

English

Home Language and Life Skills

1

Term 1



Big Book



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English

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Friends

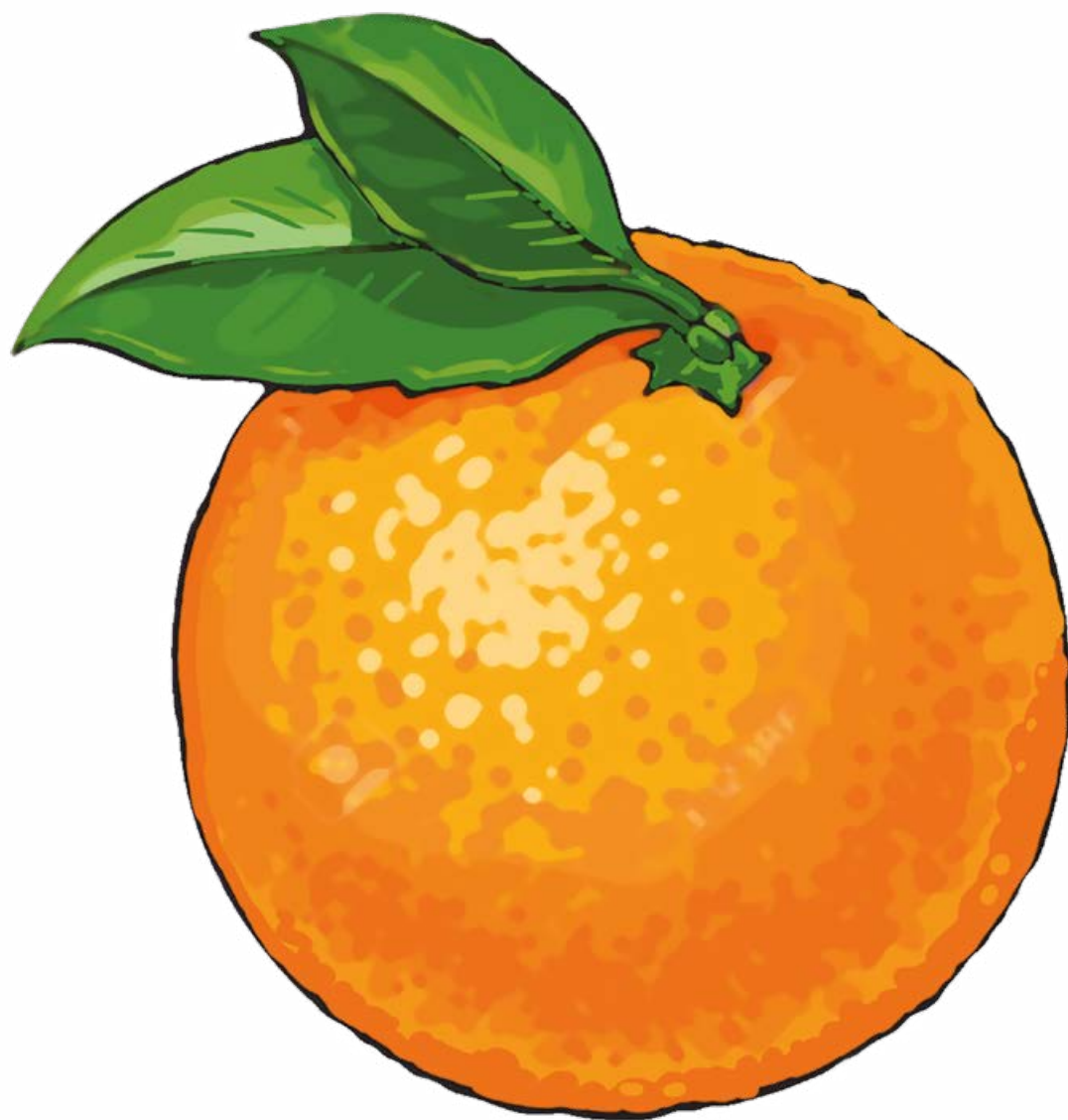
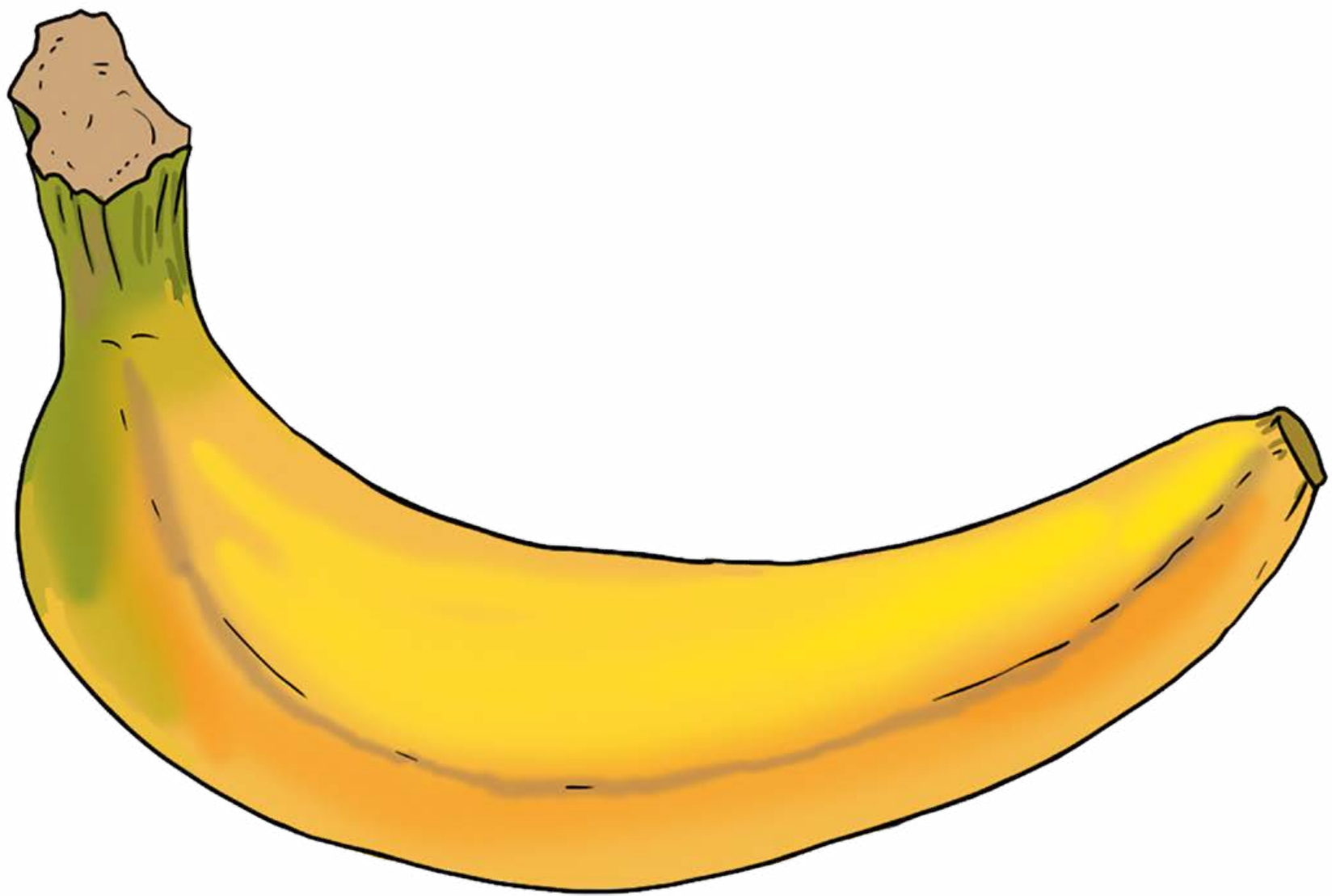
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Week 1

Life Skills: Scrapbook page

- **Memory:** Close book and see who remembers all the objects.
- **Choosing:** Do you like this or that?
- **Guessing:** This is yellow and nice to eat. What is it?
- **Comparing:** How are they the same? How are they different?

Lazy Lunga

Week 1



Once there was a boy called Lunga. He was eight years old. *(How old are you?)*
But he was a very lazy boy. *(Oh dear. You are not lazy are you?)*
He liked to sit under a tree in the shade **all day** and do **nothing**. *(Look at the picture.*
Can you see Lunga sitting under that tree?)

But Lunga's legs and arms and mouth got tired of his laziness. *(Show me your legs ... and arms ... and mouth.)*

His arms said, "Lunga, move your arms. Go and help your mother wash the clothes".

But Lunga did not move.

His legs said, "Lunga, move your legs. Go and help your father dig in the ground".

But Lunga did not move.

His mouth said, "Lunga go and help your little brother read the book".

But Lunga did not move.

Lunga lay in the sun and did **nothing**.

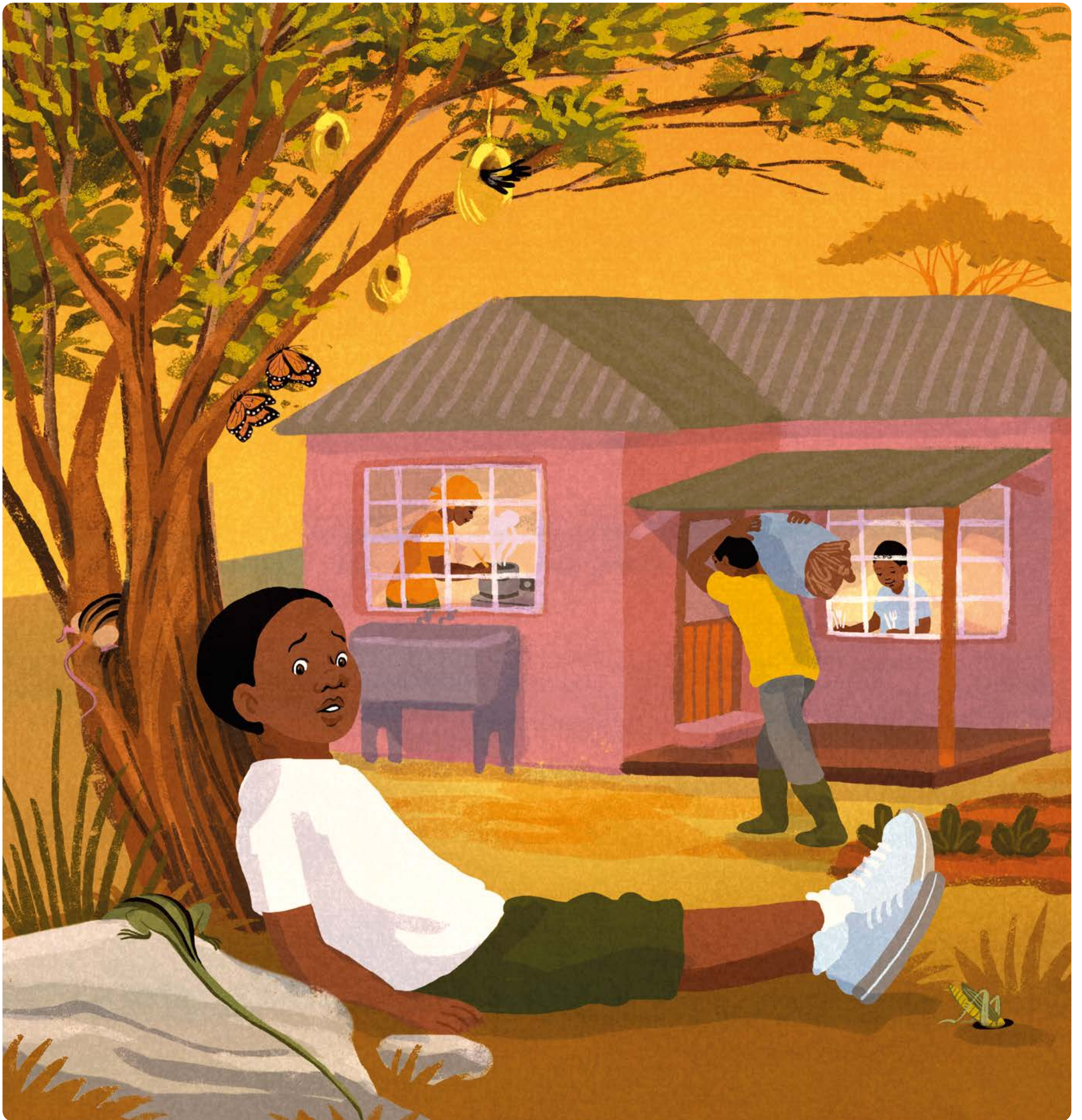
His legs and arms and mouth said, "We must teach Lunga a lesson.

We **must** teach him not to be lazy.

If **he** won't work, **we** will also stop working."

Lunga didn't notice that his legs and arms and mouth had stopped working.

He just lay in the sun and did **nothing**.



Then sun started to go down. It began to get cold. Lunga began to get hungry. Time for supper, he thought happily, I must go inside. Lunga said to his legs. "Move legs, I must go inside now". But his legs said, "No Lunga. We are not working anymore". Lunga got a little scared. He said, "Move arms, I want to wave to my brother to come and help me". But his arms said, "No Lunga. We are not working anymore". Lunga got even more scared. He said, "Move mouth. I must shout to my mother to come and help me". But his mouth said, *(What do you think his mouth said?)* "No Lunga. No I am not working anymore". Poor Lunga. He could not move his legs, or his arms, or his mouth! *(What will he do?)*



The sun went down and suddenly it got very dark and cold. Lunga could see his mother and father and brother in the house but he **couldn't** move. (*Poor Lunga.*)

He heard his mother calling, "Lunga Lunga. Where are you? Come in for supper!" (*I wonder what will happen? Will Lunga have to stay outside in the dark all night? What do you think?*)

Lunga began to cry. "Please legs and arm and mouth, **please** start working again. I am cold and hungry. I want to move. I will never be lazy again."

His legs and arms and mouth felt sorry for him.

So they said, "Alright Lunga. We will work again. But you must **stop being lazy**".

"Thank you, legs and arms and mouth," said Lunga.

"I will **never, ever** be lazy again."



Then Lunga jumped up and ran as fast as he could to the house, waving his hands and shouting, “Wait for me everyone. Wait for me! I’m coming”.

Shared Reading routine

1



Tidy desk.

2



Move to mat.

3



Sit in position.

4



Read.

5



Move to desk.

Week 2 Life Skills

Read the poster together.

- What is the poster about? Which part tells us that?
- What do the numbers tell us?

- What is happening in each picture? Why must we do that?
- What must we do **first?** **Next?** **Then?** **After that?** **Last?**

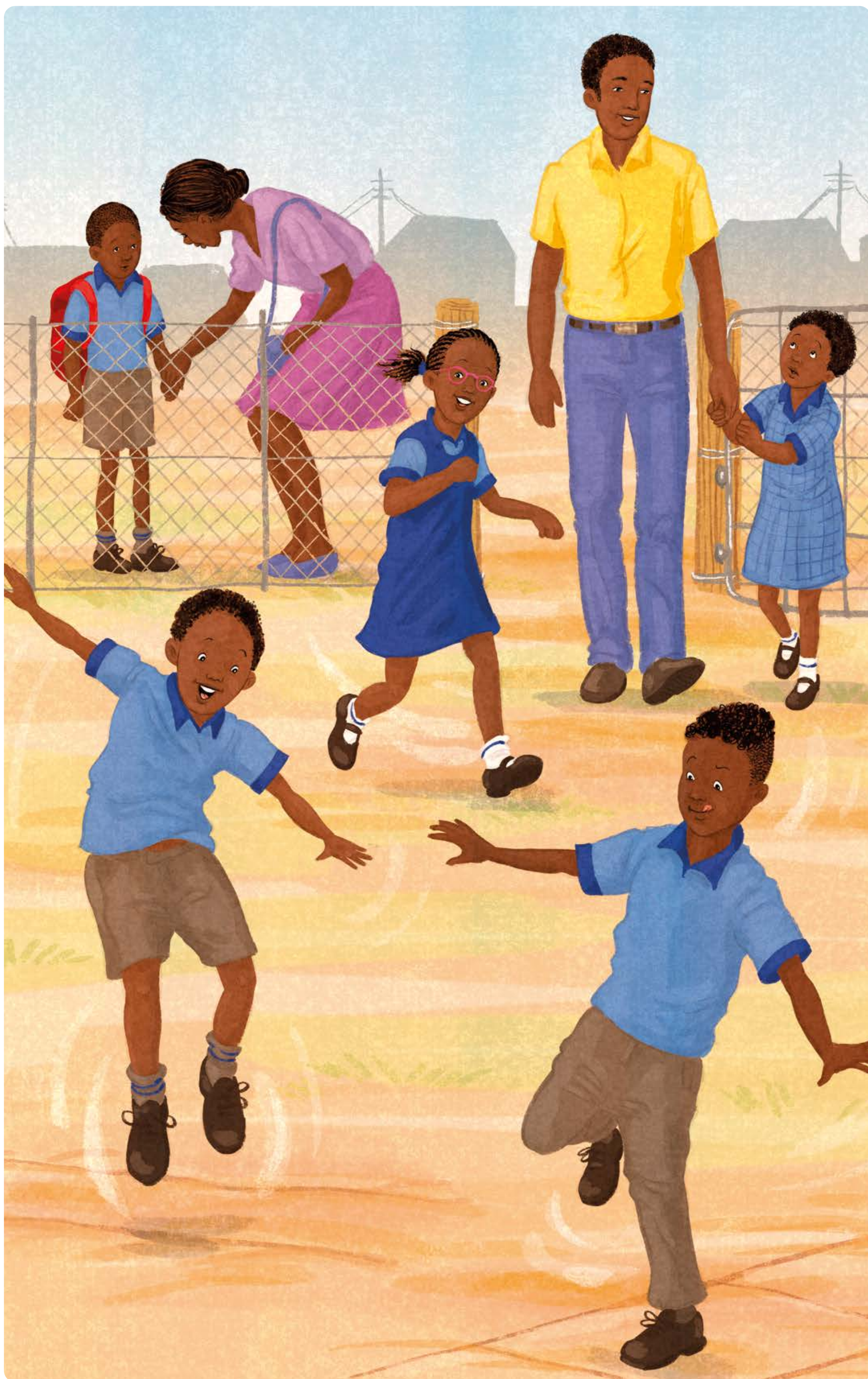
First day of school

Week 2

Listening and Speaking

Listen and talk

- What can these learners do?
- What can you do?



What can you do?



Week 2

Shared Reading

Read the whole story with the learners every day.

Day 1: Comprehension

- What is the girl's name?
- What can she do?
- Who else is with her?

Day 2: Decoding

- How many **words** do you see on this page? (count and clap)
- Point to the word **can**.
- Where do we **begin** reading the words?

Lily can skip.

Week 2
Shared Reading

Day 1: Comprehension

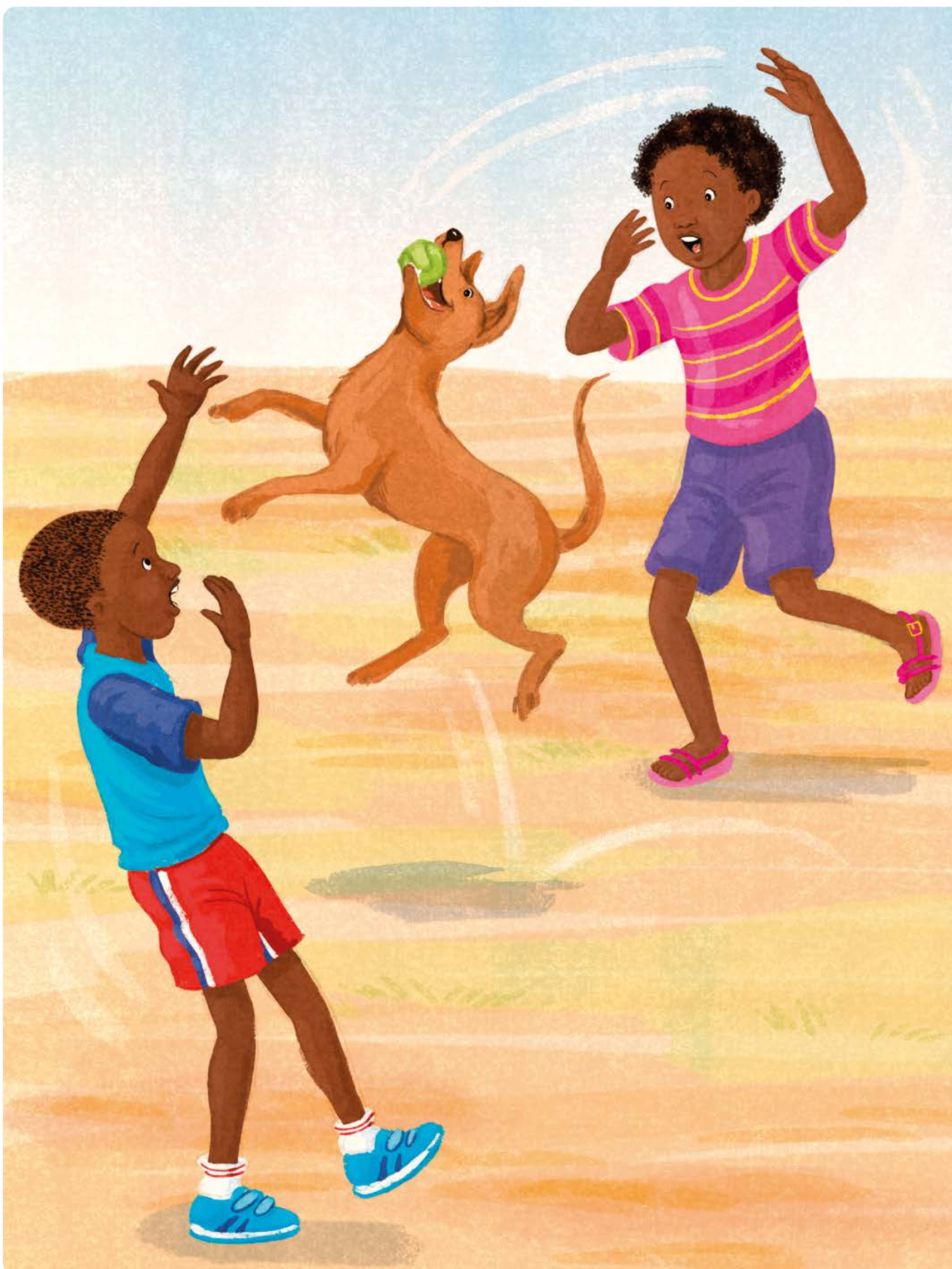
- What is the boy's name?
- What can he do?
- Who else is with him?

Day 2: Decoding

- How many **words** do you see on this page? (count and clap)
- Point to the word **can**.
- Where do we **begin** reading the words?



Thabo can kick.



Week 2

Shared Reading

Day 1: Comprehension

- Who caught the ball?
- Are the learners surprised?
- What else can a dog do?
- What can children do (that a dog can't do)?

Day 2: Decoding

- How many **words** do you see on this page? (count and clap)
- Point to the word **can**.
- Where do we **begin** reading the words?

Day 3: Responding to the story

- Show me what Lily/Thabo/Spot can do. (actions)
- Miming game: Learner does an action. Others have to guess.
- Partners: *Hello, my name is ... I can ...*
- Repeat the action rhyme together (see TG page 14).

Spot can catch.

Make a music shaker



You need:
small objects

clean bottle
with a cap

paper funnel

What to do:

- 1 Put funnel into top of bottle.
- 2 Pour objects into bottle, until half full.
- 3 Tighten the cap.
- 4 Shake it up!



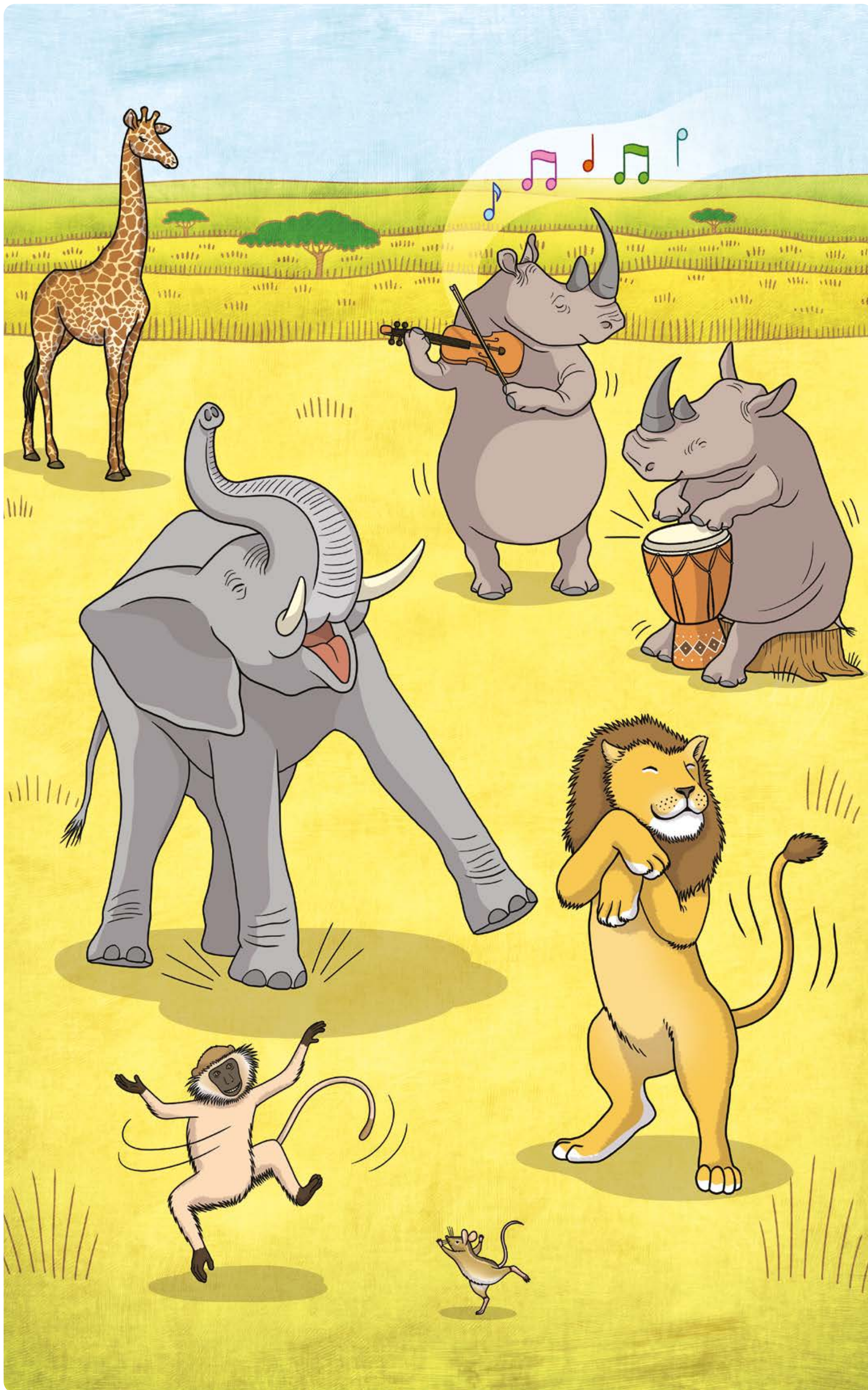
Animals can dance

Week 3

Listening and Speaking

Listen and talk

- What animals do you see dancing?
- Who is not dancing?



We can dance

Week 3

Shared Reading

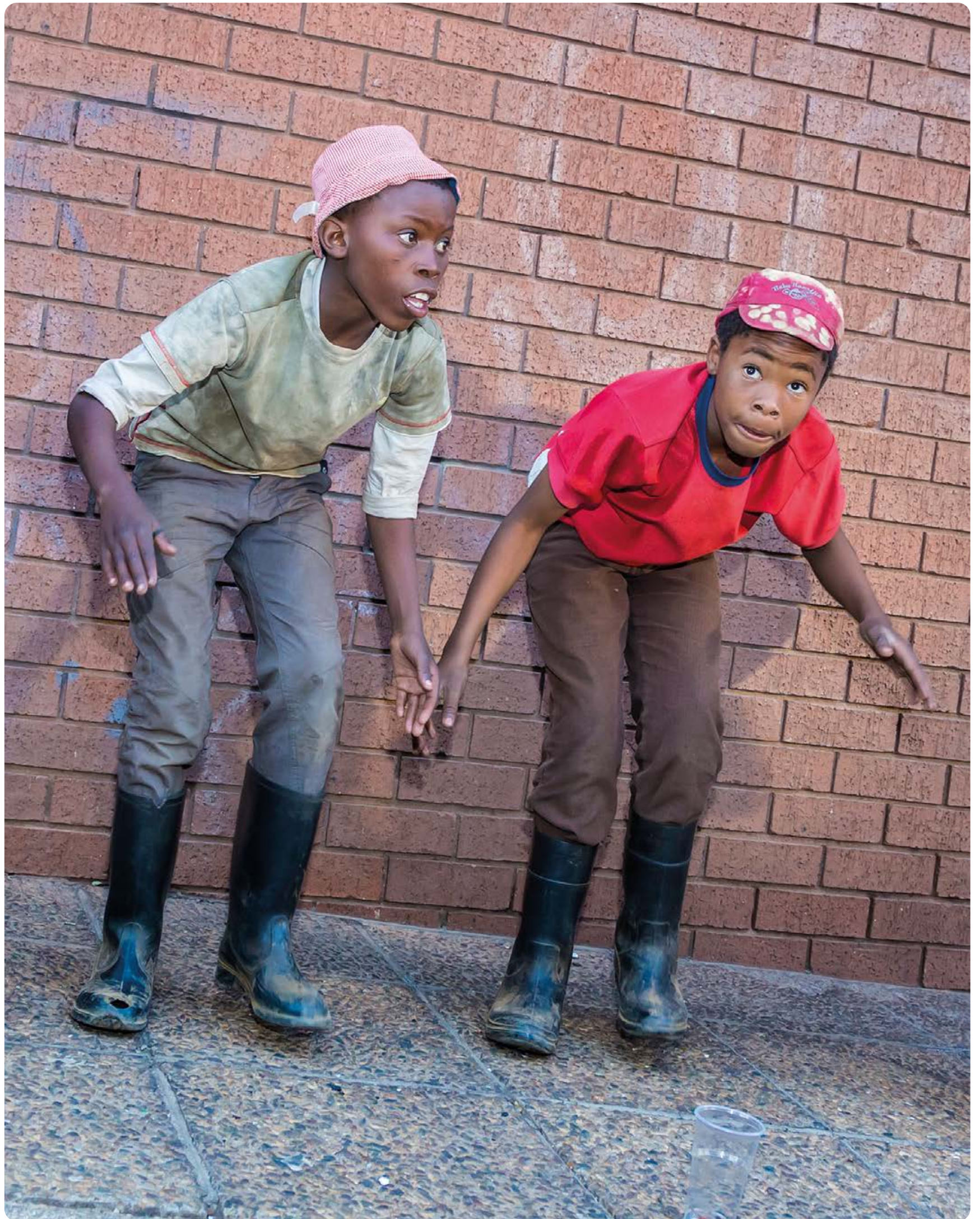
Read the whole story with the learners every day.

Day 1: Comprehension

- Read the whole story.
- Explain how a photograph is different from a drawing.
- Ask:
 - What kind of dance is this?
 - Have you seen people dance like this?
 - Where/when?

Day 2: Decoding

- Re-read the story with the learners, stopping after each page.
- Point to the picture. Point to the words.
- How many words do you see on this page? (count and clap)
- Where do we **begin** reading the words?
- Point to the words **can/boys**.



The boys can dance.



Week 3

Shared Reading

Day 1: Comprehension

- What kind of dance is this?
- Have you have seen people dance like this?
- Where/when?
- What colours do you see in the photograph?

Day 2: Decoding

- Re-read the story with the learners, stopping after each page.
- Point to the picture. Point to the words.
- **How many words** do you see on this page? (count and clap)
- Where do we **begin** reading the words?
- Point to the words **can/girls**.

The girls can dance.

Week 3
Shared Reading

Day 1: Comprehension

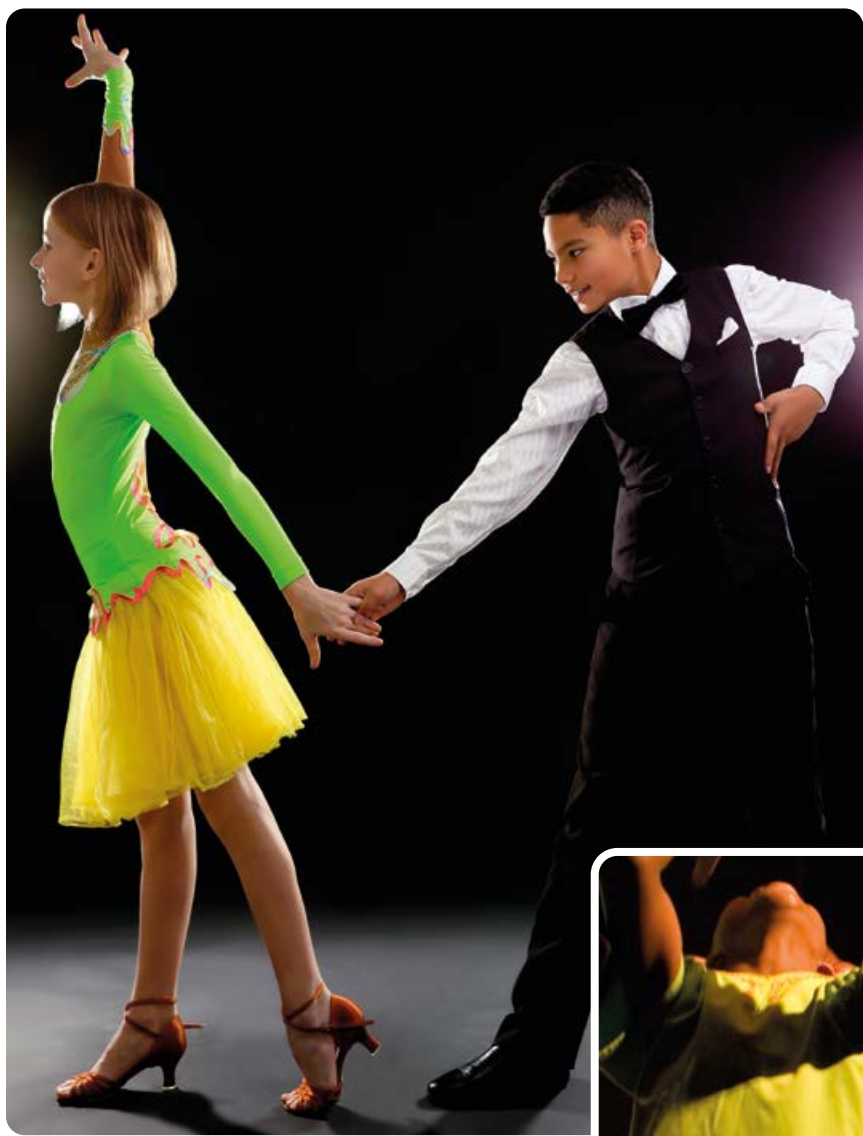
- What kind of dance are each of these children doing?
- Have you have seen people dance like this?
- Can you dance like this?

Day 2: Decoding

- Re-read the story with the learners, stopping after each page.
- Point to the picture. Point to the words.
- How many words do you see on this page? (count and clap)
- Where do we **begin** reading the words?
- Point to the words **can/boys/girls** in the story.


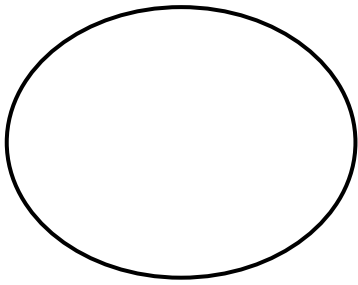


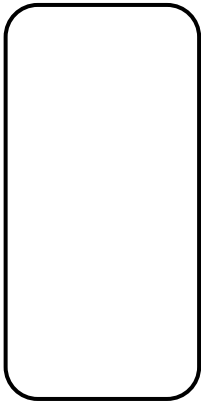
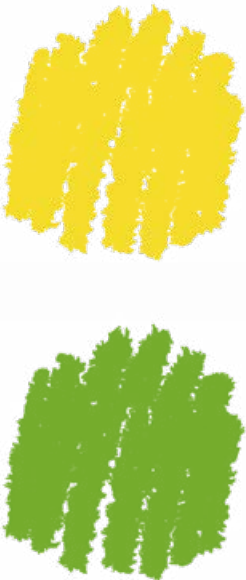

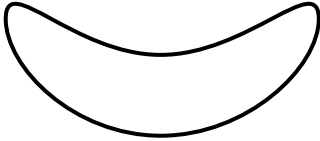


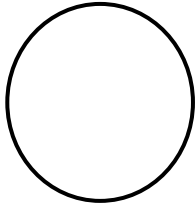


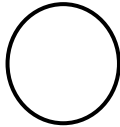

Day 3: Responding to the story

- Show me how the boys danced in the book.
- Show me how the girls danced.
- What dancing do you like to do/have you seen?
- Let's dance!
- Repeat this week's action rhyme together (see TG page 28).



We can all dance.

Let's compare

	Size	Shape	Colour
watermelon 	big		
pineapple 	big		
banana 	medium		
orange 	medium		
grapes 	small		

Week 4 Life Skills

Read the table together.

- What is the table about? Which part tells us that?
- What is the same when we compare these fruits?
- What is different?
- What is the same that is not listed in the table?
- What is different that is not listed in the table?

We like cake

Week 4

Shared Reading

Read the whole story with the learners every day.

Day 1: Comprehension

- Read the story, stopping after each page.
- Do you think these boys are friends?
- What do they have in their hands? So what time is it? (*playtime/ lunchtime*)
- Do **you** bring lunch, buy lunch, or do you have school lunch?

Day 2: Decoding

- Explain the concept of a sentence (*a group of words showing one thought/idea*). A sentence begins with a capital letter and ends with a full stop.
- How many words on this page? How many sentences?
- Show me the capital letters and the full stop.
- Show each vocabulary flashcard. Learners match the flashcards to the words in the text and use each word in an oral sentence.

Flashcards

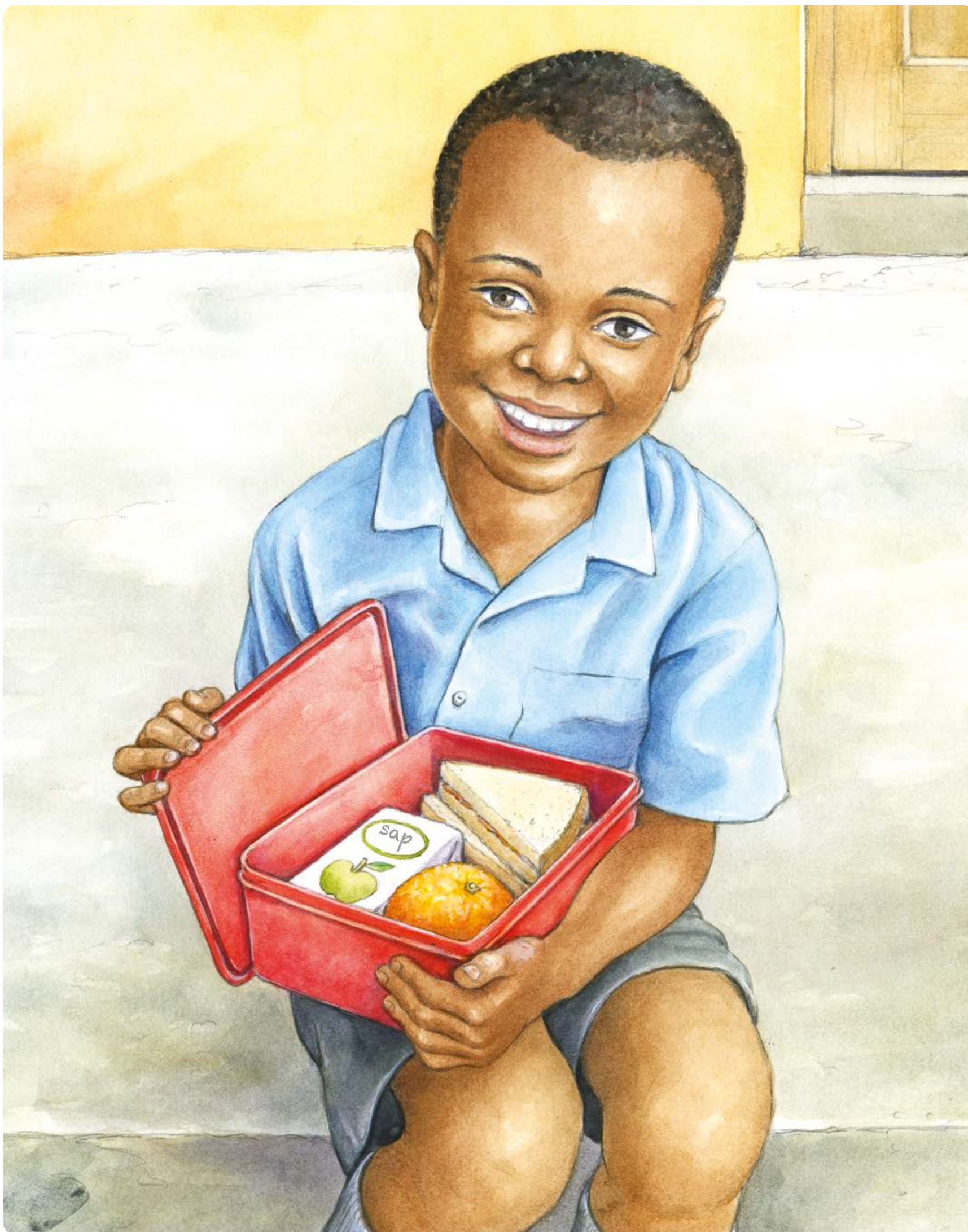
like

I

my



Themba and Tim.



Week 4

Shared Reading

Day 1: Comprehension

- What three things are in Themba's lunchbox?
- Do you like bread/juice/oranges?

Day 2: Decoding

- How many words on this page? (count and clap)
- How many sentences? How can you tell? (*capitals, full stops*)
- Point to the words **like/I/my**.
- Show each vocabulary flashcard. Learners match the flashcards to the words in the text and use each word in an oral sentence.

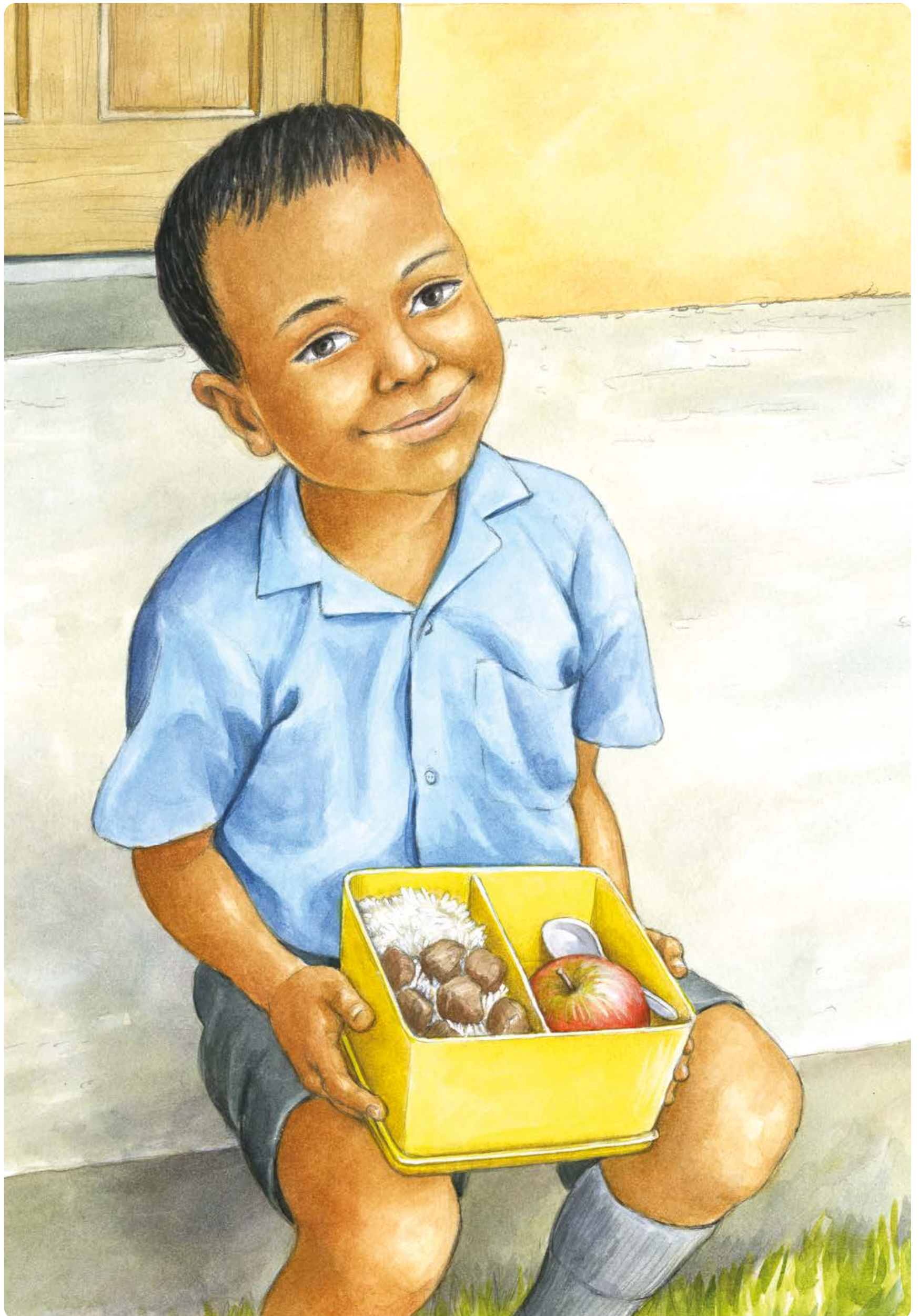
I like my lunch.

Day 1: Comprehension

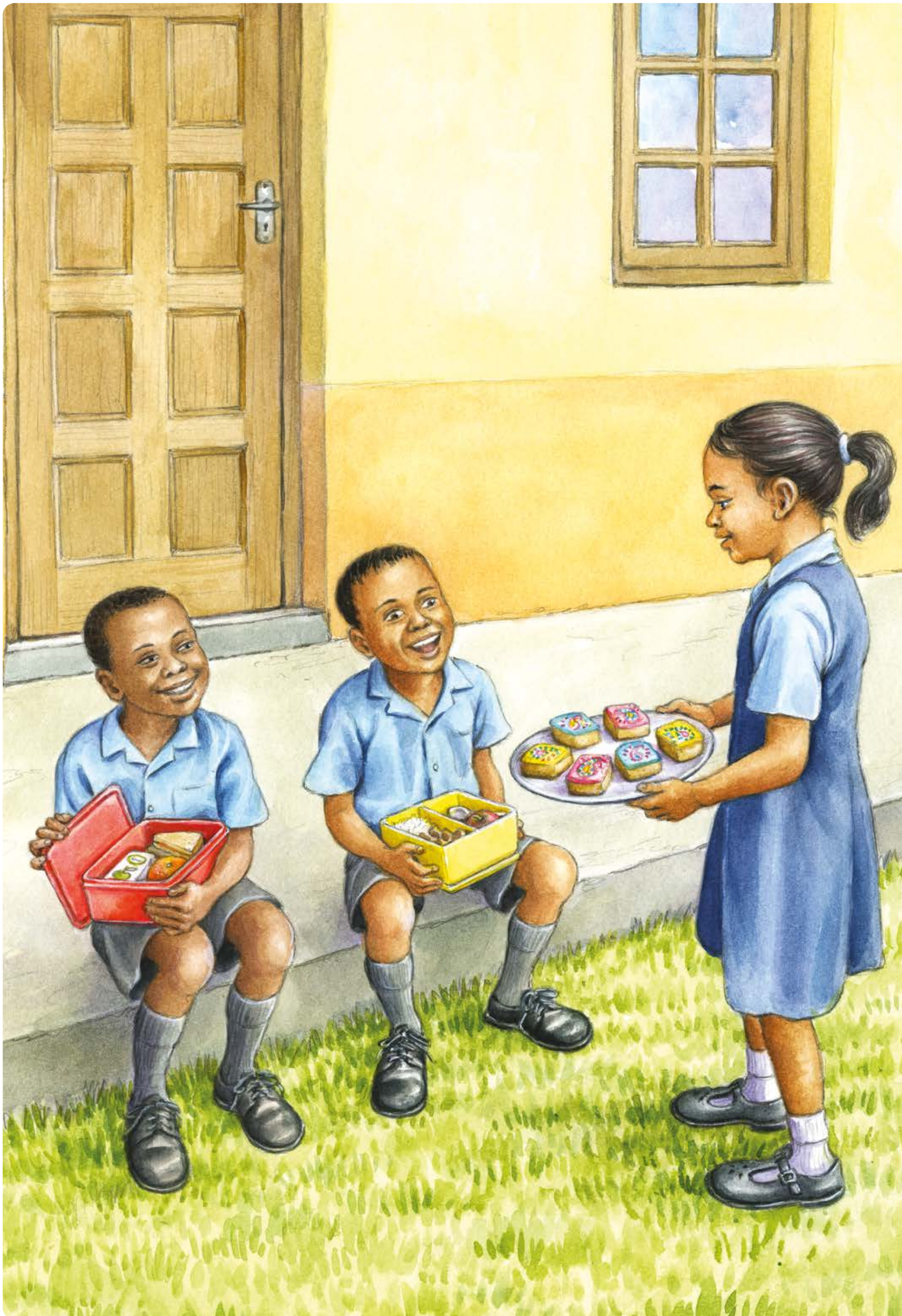
- What 3 things are in Tim's lunchbox? Do you like meat/rice/apples?
- Which lunch box would you choose? Why?

Day 2: Decoding

- How many words on this page? (count and clap)
- How many sentences? How can you tell? (*capital letters, full stops*)
- Point to the words **like/I/my**.
- Show each vocabulary flashcard. Learners match the flashcards to the words in the text and use each word in an oral sentence.
- Place the flashcards on the word wall.



I like my lunch.



Week 4

Shared Reading

Day 1: Comprehension

- What do they **both** like?
- Whose cake is this?
- Why do you think she is offering the cake to the boys?
- When have you tasted cake? What does it taste like?
- **Re-read the story with the learners.**

Day 2: Decoding

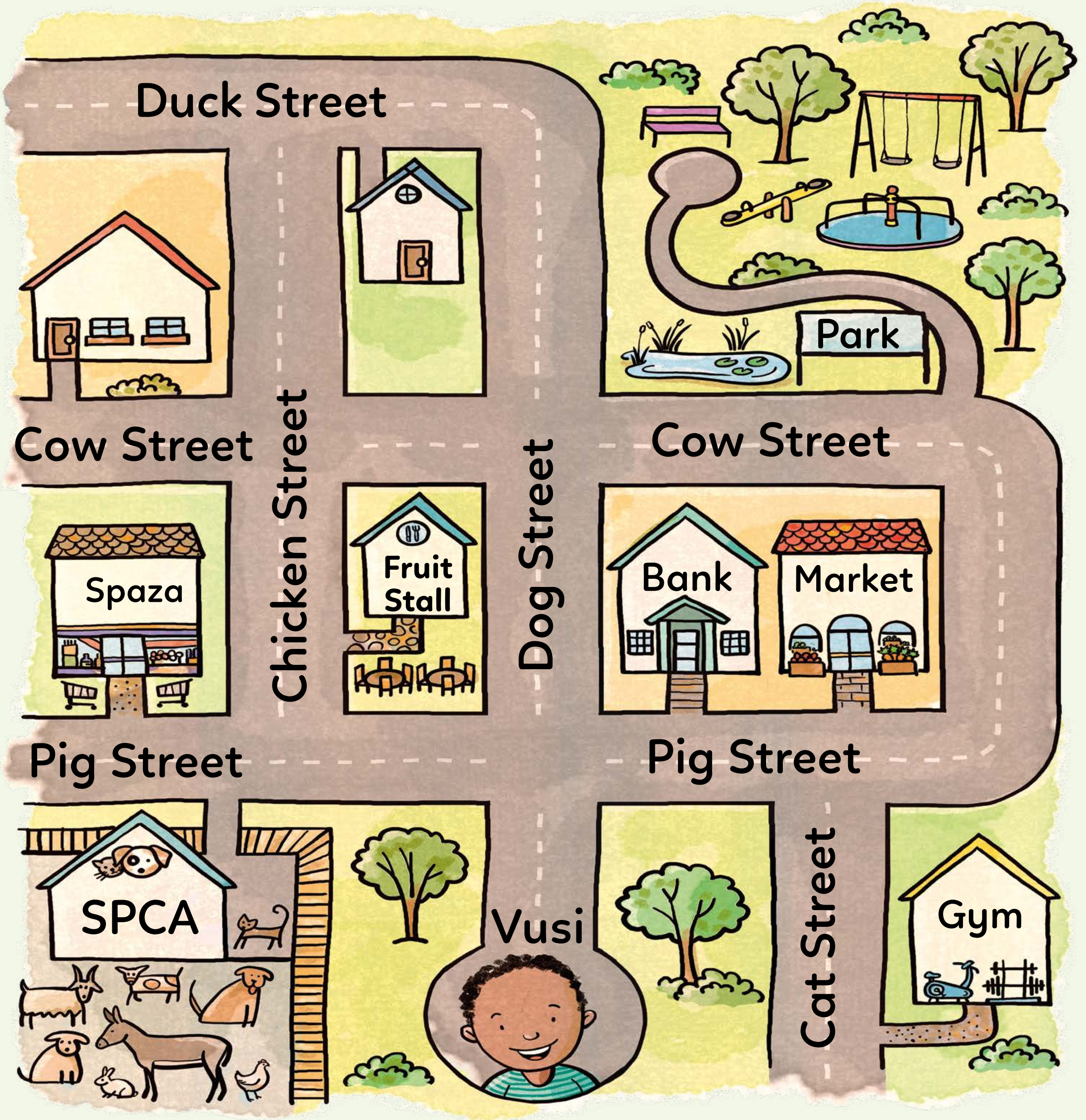
- How many sentences?
- Look at the end of the sentence. The full stop looks different. This is an exclamation mark. This shows the boys are excited.

Day 3: Responding to the story

- What food do **you** like to eat?
- **Pairs:** Tell your partner what you would like in your lunchbox.
- **Pairs:** Tell your partner two things you like to do at school (e.g. play, draw, sing etc).
- Repeat this week's action rhyme together (see TG page 42).

We both like cake!

Vusi goes to Sipho's house



Week 5 Life Skills

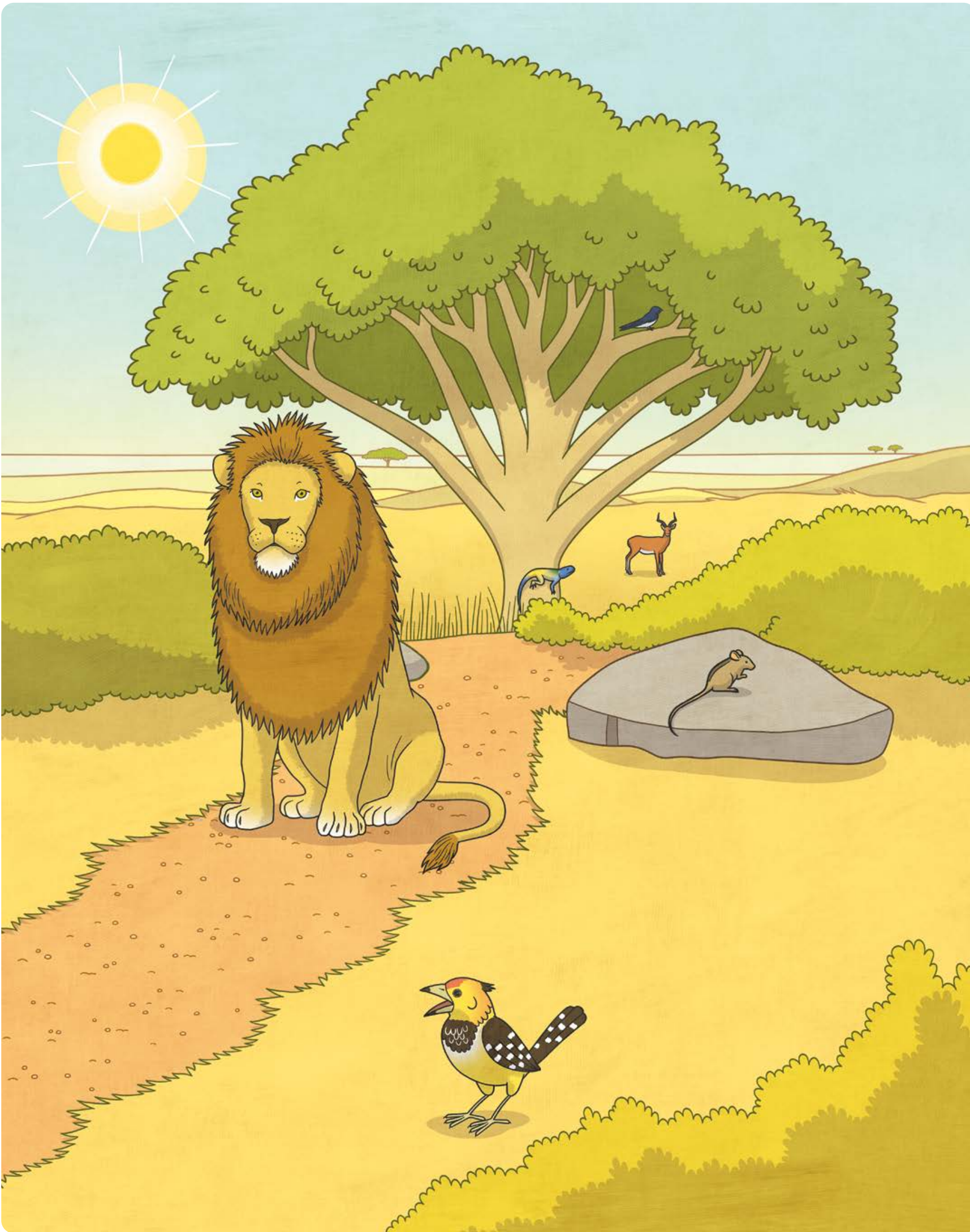
Read the poster together.

- What is the purpose of a map?
- What words must you understand to follow a map correctly?
- What is opposite the SPCA?
- In which street is the entrance to the park?

How to get to Sipho's house

1. Walk along Dog Street and turn left on Pig Street.
2. Turn right into Chicken Street.
3. Walk past the fruit stall and turn left on Cow Street.
4. Sipho's house will be on your right.

Lion and Mouse



Week 5

Shared Reading

Read the whole story with the learners every day.

Day 1: Comprehension

- Who is this story about? (characters)
- Where does the story take place? (setting)
- What other animals do you see in the picture?
- Which is the biggest animal?

Day 2: Decoding

- Re-read the story with the learners. On each page say:
 - How many sentences on this page? How can you tell? (point to the full stop)
 - How do you spell **and**? (point to the word **and**)

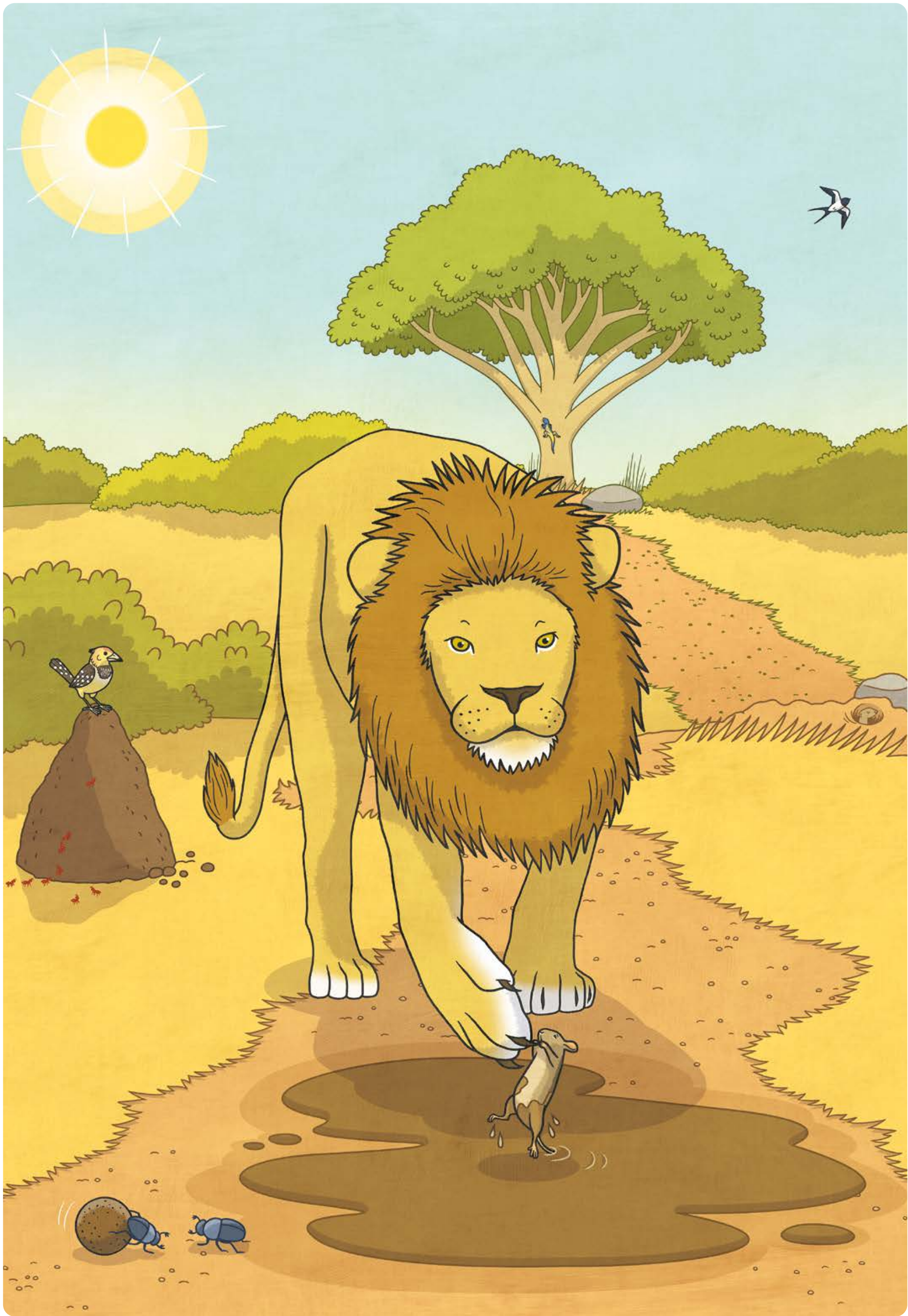
Lion and Mouse.

Day 1: Comprehension

- Why do you think Lion saved Mouse instead of eating him?

Day 2: Decoding

- How many words on this page? How can you tell?
- How many sentences on this page? How can you tell?



Lion helps Mouse.



Week 5

Shared Reading

Day 1: Comprehension

- How did Mouse help Lion? Why do you think he helped Lion?
- Show each vocabulary flashcard (*help, friends, big, small*).
 - Learners match the flashcards to the words in the text.
 - Learners also use each word in an oral sentence.
 - Place the flashcards on Word Wall.

Day 2: Decoding

- How many words on this page? How can you tell?
- How many sentences on this page? How can you tell?

Mouse helps Lion.

Day 1: Comprehension

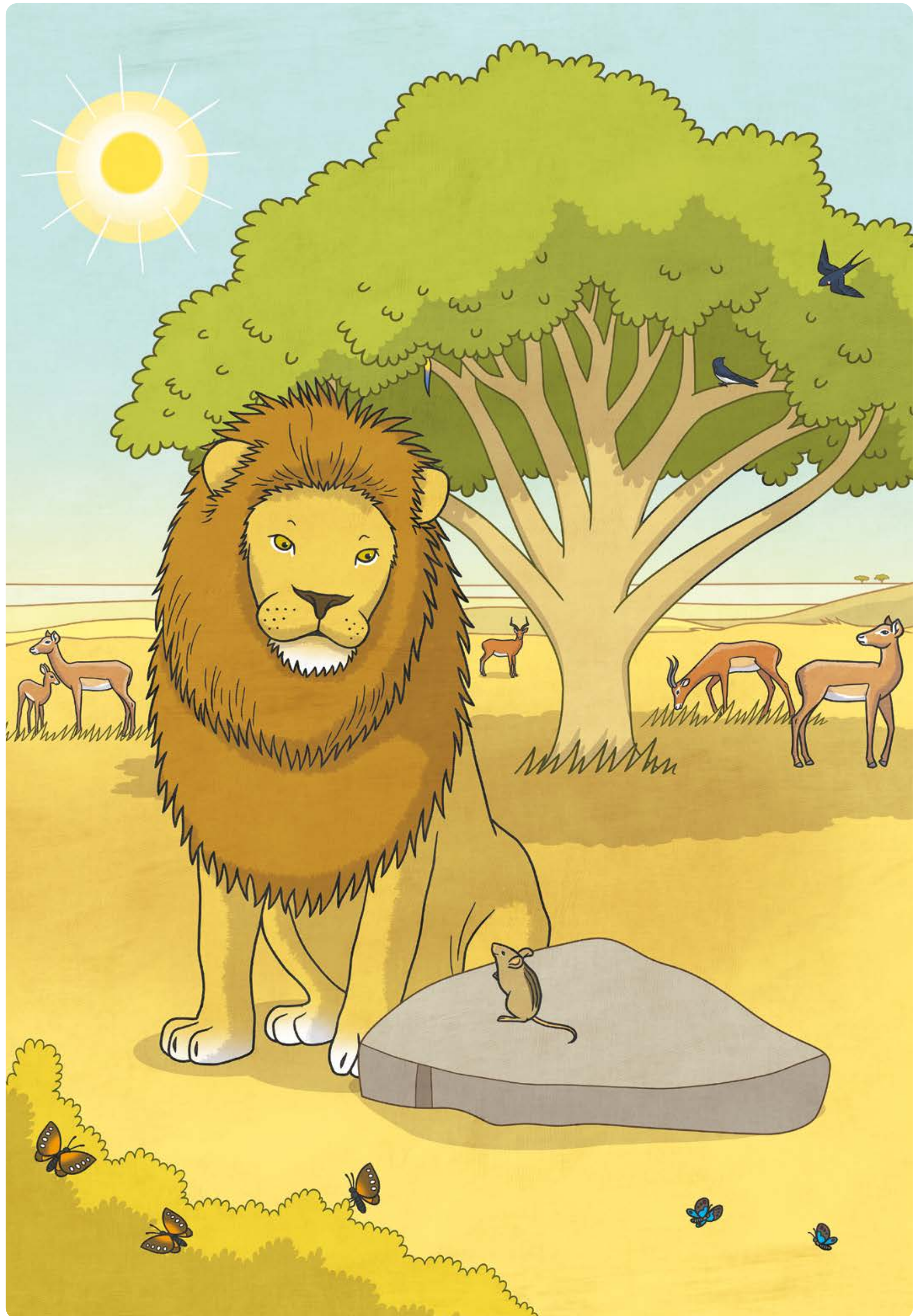
- How did the story end? (*Lion and Mouse became friends*)
- Why are Lion and Mouse best friends now? (*they helped each other*)

Day 2: Decoding

- Point to the word **are**.

Day 3: Responding to the story

- Re-read the story with the class.
- **Dramatisation:** Show me how Lion and Mouse look ... sound ... move.
- Answer these questions to re-tell the story:
 - Who is in the story?
 - Where is it set?
 - What happened first, second, and at the end?
 - Did you like the ending? Why/why not?
- **Pairs:** Have you ever helped someone? Tell your partner.
- Repeat the action rhyme together (see TG page 62).



Lion and Mouse are friends.

School uniform list



Week 6 Life Skills

Read the uniform list together.

- What is the purpose of this list?
- Does your school have other items on its uniform list? (e.g. dress /sports clothes)
- What other kinds of lists have you seen people make before?

The school bag

Week 6

Shared Reading

Read the whole story with the learners every day.

Day 1: Comprehension

- What is the title (name) of the story?
- What is this story going to be about?
- Who is this story about?
- Where have you heard about Freddie Frog before? (*in storytime*)
- Who is the other frog? (*Simon Frog, his brother*)

Day 2: Decoding

- Where do we begin reading?
- How many words are there on this page?
- Point to the word **bag**.



What do I need in my school bag?



Week 6
Shared Reading

Day 1: Comprehension

- What is Freddie Frog packing?
- Are these school-things?

Day 2: Decoding

- How many sentences?
- How many full stops?
- How many words on this page?

My blanket. My toys.
My clothes.

Week 6
Shared Reading

Day 1: Comprehension

- How does Simon know what to pack for school?
- Why does Freddie need a pencil case for school?
- Why does Freddie need a lunchbox for school?

Day 2: Decoding

- How many words on this page?
- Which is the shortest word?
- Point to the word **pencil**.



No! Your pencil case and
your lunchbox.



Week 6 Shared Reading

Day 1: Comprehension

- How do you think Freddie is feeling?
- What did you bring to school on your first day?
- Did anyone help you pack your bag?
- What was in your school bag today?

Day 2: Decoding


- Point to the word **school**.
- How many letters in **school**?
- Show me a capital letter.

Day 3: Responding to the story

- **Pairs:** What do you remember about your first day at school? How did you feel?
- **Class:**
 - Is this a true story?
 - Do frogs really go to school?
 - Have you ever seen a frog? What did it look like?
 - Why are frogs helpful animals? (*eat flies*)
 - Where do you find frogs?
- **Movement:** How do frogs move? How do they sound?

Ready for school.

What is a rainbow?



This is a rainbow.
Where do you see rainbows?
What colours do you see?

Week 7

Life Skills

- Learners talk about when they have seen rainbows. What can we learn from this?
- Read the text with the class.
- Name and count the colours of the rainbow.

New crayons



Week 7

Shared Reading

Read the whole story with the learners every day.

Day 1: Comprehension

- How many colours do you see?
- What do you think Bongani will draw?
- What would **you** draw?

Day 2: Decoding

- What is the title of this story?
- How many words in the sentence?
- Point to the word **crayon**.

Bongani has new crayons.

“Please use me!” says Red.

Week 7

Shared Reading

Day 1: Comprehension

- What does Red crayon want to draw?
- What else do you know that is red?
- What does Blue crayon want to draw?
- What else do you know that is blue?

Day 2: Decoding

- How many sentences on this page?
- How many full stops?
- Identify any words beginning with the phonic sound of the week.
- Explain that the exclamation mark (!) tells us that the speaker is speaking loudly. It can also show shock or surprise.



“Please use me!” says Blue.

“Please use me!” says Yellow.

Week 7

Shared Reading

Day 1: Comprehension

- What does Yellow crayon want to draw?
- What else do you know that is yellow?
- What does Green crayon want to draw?
- What else do you know that is Green?

Day 2: Decoding

- How many sentences on this page?
- How many full stops?
- Identify any words beginning with the phonic sound of the week.



“Please use me!” says Green.

I used all my colours!

Week 7

Shared Reading

Day 1: Comprehension

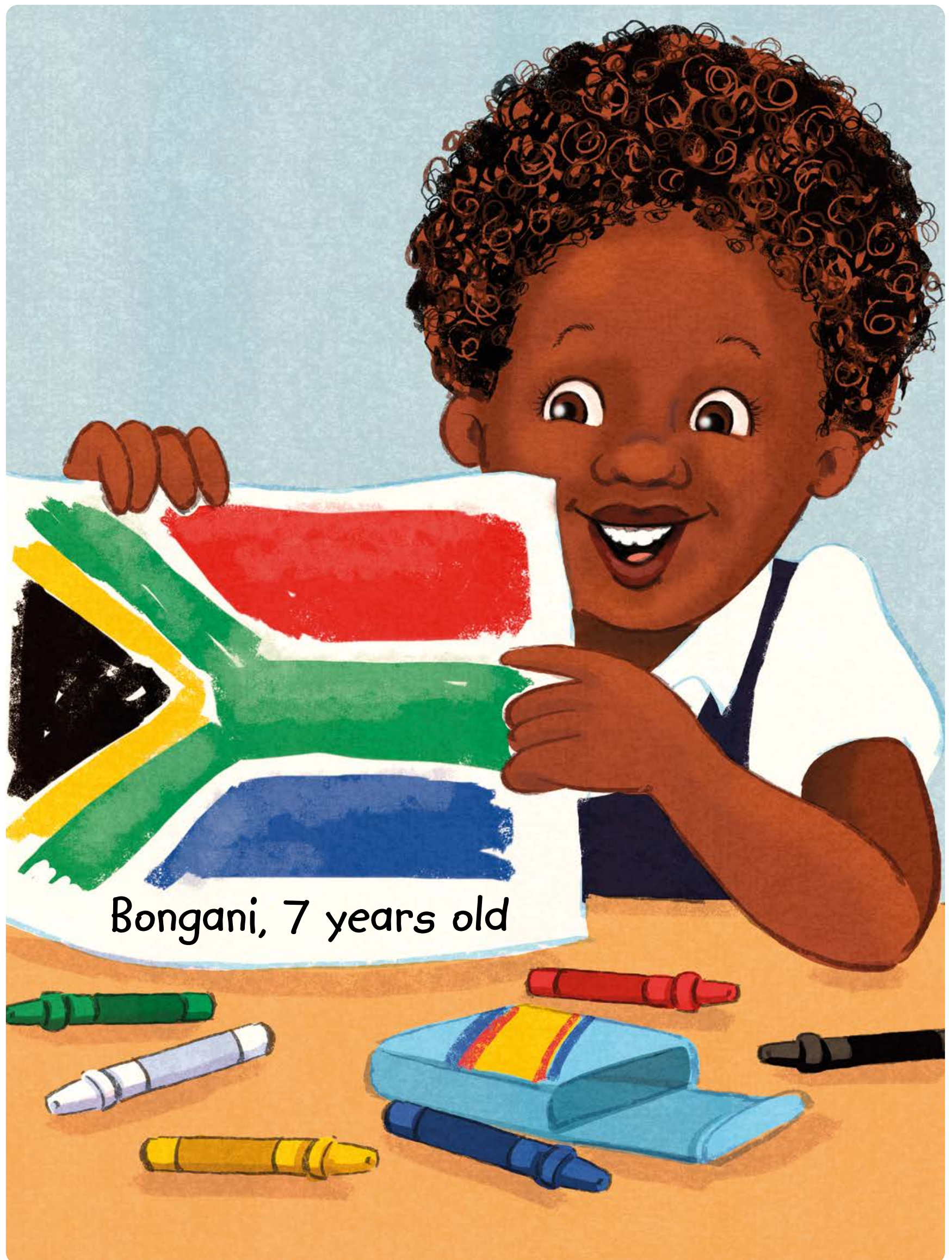
- What has Bongani drawn?
- Where have you seen this before?
- Name the colours in the flag.

Day 2: Decoding

- Point to the word **colours**.
- How many letters in **colours**?
- Show me a capital letter.

Day 3: Responding to the story

- **Pairs:** What is your favourite colour?
- **Class:** Is this a true story? How can you tell? Can crayons really talk?
- **Pairs:** Bongani got the crayons as a present. Have **you** ever had a present? What was it? Who gave it to you? If you could choose a present, what would you like?



A good night's sleep



You need sleep to stay healthy and happy!
You need 9–12 hours sleep a night.

Things that help you sleep better:

- go to bed at the same time every night
- do quiet activities before bedtime (no screens!)
- sleep in a quiet, dark room

Week 8

Life Skills

Read the text with the learners.

- Discuss why we use bullet points in lists of facts, like on this page.
- What helps us sleep well? (a regular bedtime and wake-up time; a calming bedtime routine; sleeping with a soft toy, as in the picture, or a special blanket)
- What disturbs our sleep?

Hare and Tortoise

Week 8

Shared Reading

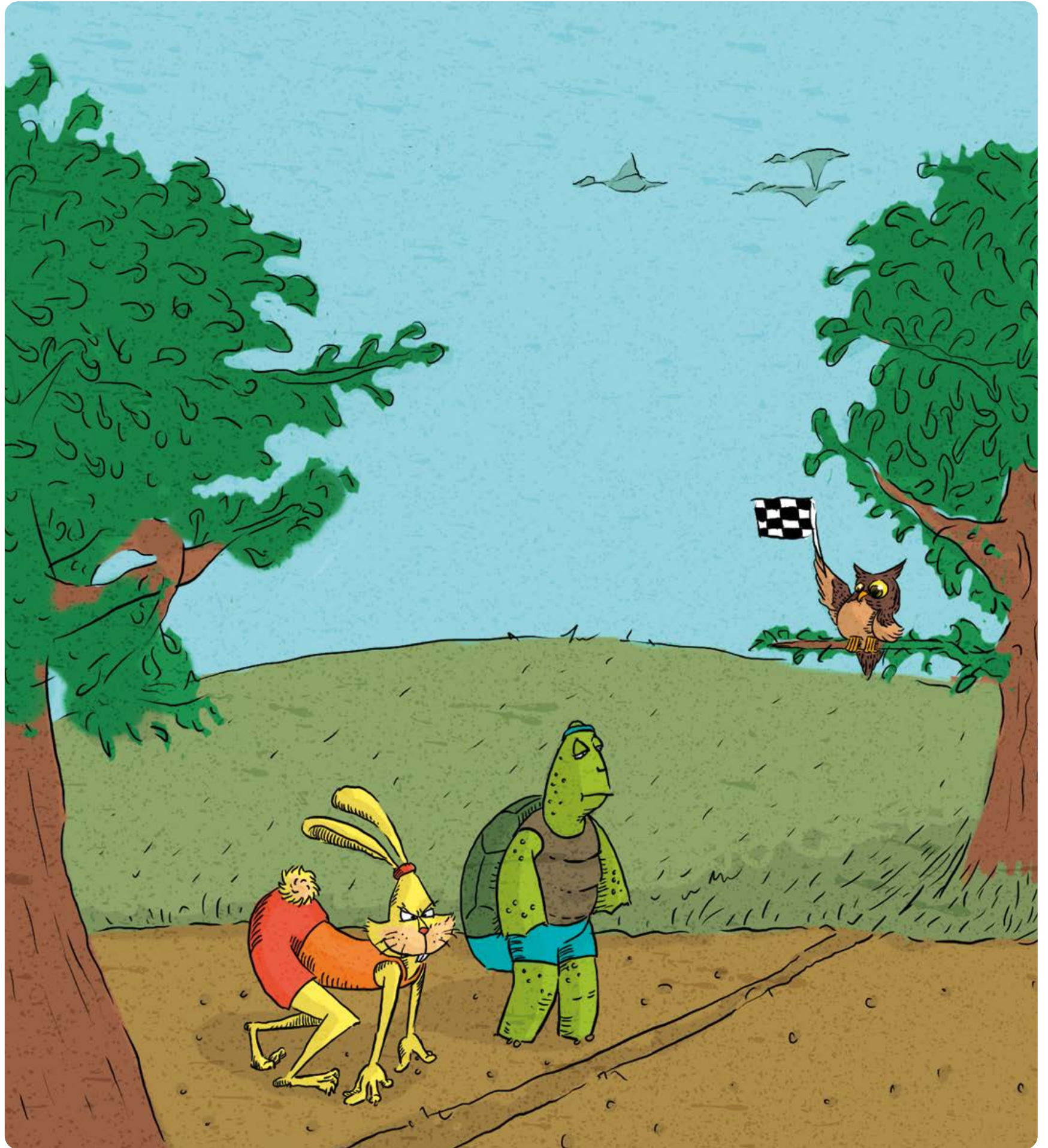
Read the whole story with the learners every day.

Day 1: Comprehension

- Who are the two main characters in this story?
- Where does the race take place?
- Why does Hare want a race?

Day 2: Decoding

- What the title of this story?
- How many words in the sentence?
- Point to the word race? How many letters in the word **race**?



Hare and Tortoise have a race.

Hare is fast. He runs ahead.



But then he stops for a sleep.

Week 8

Shared Reading

Day 1: Comprehension

- What happens first?
- What does Hare do next?
- Why do you think Hare needs to sleep?

Day 2: Decoding

- How many sentences on this page?
- How many full stops?
- Point to the word **fast**. How many letters in **fast**?
- Identify any words beginning with the phonic sound of the week.

Tortoise is slow and steady.

Week 8

Shared Reading

Day 1: Comprehension

- How does Tortoise race?
- Did Tortoise need to sleep? Why not?

Day 2: Decoding

- How many sentences on this page? How many full stops?
- Point to the word **slow**. How many letters in **slow**?
- Identify any words beginning with the phonic sound of the week.



Tortoise wins the race!



Week 8
Shared Reading

Day 1: Comprehension

- How does the story end?
- Is this ending a surprise? Why?
- What lesson does Hare learn?

Day 2: Decoding

- Identify any words with the phonic sound of the week.
- Point to the word **race**.
- Show me a capital letter.

Day 3: Responding to the story

- Run on the spot, fast, like Hare. Run on the spot, slowly, like Tortoise.
- Clap fast, like Hare. Clap slowly, like Tortoise. Do other actions, like jump, blink, click, and so on.
- Compare Hare and Tortoise. Draw table on chalkboard, class to complete.

Hare	Tortoise
fast	
goes to sleep late	
loses the race	

Wash your hands



Wet your hands with clean water. Turn off the tap so you don't waste water.



Apply soap. Rub your hands with soap for 20 seconds (the time it takes to sing happy birthday twice).



Wash the front and back of your hands.



Wash between your fingers.



Rinse your hands with clean water.



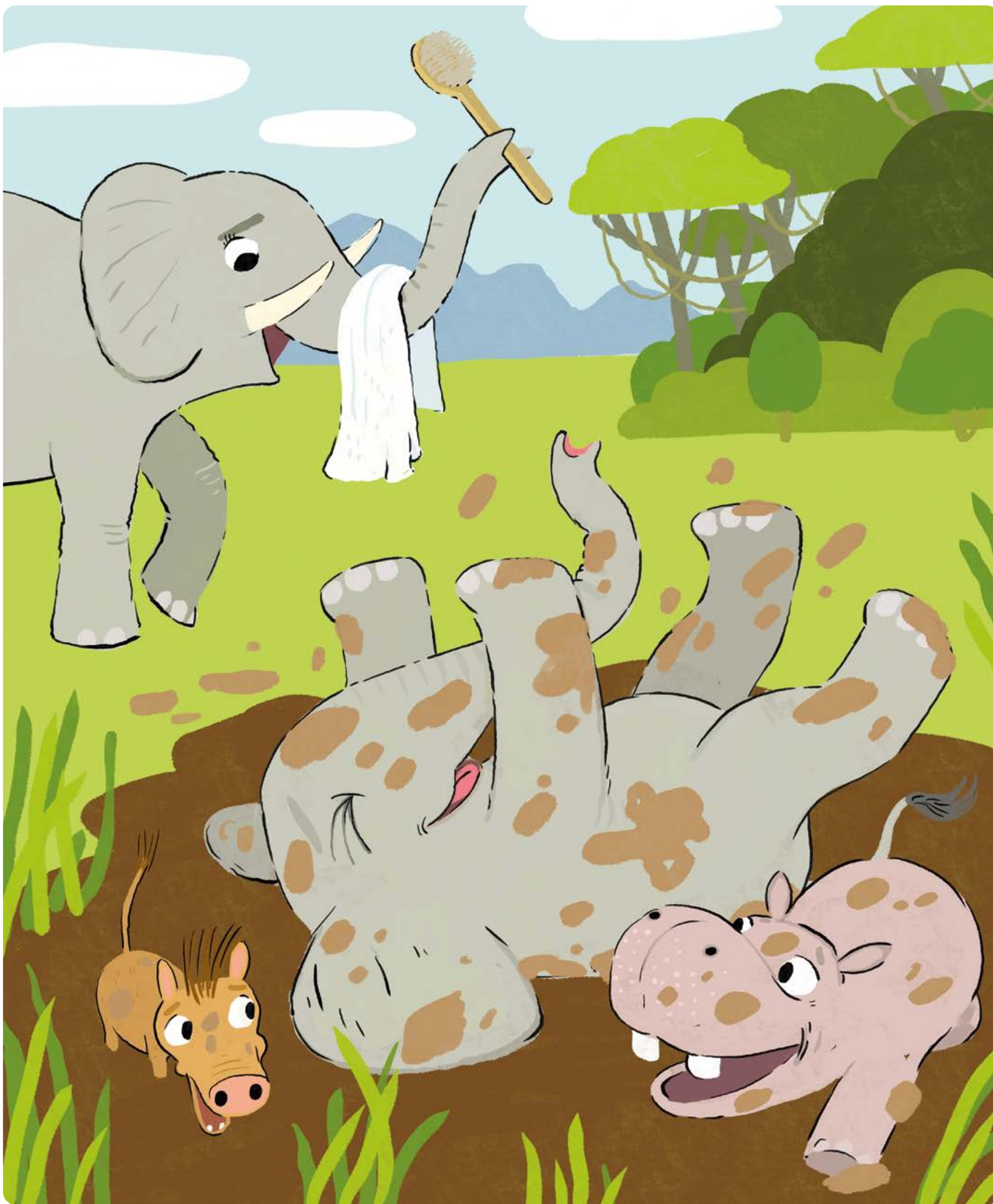
Dry your hands with a towel.

Week 9 Life Skills

Read the poster together.

- Why do you think the pictures are numbered?
- Why must you scrub for 20 seconds?
- How long is 20 seconds?
- Why do we switch the tap off after we have wet our hands?

Time to get clean, Ezra!



Week 9

Shared Reading

Read the whole story with the learners every day.

Day 1: Comprehension

- Oh no! What is Ezra the elephant doing?
- What does his Mom say?
- Which other animals can you see?

Day 2: Decoding

- Show me the title of this story.
- How many words in the title? How many begin with capital letters?
- Point to the word **clean**? How many letters in **clean**?

Time to get clean, Ezra!

Mom scrubs Ezra.

Week 9

Shared Reading

Day 1: Comprehension

- Do you think Ezra likes being scrubbed?
- How can you tell?
- What does Ezra say?

Day 2: Decoding

- How many exclamation marks on this page?
- Point to the word **scrubs**. How many letters in **scrubs**?
- Identify any words beginning with the phonic sound of the week.

[Lang eds to check]



“Ow! Ow! Ow!” cries Ezra.

Mom rinses Ezra.



Week 9

Shared Reading

Day 1: Comprehension

- What is happening here?
- Why is Ezra crying?
- What does he say?
- Why is rinsing important?

Day 2: Decoding

- How many exclamation marks on this page?
- Point to the word **rinses**. How many letters in **rinses**?
- Identify any words beginning with the phonic sound of the week.

“Oh! Oh! Oh!” cries Ezra.

Mom dries Ezra.

“Mmmm,” says Ezra.

Week 9

Shared Reading

Day 1: Comprehension

- Is Ezra happier now?
- How can you tell?
- What does he say?
- What three things did Mom do to get Ezra clean?

Day 2: Decoding

- How many sentences on this page?
- Which sentence has the most words?
- Point to the word **dries**. How many letters?
- Identify any words beginning with the phonic sound of the week.

Day 3: Responding to the story

- **Class discussion:**
 - How do animals and children get dirty?
 - Do you wash yourself or does someone help you?
 - Do you feel better when you are clean? Why/why not?
- **Movement: Getting clean**
 - Pretend you are all baby elephants. Use your “trunks” (arms). First scrub yourself ... now rinse with cold water ... now dry yourself with a big fluffy towel. Show me on your face how you are feeling.



Ezra is clean again.



Funda Wande

Reading for Meaning