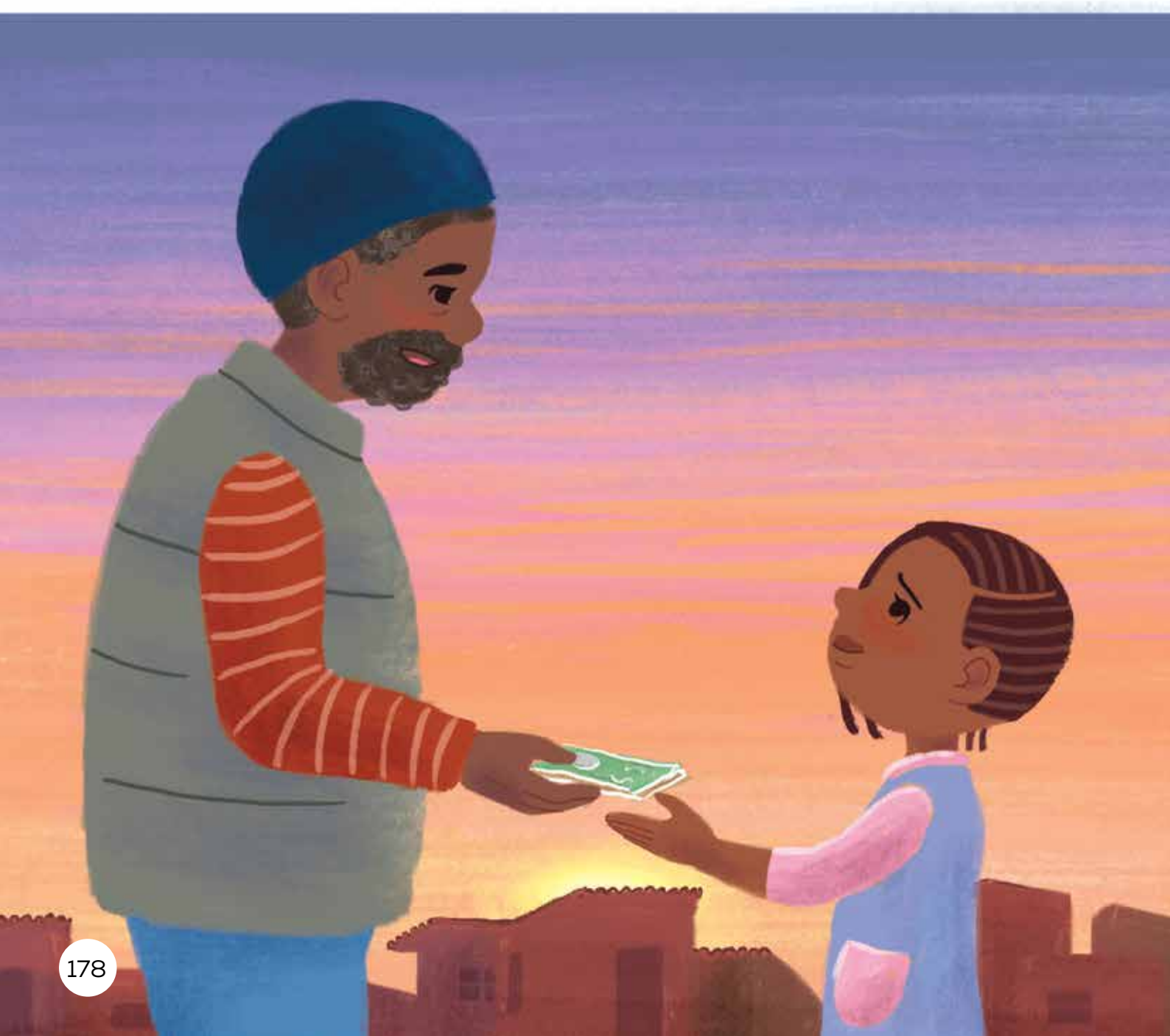
Later that afternoon, Ntate Thapelo, Lesego's neighbour, called her over. He held out some money. "Please go to the shop behind the shebeen and buy some meat and pap for me," he said, "you can buy yourself sweets along the way."



Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!



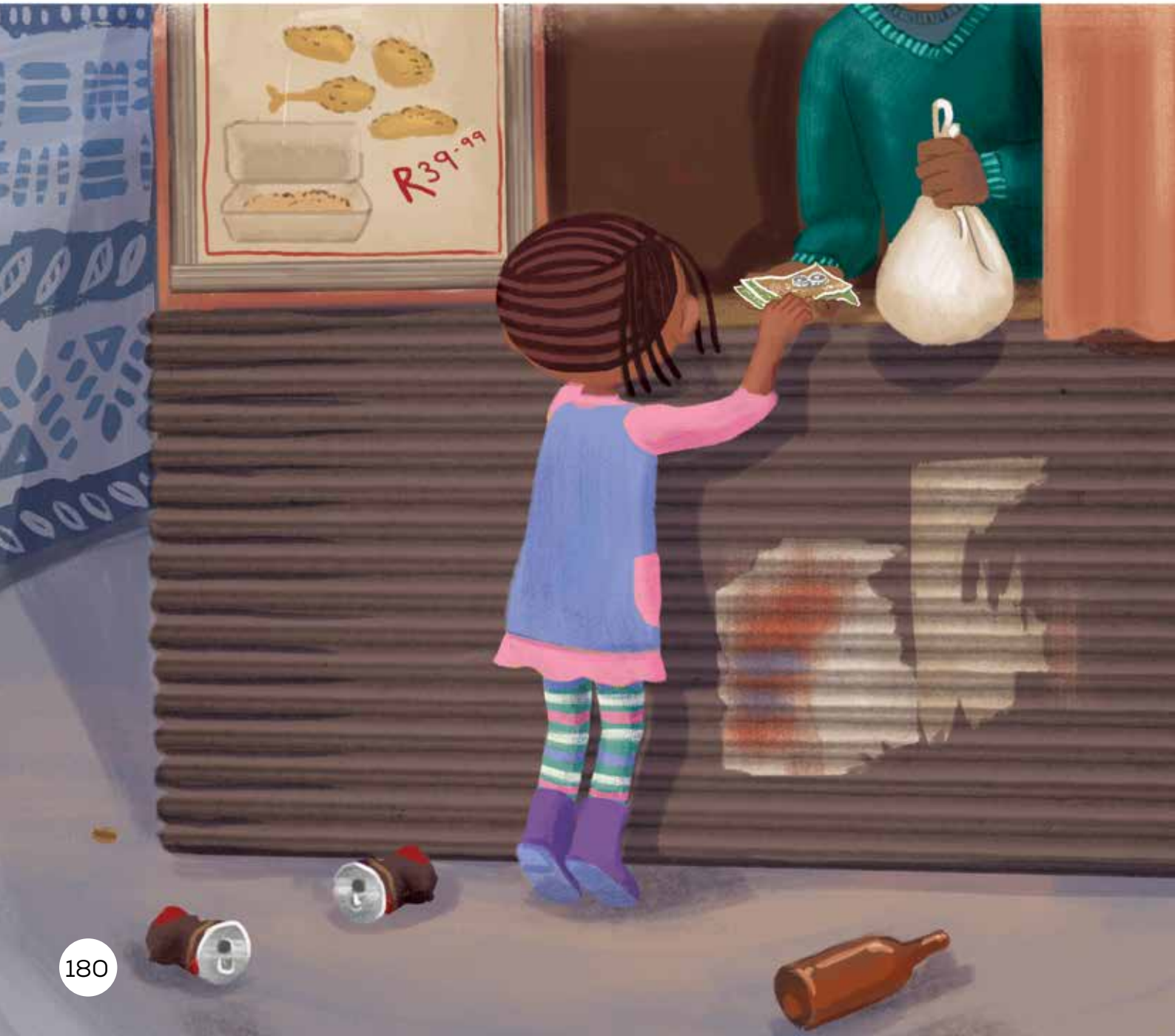
It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate Thapelo. “I have phoned the shop. My food will be ready when you get there!” Ntate Thapelo said, smiling.



Lesego stuffed the money in her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to the shops! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.



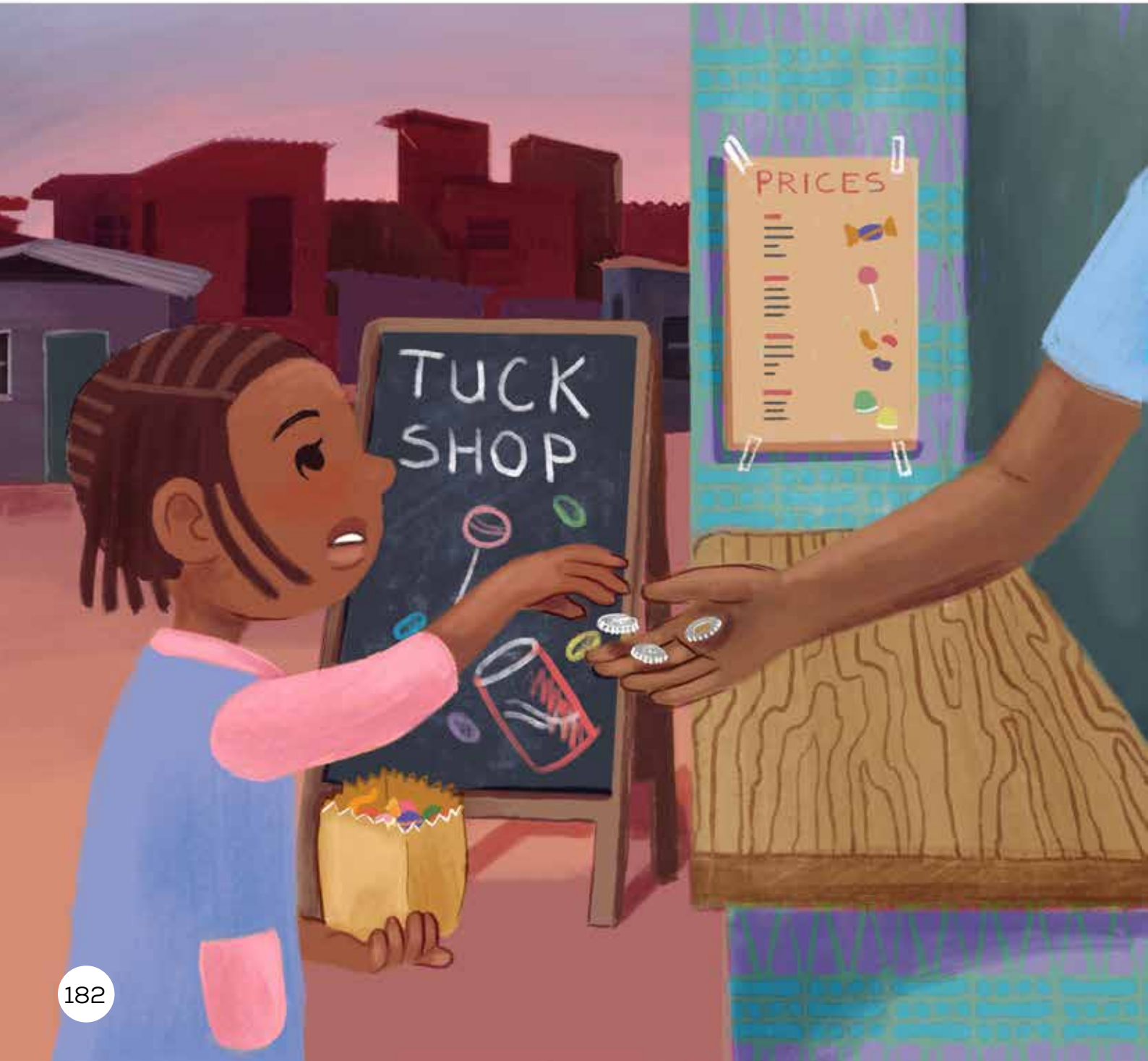
When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. “I’m here to pick up for Ntate Thapelo,” she said, handing over the money.



When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. “I think I know why Mom told me never to come near the shebeen,” she thought.

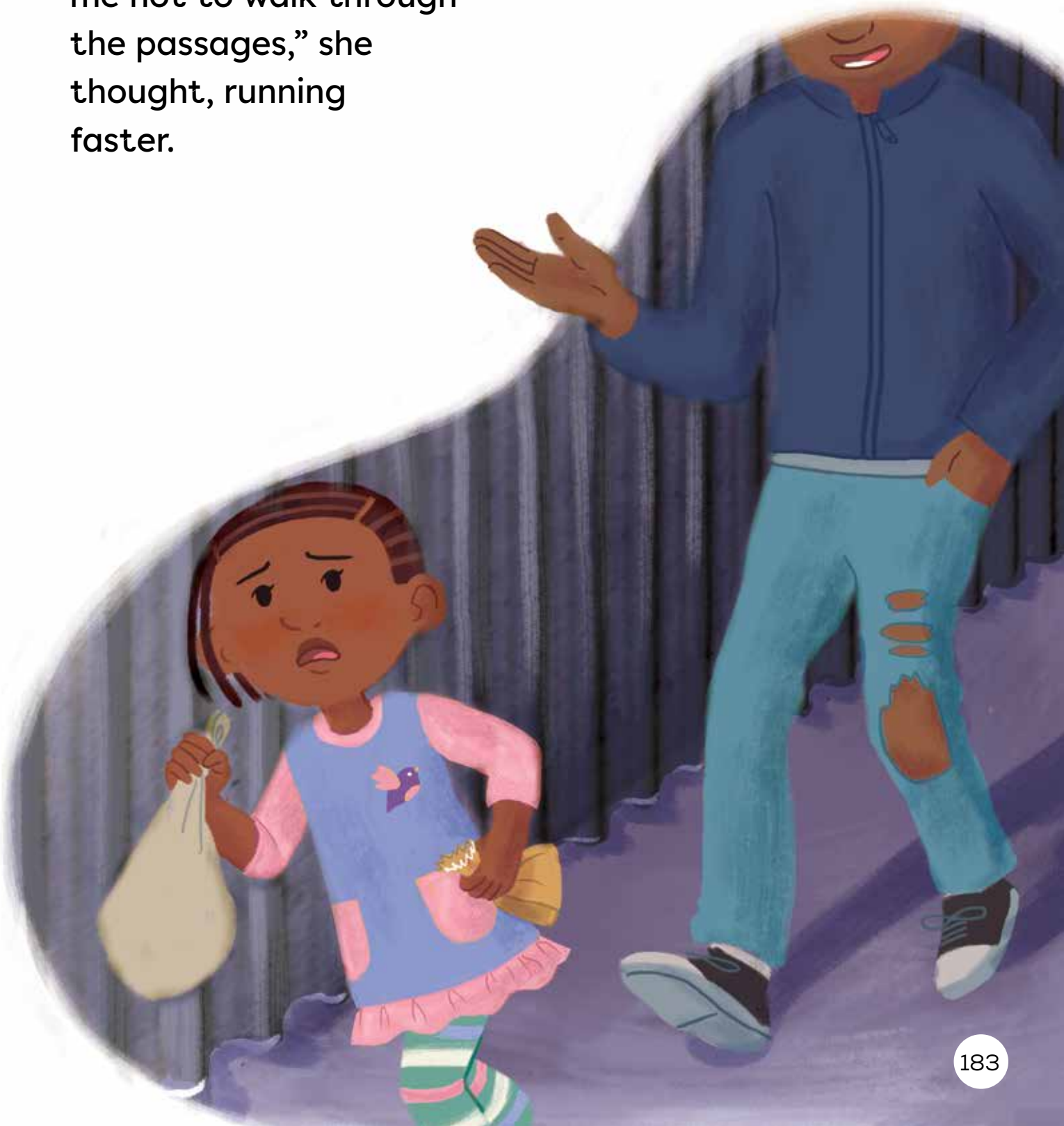


Lesego used the change to buy herself sweets from the tuck shop. It would become dark soon.



She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, “Come girl! Come talk to me!” he said. Lesego felt very scared.

“I think I know why Mom told me not to walk through the passages,” she thought, running faster.



When she finally got home, Ntate Thapelo was waiting. “Is my mother home yet? Did you see her?” Lesego asked nervously.

“No, I haven’t seen her yet,” Ntate Thapelo said. Lesego breathed a sigh of relief.



As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go near the shebeen or run in the passages again.





Read 1

Where did Ntate Thapelo ask Lesego to go?
He asked her to go to the shop behind the shebeen to pick up his food.

Where did Lesego's mother warn her not to go?
She warned her not to go in the passages or near the shebeen.

Why did Lesego go near the shebeen, even though her mother warned her not to?
- Because she didn't think anything bad would happen.
- Because she wanted to get sweets!
- Because Ntate Thapelo asked her to go get his food from the shop.
- Because she decided her mother would probably never know!



Read 2

Where did Lesego buy sweets for herself?
She bought sweets at the tuck shop.

What did Lesego decide at the end of the story?
She decided that she would never go near the shebeen or run in the passages again.

Why did Lesego decide that she would never go near the shebeen or run in the passages again?
- Because she felt very scared when she was near the shebeen.
- Because she felt very scared when she was in the passages running home.
- Because she sees that something bad really could happen to her!

STORY 6

VUSI AND THE RIVERBED

Theme: We follow instructions





Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- The story will help your learners realise that true bravery means making safe choices and listening to warnings, even when others dare you to take risks.



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.



Some points to share with your learners

- A riverbed is the ground where a river flows. Sometimes it is dry, without any water. Sometimes it has just a little bit of water. After heavy rain, it can fill up quickly and become dangerous. When it rains a lot, water flows into rivers. A small stream can turn into a big, strong river.
- Moving water can be very strong. It can knock people over and sweep them away, even if it does not look very deep. Rocks in rivers can be slippery, and it is easy to lose your balance.
- Sometimes, people confuse being brave with not being scared. But, brave people can feel scared. Being brave does not mean ignoring danger.
- Adults often warn children about dangerous places. Rules about staying away from dangerous places are meant to keep us safe, not to spoil our fun.
- This story has a repeated structure that learners can be encouraged to recognise: Vusi's friends dare him, he hears his sister's warning but ignores it, the situation gets more dangerous.



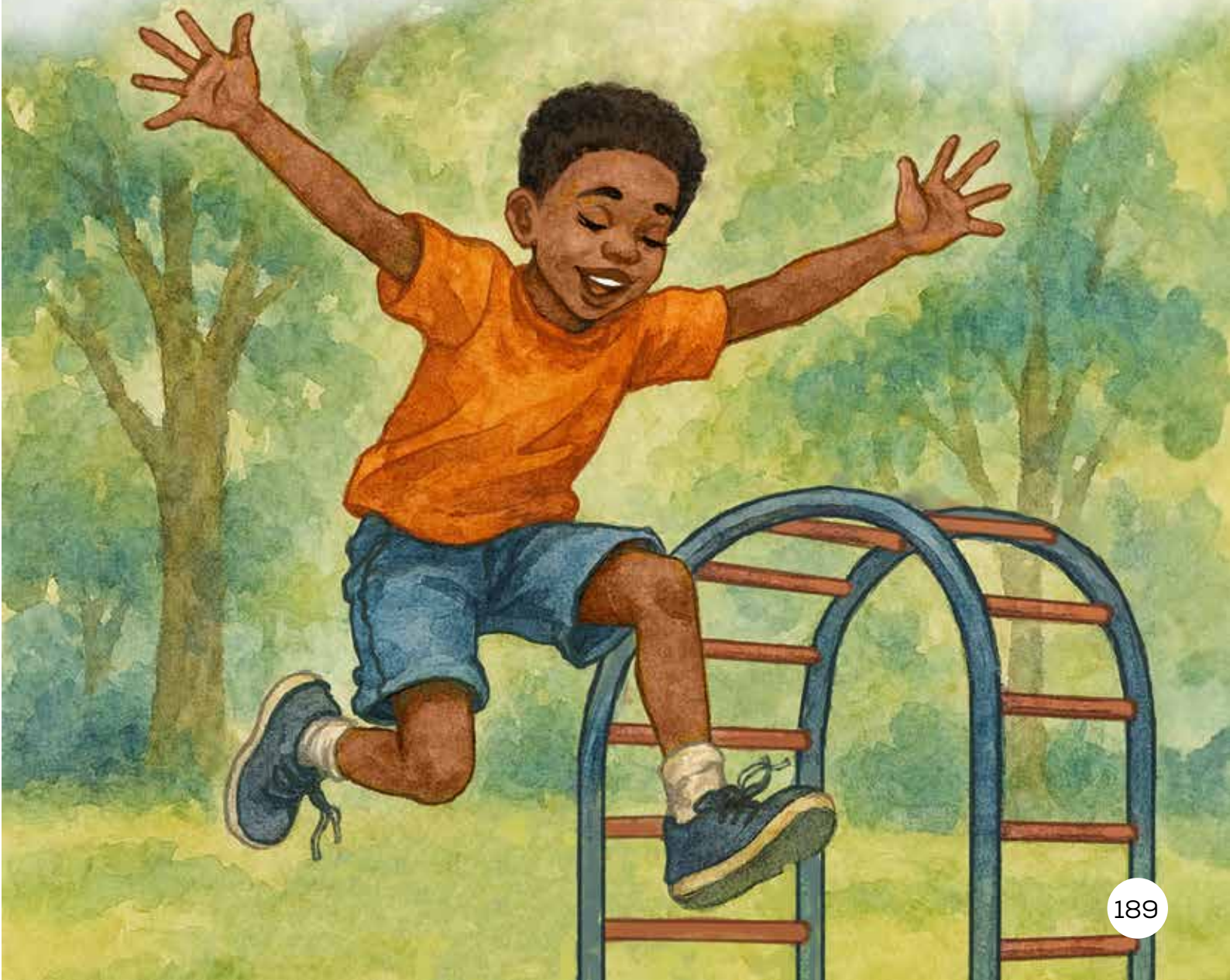
To use this strategy:

Page & paragraph	Read	Say
193, 1	The next day, Vusi walked by the riverbed. But it wasn't a riverbed anymore – it was a small, trickling stream.	I remember there were raindrops falling on Vusi's roof. I can infer that is why the dry riverbed has become a small stream - from the rain.
196, 2	Vusi paused. Vusi thought twice. He could hear the voice of his older sister in his head: "Don't play near the riverbed. You never know when you could be swept away."	I infer that Vusi is starting to feel uncertain or nervous, because he paused, thought twice, and also remembered his sister's warning.

Vusi was brave. Vusi was daring. He liked to boast that he wasn't afraid of anything.

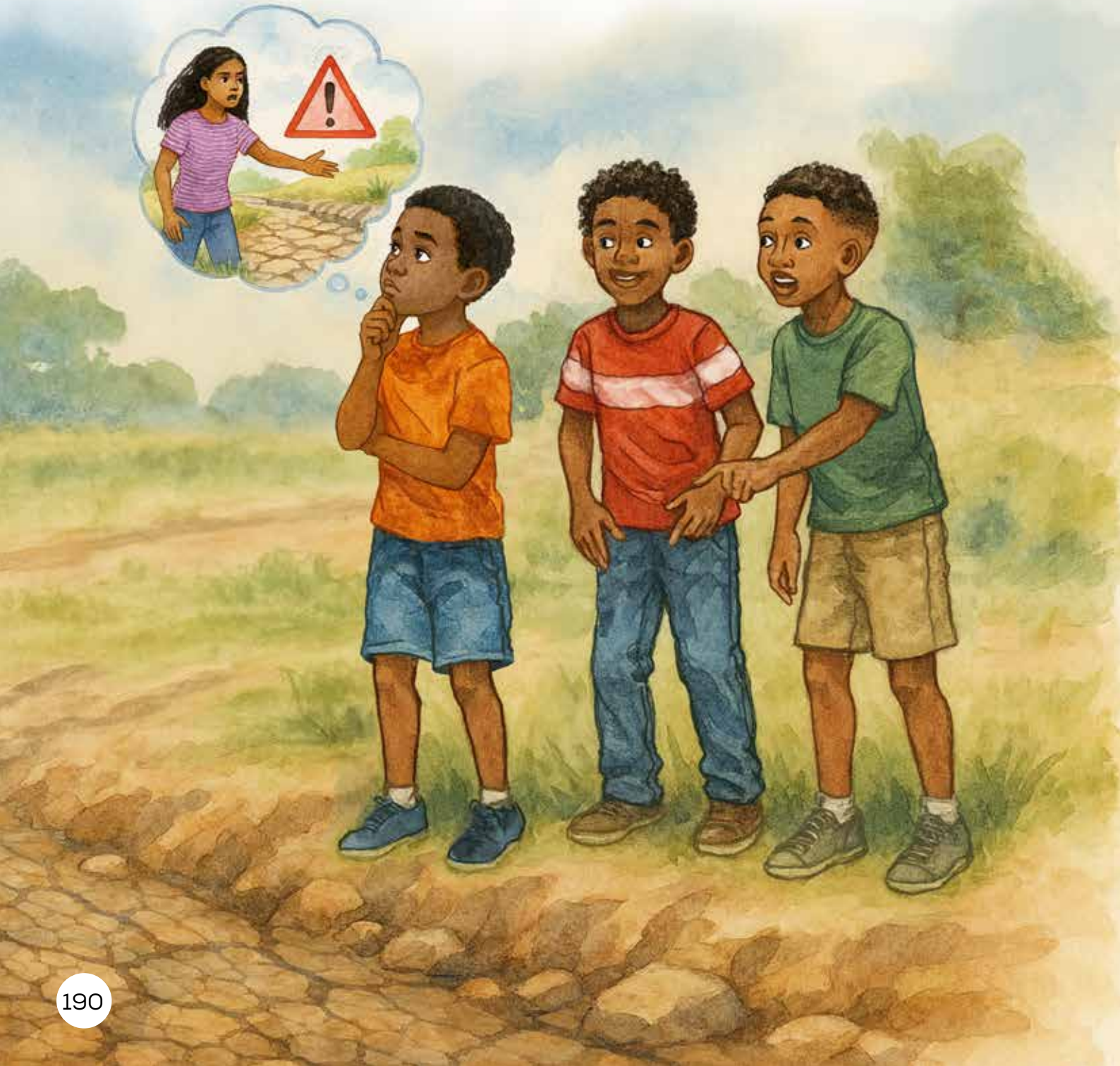
When Vusi's friends dared him to jump from the highest part of the jungle gym, he didn't skip a beat.

When Vusi's friends challenged him to climb the tallest tree, he didn't think twice.



One day, Vusi's friends dared him to walk across the riverbed. Vusi paused. Vusi thought twice.

He could hear the voice of his older sister in his head: "Don't play near the riverbed. You never know when you could be swept away."

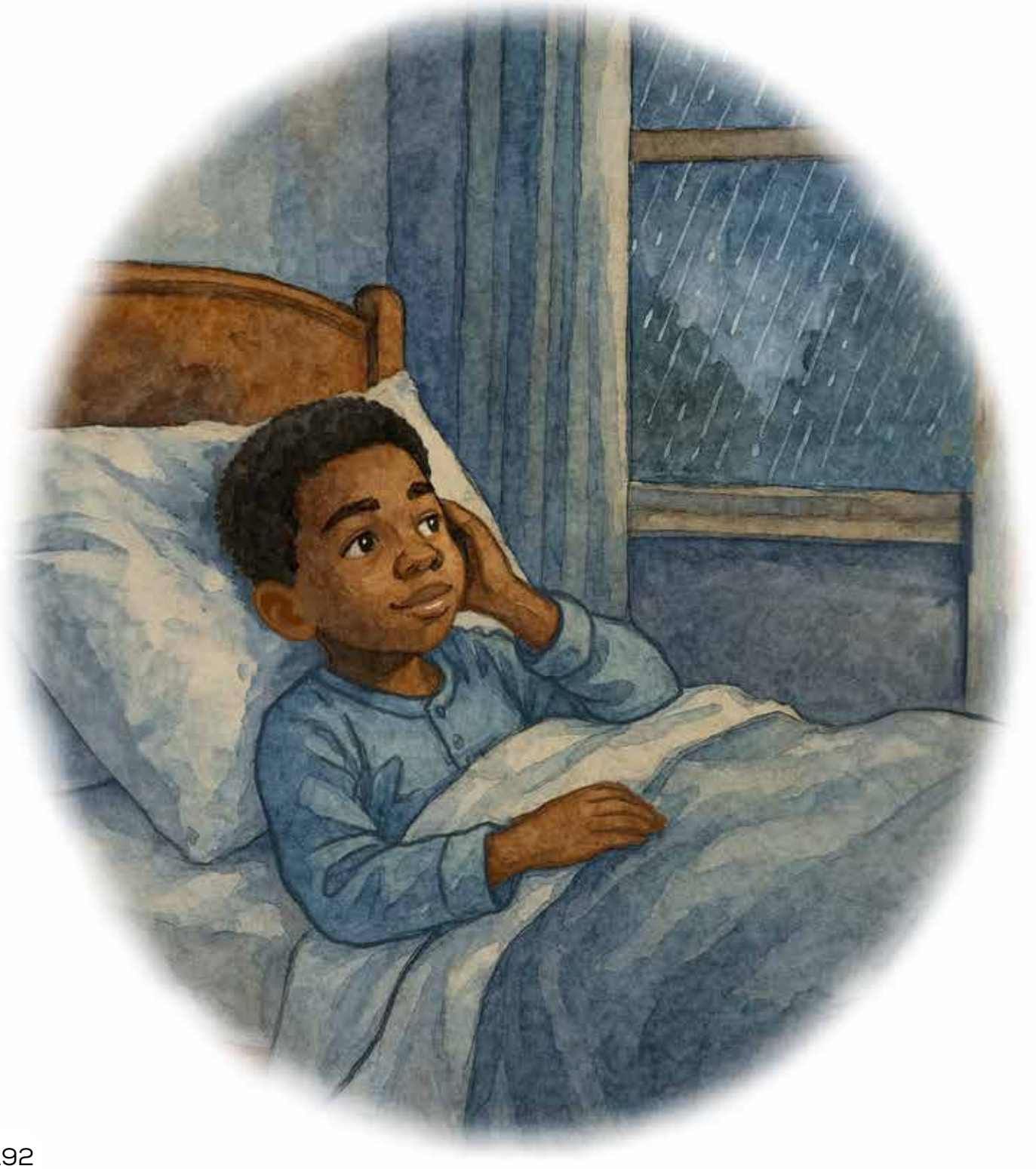




But Vusi was brave. Vusi was daring. He didn't feel scared of an empty riverbed.

Vusi walked coolly across the riverbed. When he got to the far side, he walked even more casually back across. "See!" he said smugly, "there is nothing scary about a riverbed!"

That night, Vusi lay in bed listening to raindrops falling on his tin roof. “I wonder what is so scary about the riverbed?” he thought.



The next day, Vusi walked by the riverbed. But it wasn't a riverbed anymore – it was a small, trickling stream.

Vusi's friends dared him to walk through the small stream. Vusi paused. Vusi thought twice.

He could hear the voice of his older sister in his head: "Don't play near the riverbed. You never know when you could be swept away."



But Vusi was brave. Vusi was daring. He felt a bit scared of the water in the riverbed, but he didn't want to let it show.

Vusi walked quickly through the small stream. When he got to the far side, he walked quickly back across. "See!" he said, a little less smugly, "there is nothing scary about a silly little stream!"



That night, Vusi lay in bed listening to raindrops falling on his tin roof. He listened to the pounding thunder. “I wonder what is so scary about a small, trickling stream?” he thought.



The following day, Vusi walked by the small, trickling river. But it wasn't small or trickling anymore – it was a full, flowing river.

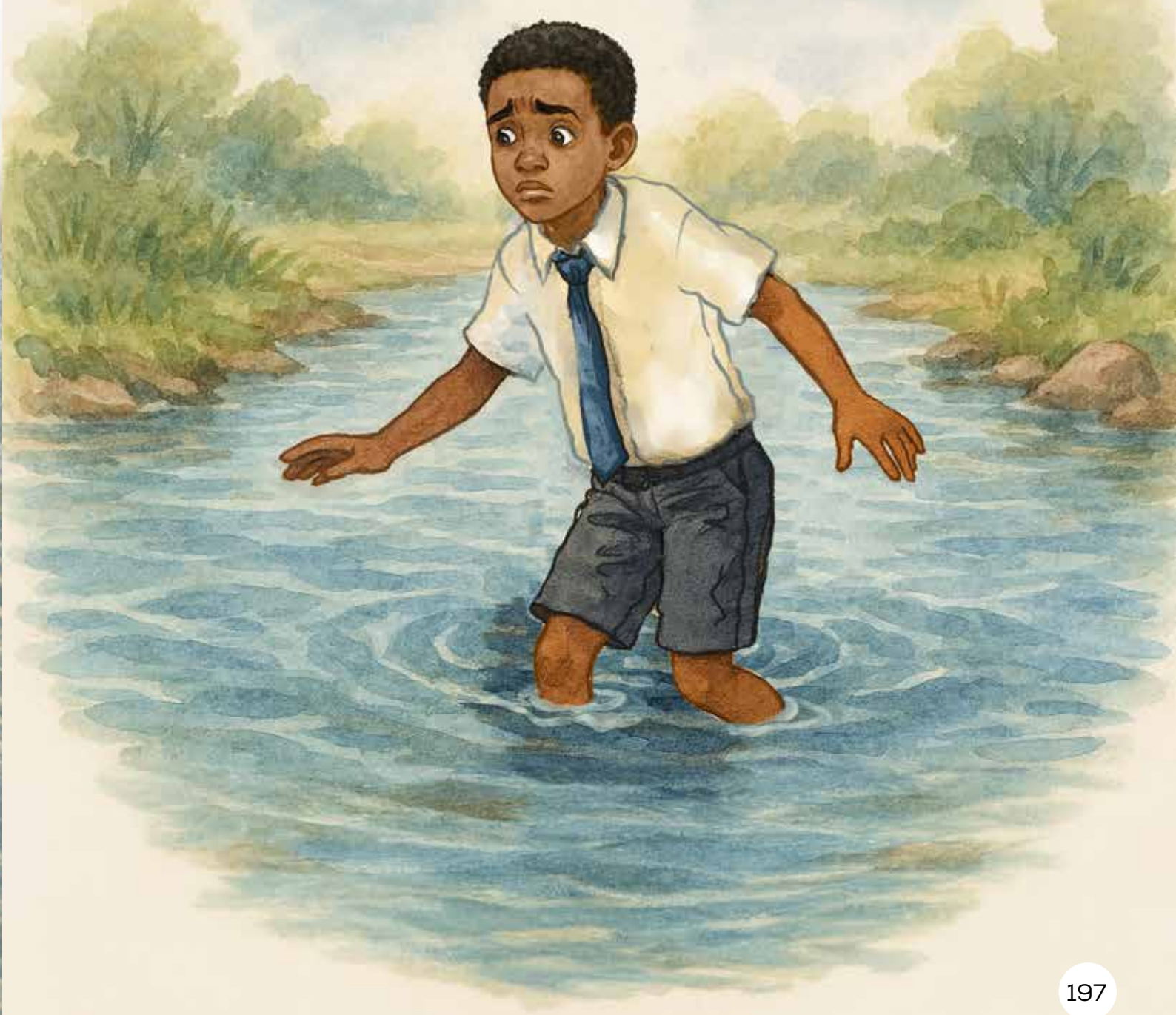
Vusi's friends dared him to walk through the full, flowing river. Vusi paused. Vusi thought twice.

He could hear the voice of his older sister in his head: "Don't play near the riverbed. You never know when you could be swept away."



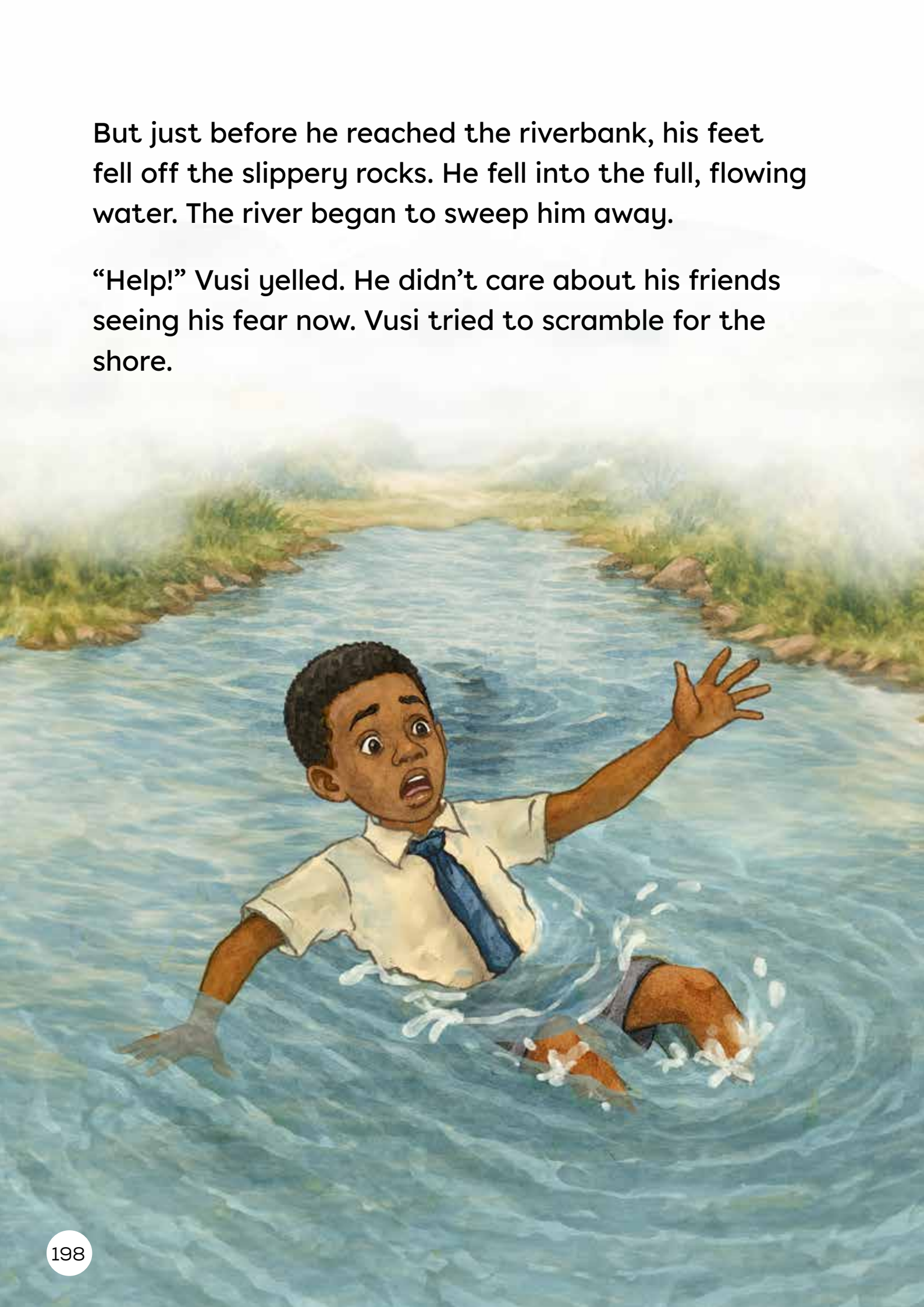
But Vusi was brave. Vusi was daring. He felt scared of the water in the riverbed, but he didn't want to let it show.

Vusi ran as quickly as he could through the flowing river. When he got to the far side, he ran back across.



But just before he reached the riverbank, his feet fell off the slippery rocks. He fell into the full, flowing water. The river began to sweep him away.

“Help!” Vusi yelled. He didn’t care about his friends seeing his fear now. Vusi tried to scramble for the shore.

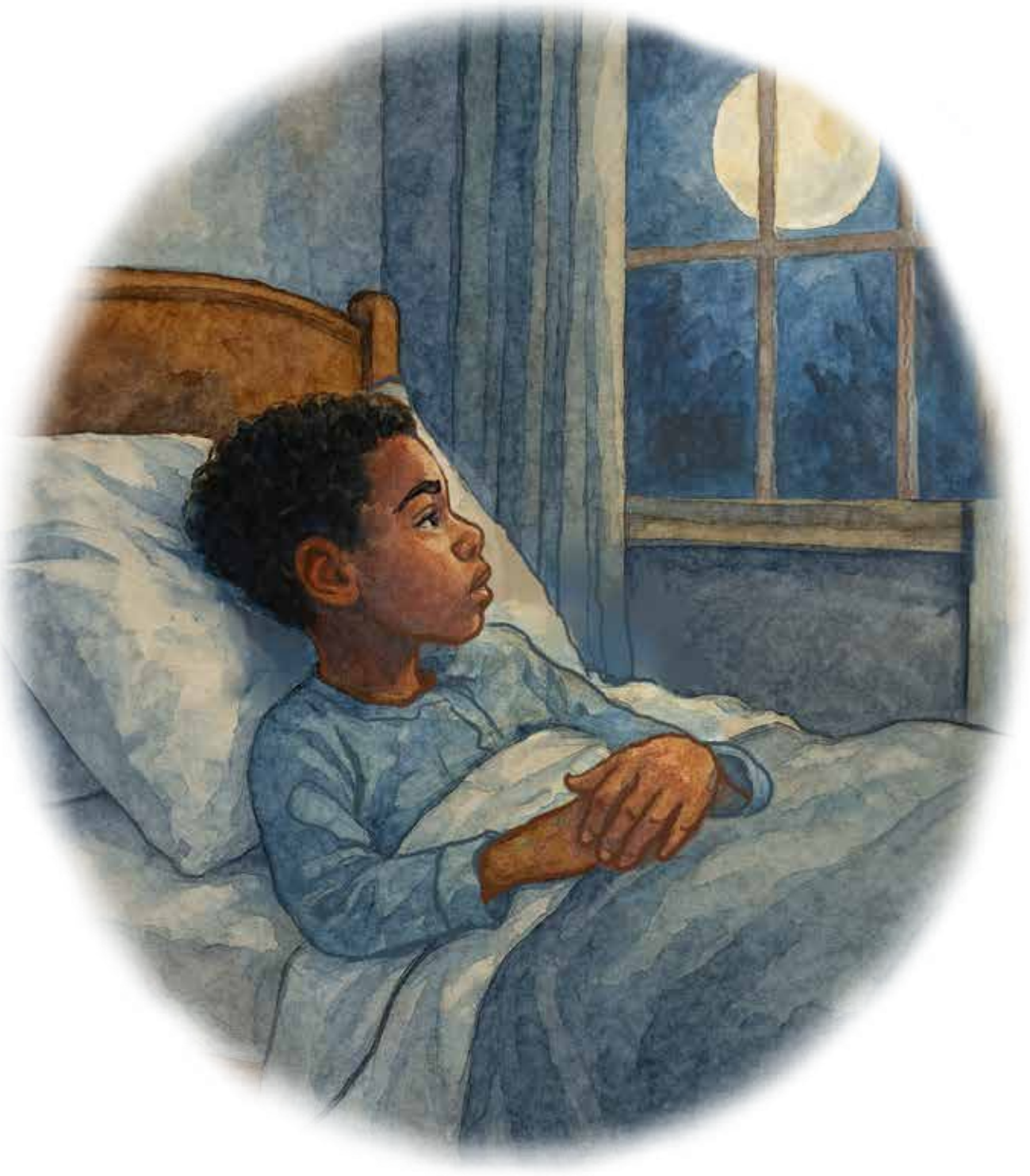


His friends ran down to the riverbank. His friend Michael stepped into the full, flowing river and managed to grab his hand. Michael pulled Vusi out of the water onto the riverbank.

Vusi went home soaking wet and terrified.



That night, Vusi lay in bed. “I know what is so scary about a full, flowing river,” he thought, “I might be brave, I might be daring, but I will never play near the riverbed again!”





Read 1

What was the warning Vusi's sister gave him?
She warned him not to play in the riverbed, because he could be swept away.

What did the dry riverbed turn into?
It turned into a full, flowing river.

Why do you think Vusi's sister warned him not to play near the riverbed?
- Because she knows that rain can turn the dry riverbed into a stream or a river.
- Because she knows that Vusi sometimes likes to do dangerous things.
- Because she knows that Vusi cannot swim.
- Because she knows that Vusi could be swept away if the river is full and strong enough.
- Maybe she has seen or heard of other children getting swept away in the riverbed.



Read 2

What are some of the brave and daring things Vusi has done?
- He has jumped off the highest part of the jungle gym.
- He has climbed the highest tree.

Do you think Vusi will play in the riverbed again? Why or why not?
I think...because...

What lesson do you think Vusi learned that day?
I think Vusi learned...because...
For example: I think Vusi learned not to play in the riverbed, because it can turn into a strong river quickly.



STORY 7

THE PAINTBRUSH



Theme: We are creative



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 understand that creativity is about trying new ideas, experimenting with different tools, and using imagination to solve problems or make something unique.



Some points to share with your learners

- An artist is someone who uses paints, pencils, or other tools to make art. Artists can also be creative by using unusual things to make their art.
- Being creative means trying new things. Sometimes, you have to think differently and experiment to create something special.
- Seeing art can make people excited, curious, or motivated to make their own art.
- Art is all about doing things in your own way. There is no right way to make art. Being creative means using your imagination and making your own choices.



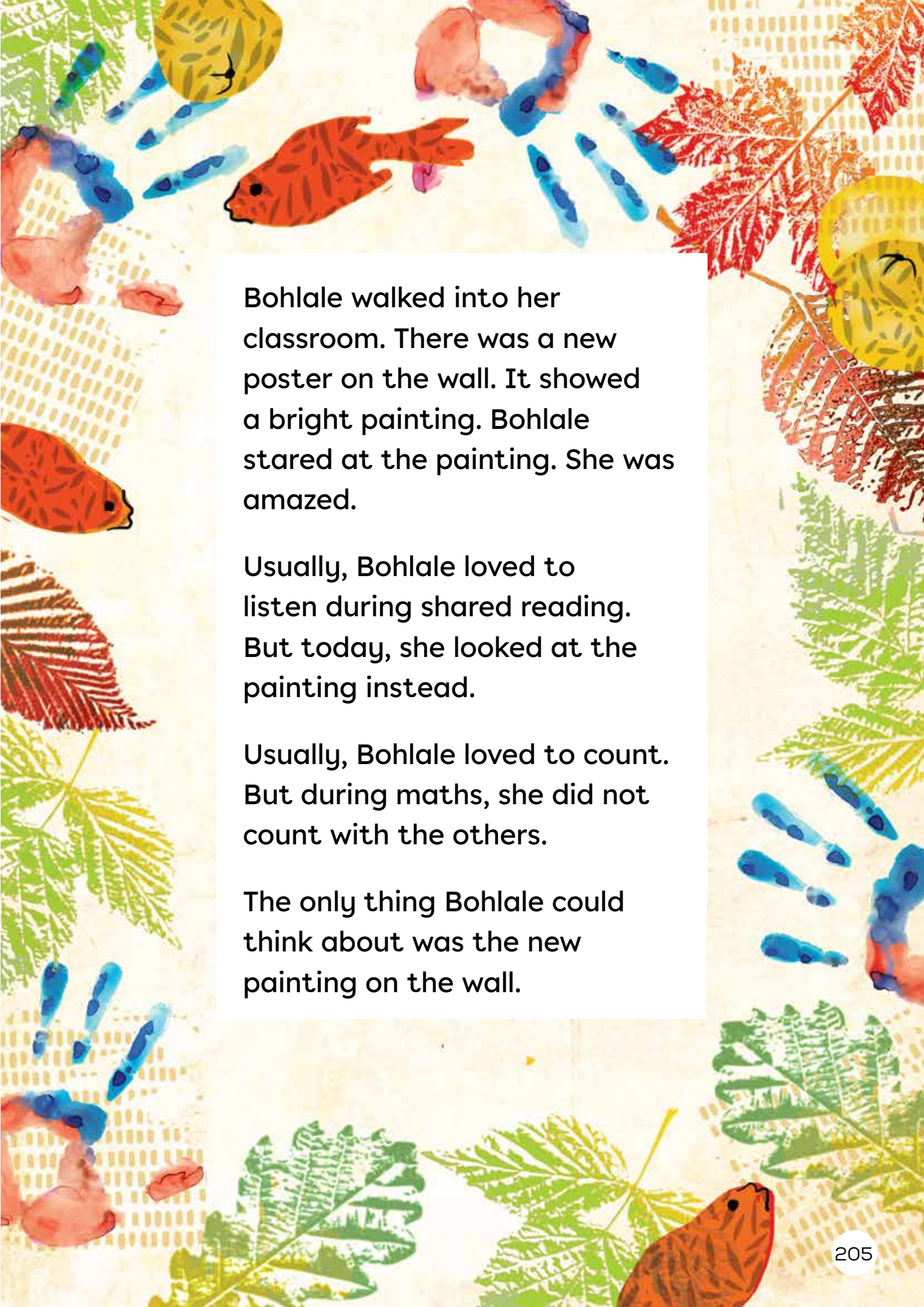
Comprehension Strategy: Make inferences

- 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
205, 4	The only thing Bohlale could think about was the new painting on the wall.	I infer that Bohlale is amazed by the painting because she can't stop thinking about it!
211, 1	After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!	I can infer that Bohlale is creative, because she realised she could use many other things to paint with – she didn't need a paintbrush after all!



Bohlale walked into her classroom. There was a new poster on the wall. It showed a bright painting. Bohlale stared at the painting. She was amazed.

Usually, Bohlale loved to listen during shared reading. But today, she looked at the painting instead.

Usually, Bohlale loved to count. But during maths, she did not count with the others.

The only thing Bohlale could think about was the new painting on the wall.



When the bell rang, Ms Mahao let the class out for break.

“Bohlale, come and see me please!” she called.

“I see that you like the painting,” she said. “Maybe you will like this!” Ms Mahao gave Bohlale a book.



Siya was waiting for Bohlale outside.

“Look!” said Bohlale.

Bohlale opened the book. Every page showed a new, more beautiful painting. Bohlale was amazed.

Koki called Bohlale to come and skip.

“Not today!” she called back.



When Bohlale got home, she found her old paint box.
But, when she opened it, there was no paintbrush!
She looked in her desk. She looked in her toy basket.
She couldn't find the paintbrush anywhere.

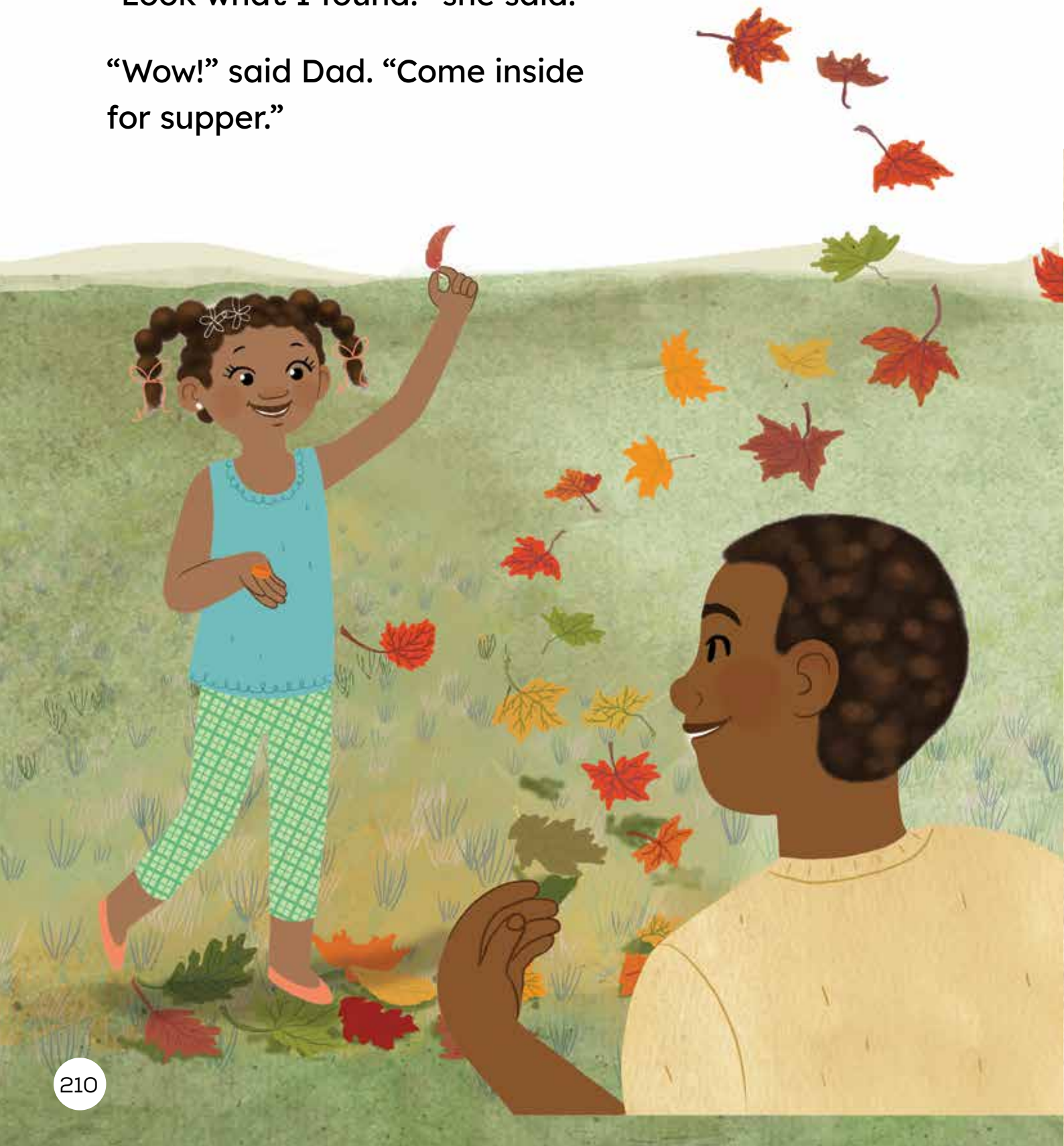


Bohlale went to play outside. She found a red leaf. She found a shiny bottle cap.

Bohlale's dad came outside.

"Look what I found!" she said.

"Wow!" said Dad. "Come inside for supper."



After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!



Bohlale painted and painted, until her father came into her room.

“It’s time for bed,” he said.

“Look!” she said.

“Wow! You’re a real artist,” he said, looking at her paintings.



The next morning, Bohlale chose her favourite painting and put it in her schoolbag.

“I”m leaving early,” she told her mother.

Bohlale opened the classroom door. Ms Mahao was getting ready for the day.

Bohlale took the painting out of her bag.

“This is for you,” she said.

“Wow!” said Ms Mahao. “Maybe one day your paintings will be in a book.”



When the bell rang, Bohlale walked into the classroom. The other children were staring at something on the wall. Bohlale looked closer – it was her painting!

“I want to paint like that!” she heard one of the children say.

Bohlale couldn’t wait to go outside and find new things to paint with.





Read 1

What was on the wall of Bohlale's classroom?
There was a new poster on the wall, showing a bright painting.

What did Bohlale's teacher give to her?
Her teacher gave her a book of paintings.

Why did Bohlale give a painting to Ms Mahao?
- Because she wanted to say thank you to Ms Mahao for giving her the book.
- Ms Mahao was so kind to Bohlale that she wanted to give her a gift.
- Bohlale wanted to show Ms Mahao that she could also paint a picture.

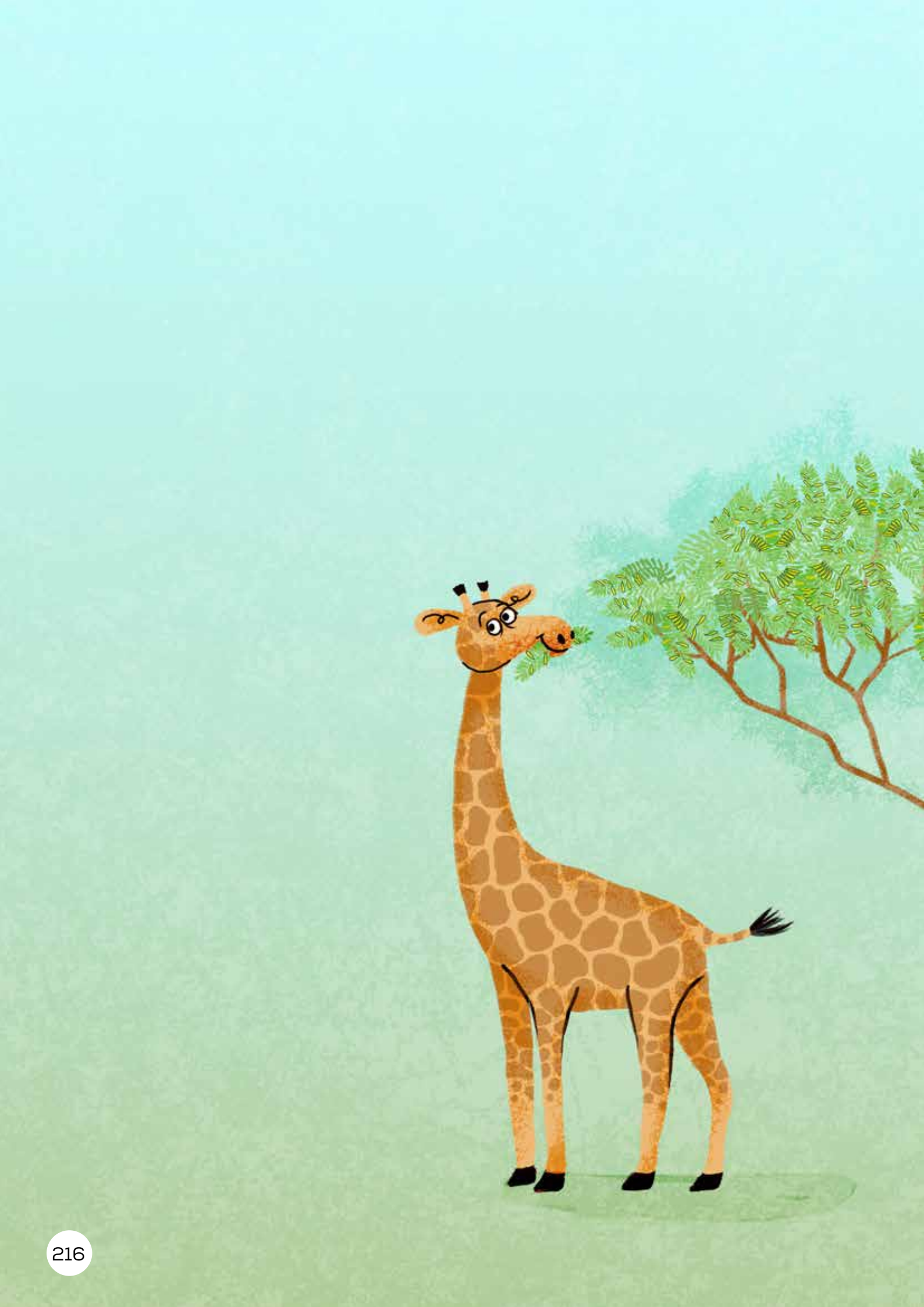


Read 2

What objects did Bohlale use to paint with?
She used her finger, a red leaf and a shiny bottle cap.

Why didn't Bohlale paint with a paintbrush?
Because she couldn't find a paintbrush to paint with.

Why was Bohlale excited to go outside and find new things to paint with?
- Because she wants to find new things to paint with.
- Because she feels proud of her paintings. She is excited to make new paintings.
- Because it is so much fun to paint with different objects.
- She wants to try painting with new and different objects.
- She had so much fun painting. She wants to paint more.
- She likes being creative and painting with new and different things.
- Maybe she wants to make Ms Mahao a new painting to hang on the wall.



STORY 8

THE WISE SON



Theme: We are creative



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 understand that thinking carefully and planning can be just as important as working hard when solving problems.



Some points to share with your learners

- Working hard means putting in a lot of effort. Planning means thinking carefully before you act. Sometimes thinking first can help you to be a better problem solver.
- Often, there is more than one way to solve a problem. For problem solving, creative and clever thinking can be just as important as physical strength.
- Creativity is not just drawing or painting. Creativity is also when we think of new or different ways to solve problems.
- Think about the word 'fill'. What does it mean to 'fill' something?



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or how the characters made choices.
- 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.



To use this strategy:

Page & paragraph	Read	Say
224, 2	He decided he would try to fill the barn with sand. He filled wheelbarrow after wheelbarrow with sand from the riverbed. He worked hard, but by the fifth day, the barn wasn't even half-way full.	What evaluation can you make about the first son? I make the evaluation that he is a hard worker.
229, 1	When darkness fell on the fifth day, the youngest brother called his father to the barn. From his small bag, he took out a big candle and set it on the ground in the centre of the barn. He lit the candle, filling the entire barn with light.	What evaluation can you make about the youngest son? I make the evaluation that he is a creative thinker, because he did things quite differently from his older brothers.

Mpumi and her sisters loved to visit their granny in Zinyoka village for the winter holidays. At night, Granny would make a big fire outside, and they would all sit around the fire, sipping tea and keeping warm by the flames.



One special night, Uncle Kwezi came over. In their family, he was famous for telling the best stories. But, he was a very quiet man, so it was known that he didn't share them easily.

Mpumi and her sister watched Uncle Kwezi as he quietly sipped his tea. But Mpumi couldn't hold it in.

"Please, please, tell us a story! We hear they are the best!" she begged her uncle.

Uncle Kwezi looked up, surprised. He smiled at Mpumi.

"I will tell you my favourite story, since you are visiting from far," he agreed.



Once upon a time, there was an old farmer who had three sons. He was becoming ill and frail, so he had to decide which son he would leave his farm to, upon his death. “Farming requires careful thinking and planning,” he thought. “I must leave it to whichever of my sons is the most careful thinker and planner.”



The old farmer called his three sons to the barn one afternoon.

“When I am gone, one of you will get this farm,” he told his sons, “then it will be your job to take care of your brothers. I must decide which one of you will best care for the farm when I’m gone.”

The sons looked at each other, wondering who should receive the farm.



“See this big barn?” the old farmer asked. “You will each have five days to fill it with whatever you choose. You must fill the entire barn in five days’ time.”



The oldest son tried first.



He decided he would try to fill the barn with sand. He filled wheelbarrow after wheelbarrow with sand from the riverbed. He worked hard, but by the fifth day, the barn wasn't even half-way full.

The middle son tried next. He chose to fill the barn with mielies. He carried armful after armful of mielies into the barn from the fields. He worked very diligently, but by the fifth day, the barn was only half-way full!



The youngest son was last to attempt the task. He spent his first day laying under a tree in the shade, thinking.

“He is so lazy!” his oldest brother thought.

“I will surely get the farm!”

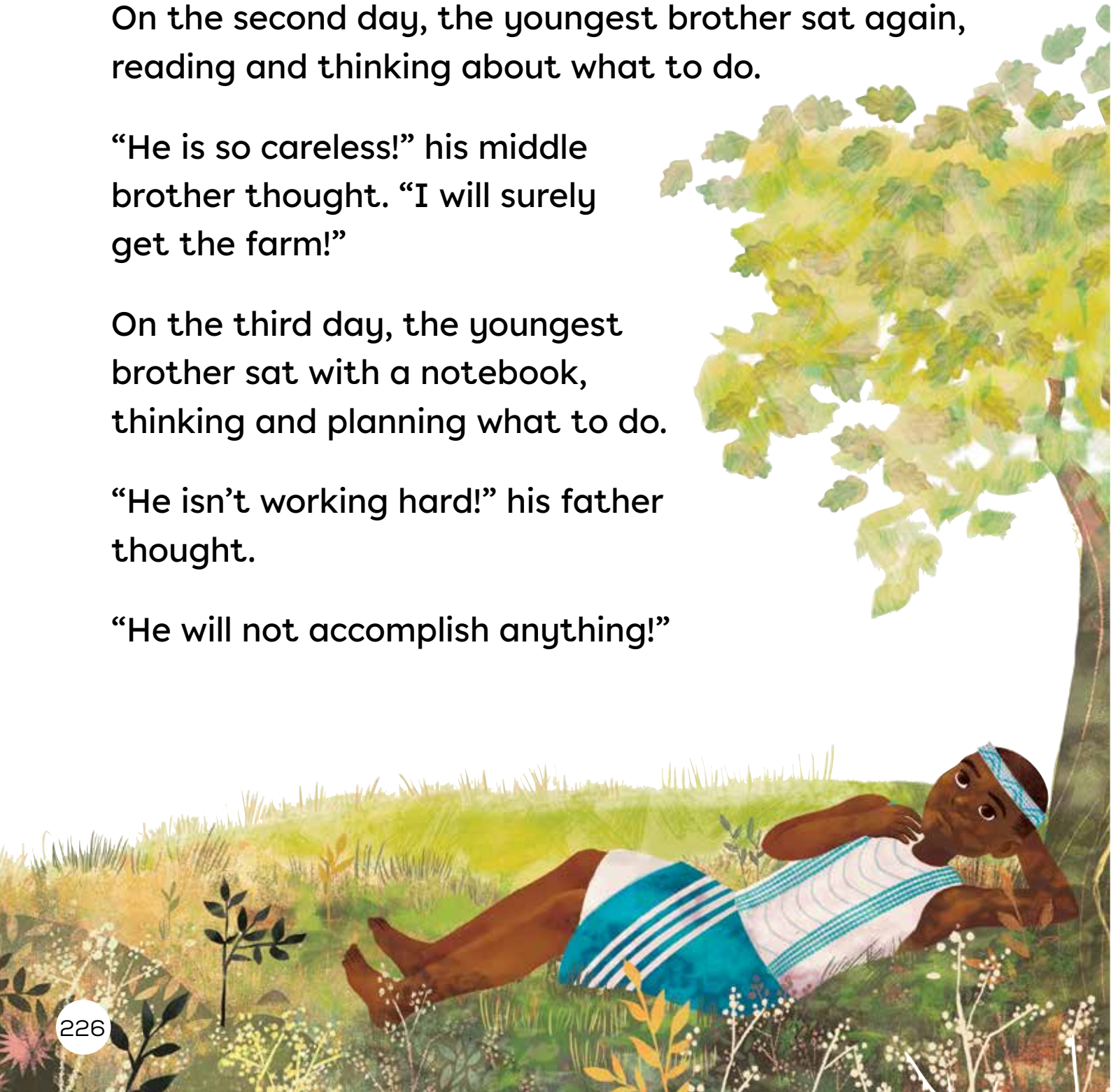
On the second day, the youngest brother sat again, reading and thinking about what to do.

“He is so careless!” his middle brother thought. “I will surely get the farm!”

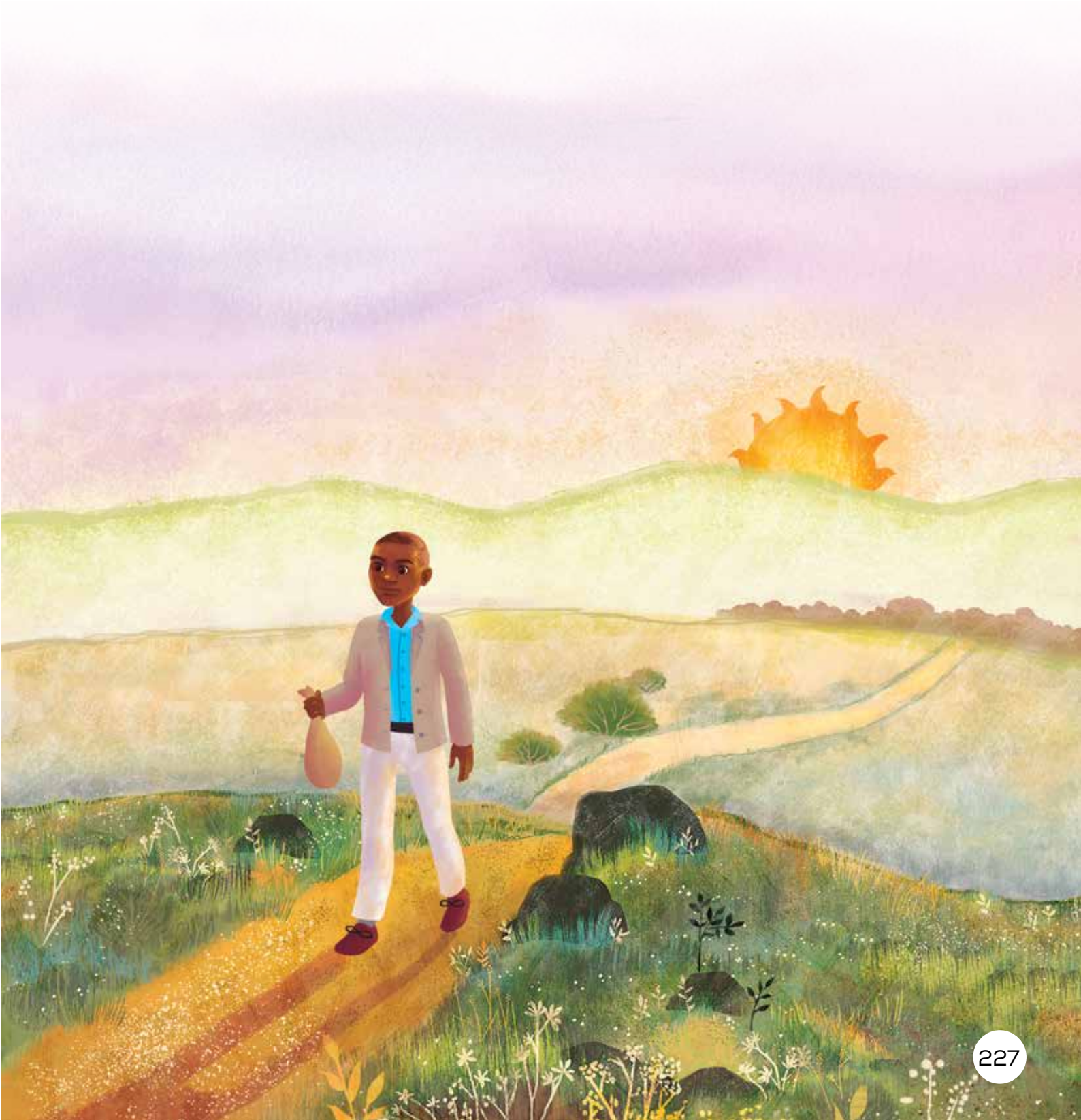
On the third day, the youngest brother sat with a notebook, thinking and planning what to do.

“He isn’t working hard!” his father thought.

“He will not accomplish anything!”



On the fourth day, the youngest brother left early for town. He came back that evening with a small bag. By this time, his family believed that he did not care about getting the farm.



On the fifth day, his father finally spoke to him. “Why aren’t you doing anything? You are insulting me!” he shouted.

“No father! Please trust me. I have a good plan!” the youngest son said.



When darkness fell on the fifth day, the youngest brother called his father to the barn. From his small bag, he took out a big candle and set it on the ground in the centre of the barn. He lit the candle, filling the entire barn with light.

His father looked around in amazement. “You are very clever. You are the only one to have filled the barn. The farm will go to you!” he said.



Uncle Kwezi looked at Mpumi and her sisters. “And now you see – hard work is important, but you must also be a careful planner!” he said.





Read 1

What did the first brother try to fill the barn with?
The first brother tried to fill the barn with sand.

What did the second brother try to fill the barn with?
The second brother tried to fill the barn with mielies.

Why did the third son get the farm?
- Because he was the only son who filled the barn.
- Because he filled the whole barn with light.
- Because he had a good plan.
- Because he had a better plan than his brothers.
- Because he was very clever.



Read 2

What challenge did the father give to his sons?
He challenged his sons to fill up the entire barn in 5 days.

What do you think the youngest son was doing while sitting and thinking each day?
I think he was...
For example: I think he was trying to think of a new and creative way to fill up the barn.

Do you agree with the father's choice to give the farm to the youngest son? Explain your opinion.
- Yes I agree with the father's choice because...
- No I don't agree with the father's choice because...





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