NHLRP National Home Language Reading Programme

Core Reader

GRADE 2

ENGLISH

HOME LANGUAGE

TERMS 1 & 2



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Read to Lead
A Reading Nation is a Leading Nation

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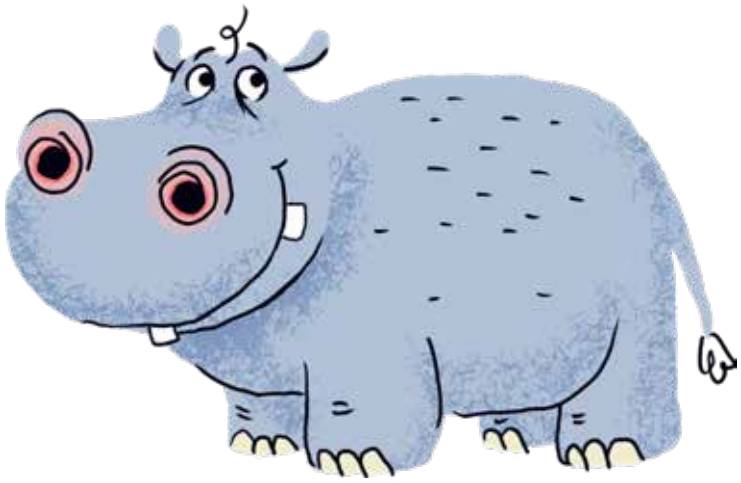

Core Reader

GRADE 2 | TERM 1 & 2

ENGLISH

NHLRP | National Home Language Reading Programme

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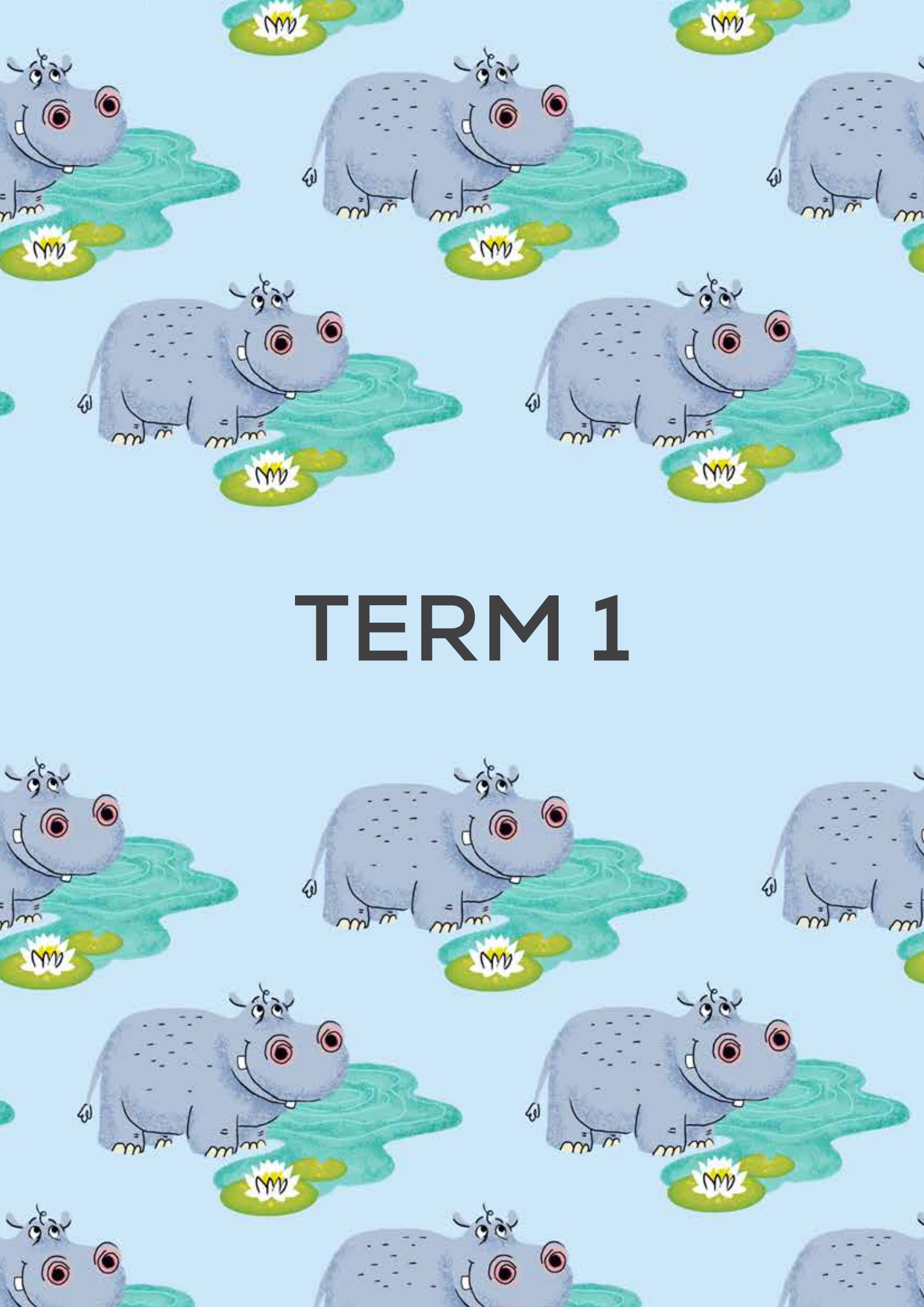


TERM 1

Theme: We set goals

Language Enrichment:

Idiom

A phrase where the words have a different meaning to the literal meaning.

'Reach for the stars'

This does not mean that you must reach up and try to touch a star. It means that you must not limit yourself when setting goals, you must aim high.

Stories:

Marie saves up



Thuli's new chickens



Vocabulary

goal:	Something you want to do or become, and that you can work towards.
save:	To keep something to use later or to not spend your money now.
money:	What we use to pay for things.
earn:	To get money or a reward by working or doing a job.
hen:	A female chicken that lays eggs and is usually quieter and smaller than a rooster.
rooster:	A male chicken with bright feathers that often crows loudly in the morning.
business:	A place where people sell things or offer services, like a shop or a salon.
plan:	A set of steps you decide to do to reach a goal or finish a task.
try:	To put effort into doing something, even if it is hard.
success:	To reach your goal or do something well.

Vocabulary

progress:	To get better at something each time you practise, little by little.
award:	A prize or something given for a job well done.

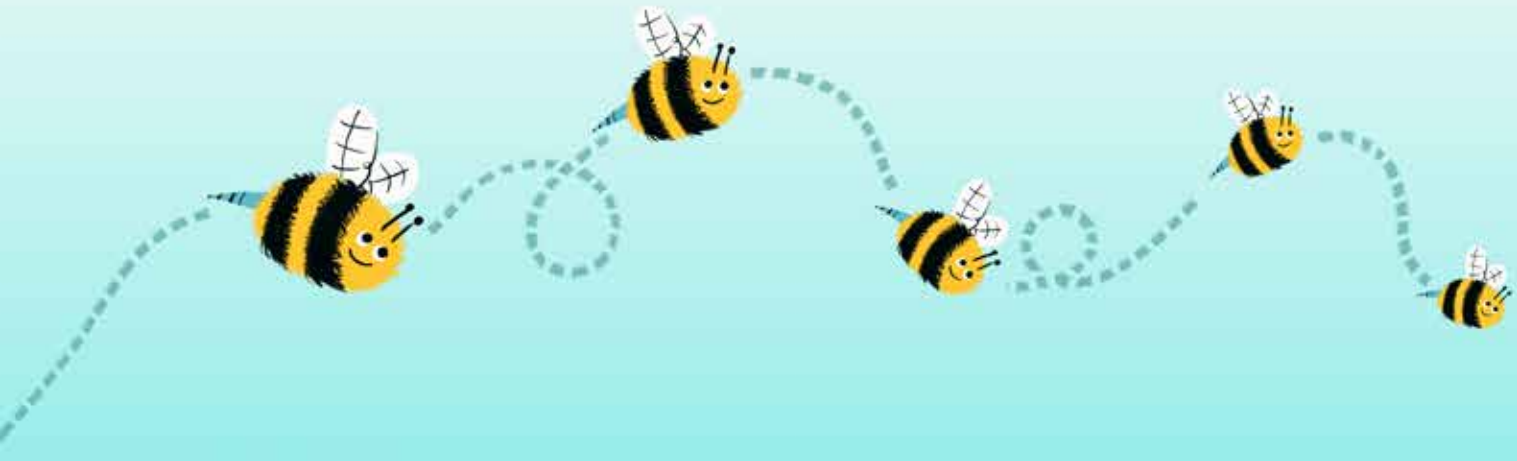
Ask your family:



What is one goal that you would like me to achieve this year?

What is one goal that you would like me to achieve in my life?







Theme: **We set goals**

Phonics

Take turns to revise these sounds:







Blend sounds

Blend sounds.

mo	po
om	omp

Encoding

How many words can you build that include one of these sounds?

m o p

Write lists of these words in your exercise book.

Review irregular words

and

Fluency

Take turns to read aloud:

My mom has a mop. Mom can mop. My mom can mom and mop. I can hop. My mom and I can hop and mop.



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

is	ig
ogs	gi



Encoding

How many words can you build that include one of these sounds?

g i s

Write lists of these words in your exercise book.



Review irregular words

and, I



Fluency

Take turns to read aloud:

A pet pig. A pet hen. A pet dog. A pig, a hen, and a dog. A pig, a hen, and a dog sit in the hot sun.



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

est	ift
stee	oft



Encoding

How many words can you build that include one of these sounds?

ss t f

Write lists of these words in your exercise book.



Review irregular words

and, I, the



Fluency

Take turns to read aloud:

I have a pot. The pot is a red pot. I have a pig. The big pig is in the red pot. The pig can fit in the big, red pot. The pot is big, big, big! It is a big mess in the pot!



Creative storytelling



Phonics

Take turns to revise these sounds:











Blend sounds

Blend sounds.

eff	hea
wo	je



Encoding

Use the sounds below to make words:

s	o	i	p	t	h
g	m	e	j	w	ff

Write these words in your exercise book.



Review irregular words

and, I the, a



Fluency

Take turns to read aloud:

The dog is fast. The dog is swift. The dog can run fast. The pig is not fast. The pig is not quick. The pig cannot run, but the pig can jog.The pig jogs off the cliff!

Fluency

Take turns to read aloud:

Neo learns his tables

Neo is in class. Neo can run. Neo can sing. Neo cannot yet do Maths! Neo must get help. Neo must tell his mom.

Neo's mom can help him. Mom has a bag. Mom has a big bag of rocks. They will do Maths with rocks.



Split the rocks up, Neo! Split them into sets of 2. Split them into sets of 3. Good job, Neo.

2 rocks plus 2 rocks – 4 rocks! 3 rocks plus 3 rocks – 6 (six) rocks! Good job, Neo.

Neo and mom do this a lot. They do Maths with rocks. Neo is doing Maths. Neo can do Maths.



Comprehension

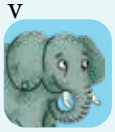
Write the answers in your exercise books:

1. What can Neo do?

a. Neo can sing and do Maths.
b. Neo can run and sing.
c. Neo can do Maths and run.

2. Who can help Neo?

a. Dad
b. Mop
c. Mom



Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

hat	pup	pups
book	books	hats

Singular 1	Plural +2

Theme: We help

Language Enrichment:

Song

Words written to be sung, usually with music. Songs often include rhythm, repetition, and rhyme to help tell a story or express feelings.

Help by The Beatles (excerpt)

Help me if you can, I'm feeling down

And I do appreciate you being 'round

Help me get my feet back on the ground

Won't you please, please help me?

This song is about someone asking for help. We know the person is asking for help from someone they know, because they say thank you for 'being around'. We also know the person is unhappy because they say they are 'feeling down'. When we are feeling down, we sometimes just stay in bed, with our feet off the ground. The person in the song asks for help to get their 'feet back on the ground' – the person wants to stand up again.

Stories:

Candice and Carla's big adventure



Timeo helps his family



Vocabulary

wobble:	To move from side to side, like when something might fall.
balance:	To stay steady and not fall.
exhausted:	To be very, very tired and have no energy left.
adventure:	An exciting trip or activity where you try new things and have fun.
bully:	Someone who hurts, scares, or says mean things to others on purpose.

Vocabulary

ignore:	To not pay attention to someone or something on purpose.
insult:	To say something mean that hurts someone's feelings.
support:	To help someone by being kind, helping with tasks, or encouraging them.
kind:	Being nice to others by using gentle words and actions.
helpful:	Doing something that makes someone's job or problem easier.
care:	To look after someone and make sure they are safe and well.
comfort:	To make a person feel better when they are sad or hurt by being close to them, listening, or saying kind things.

Ask your family:



What do you need help with? Can I help you with this?

What can we do to make our home or community better? How can we do this?



Phonics

Take turns to revise these sounds:







Blend sounds

Blend sounds.

end	and
da	an

Encoding

How many words can you build that include one of these sounds?

n a d

Write lists of these words in your exercise book.

Review irregular words

and, I, the, a, is

Fluency

Take turns to read aloud:

I had a pot. I had a pan. I had a pot and a pan. I had a pot and pan on my bed. I had a pot and pan in my bag. The pot and pan are in the kitchen. The pot is not on my bed. The pan is not on my bed. I nap on my bed.



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

shy	ey
coo	ish



Encoding

How many words can you build that include one of these sounds?

y sh c

Write lists of these words in your exercise book.



Review irregular words

is, to, do, me, and, the



Fluency

Take turns to read aloud:

The fish can swim. The fish has a fin. The fish with a fin can swim in the tub. A fish in the tub? A fish in my bath? The fish must not go in the bathtub.



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

eek	er
kro	ra



Encoding

How many words can you build that include one of these sounds?

k e r

Write lists of these words in your exercise book.



Review irregular words

to, do, are, my, a, is, me



Fluency

Take turns to read aloud:

I had a bag. My bag had stuff in it. It had jam in it. It had a soft dog in it. It had a cricket bat in it. I lost my bag! My bag is lost. I miss that stuff I had in my bag.













Theme: **We help**



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

uch	ub
chu	bu



Encoding

Use the sounds below to make words:

ch	o	s	b	u	a
e	d	m	ff	i	r

Write these words in your exercise book.



Review irregular words

are, my, is, me, to, do, the, a



Fluency

Take turns to read aloud:

I hug my dad. I hug my dog. I hug my dad and my dog. I do not hug my fish. I hug my dad and my dog, but not my fish. My fish is sad.

Fluency

Take turns to read aloud:

Sonto helps

There is a big mess. Sonto can help. She can help Mom and Gran. She can help in the hut. Sonto is glad to help.

Sonto can sweep. She can sweep the mat. Sonto can see mud on the mat. She gets a bag. She gets a bag to pick up the bits of mud. Then, she gets the mud off the mat with a broom.

Sonto can see dust on the bed. Sonto gets the dust off the bed with the broom. She pats the bed. Pat, pat, pat. The bed is flat.



Sonto can see a cup, a mug and a pan in the tub. Mom and Gran bring hot suds. There are hot suds in the tub. Scrub, scrub. They scrub the cup, the mug, and the pan in the tub.

The hut is not a mess. Sonto is glad the hut is not a mess.



Comprehension

Write the answers in your exercise books:

1. Sonto can _____.

a. help
b. mess
c. hut

2. What was on the bed?

a. mud
b. dust
c. bits



Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

foxes	wish	boxes
fox	wishes	box

Singular 1	Plural +2



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

eel	lee
eeck	uck



Encoding

How many words can you build that include one of these sounds?

ee ck l

Write lists of these words in your exercise book.



Review irregular words

has, my, are, to, do, the, I, is, me



Fluency

Take turns to read aloud:

See that big bug? I am in shock! That bug is big! It is a big, big bug! Yuck! Is it bad? It that a bad bug? Yes! It is a bad bug. It bit me!

Phonics

Take turns to revise these sounds:







Blend sounds

Blend sounds.

ell	qull
zee	all

Encoding

How many words can you build that include one of these sounds?

ll qu z

Write lists of these words in your exercise book.

Review irregular words

has, my, are, I, the, is, me, to, do

Fluency

Take turns to read aloud:

Help! I must get on that bus! I run, but the bus is fast! I run to get on the fast bus. I run and run and run until the bus stops. I am quick. I do not miss the bus.



Phonics

Take turns to revise these sounds:









Blend sounds

Blend sounds.

uzz	ool
shoo	spoo



Encoding

How many words can you build that include one of these sounds?

zz oo oo

Write lists of these words in your exercise book.



Review irregular words

has, me, are, my, I, to, do, and, the, is



Fluency

Take turns to read aloud:

I got stuff at the shop. I got an egg at the shop. I got a box of milk at the shop. I got a muffin at the shop. I got a big bag of chips at the shop. Yum! I got lots of good stuff at the shop.



Creative storytelling



Phonics

Take turns to revise these sounds:











Blend sounds

Blend sounds.

ong	tha
ath	whe



Encoding

Use the sounds below to make words:

t	p	s	r	a	i
e	o	k	ng	wh	th

Write these words in your exercise book.



Review irregular words

has, have, is, my, me, I, are, is



Fluency

Take turns to read aloud:

I go to the pond. I bring a picnic. I bring a picnic with me to the pond. I sit on the grass. I have a picnic on the grass at the pond. Then, I jump in the pond and swim, swim, swim.

Fluency

Take turns to read aloud:

Max and the dog

Max sat on the grass. There was a sad man. The sad man sat on a log. The sad man had lost the dog.

The sad man had lost Bob the big dog.

Max can help. Max can help look.

Max and the man went to look. They went up the path. They went past a big rock. They went to the pond.

There is Bob! Bob is in the pond. It is hot! Bob can swim if it is hot.

The man is glad to see the dog. Come, Bob! Come! The big dog ran to the man. But Bob is wet! The man is wet, too.

Max is glad to help.





Comprehension

Write the answers in your exercise books:

1. What had the sad man lost?

a. A log
b. A dog
c. A rock

2. Where was Bob the dog?

a. On the path
b. In the pond
c. In a pool



Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

bug	seeds	seed
job	jobs	bugs

Singular [1]	Plural [+2]

Theme: Our bodies

Language Enrichment:

Proverb

A short, traditional saying that offers advice. Proverbs often include figurative language like metaphors.

An apple a day keeps the doctor away.

This means that if we eat healthy foods we will stay healthy.

Stories:

Lesego feels uncomfortable



Zama's bad day



Vocabulary

comfortable:	Feeling good and relaxed, like when you are sitting on a soft chair.
uncomfortable:	Not feeling good or relaxed, like when you are sitting on a very hard chair.
bravely:	Doing something even when you feel scared; being strong and careful.
underneath:	Under something or below it.
weight:	How heavy something or someone is.
self-conscious:	Feeling shy or nervous because people are looking at you.
comment (on):	To say something about a person, picture, or idea to share your thoughts.
respectful:	Being polite to others; showing that you care about their feelings and ideas.
weak:	Not very strong. Your body feels tired or you cannot do hard things easily.

Vocabulary

strong:	Having power in your body to lift things, run or play without getting tired quickly.
healthy:	When your body feels good because you eat well, sleep enough, and move or excercise a lot.
unhealthy:	When your body feels not so good because of too much junk food, not enough sleep, or not moving enough.

Ask your family:



What more can we do to keep our bodies healthy and strong?

If I ever want to know something about my body, who should I talk to?







Phonics

Take turns to read this sound:





Blend sounds

Blend sounds.

ake	ate
ade	ame



Encoding

Find all the words from the text that use:

a-e

Write lists of these words in your exercise book.



Learn a new irregular word

you



Fluency

Take turns to read aloud:

Take me to the game. It is too late. It is too late to get to the game. You will not make it. I feel sad. I feel sad that it is too late to make it to the big game. I feel sad that you will not see the game.



Phonics

Take turns to blend these sounds:



+





Blend sounds

Blend sounds.

gree	gro
gri	gru



Encoding

Find all the words from the text that use:

gr

Write lists of these words in your exercise book.



Review irregular words

you, have, has, my, are



Fluency

Take turns to read aloud:

I am in Grade 2. I sing a song. I jump and run. I do my maths. I make some crafts. I like green best. This is a fun grade. Do you think Grade 2 is fun?



Phonics

Take turns to read this sound:





Blend sounds

Blend sounds.

ike	ile
ite	ine



Encoding

Find all the words from the text that use:

a-e i-e

Write lists of these words in your exercise book.



Review irregular words

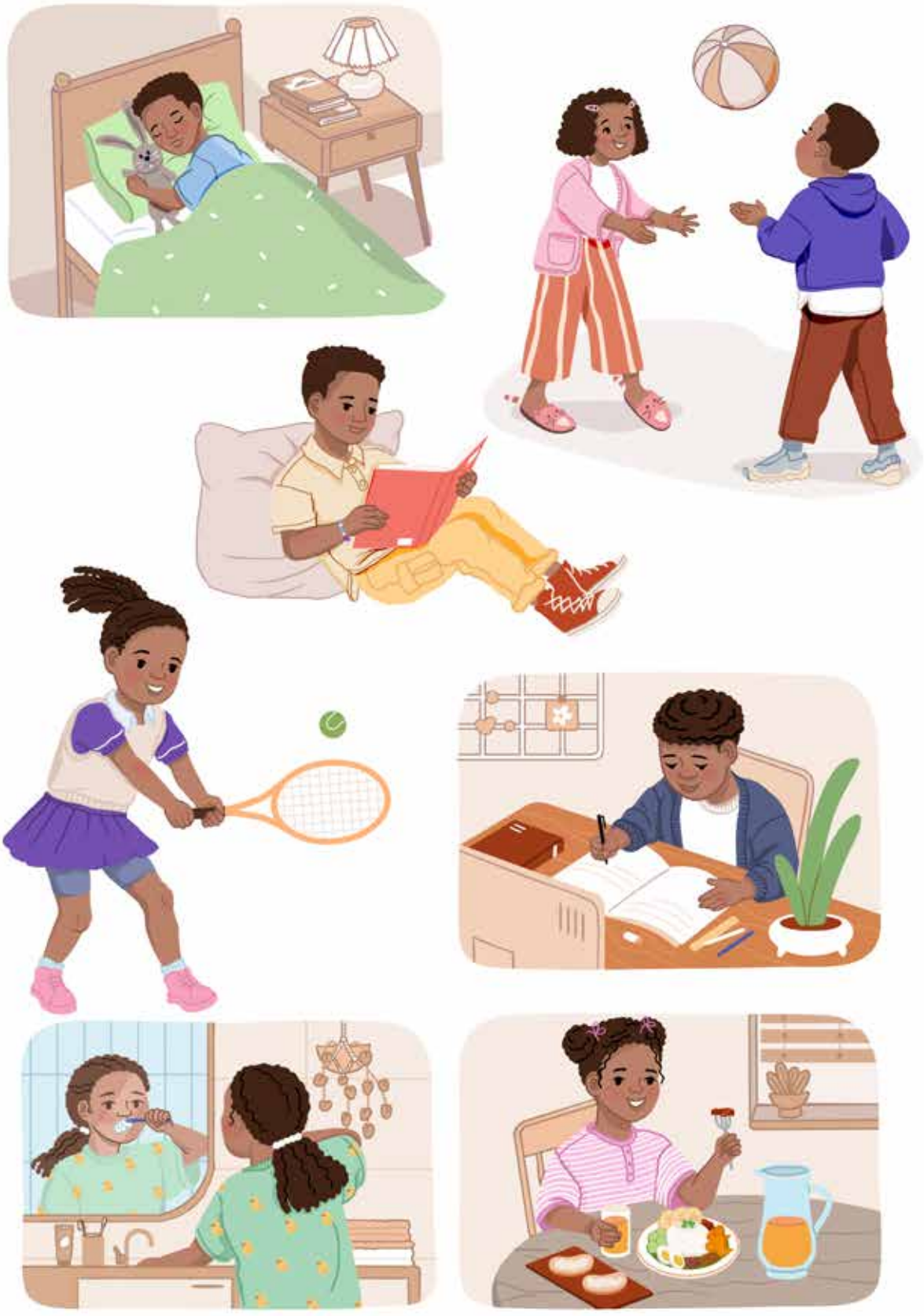
you, has, have, are, is, the



Fluency

Take turns to read aloud:

A grape! A sweet, green grape! Can I have it? Can I taste that green grape? Yum, I like it. A cake! A sweet, red velvet cake! Yum. Can I taste some cake? Can I take a taste of cake? Yum, I like it.



Theme: **Our bodies**



Phonics

Take turns to blend these sounds:



+





Blend sounds

Blend sounds.

pri	erp
pro	urp



Encoding

Use the sounds below to make words:

a	e	i	g	p	r
d	t	m	l	u	o

Write these words in your exercise book.



Review irregular words

you, is, have, has, the, I, and, me



Fluency

Take turns to read aloud:

My name is Grog. I am a frog. I like my name. I take pride in my name. Do you think Grog is a good name for a frog? I like to lick prunes. Do you like prunes?



Review irregular words

you, me, I, my, are, have, has



Fluency

Take turns to read aloud:

Zama is strong

Zama got up. She stood on the mat. She made her bed. She went to the bathroom. She had a bath. Zama smells fresh.

Zama went to class. She sat at the desk for Maths. When the bell rang, she ate lunch. Then, she ran on the grass. Zama's legs are strong.



Next, it was time for Life Skills. They had a fun time in Life Skills. Zama likes Life Skills a lot.

At home, Zama got some beetroot and samp in the cabinet. Chop, chop, chop. Mix, mix, mix. Zama made samp and beetroot for her mom and dad. Then, they ate the food. They ate it up! Yum.

At the end of the day, Zama went to bed and had a rest. She had a good, deep sleep.



Comprehension

Write the answers in your exercise books:

1. Zama ran on the _____

a. mat
b. grass
c. desk

2. What did Zama do at the end of the day?

a. She ran on the grass
b. She went to bed
c. She ate samp and beetroot



Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

rock	stacks	stack
rocks	week	weeks

Singular [1]	Plural [+2]



Phonics

Take turns to read this sound:





Blend sounds

Blend sounds.

ete	epe
ele	eve



Encoding

Find all the words from the text that use:

e-e

Write lists of these words in your exercise book.



Learn a new irregular word

your



Fluency

Take turns to read aloud:

An athlete can skip. An athlete can run fast. An athlete can jump. I can skip, run, and jump. Am I an athlete? Yes, I think I am! I think I am an athlete. I run, skip and jump in the evening.

Phonics

Take turns to blend these sounds:



+



Blend sounds

Blend sounds.

cra	cree
cri	croo

Encoding

Find all the words from the text that use:

cr

Write lists of these words in your exercise book.

Review irregular words

you, your, are, is, the, and, my, have

Fluency

Take turns to read aloud:

There is a big crack in the concrete. The crack is wide. The crack is deep. There is thick, wet mud in the crack. There is a big insect in the thick, wet mud. The crack is an insect home.



Phonics

Take turns to read this sound:





Blend sounds

Blend sounds.

ose	ome
ope	ove



Encoding

Find all the words from the text that use:

e-e o-e

Write lists of these words in your exercise book.



Review irregular words

your, you, me, is, the, and, have, has



Fluency

Take turns to read aloud:

The theme is home. A stone home. Is your home made of stone? A mud home. Is your home made of mud? A brick home. Is your home made of bricks? A stick home. Is your home made of sticks? A wooden home. Is your home made of wood? A concrete home. Is your home made of concrete?



Creative storytelling

Phonics

Take turns to blend these sounds together:



+



Blend sounds

Blend sounds.

sto	est
ost	stee

Encoding

Use the sounds below to make words:

a	e	p	s	t	o
v	k	r	ee	sh	n

Write these words in your exercise book.

Review irregular words

you, your, has, have, are, is, and

Fluency

Take turns to read aloud:

My name is Steve. I am just Steve. I am just a man. I am not a king - not yet. I am not the pope - not yet. I am not a king and I am not the pope. I am not yet a king and I am not yet the pope. I stop crime. I stop bad things. I do my best to stop crime.



Review irregular words

are, you, your, have, has



Fluency

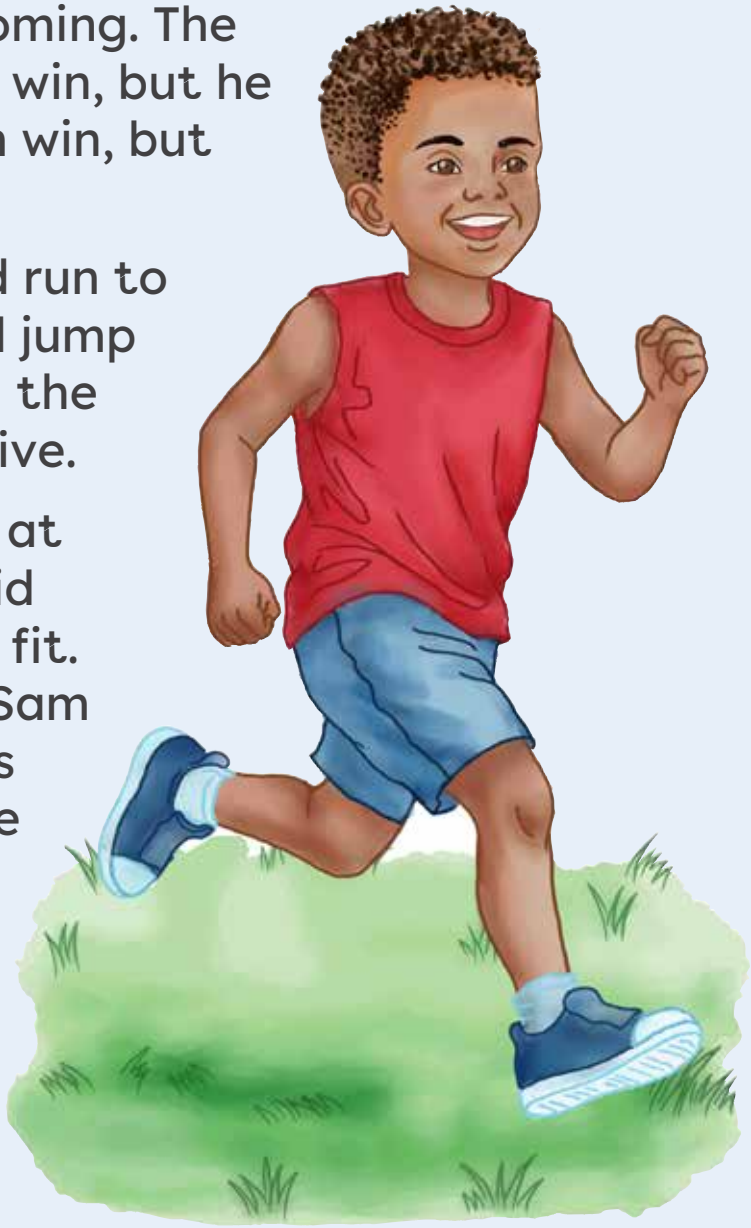
Take turns to read aloud:

Sam's Big Game

Sam has a big game coming. The game is soon. Sam can win, but he must get fit. Same can win, but he must get strong.

Sam will skip, jump and run to get fit. He will skip and jump at home. He will run on the long path. Sam will thrive.

Sam did a lot of jumps at home. He ran and he did skips. He did it! He got fit. Sam is fit and strong. Sam is an athlete! Sam feels pride. Sam is glad to be fit and strong for the game.





Comprehension

Write the answers in your exercise books:

1. What did Sam do to get fit?

a. Swim, jump and skip
b. Run, jump and swim
c. Run, jump and skip

2. Where did Sam run

a. At home
b. On the path



Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

foot	teeth	men
man	feet	tooth

Singular 1	Plural +2

Theme: We solve mysteries

Language Enrichment:

Riddle

A word puzzle that requires you to think 'out the box' to come up with the answer.

A man comes to town on Sunday. He stays for one night and then leaves on Sunday. How is this possible?

The answer is that Sunday is a horse. This riddle is tricky because it makes us think that Sunday is the day of the week. We are puzzled because we cannot have a Sunday straight after a Sunday. But in the riddle the man comes to town on Sunday, and he leaves on Sunday. This is possible because Sunday is the name of the horse he comes to town on and leaves on.

Stories:

Mandu's secret diary



Hide and seek



Vocabulary

solve:	To find the answer or fix a problem.
clue:	A small piece of information that helps you find the answer to something.
diary:	A private book where you write about your day, thoughts, and feelings.
mystery:	Something that is unknown or unexplained that makes you curious.
hide:	To go somewhere or put something where others cannot see it.
seek:	To look for something or someone that is lost or hidden.
missing:	Not where it should be, lost or away (like a toy that you cannot find).

Vocabulary

crouch:	To bend your knees and lower your body close to the ground.
detective:	A person who looks for clues to find out what happened.
evidence:	Things or facts that help show the answer, like a footprint or a note.
suspect:	Someone who we think might have done something. We must check to see if it is true.
search:	To look carefully for something or someone.

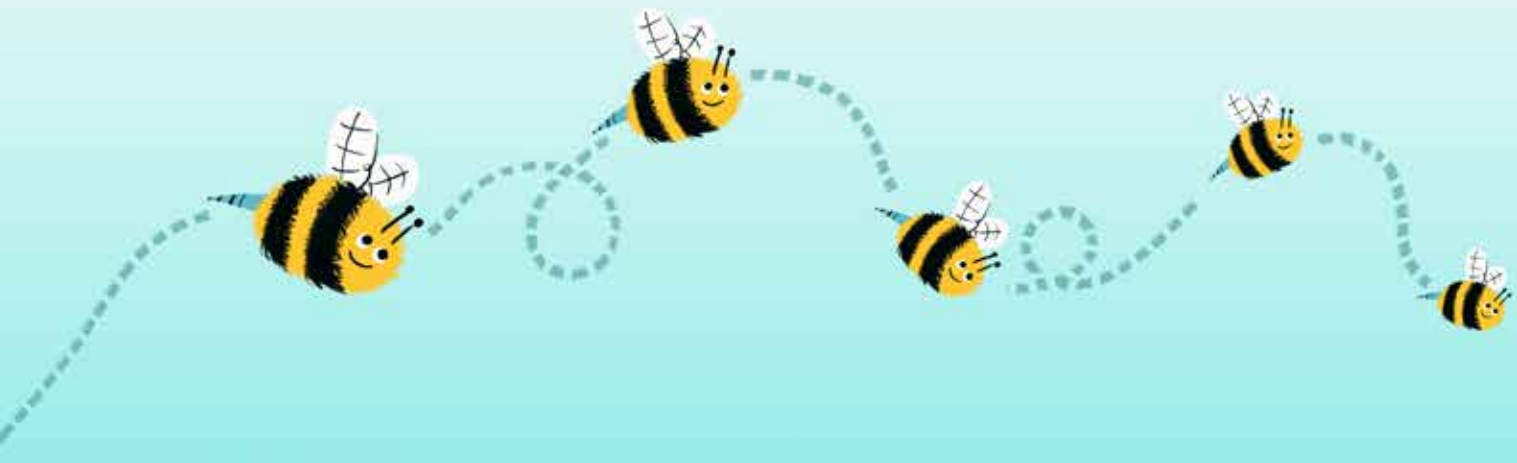
Ask your family:



Have you ever had a mystery in your life? If so, can you tell me about it?

Mysteries can be fun! Can we make clues for each other to solve a mystery?







Phonics

Take turns to read this sound:





Blend sounds

Blend sounds.

uke	ute
ule	ume



Encoding

Find all the words from the text that use:

u-e i-e

Write lists of these words in your exercise book.



Learn a new irregular word

said



Fluency

Take turns to read aloud:

Look at the cute cat! That cat is cute. Look at the sad mule. That mule is cute, but it is sad. I like the cute cat. I like the sad mule. Do you like the cute cat and the sad mule too? I have a sad dog. He is cute too. Do you have a cat or a dog?



Phonics

Take turns to blend these sounds together:



+





Blend sounds

Blend sounds.

tha	eeth
thri	thro



Encoding

Find all the words from the text that use:

thr

Write lists of these words in your exercise book.



Review irregular words

said, you, your, my, have, is



Fluency

Take turns to read aloud:

The queen is on the throne. The king is on the throne. The king and the queen thrive when they sit on the throne. The queen must get to the lake. The queen can ride a mule. The queen must ride a mule to get to the lake.



Phonics

Take turns to read this sound:





Blend sounds

Blend sounds.

bea	eam
eap	crea



Encoding

Find all the words from the text that use:

ea

Write lists of these words in your exercise book.



Review irregular words

said, your, you, are, have, my



Fluency

Take turns to read aloud:

I like to eat. I eat a meal. I eat meat. I eat a bean. Then, I eat a treat. I eat a sweet treat. The sweet treat is cake. I like to eat cake best!



Theme: **We solve mysteries**



Phonics

Take turns to blend these sounds together:



+





Blend sounds

Blend sounds.

dri	dra
dro	drea



Encoding

Use the sounds below to make words:

e	u	a	n	t	m
l	v	c	d	r	i

Write these words in your exercise book.



Review irregular words

said, your, you, the, I, my, me



Fluency

Take turns to read aloud:

I see a big crane. I see the top when I look up. “The crane is strong!” Steve said. “It must lift a big, concrete cube!” The crane must drive the cube to the site. “Can the crane do it?” I ask.



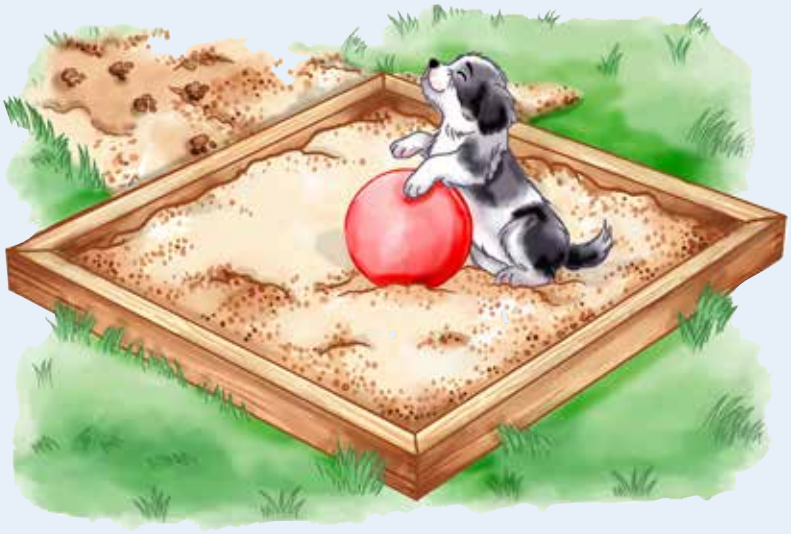
Review irregular words

you, said, your, have, has, the



Fluency

Take turns to read aloud:



The Missing Ball

The sun was up. "It is hot!" said Sam.

"We can kick a ball!" said Zama. Sam and Zama went to get the ball, but it was not in the net where they had left it.

"The ball is not here," Sam said.

"Where could it be?" asked Zama. They went to the bench. It was not there. They went to the tree, but it was not there. "I hope it is not lost!" said Sam.

Then, they saw footprints on the grass. They went across the path. The footprints went to the sand pit. Sam and Zama went to the sand pit to see if the ball was there.

At last, there it was. A small pup had the ball. "Yap, yap, yap," said the pup. The pup was cute. Sam and Zama had a seat in the pit with the pup.

Sam and Zama felt glad. They had the ball and a cute pal.



Comprehension

Write the answers in your exercise books:

1. What was missing?

a. The pup
b. The ball
c. The sand pit

2. Sam and Zama left the ball in the _____

a. sand pit
b. net
c. tree



Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

bus	buses	dishes
classes	class	dish

Singular 1	Plural +2



Encoding

Complete each **word** using one of these **sounds**.
Write in your exercise books.

o-e	i-e
d	k
v	n
p	

1. po_e
2. _ive
3. h_m_
4. r_d_
5. fi_e
6. _ink



Encoding

Complete each **sentence** using one of these **words**.
Write in your exercise books.

stone	lime
stop	lift
get	prop
grade	

1. I have a black _____.
2. Look! There is a ___ in the tree.
3. I run and then I _____.
4. My dad likes to _____ me up.
5. Dad went to the shop to _____ some milk.
6. I am in _____ 2.



Fluency

Take turns to read the story:

I like to hide. I like to hide in a big box. I like to hide in the bathtub. I like to hide in the back of the white truck. I must not hide in the pool. I must not hide on the hot stove.



Encoding

Complete each **word** using one of these **sounds**.
Write in your exercise books.

a-e	u-e
h	sh
ck	k
b	

1. p_l_
2. _ive
3. wi__
4. r_d_
5. ki__
6. _ake



Encoding

Complete each **sentence** using one of these **words**.
Write in your exercise books.

cake	cute
ride	bone
rush	cook
back	

1. I like to eat _____.
2. I pet a _____ cat.
3. I can _____ a bike.
4. My dog has a big _____.
5. I am late and in a _____.
6. I like to _____ with my mom.



Fluency

Take turns to read the story:

I bake a cake with my mom. I like to make cake. When I make cake with my mom, I get to mix. I mix with a big wooden spoon. It is fun. It is fun to make cake, and it is fun to eat it!



Encoding

Complete each **word** using one of these **sounds**.
Write in your exercise books.

e-e	ea
a	wh
oo	u
thr	

1. m_g
2. __at
3. sp__n
4. ___ow
5. th_m_
6. b__n



Encoding

Complete each **sentence** using one of these **words**.
Write in your exercise books.

theme	seat
shot	whale
bath	book
boot	

1. The _____ of the week.
2. I take a _____ at my desk.
3. I had to get a _____.
4. A _____ can swim.
5. I must take a _____ in the tub.
6. I read a _____.



Fluency

Take turns to read the story:

A whale can swim. A whale can swim in the sea. A whale cannot swim in a pool. A whale is too big to swim there! A whale cannot swim in a pond. A whale is too big to swim in there.



Creative storytelling



Encoding

Complete each **word** using one of these **sounds**.
Write in your exercise books.

ng	ch
oo	i
ll	ff
zz	

1. bu__
2. fe__
3. __op
4. r_de
5. thi__
6. cli__



Encoding

Complete each **sentence** using one of these **words**.
Write in your exercise books.

song	chip
bell	buzz
pool	fill
pill	

1. I sing a _____.
2. I eat a _____.
3. The _____ rang.
4. The bee said _____.
5. I swim in the big _____.
6. I _____ my cup at the tap.



Fluency

Take turns to read the story:

I sing a song. I sing a long song to my mom. I have a chick. The chick can sing. I sing like the chick. Cheep, cheep, cheep. It is fun. It is fun to mimic a chick.

Fluency

Take turns to read aloud:

The Missing Lunch Box (Crumbs: The b is silent. Say: crumz)

It was time to eat lunch. Jack had his backpack. He put his hand inside to get his lunch box. But the lunch box was not in the backpack. Jack felt sad. His lunch box was missing! “I need to eat!” he said.

Naledi came to help Jack. “We can fix this!” she said. “It will not be missing for too long.”

Jack and Naledi had a good look. They went to the classroom. They went to the desk. They went to the shelf. Then, they saw some crumbs. The crumbs went across the room, onto the mat!

There was the lunch box, on the mat. A big rat was eating Jack’s lunch. Jack had a scream, but Naledi said “This rat is cute!”



“You can have some of my lunch,” Naledi said to Jack. “Next time, I must seal my lunch box!” said Jack.



Comprehension

Write the answers in your exercise books:

1. How did Jack feel?

a. Cross
b. Sad
c. Mad

2. Where was Jack's lunchbox?

a. On the desk
b. In the bathroom
c. On the mat

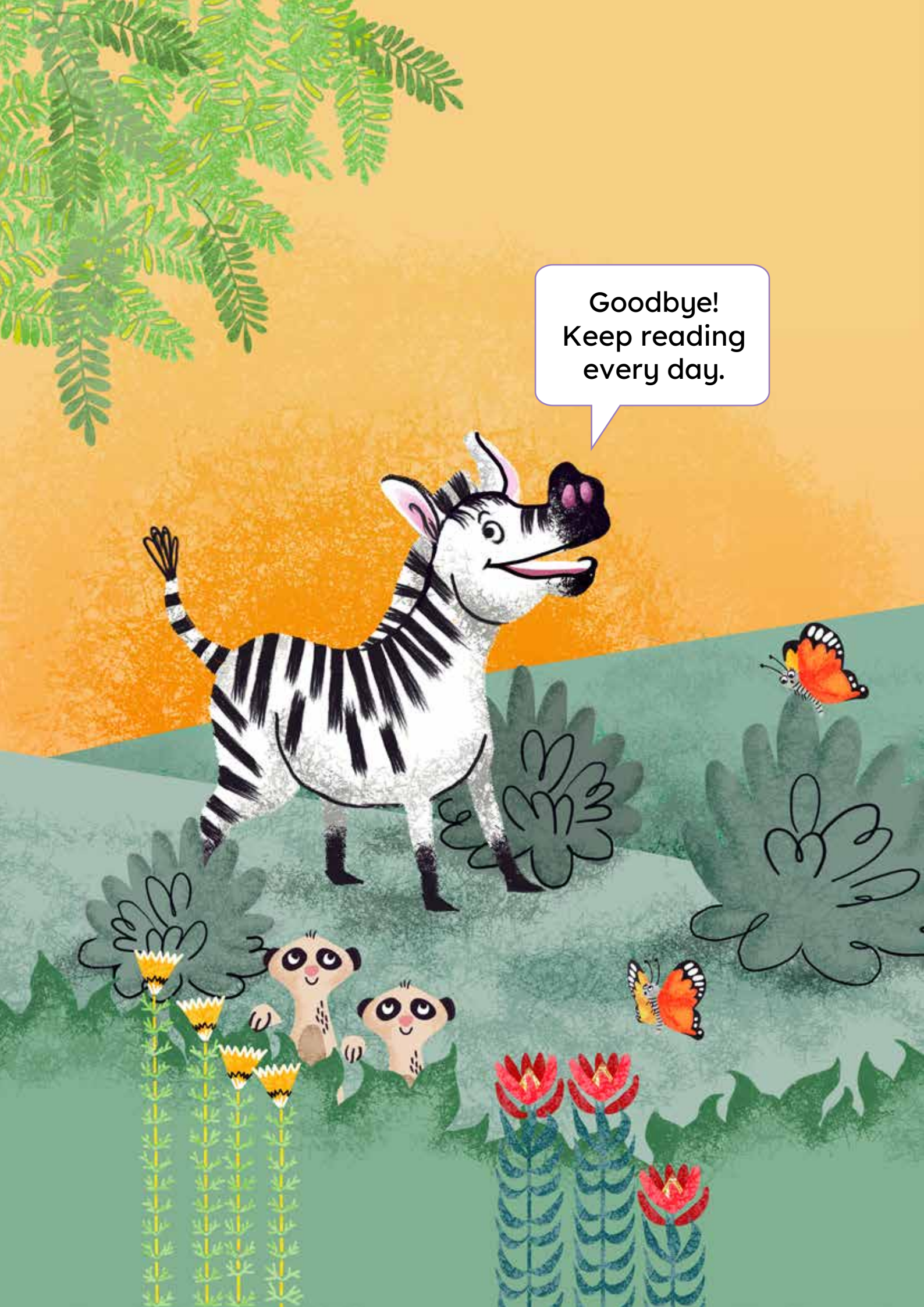


Morphology

Sort the words into singular and plural.
Write lists of these words in your exercise book.
Underline the morpheme that tells us if it is singular or plural.

bags	dogs	dog
bag	bug	bugs

Singular [1]	Plural [+2]


Goodbye!
Keep reading
every day.



TERM 2

Theme: We feel

Language Enrichment:

Idiom

A phrase where the words have a different meaning to the literal meaning.

Do you have butterflies in your stomach?

You feel nervous or excited. There are not really butterflies in your stomach. It describes the funny, fluttering feeling in your stomach when you feel worried or very excited.

Stories:

Nyasha on stage



Bantu feels sad



Vocabulary

stage:	A raised platform where people perform.
perform:	To act, sing or dance for other people.
audition:	A try-out to see if you can get a part in a play or show.
audience:	The group of people who are watching a show.
impressive:	Something that makes you say “Wow!” because it is very good or amazing.
absent:	Not there when you are supposed to be.
mentioned:	Said something.
grief:	A very sad feeling when someone you love is gone or something very sad happens.
facial expression:	The way your face looks when you feel something.
mixed feelings:	When you feel two different feelings at the same time.

Vocabulary

confused:	When you are not sure what is happening or what to do. Your mind feels mixed up.
react:	How you act or feel when something happens. For example, you might react to falling down by crying.

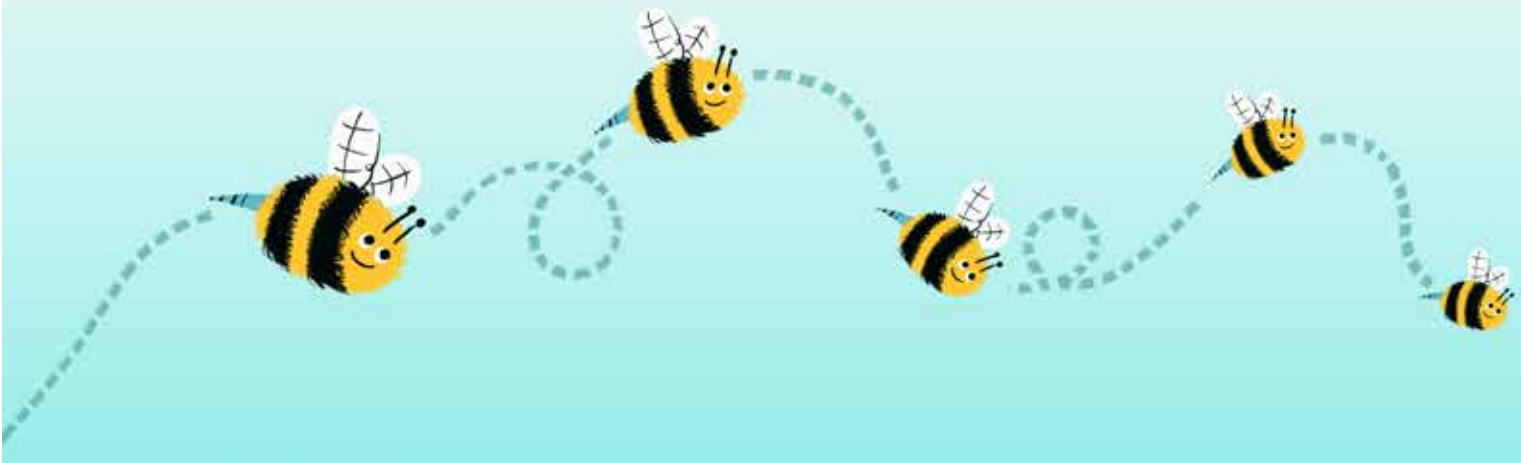
Ask your family:



What is something that makes you feel angry or upset?

Who do you talk to about your feelings?







Phonics

Take turns to read all the sounds that you should know:

m	o	p	g	l
s	ss	t	f	ff
h	w	j	n	a
d	y	sh	c	k
e	r	b	u	ch
x	ee	ck	l	ll
qu	z	zz	oo	wh
ng	th	ale	ine	eme
ope	ube	ea	ake	pr
ite	st	thr	dr	sp
sn	ome	sm	sk	sc
sw	pr	tr	br	fr

Discuss with your partner:

1. Which sounds didn't you know?
   Write a list of these sounds in your book.

2. Which sounds do you need to practise reading?
   Write a list of these sounds in your book.

Practise reading and writing the sounds:

- Make your own flashcards to use at home.
- Ask to take your Core Reader home. Practise reading from this page.
- Ask your family to call out different sounds to you. Write the sounds down.



Decoding

Take turns to read words that you should know:

like	up	on	it	did
went	had	make	made	shake
see	seen	look	cool	much
chat	when	wish	with	that
run	home	take	time	plan
shop	drum	big	sun	take
took	mean	get	got	hope
note	and	but	soon	cute
sing	song	will	well	yuck
yes	luck	pass	buzz	bee
thing	theme	path	fresh	rush
fast	moon	can	him	puff

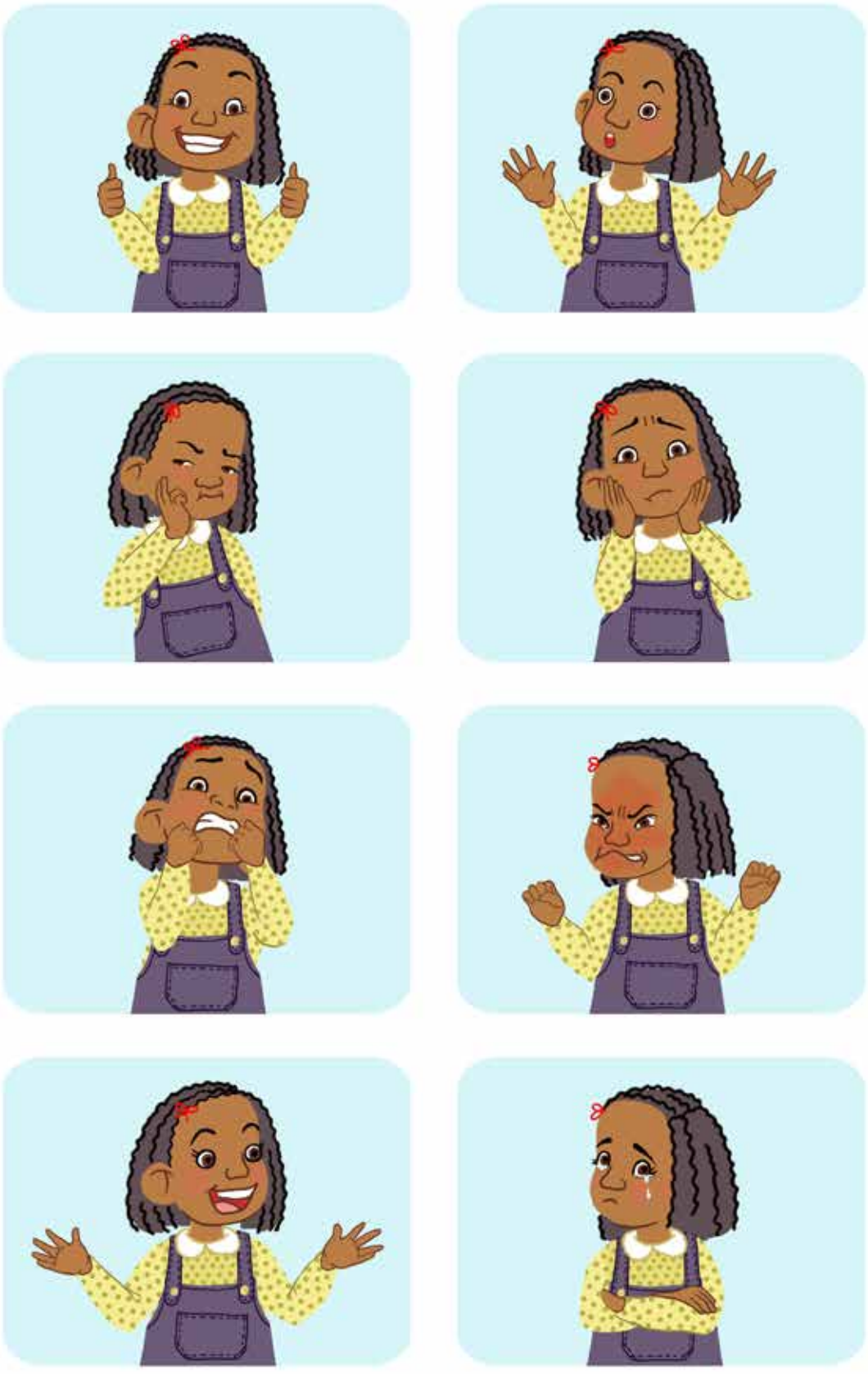
Discuss with your partner:

1. Which words didn't you know?
   Write a list of these words in your book.

2. Which words do you need to practise reading?
   Write a list of these words in your book.

Practise reading and writing the words:

- Practise sounding out the words you do not know.
- Ask your family to call out different words to you. Write the words down.



Theme: **We feel**



Morphology

- In Term 1, we sorted words as Singular [1] and Plural [2+]
- Copy the words below into your book.
- Complete the lists by adding the missing singular or plural words.

Singular [1]	Plural [2+]
hat	_____
pup	_____
_____	books
_____	boxes
fox	_____
_____	wishes
seed	_____
rock	_____
_____	stacks
man	_____
_____	feet
tooth	_____

Discuss with your partner:

1. Which part of the word shows us if it is singular or plural?

Do you remember?

We call a word part a 'morpheme'.



Fluency

Take turns to read aloud.
Read until you can read the story without mistakes:

Dad said, “I like to eat cake!” Mom made some cake, and dad ate it.

Dad said, “I like to grill meat.”

Mom said, “I like to eat meat!” Dad made some meat on the grill and mom ate it.



Fluency

Take turns to read aloud.
Read the story at a good pace, like you are speaking:

Dad said, “I like to eat cake!” Mom made some cake, and dad ate it.

Dad said, “I like to grill meat.”

Mom said, “I like to eat meat!” Dad made some meat on the grill and mom ate it.



Fluency

Take turns to read aloud.
Read the story with expression:

Dad said, “I like to eat cake!” Mom made some cake, and dad ate it.

Dad said, “I like to grill meat.”

Mom said, “I like to eat meat!” Dad made some meat on the grill and mom ate it.

Review irregular words

you, your, said, my, are

Fluency

Take turns to read aloud:

I can feel

I can feel lots of things. I can feel sad. I can feel mad. I can feel joy.

I feel sad when my toy is lost. I feel sad when I get a cut or a scrape. I feel sad when I miss my mom.



I can feel mad. I felt mad at my mom when she said no to me. I felt mad at my dad when he did not get me a treat. I felt mad when my dog bit me.

I feel joy a lot. I feel joy when I sing. I feel joy when I run. I feel joy when I swim. I feel joy when I rest in the sun. I feel joy when I am with my mom and my dad.

When do you feel sad? When do you feel mad? When do you feel joy?



Comprehension

Copy and complete the sentences:

1. I feel sad when...

2. I feel mad when...

3. I feel joy when...



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

bed	bedroom	bedtime	bedsheet

There are three beds in my _____.



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

oil
coin



Encoding

Find all the words from the text that use:

oi ea

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:



Learn a new irregular word

one

I plant a seed deep in the soil.

Planting a seed

It is time to plant seeds. Mom and I get bean seeds at the shop. I dig a hole for each seed in the fresh soil. I put one seed in each hole and then put soil on top. I use a bucket to make the soil moist.

One week passes. I check on my seeds. I see a leaf! I scream to my mom, “Look! Look! A leaf!”

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

nch	inch
each	unch

Decoding

Unjumble the letters to make words:

ulnch
chben

Write the words in your book.

Fluency

Take turns to read aloud:

I eat my lunch on the bench.

Come join me on the bench! Join me, and we can eat lunch. We can eat lunch on the bench. We can munch and crunch and eat lunch!

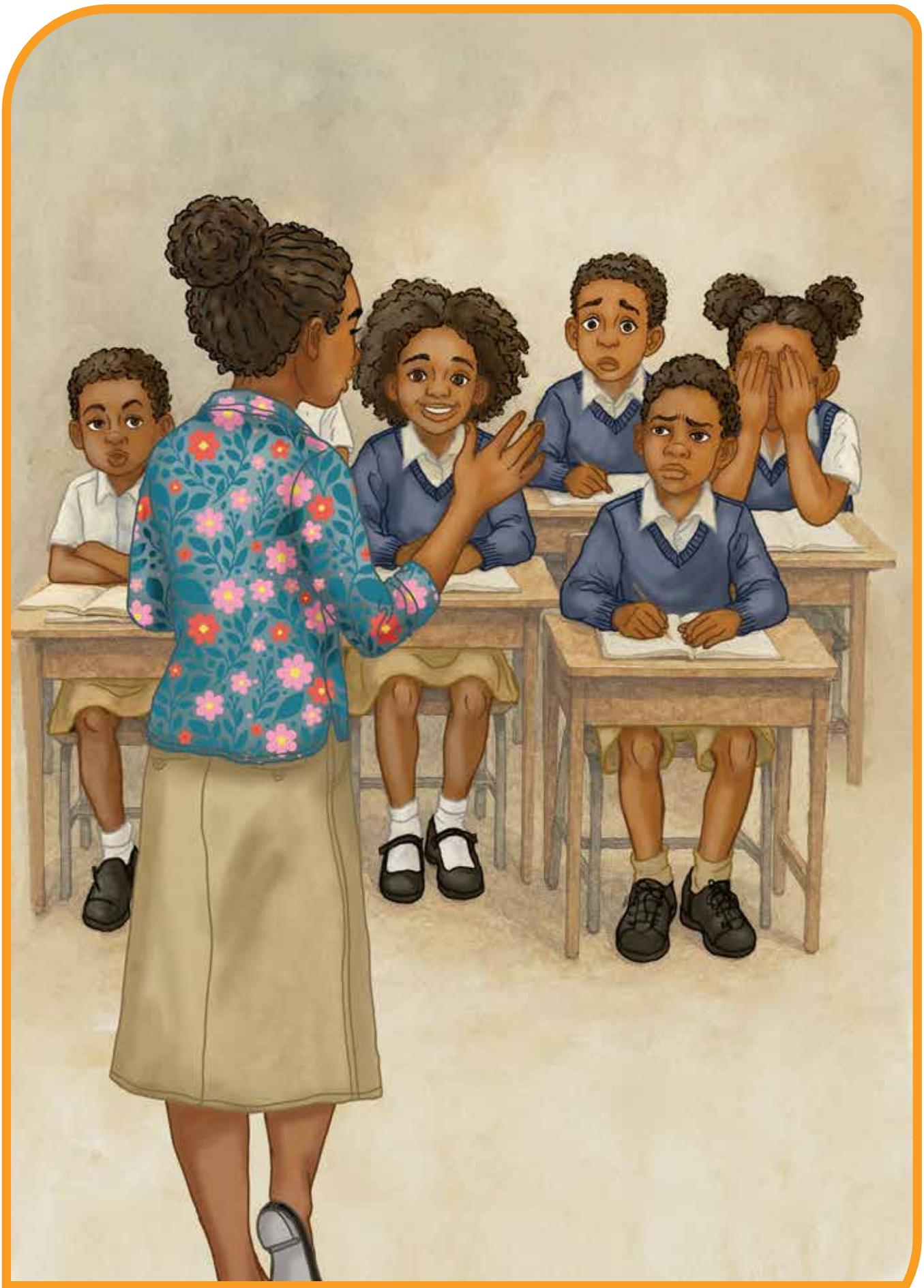
Encoding

Build words using these sounds.
Write the words in your book.

ch	b	c	s	oi	n
r	u	m	l	j	e

c-oi-n
c-r-u-n-ch





Creative storytelling



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

joy
enjoy



Encoding

Find all the words from the text that use:

oy oo

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:



Review a new irregular word

one

I enjoy a trip to the toy shop.

I like hot tea

I enjoy fresh tea. I enjoy fresh, hot tea with milk in it. I mix the milk into my tea with a spoon.

When I take the spoon out, it is hot. I like to see the steam come from the hot tea. Then, I like to take a big sip. Yum. Hot tea brings me joy.

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

thr	thru
thre	thro

Decoding

Unjumble the letters to make words:

thrlil
theer

Write the words in your book.

Fluency

Take turns to read aloud:

I have three coins to spend at the shop.

When the wind is strong, it can thrash the roof. It can make the roof shake. I hope the wind will not destroy the roof!

Encoding

Build words using these sounds.
Write the words in your book.

th-r-ee
b-oy



th	h	r	ee	c	oi
a	n	o	b	oy	j

Review irregular words

is, me, are, my, has, have

Fluency

Take turns to read aloud:

Smile and frown

When I feel joy, I smile. When I feel sad, I frown. If you see me with a smile, I am happy. If you see me with a frown, I am sad.

My mom said that a frown is a smile that is upside-down. Do you think a frown is an upside-down smile?

My dad said a smile is like a crown. He said a smile can make you shine. He said a smile can make you look good.



My granddad said that a smile is like sunshine. If you see a smile, it can make you feel good.

But my gran said I must not smile too much. I must not smile if I do not feel joy. I must not smile if I feel sad. I must not smile if I do not feel good.



Comprehension

Write the answers in your exercise books:

1. Who said a smile is like sunshine?
…said a smile is like sunshine.

2. Who said a smile is like a crown?
…said a smile is like a crown.

3. Who said a smile is a frown that is upside-down?
…said a smile is a frown that is upside-down.



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

help helping helpful helpless

I am _____ my dad clean the kitchen.

Theme: We use technology

Language Enrichment:

Idiom

A phrase where the words have a different meaning to the literal meaning.

His eyes are glued to the screen.

You are watching something very closely and not looking away. It does not mean your eyes are really glued or stuck to the screen – it means you are very focused.

Stories:

Zandile uses the internet



Kya uses screens



Vocabulary

search:	To look for information on the Internet by typing words into a phone, tablet or computer.
expensive:	When something costs a lot of money.
Internet:	A worldwide system that connects phones and computers so people can find information and talk to others.
data:	What we buy so we can use the Internet on a phone. It lets you watch videos, send messages, and search online.
screen:	The flat part of a phone, computer, or TV where you see pictures and words.
stared:	Looked at something for a long time without looking away.
joined in:	Took part in something with others.
moment:	A short time that is important or meaningful.

Vocabulary

technology:	Technology is something people use to help them do things more easily, like learning, talking to others, or solving problems.
tool:	A tool is something we use to help us do a job. For example, a pencil is a tool for writing, and a laptop is a tool for typing.
click:	To click means to press a button on a mouse, screen, or device to make something happen, like opening a game or a message.
scam:	A scam is when someone lies to try to get your money or your personal information.

Ask your family:



What kind of technology did you use when you were a child?



How has the technology changed from when you were a child to now?





Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

out
loud



Encoding

Find all the words from the text that use:

ou k

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

I count ten round coins.

This milk is bad!

This milk is sour! This milk is not good. I let it get bad! I let this milk get bad. It is foul.

This milk has a bad stench. I think it will make me sick if I drink it. Yuck. I can not drink this foul, sour milk.



Learn a new irregular word

two

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

tw	twi
twee	twin

Decoding

Unjumble the letters to make words:

stitw
eetwt

Write the words in your book.

Fluency

Take turns to read aloud:

I twist and spin round and round.

What is that loud sound? It is not a tweet. It is not an oink. It is not a moo. It is a loud, loud scream!

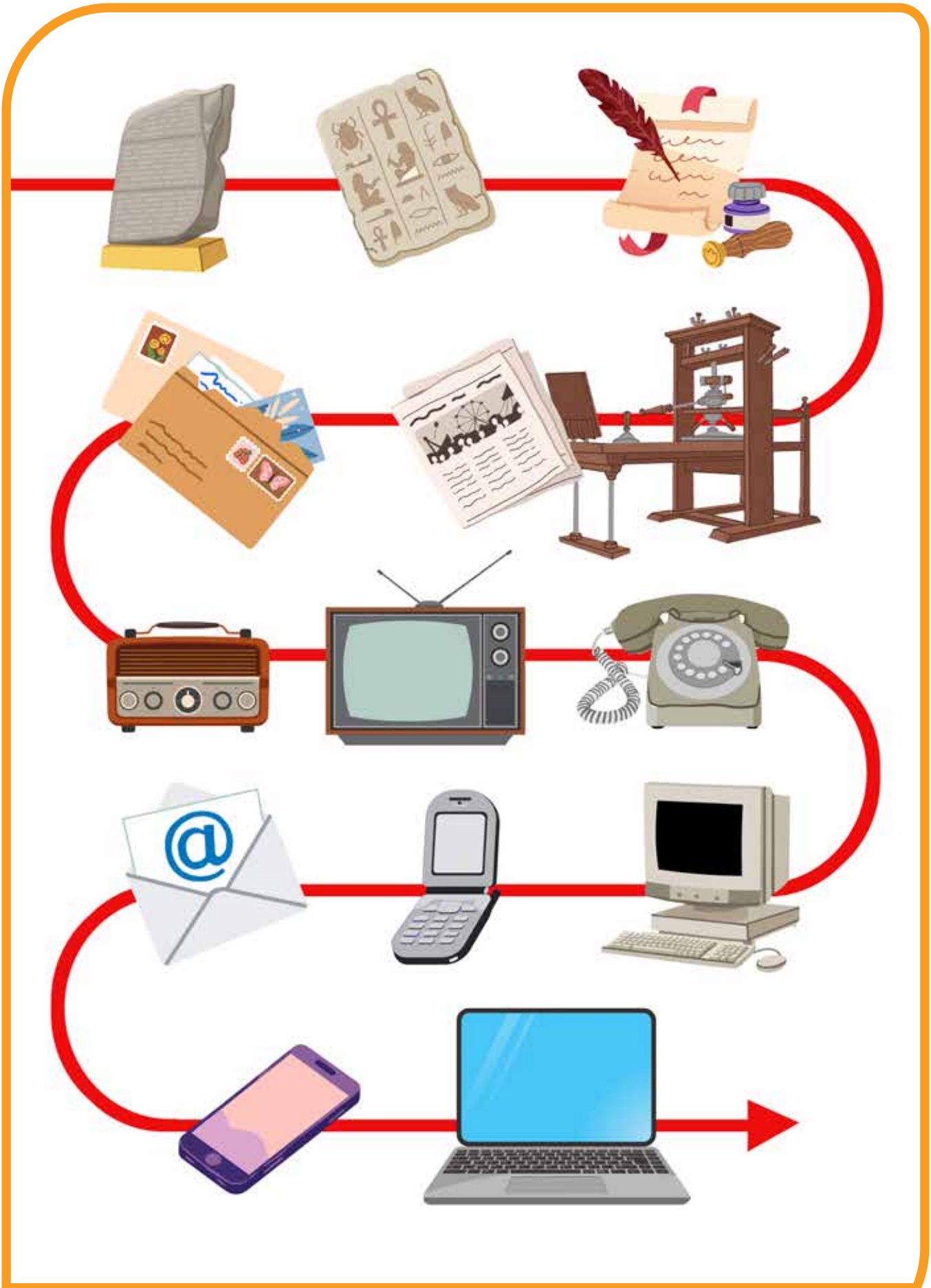
Encoding

Build words using these sounds.
Write the words in your book.

t	i	w	s	ou	oy
m	l	n	c	p	th

c-ou-n-t
t-w-i-n





Theme: **We use technology**



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

how
now



Encoding

Find all the words from the text that use:

ow oi

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

How loud can you scream?

I spend

My dad gave me a coin. He gave me a five rand coin. He gave me a one rand coin too! Then, he gave me a ten rand note.

How much can I spend? I can spend sixteen rand. He said that I could get a sweet at the shop. Which sweet should I get?



Review a new irregular word

two

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

dr	dra
dri	dre

Decoding

Unjumble the letters to make words:

kdrin
ndrehc

Write the words in your book.

Fluency

Take turns to read aloud:

A big brown cow is in town.

There is a brown cow and a black cow in town. Not one cow - two cows! The two cows are drinking in the street. Two big cows drinking and blocking the street. No one can pass.

Encoding

Build words using these sounds.
Write the words in your book.

r	ow	ou	d	u	n
ch	k	e	h	i	t

h-ow
d-r-i-n-k





Review irregular words

one, two, your, said, you, have, do



Fluency

Take turns to read aloud:



Fun with a tablet

Liv has a tablet. She taps the screen. Tap, tap, tap. An ad pops up. She can read it! She can read the text: 'Click to win!' What should she do? Should she tap the ad?

Liv taps an app - not the ad. The app she taps is a game. It is a fun game, but it is difficult too. She must tap the screen fast! To win, she must tap, tap, tap fast!

Liv likes the game. It is difficult to win, but it is fun. When she taps, the dots pop. She taps and the dots pop, pop, pop!

Next, Liv taps the map app. A map pops up. Liv can read the map. Look! It is a map of the street. Liv thinks it is cool.

The tablet has a painting app. Look! Liv can paint on the tablet. Liv can paint and paint, and then erase it. She can paint without a mess.

Liv likes the book app best. The book app has a hundred books. She can read and read on the book app. It is the best.



Comprehension

Copy and complete the sentences:

1. **Liv can paint without a _____ on the tablet.**
2. **Like likes the _____ app best.**
3. **Liv plays a fun game. She taps and the _____ pop.**



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

out outside outline outing

I like to run _____.



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

pain
wail



Encoding

Find all the words from the text that use:

ai ea

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

I see a snail resting on a leaf.

A green pail

Cate is at the beach. She has a green pail. Cate can dig and fill the green pail up with sand. Cate makes a big hole in the sand.

There is a shell in Cate's hole. Cate drops the shell in her pail. Then, she fills her pail with shells. White shells, peach shells, and red shells.



Learn a new irregular word

four

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

sw	swe
swi	swo

Decoding

Unjumble the letters to make words:

stewe
fsiwt

Write the words in your book.

Fluency

Take turns to read aloud:

I got a sweet in the mail!

One, two, three, four, five. I can count! I can count to five. Can you count to five like me? Can you count objects? I count one snail on a leaf.

Encoding

Build words using these sounds.
Write the words in your book.

ai	e	w	l	t	ch
ow	s	ll	n	p	m

ch-ai-n
s-w-e-ll





Creative storytelling



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

play
stay



Encoding

Find all the words from the text that use:

ay ai

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

Can I play with you?



Review a new irregular word

four

My map

I have a map. There is a big X on the map. There is a trail to the X. I need to get there. Which way is the trail?

I consult my map. Here it is! Here is the trail. I will get to the X if I use this trail. This is the way to the X. Come on, let's go!

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

sp	spea
spee	spai

Decoding

Unjumble the letters to make words:

kespa
koeps

Write the words in your book.

Fluency

Take turns to read aloud:

I spot children playing in the street.

I need to speak to you. Can you join me in the kitchen? I need to speak to you there. Which grain should I cook today?

Encoding

Build words using these sounds.
Write the words in your book.

ng	p	i	r	l	ay
s	e	s	d	m	w

s-p-r-i-ng
m-ay





Review irregular words

one, two, four, said, your, and, the



Fluency

Take turns to read aloud:



The wheel

Think about a wheel. A wheel on a bike. A wheel on a bus. A wheel on a truck. Round and round they roll. Wheels make things go. We can go fast if we have wheels.

Think about a bike without wheels. Think about a bus without wheels. Think about a truck without wheels. How would they go? They would not go! We need wheels.

A long, long time ago, we did not have wheels! Can you think about a time with no wheels? What would it be like? What would it be like if we had no wheels?

You could ride on a mule. You could ride on a sheep. You could ride on a goat. A cow, a sheep, and a goat do not have wheels. They can go without wheels.

You could use your feet. Your feet are not wheels. Your feet can go without wheels. You do not need wheels to go.

We use wheels a lot. It is difficult to think of a time when we had no wheels!



Comprehension

Copy and complete the sentences:

1. What would it be like if...

2. It is difficult to think of...

3. We can go fast if...



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

play playtime playful playground

The dog is _____.

Theme: We follow instructions

Language Enrichment:

Idiom

A phrase where the words have a different meaning to the literal meaning.

His heart skipped a beat. /
He did not skip a beat.

If we say my heart "skipped a beat" it means we suddenly feel a strong emotion (like fear, surprise, or shock). It describes the feeling when your heart seems to stop for a moment. Your heart doesn't really stop or skip a beat, though!

If we say "he didn't skip a beat" it means the opposite. It means when something happens, you stay calm, react coolly and confidently, and just continue on.

Stories:

Stay safe Lesego!



Vusi and the riverbed



Vocabulary

passage:	A path or a walkway.
narrow:	Not wide; small from side to side.
warned:	Told someone about danger so they can be careful.
danger:	Something could hurt you.
riverbed:	The ground at the bottom of a river.
daring:	Brave and willing to try something a little scary.
dared:	When someone challenges you to do something brave, silly, or a little scary.
trickling:	Water slowly forming a little stream.
instructions:	Rules or directions that tell you what to do or how to do something.
safe:	Being protected from danger or harm.

Vocabulary

tempted:	Feeling like you want to do something, even if you know you probably shouldn't.
fear:	A feeling you have when you think something might hurt you or is scary.

Ask your family:



Can you think of a time when following instructions helped you stay safe?



Can you think of a time when you didn't follow instructions? What happened?





Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

sky
shy



Encoding

Find all the words from the text that use:

-y

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

I spy a shy cat.

Up in the sky

My mom and I laid in the grass. “Look up at the sky!” Mom said. She said, “I see a cloud! I see a plane!” Then she asked me what I could see up there.

“I see a black cloud,” I said. “I think it will rain soon!” Mom and I got up and ran home. Mom and I did not get stuck in the rain. Mom and I got home dry!



Learn a new irregular word

eight

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

pt	apt
itp	ept

Decoding

Unjumble the letters to make words:

ptke
scirpt

Write the words in your book.

Fluency

Take turns to read aloud:

I did not get stuck in the rain. I am dry.

I kept a snail in a box in my room. It was a shy snail. I fed it grass. I made it a bed to sleep on. It was a cute snail.

Encoding

Build words using these sounds.
Write the words in your book.

p	t	y	ou	oi	k
s	c	r	t	a	l

a-p-t
p-ou-t















Theme: **We follow instructions**



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

high
right



Encoding

Find all the words from the text that use:

igh ou

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:



Review a new irregular word

eight

Mom said, “Do not fight!”

A bright light at night

It is night time, but there is a bright light outside. I can see a bright light up in the sky. It is the moon! It is a big, full moon.

Look up in the sky. The moon is big and round. The moon is bright and white. The full moon is lighting up the sky.

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

mp	emp
amp	mp

Decoding

Unjumble the letters to make words:

mrap
ppmu

Write the words in your book.

Fluency

Take turns to read aloud:

That is a high ramp!

One, two, three, four, five, six, seven, eight, nine, ten. Is that right? Is that how you count to ten? I can count and read to ten!

Encoding

Build words using these sounds.
Write the words in your book.

r-a-m-p
j-oy



m	p	igh	oy	ay	l
s	j	r	a	t	b

Review irregular words

one, two, four, eight, are, my, your, you

Fluency

Take turns to read aloud:



Stay safe!

You must stay safe. When you cross the street, you must not get hit! You must look left and right.

You must not swim unless you are with an adult. You can swim with your mom. You can swim with your dad. But you must ask. If you want to swim, you need to ask.

When you go out to play, you must tell an adult. You can tell your mom. You can tell your dad. You can tell your gran. Do not go out unless you tell an adult.

If you go to the shop with your mom, you must stay with your mom. If you go to the shop with your dad, you must stay with your dad. You can get lost if you do not stay with them! If you feel lost, you must tell an adult. If you think you are lost, you must stop and tell an adult.

You must try to remember your address. Then, if you get lost, you can tell an adult your address.

At night, you must not go out without an adult. At night, we stay safe at home. You might get lost at night!



Comprehension

Copy and complete the sentences:

1. When you go out to play, you must...

2. You must try to remember...

3. When you cross the street, you must...



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

time	daytime	sometime	playtime

It is _____ when the sun is out.



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

oat
boat



Encoding

Find all the words from the text that use:

oa a-e

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

I like to eat oats.



Learn a new irregular word

oh

Float, boat!

A boat can float. It can float on a lake. It can float on the sea. How can a boat float?

It is the shape of a boat. The shape of a boat makes it float. But if the boat gets a hole in it, it will sink! A boat with a hole cannot float.

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

pr	pry
pree	pro

Decoding

Unjumble the letters to make words:

pzrei
popr

Write the words in your book.

Fluency

Take turns to read aloud:

I win a prize.

When I bath, I use soap. I soak the cloth, and then rub it on the soap. Then I scrub, scrub, scrub myself. It makes me fresh and clean!

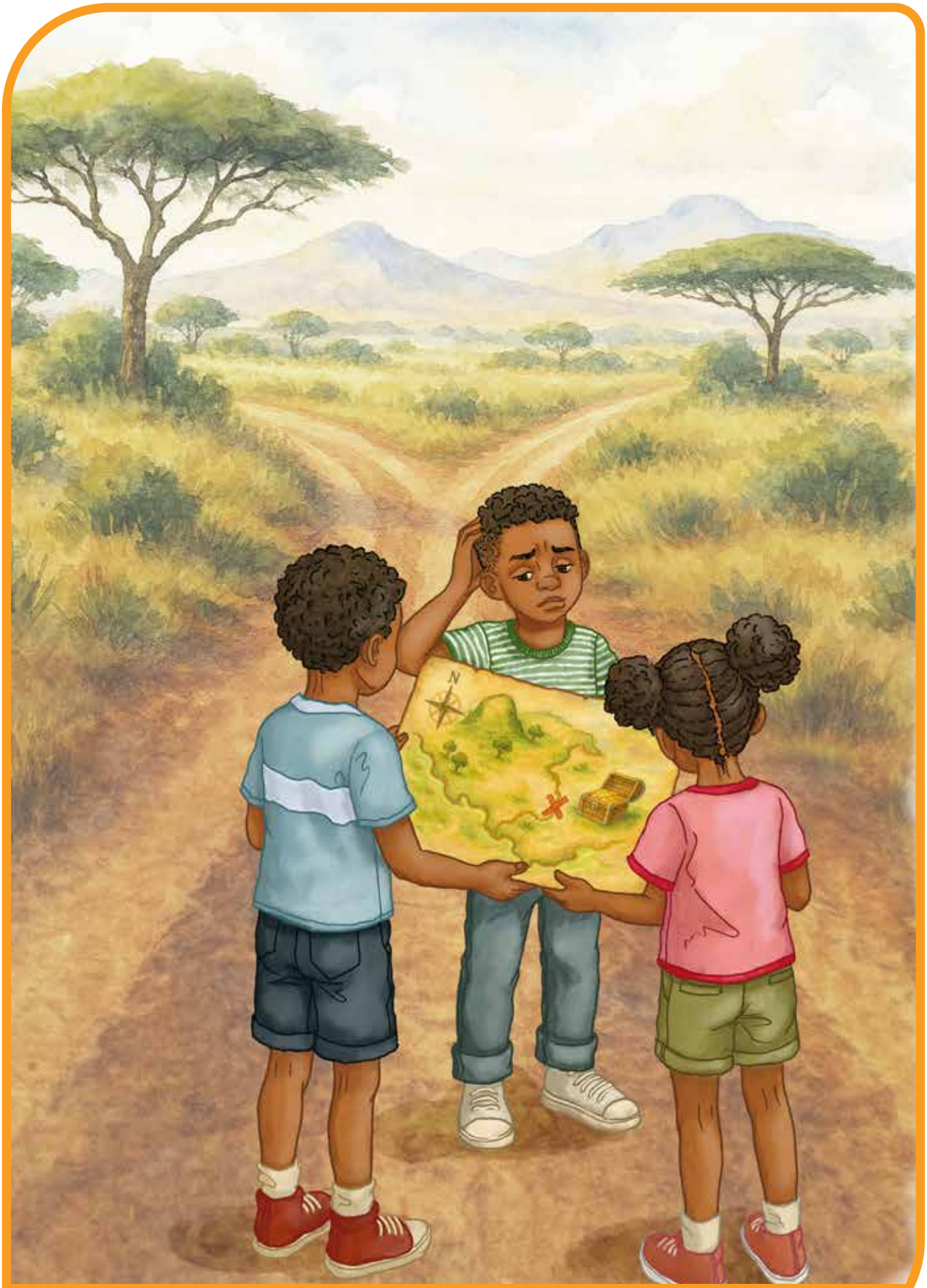
Encoding

Build words using these sounds.
Write the words in your book.

p	r	oa	ai	ow	h
n	b	ee	t	z	a-e

p-r-ee-n
b-oa-t





Creative storytelling



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

slow
show



Encoding

Find all the words from the text that use:

ow

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:



Review a new irregular word

oh

I will see a show with my dad.

Slow on the road

I drove with dad to the shop. A big truck was on the road in front of us. The truck drove too slow. We had to drive slow like the truck.

Dad was mad. Dad was mad at the slow truck. He said, “Why are you so slow!” but the truck could not hear him.

I said, “Why are you speaking to a truck?”

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

pl	pligh
plea	plai

Decoding

Unjumble the letters to make words:

paly
poyl

Write the words in your book.

Fluency

Take turns to read aloud:

I play right until the moon comes out.

Can you play hide-and-seek with me? You can count and I will hide. Count to ten. I will hide while you count. When you finish counting, you can seek.

Encoding

Build words using these sounds.
Write the words in your book.

p-l-igh-t
t-r-ou-t



p	l	igh	t	r	ay
ou	ea	i	u	b	ck



Review irregular words

one, two, four, eight, oh, me, are



Fluency

Take turns to read aloud:



An adult you trust

A kid should have an adult they can trust. An adult you can trust might be your mom. It might be your dad. It might be your granny. An adult you can trust will help keep you safe.

Mike went to the shop. A man at the shop said, “Come with me!” Mike did not feel safe.

Mike said, “No! I will not come with you.”

Mike ran to his mom. His mom is a safe adult. He can trust his mom. He said, “Mom, that man said I must come with him. I do not feel safe!”

Mom said, “That man is not safe. That man is not an adult you can trust. You must not go with that man! You must stay with me. I will keep you safe.”

Mom said, “Mike, it is good you came right to me. I said that if you do not feel safe, you should tell me. You did just that! I am proud of you, Mike. Good job.”

Mike is safe. Mike is safe with his mom.

An adult you can trust can keep you safe. You must tell an adult you trust if you feel unsafe!



Comprehension

Write the answers in your exercise books

1. **What did the man at the shop say?**
   The man at the shop said...

2. **Which adult can Mike trust?**
   Mike can trust...

3. **Who must you tell if you feel unsafe?**
   If you feel unsafe, you must tell...



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

land	homeland	grassland	wetland

Cows graze on the _____.

Theme: We are creative

Language Enrichment:

Quotation

The original words that someone said about something. When someone says something particularly powerful or meaningful, we take note of their words, so that we can repeat them.

"To live a creative life, we must lose our fear of being wrong."
Joseph Chilton Pearce

Creativity is all about trying new things, and doing things in our own way. When we try new things or do things in a new and different way, we are likely to make mistakes. If we want to really be creative, we have to let go of any fears we have about this.

Stories:

The paintbrush



The wise son



Vocabulary

paintbrush:	A common tool for painting.
artist:	A person who makes art, like drawings or paintings.
painting:	A picture made with paint.
poster:	A large printed picture or a sign put on a wall to share information.
wise:	Showing good thinking and making good choices.
carefully:	Thinking slowly and clearly before you decide or act.
careless:	Not paying attention and making mistakes or causing problems.
accomplish:	To do something successfully.

Vocabulary

creative:	Using your imagination to make something new or do something in your own special way.
creativity:	The ability to think of new ideas and make or do things in your own way.
pretend:	To act or imagine that something is real when it is not.
make believe:	Using your imagination to play or think about things that are not real.

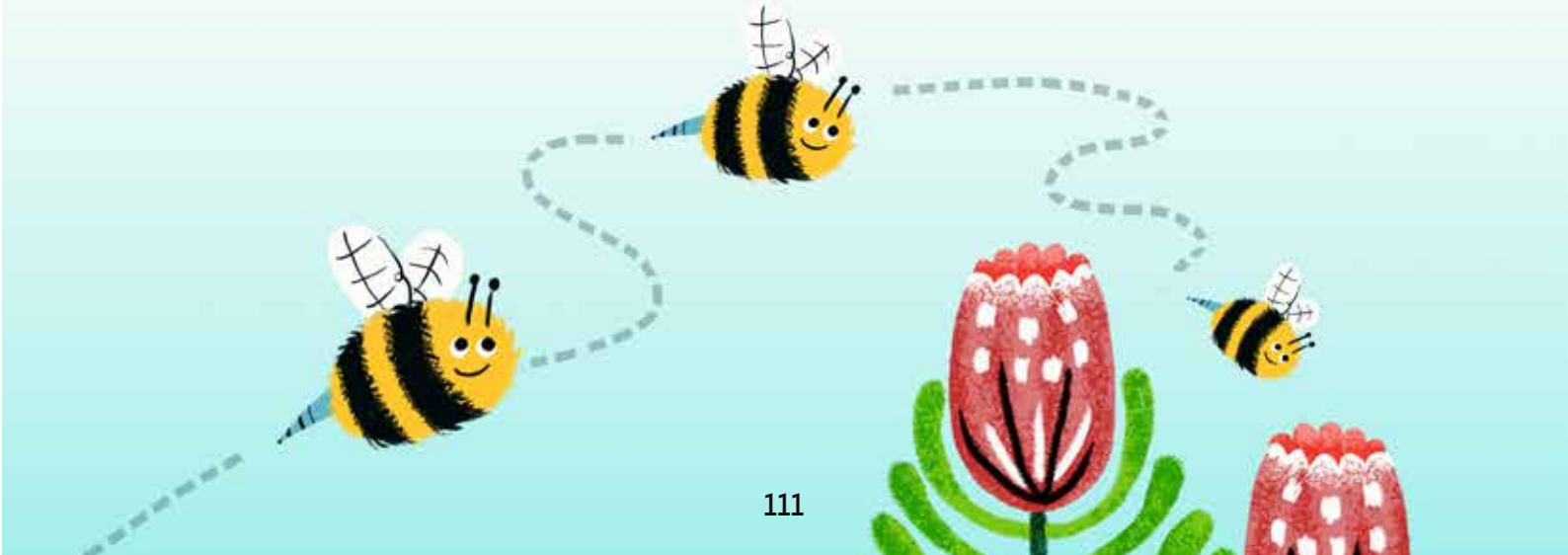
Ask your family:



What do you like to make or build?

When do you feel most creative?





Phonics

Take turns to read the sound:



Decoding

Take turns to read words:

lucky
rainy

Encoding

Find all the words from the text that use:

-y ay

Write lists of these words in your exercise book.

Fluency

Take turns to read aloud:

It was a windy, rainy day.

Learn a new irregular word

their

Lucky you!

It is your lucky day! It is sunny outside. You can play at the playground. It is not rainy. It is not windy. The sun is out!

You can slide down the slide - it is dry! You can swing on the swing - it is dry! You can dig in the dry sand. Just bring a hat and sunscreen with you - it is hot and sunny!

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

nt	ent
unt	ent

Decoding

Unjumble the letters to make words:

nest
ipatn

Write the words in your book.

Fluency

Take turns to read aloud:

I like to get messy when I paint.

I went to town in a yellow bus. The road was bumpy on the way to town. When I got to town, I went to the candy shop. I got myself lots of yummy sweets.

Encoding

Build words using these sounds.
Write the words in your book.

n	t	y	ai	s	p
igh	i-e	a	oy	wh	e

s-p-e-n-t
wh-e-n





Theme: **We are creative**



Phonics

Take turns to read the sound:





Decoding

Take turns to read words:

key
monkey



Encoding

Find all the words from the text that use:

ey

Write lists of these words in your exercise book.



Fluency

Take turns to read aloud:

The smoke came out of the chimney.

A hockey game

I like to play hockey. I like my green hockey stick that is made out of wood. I like to run. I try to get lots of goals when I play hockey.

I play on a team called 'The Green Donkeys'. The best thing about hockey is my teammates. They are funny and cool. I like to spend time with them.



Review a new irregular word

their

Phonics

Take turns to blend these sounds:



+



Decoding

Take turns to blend sounds:

nk	ink
unk	ink

Decoding

Unjumble the letters to make words:

hknta
htikn

Write the words in your book.

Fluency

Take turns to read aloud:

I am thinking about you.

Have you ridden on a donkey? I think riding on a donkey looks bumpy. What about a trolley? Have you ridden on a trolley? I think a trolley looks like a smooth ride.

Encoding

Build words using these sounds.
Write the words in your book.

n	k	y	i	p	ll
o	e	ey	t	r	ay

p-i-n-k
t-r-o-ll-ey





Review irregular words

their, oh, eight, four, two, one, said



Fluency

Take turns to read aloud:



Painting

I can make a painting. I like red paint. I like yellow paint. I like green paint. I like to mix up the paint with my paintbrush.

I can paint with a paintbrush. I can paint with a leaf. I can paint with a stone. I can paint with a stick. I can paint with my hand.

I can paint a red truck. I can paint a bright sunset. I can paint a cat and a dog. I can paint a big green tree. I can paint the slide and the playground.

I paint in my own way. When I paint, I make a big spot. When I paint, I make a long line. When I paint, I make a blob. When I paint, I splash and splat.

I am proud of my painting. I am proud that I paint in my own way. My painting is just the way I like it. I am proud of my painting. I am proud that I paint in my own way. My painting is just the way I like it.

I show my painting to my mom and dad. They like to see the things I paint. They hang my painting up. They are proud of my painting.

I like to paint. When I paint, I feel free. When I paint, I feel joy. When I paint, I smile a big bright smile.

You must paint in your own way!



Comprehension

Copy and complete the sentences:

1. I feel _____ of my painting.

2. I paint in _____ own way.

3. I can paint a red _____.



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

rainy rainbow raindrop raincoat

It looks like a _____ day.



Decoding

Read long words:

1. Copy the word into your exercise book:

   fantastic

2. Find and underline all the vowels:

   fantastic

3. Add syllable breaks:

   fan/tas/tic

4. Read the syllables:

   fan-tas-tic

5. Blend the syllables and read the word:

   fantastic

6. Repeat with words:

   a. magnet
   b. holiday
   c. picnic
   d. picnicking
   e. sandwich



Syntax

Unjumble the sentences:

1. Copy the sentence into your book:

   a cake sam made

2. Find and underline the subject:

   a cake sam made

3. Find and circle the verb:

   a cake sam made

4. Find and shade over the object:

   a cake sam made

5. Write the sentence as follows: subject + verb + object

   sam made a cake

6. Add punctuation marks:

   Sam made a cake.

7. Repeat with sentences:

   a. the truck drove helen
   b. molly a peach ate
   c. ran mike to the shop



Decoding

Read long words:

a. chicken
b. kitchen
c. counting
d. estimate
e. sunlight



Syntax

Unjumble the sentences:

a. fred on a plane went
b. on the playground I play
c. paint my nails I



Review irregular words

you, your, said, one, two, four, eight



Fluency

Take turns to read aloud:

The boy is enjoying his toy.

A day at the playground

The children are playing on the playground. They play with such joy. I like to see children playing with joy outside. It is good to play.

Right now, the children are playing the game ‘Tag’. They are running around and screaming. They are trying to avoid the one who is ‘it’. The slide is the safety - if they have a hand on the slide, they are safe. These kids are having fun.



Creative storytelling



Decoding

Read long words:

a. magnetic
b. stinging
c. electric
d. pelican
e. crocodile



Syntax

Unjumble the sentences:

a. clean I my room
b. the bug my leg stung
c. janet a sandwich for lunch makes



Review irregular words

have, has, my, you, your, one, two, eight



Fluency

Take turns to read aloud:

The cat ran outside.

The day I got a kite

Sunday was a windy but sunny day. My gran and I went to the beach. We took a big red bus to get there.

There was a man selling kites. Gran let me get one! I took the kite out of the plastic. Then, I ran and ran until kite went high up into the sky. It was cool to see the kite flap in the wind up in the sky.



Decoding

Read long words:

a. inside
b. umbrella
c. iconic
d. peacock
e. hippopotamus



Syntax

Unjumble the sentences:

a. the children a game play
b. reads dad a long book
c. plant they seeds



Fluency

Take turns to read aloud:



Review irregular words

four, oh, my

The cows can plow the soil.

The goat on the road

There is a goat on the road. It is roaming on the road. There is a truck that is stuck - it cannot pass the goat. 'Beep, beep!' the truck hoots and hoots, but the goat just roams.

Now, there is a cow too. A big brown cow is roaming the road with the goat. The truck hoots and hoots, but the cow and the goat just roam up and down. The truck must just sits and wait.

Review irregular words

the, and, me, my, has, have, you, your

Fluency

Take turns to read aloud:



Playing with clay

Clay is damp. Clay is soft. Clay is squishy. Clay is fun.

I like to play with clay. I like to squish clay. I like to poke clay. I like to pinch clay. I like to smash and mush clay.

I make a snake with the clay. Hiss, hiss!

I make a fish with my clay. Swim, swim!

Then, I make a rabbit with my clay. Hop, hop!

I play and play. I make an owl to eat the snake. I make ten fish and some seaweed. I make a big fox to eat the rabbit. But the rabbit is in a clay den. The rabbit is hidden! The fox can not see the rabbit in the den.

Then, I mash up all the clay. I mash up the snake, the fish, the rabbit and the fox.

I squish the clay. I poke it. I pinch it. I smash it.

I make a cow and a sheep. I make some grass. The cow and the sheep eat the grass. I make a duck. I make a pond. The duck is swimming in the pond. I make a pig. I make some mud. The pig is playing in the mud.

I play and play with clay.



Comprehension

Copy and complete the sentences:

1. **I mash up the _____, the fish, the rabbit and the _____.**
2. **The _____ is swimming in the pond.**
3. **The rabbit is hidden in the _____.**



Morphology

Read the words in the coloured block.
Then, copy the sentence into your book.
Complete the sentence with the correct word.

sun	sunlight	sunny	sunset

Plants need _____ to grow.

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NHLRP | National Home Language Reading Programme



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