

English

Home Language and Life Skills

1

Term 2



Incomplete draft text
for reference only, not
for teaching purposes.

Big Book



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English

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Big Book



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Different families



My name is Thando. This is my mother, my father and my baby brother.



My name is Amanda. This is my mother and my two sisters.



My name is Lerato. This is my granny, my aunty and my cousins.

Week 1 Life Skills

- Are these three families the same?
- How is each family different?
- How is your family a little like one of these families?

Granny's birthday

We are helping Mommy.

Week 1

Shared Reading

Day 1: Comprehension

- Who do you think is speaking? (*could be the boy or the girl or both*)
- What are the family getting ready for?
- Do you remember any names from the read-aloud story? (*the title gives a clue*)

Day 2: Decoding

- What is the mark at the end of the last sentence?
- Point to the word **Mommy**.

Day 3: Fluency and response

- Read the last sentence so it sounds like a question.



Who is at the door?

It is Daddy and Uncle!



Week 1 Shared Reading

Day 1: Comprehension

- What did Daddy and Uncle bring?
- Can you remember who they are for?
- Why are the roses **pink**?

Day 2: Decoding

- Where can you see a question mark?
- Point to the word **Daddy**.

Day 3: Fluency and response

- Read the last line so that the listener knows it is a question.
- Do you have any uncles? Are they old or young?

Now who is at the door?

It is Auntie and the twins!

Week 1 Shared Reading

Day 1: Comprehension

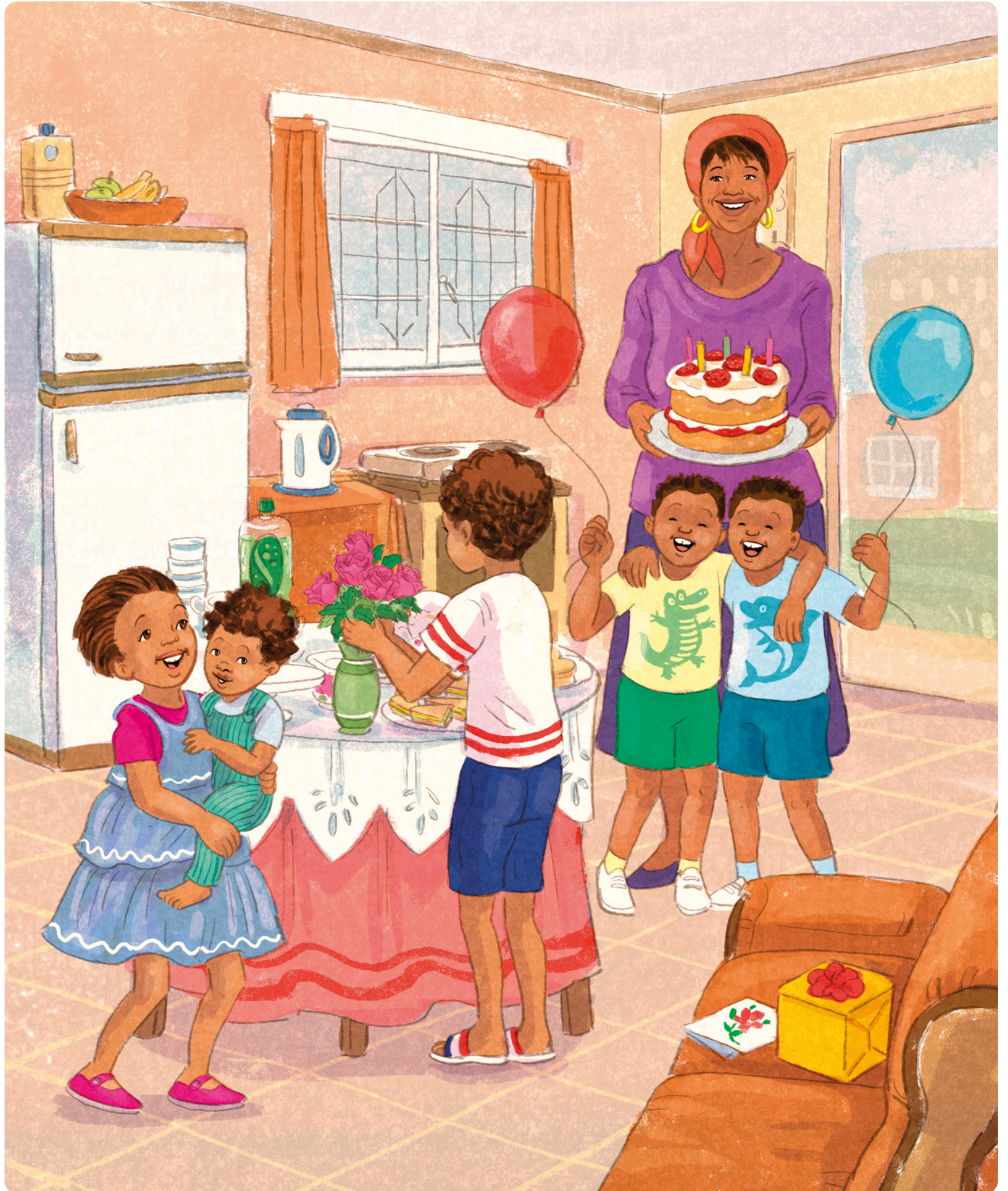
- What did Auntie bring?
- What did the twins bring?
- What do the candles on the cake tell us?

Day 2: Decoding

- Point to the exclamation mark.
- Point to the question mark.

Day 3: Fluency and response

- Read the last line so that the listener knows it is a question.
- Do you have any aunts or cousins? (*explain relationship*)



Now who is at the door?

Happy birthday, Granny!



Week 1 Shared Reading

Day 1: Comprehension

- Whose birthday is it?
- Do you think Granny is pleased?
- Was it a surprise? How can you tell?
- What other surprises have they got for Granny?

Day 2: Decoding

- Point to the word **Granny**. Sound it out.
- What is the mark at the end of the sentence?

Day 3: Fluency and response

- How can you read this sentence to show excitement?
- What present would you give Granny?

How to make a greeting card



1 Fold the paper in half.



2 Draw a picture on the front.



3 Write a message inside.



4 Place in an envelope.

Week 2 Life Skills

- Talk about instructions.
 - Where have you seen people following instructions? (*mother cooking a new recipe, setting up a new TV*)
 - What do you notice about instructions? (*numbers, step by step, in a particular sequence*)
- Talk about reasons for giving cards.

The special card

What is this?



Week 2 Shared Reading

Day 1: Comprehension

- Who do you see in the picture?
- What do you think is inside the envelope? *(the title is a clue)*
- Who is hiding?

Day 2: Decoding

- Point to the title.
- How many question marks can you count on this page?

Day 3: Fluency and response

- Read this page as if you are asking yourself these questions.

I wonder what is inside?

A card! What a pretty picture!

Week 2

Shared Reading

Day 1: Comprehension

- What is in the picture?
- Who do you think the card is from? Explain.

Day 2: Decoding

- How many exclamation marks are there?
- Point to the word **card**. Sound it out.

Day 3: Fluency and response

- Read this page as if Mom is speaking out aloud.
- What other pictures have you seen on a card?



I wonder who it is from?

Week 2
Shared Reading

Day 1: Comprehension

- Who is Adam?
- How will Mommy feel when she reads the card?

Day 2: Decoding

- Point to the words **Mommy**, **love** and **care**.

Day 3: Fluency and response

- Read the message on the card carefully.

An illustration of a brown hand holding a white card against a green background. The card has a message written in blue cursive script. The message is: 'Dear Mommy', 'Thank you', 'for taking care', 'of us.', 'I love you', 'very much.', 'From Adam'.

Dear Mommy
Thank you
for taking care
of us.
I love you
very much.
From Adam

I love this message. I will give Adam a big hug.

Week 2

Shared Reading

Day 1: Comprehension

- Why is Mommy so happy?
- What do you think will happen next?

Day 2: Decoding

- Point to the word **message**. Sound it out.
- Point to the word **hug**. Sound it out.

Day 3: Fluency and response

- Read this as if Mommy is speaking.
- What other caring things can you do for someone you love?



Dangers at home!

Do not ...



touch open electric wires.



put your fingers into a plug.



use a sharp knife by yourself.



take medicine on your own.



pour boiling water by yourself.



play with matches.



Week 3
Life Skills

Look at the poster for ideas to keep safe. • Tell me about any accidents you have had in your home. • How could you have prevented them?

Town Mouse and Farm Mouse

Week 3

Shared Reading

Day 1: Comprehension

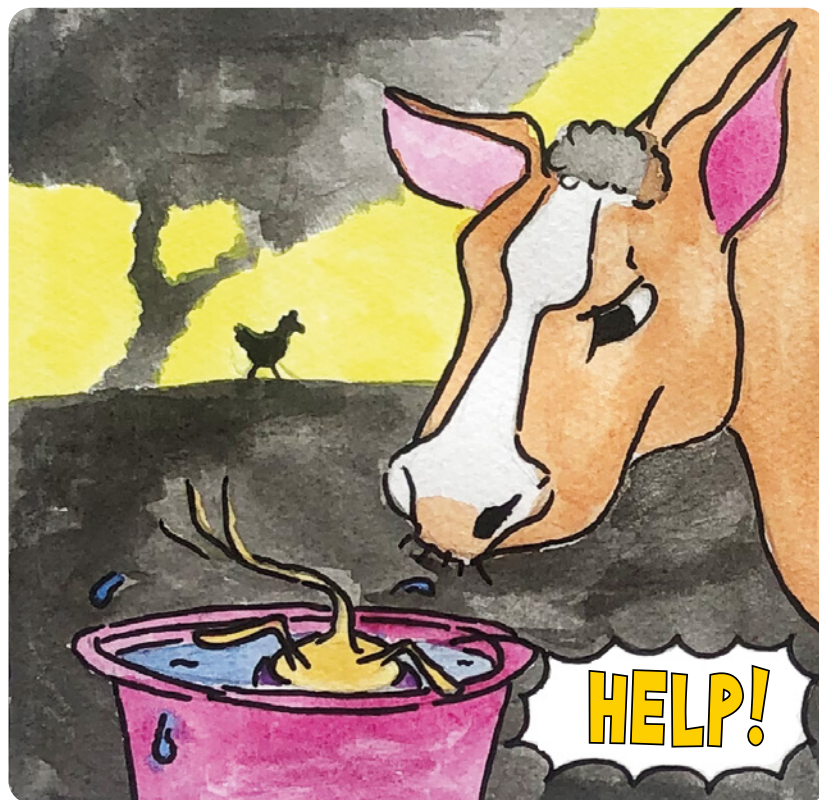
- Describe what is happening in each picture.
- What is the most dangerous?

Day 2: Decoding

- Point to the first speech bubble and discuss what a speech bubble is.
- Point to all the speech bubbles.

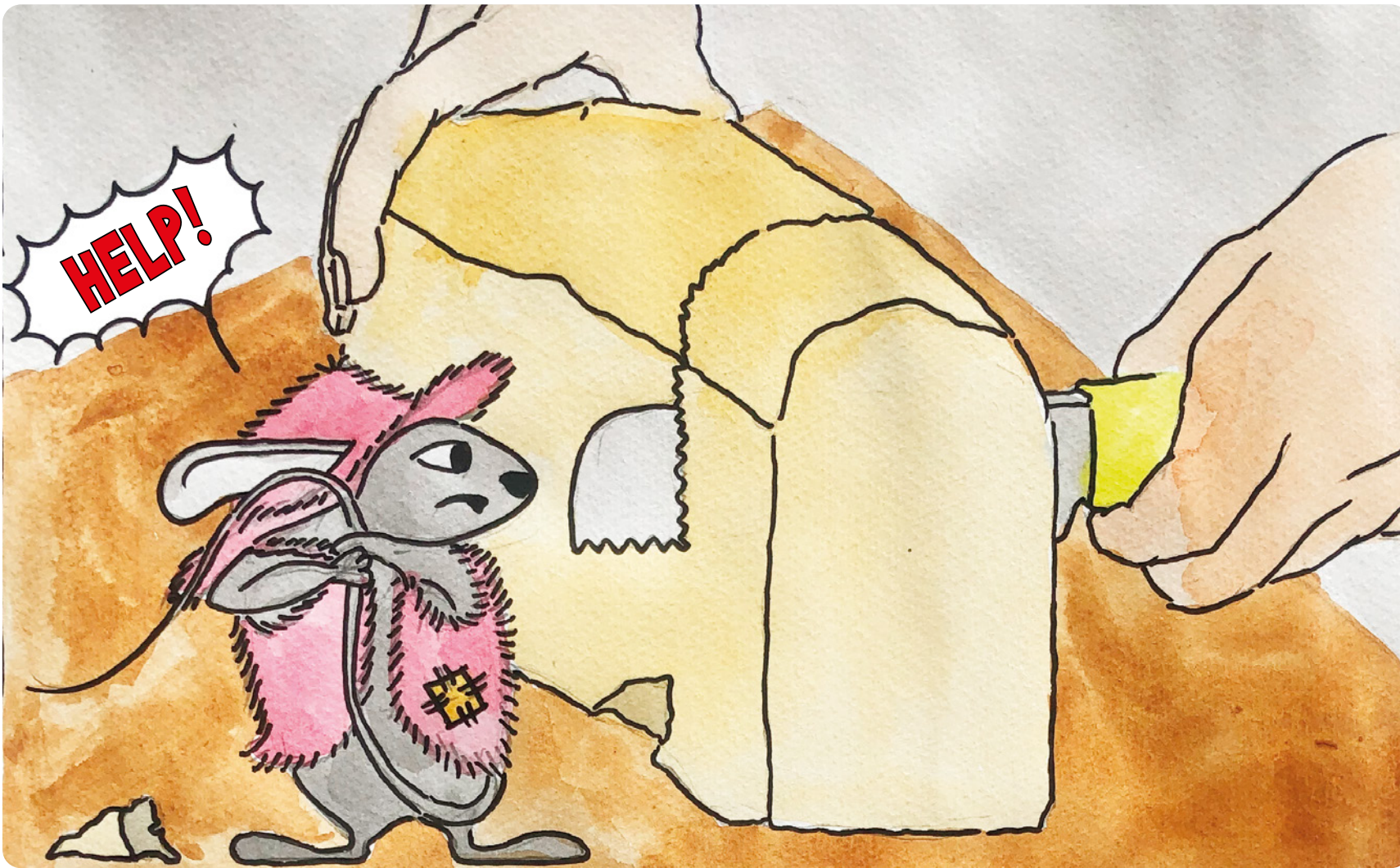
Day 3: Fluency and response

- Read the speech bubbles with expression.



Town Mouse went to the farm. There were many dangers.

Farm Mouse went to the town. There were many dangers.



Week 3 Shared Reading

Day 1: Comprehension

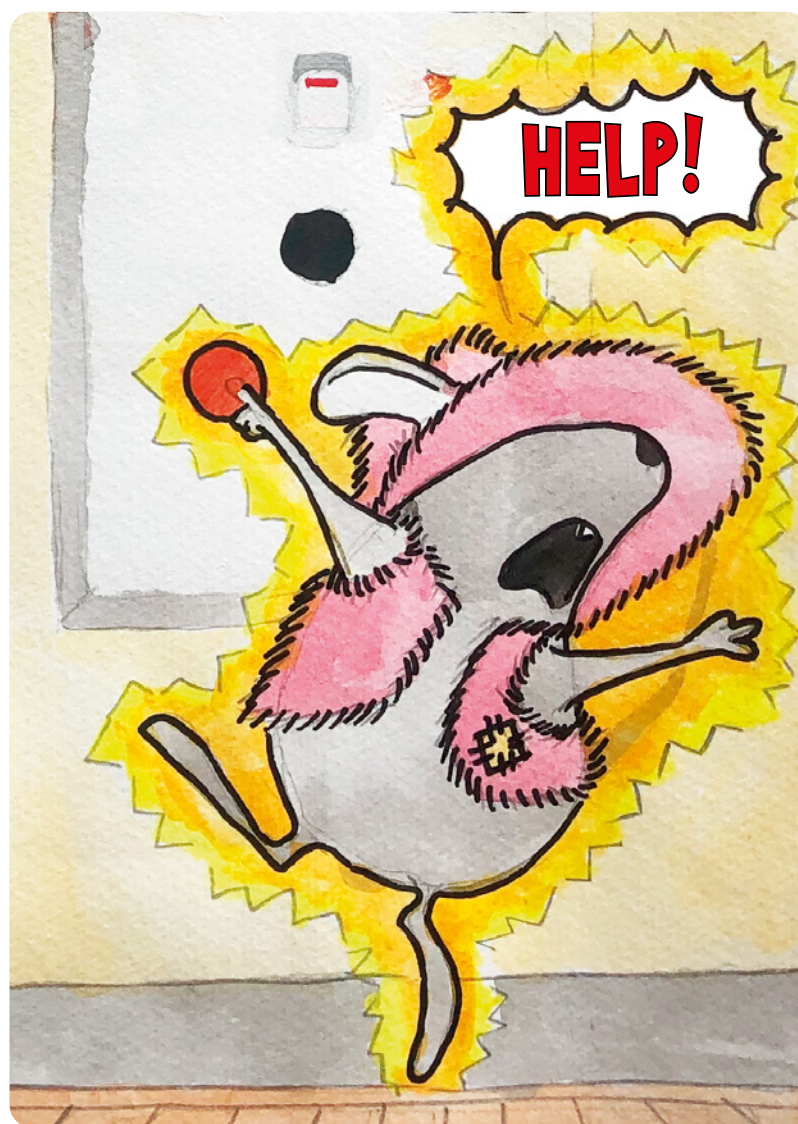
- Describe what is happening in each picture.
- What is the most dangerous?

Day 2: Decoding

- Point to the words **farm**, **town** and **dangers**.
- What does Farm mouse say?

Day 3: Fluency and response

- Read the speech bubbles with expression.



Town Mouse feels safe in his own home.

Week 3

Shared Reading

Day 1: Comprehension

- Why does Town Mouse feel safe? *(he is home with the things he knows)*
- What has changed so that the kitchen is safer? *(oven gloves, oven is closed, stove off, knives safe, plug switched off)*

Day 2: Decoding

- Point to the words **safe** and **home**.

Day 3: Fluency and response

- How is your kitchen safe?



Farm Mouse feels safe in her own home.



Week 3 Shared Reading

Day 1: Comprehension

- Why does Farm Mouse feel safe? (*she is home with the things she knows*)
- What has changed so that the yard is safer? (*sitting away from the fire, bucket empty and upside down, the dog knows her*)

Day 2: Decoding

- Point to the words **safe** and **home**.

Day 3: Fluency and response

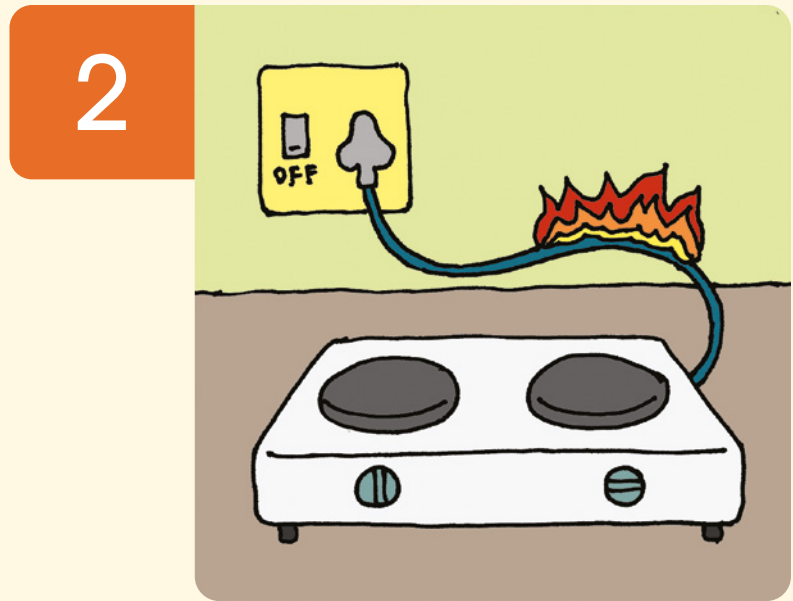
- How is your yard safe?
- Would you like to be Town Mouse or Farm Mouse? Why?

Fires at home

There are four different kinds of fires.



Furniture, curtains or bedding can catch fire. Use water to put the fire out.



Electric wires can catch fire. Turn off the power.



Cooking oils can catch fire. Cover the pan with a wet towel or blanket.



Petrol or paint can catch fire. Water cannot put out this fire. Use a fire extinguisher.

If there is fire, get outside and stay outside.
Shout “Fire!”

Week 4 Life Skills

- How can **furniture** or **bedding** catch alight? (*matches, cigarettes, log falling out of fireplace*)
- How do **electric wires** catch alight? (*bad connections, wires that are frayed or broken*)
- How does **oil** catch alight? (*when it gets too hot on the stove*)
- How does **petrol** or **paint** catch alight? (*match or cigarette – the reason why petrol stations have no smoking rule*)
- How are each of these fires put out?

Vain Mr Rooster

Mr Rooster was vain.



Week 4

Shared Reading

Day 1: Comprehension

- Why is Mr Rooster looking in the mirror? Look at the title.
- Point to the speech bubble. What is this? What do the words say?

Day 2: Decoding

- Point to the title. What does it say?

Day 3: Fluency and response

- Read the sentence.
- Read the speech bubble as if you are Mr Rooster.

Mrs Cat went to town.

Week 4

Shared Reading

Day 1: Comprehension

- Why does Mrs Cat tell Mr Rooster not to open the door? (*stranger*)
- Can you see a stranger in the trees?

Day 2: Decoding

- What does Mrs Cat say?

Day 3: Fluency and response

- Read the speech bubble as if you are Mrs Cat.



Mr Rooster was home alone. Someone knocked.



Week 4

Shared Reading

Day 1: Comprehension

- Who is knocking?
- Why do you think he wants to come in?
- Why is he clever? *(pretends he wants to see a handsome fellow)*

Day 2: Decoding

- Point to the words **home** and **alone**.
- Why is *knock* written differently? *(It is a sound)*

Day 3: Fluency and response

- Make a knocking noise.
- Read the speech bubble words with expression.
- What do you think Mr Rooster should do?
- What do you think he will do?

Mr Rooster began to open the door.

Week 4

Shared Reading

Day 1: Comprehension

- Why did Mr Rooster open the door?
- Who can you see in the trees?

Day 2: Decoding

- What does Mr Rooster say?
- Point to the word **door**.

Day 3: Fluency and response

- Read the sentences with expression. Use the punctuation marks to help you.
- How do you want the story to end?



What happened next?

My amazing body



Our bodies have four main parts.

- head
- torso
- legs
- arms

Week 5

Life Skills

- What are these children doing? (accept various answers: standing, thinking, smiling, breathing)
- In what ways are bodies different? (heavier or lighter, darker or lighter, longer legs/smaller ears, blue, green or brown eyes and so on)
- Are these differences important? (no, all children are unique and beautiful in their own way)
- What is important? (that our bodies are healthy/work)
- What four body parts do we all have?

Different bodies

Week 5

Shared Reading

Day 1: Comprehension

- How many eyes do some scorpions have?
- How many eyes does a snake have?
- Compare the snake and the scorpion. (*number of legs, number of eyes, colour, shape*)

Day 2: Decoding

- Point to the word **eyes**.
- How many sentences are there? How can you tell? (*capital letters, full stops*)

Day 3: Fluency and response

When you read, take a breath between each sentence.

- How many eyes do humans have? What are the different parts called? (*pupil, iris, white, eyebrow, eyelash*)
- How do scorpions kill their prey? (*sting with their tails*) How do snakes kill their prey? (*bite*)
- Should we touch these creatures? Give reasons.
- Should we kill them? (*not unnecessarily, they both are useful as they may kill rats or other pests*)



Some scorpions have 12 eyes.



A snake has 2 eyes.



Some sharks have 300 teeth.



A hyena has 32 teeth.

Week 5

Shared Reading

Day 1: Comprehension

- How are these animals the same? (*big mouths, many teeth, two eyes*)
- How are they different? (*sharks live in the sea, hyenas live on land; sharks have fins, hyenas have legs; sharks have lots of teeth, hyenas have 32*)
- Explain: Sharks' teeth are used to kill their prey. Hyenas have extremely strong teeth for cracking and crushing bones.

Day 2: Decoding

- Point to the word **teeth**.

Day 3: Fluency and response

When you read, take a breath between each sentence.

- What can a human mouth do? (*talk, eat, whistle, taste, smile*)
- What are the different parts of the human mouth? (*lips, teeth, tongue, gums*)
- Do humans have biting teeth and chewing teeth like a hyena? (yes)

Week 5

Shared Reading

Day 1: Comprehension

- How are cheetahs and impalas the same?
(two ears, four legs, tails)
- How are their ears different? (size – impalas have bigger ears, they are hunted so they need to hear well)
- How are their feet different? (cheetah has paws, impala has hooves)
- What else is different? (coats – spotted and plain, horns, whiskers)

Day 2: Decoding

- Point to the word ears.

Day 3: Fluency and response

When you read, take a breath between each sentence.

- What are the different parts of your leg?
(thigh, calf, ankle, knee)
- Can you run as fast as a cheetah? (no, cheetahs are the fastest animals on land for short distances, they run much faster than humans)



A cheetah has small ears.



An impala has large ears.

Day 1: Comprehension

- How are humans and birds the same? (eyes, legs)
- How are they different? (birds can fly and humans can't, feathers/ hair, wings/arms, beak/mouth)

Day 2: Decoding

- Point to the word legs.

Day 3: Fluency
and response

When you read, take a breath between each sentence.

- What do we have on our bodies instead of feathers? (*hair*)
- How are our mouths different from a bird's? (*humans have lips, birds have beaks*)
- Would you rather have wings or arms?

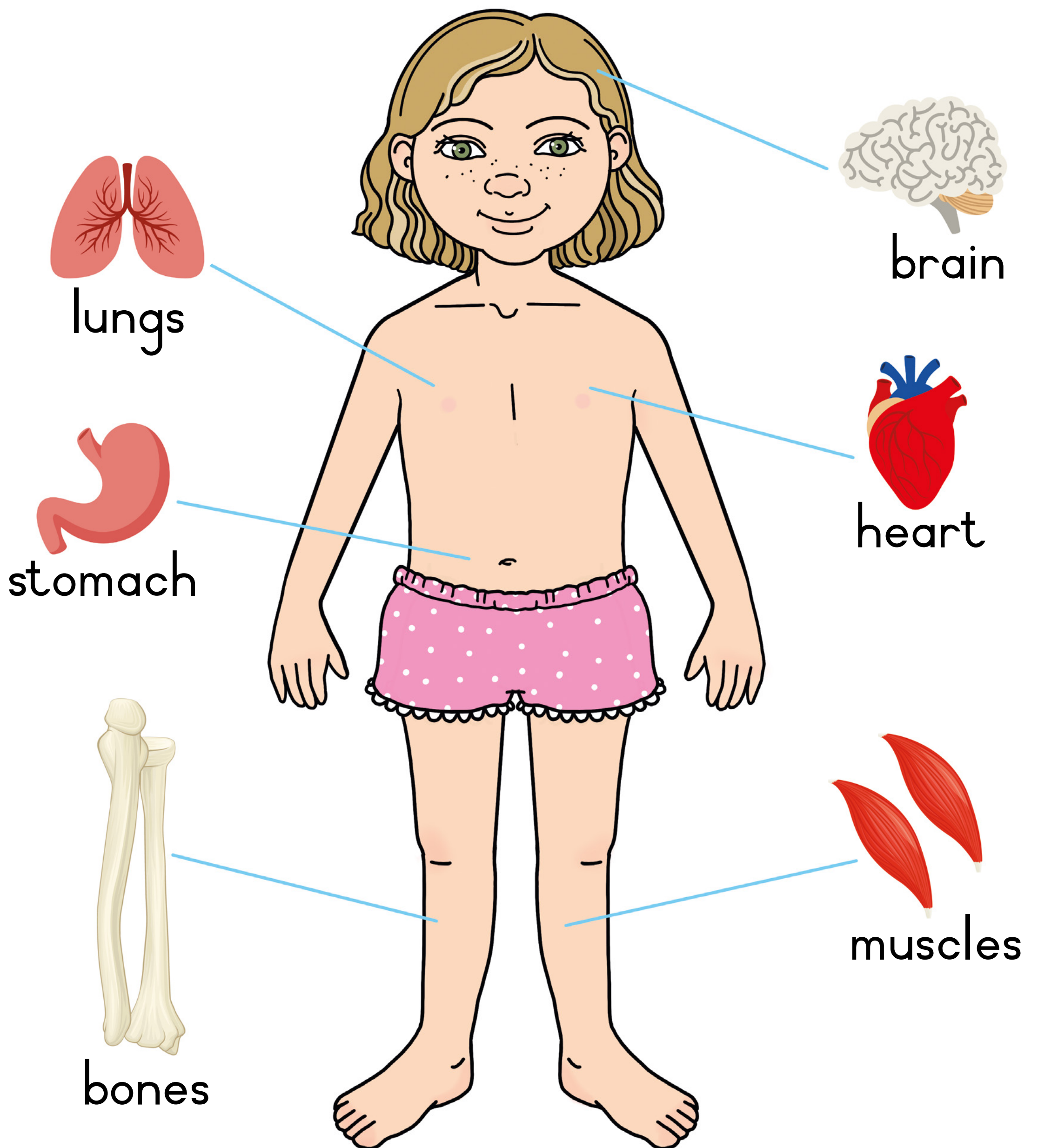


An eagle has two legs.



Children also have two legs.

Inside my body



Week 6 Life Skills

- Inside your body there are bones. Bones support your body.
- There are muscles that help you move.
- If you cut yourself, you will see blood. It is pumped around your body by your heart.
- When you breathe in, air goes into your lungs.
- Food that you eat goes to your stomach and then to your intestine.
- You use your brain to think. It is protected by your skull.

Paul breaks his arm

Paul fell and hurt his arm.



Week 6

Shared Reading

Day 1: Comprehension

- What was Paul doing before he hurt his arm?
- How did Paul hurt his arm?

Day 2: Decoding

- Point to the words **hurt** and **arm**.

Day 3: Fluency and response

- Read the sentence with expression.
- Have you ever hurt yourself?

Day 1: Comprehension

- Who do you think took Paul to the hospital?
- Was Paul happy to see his mom? Why?
- What information is on the form?

Day 2: Decoding

- What did Paul say?

Day 3: Fluency and response

- Read the sentence and speech bubble with expression.
- Have you ever been to hospital? Was your mom there? What questions did the nurse ask you?



Paul went to the hospital.

Paul had an X-ray. The bone in his arm was broken.



Week 6

Shared Reading

Day 1: Comprehension

- Do you know what they are looking at? *(it is an X-ray – a kind of photograph that shows the bones under your skin)*
- Who is the person in the white coat? *(the doctor)*
- How did the doctor know the bone was broken? *(she can see the break)*

Day 2: Decoding

- Point to the words **bone** and **broken**.

Day 3: Fluency and response

- Read the sentence. Read the speech bubble with expression.
- Have you ever had an X-ray? Tell us about it.

Day 1: Comprehension

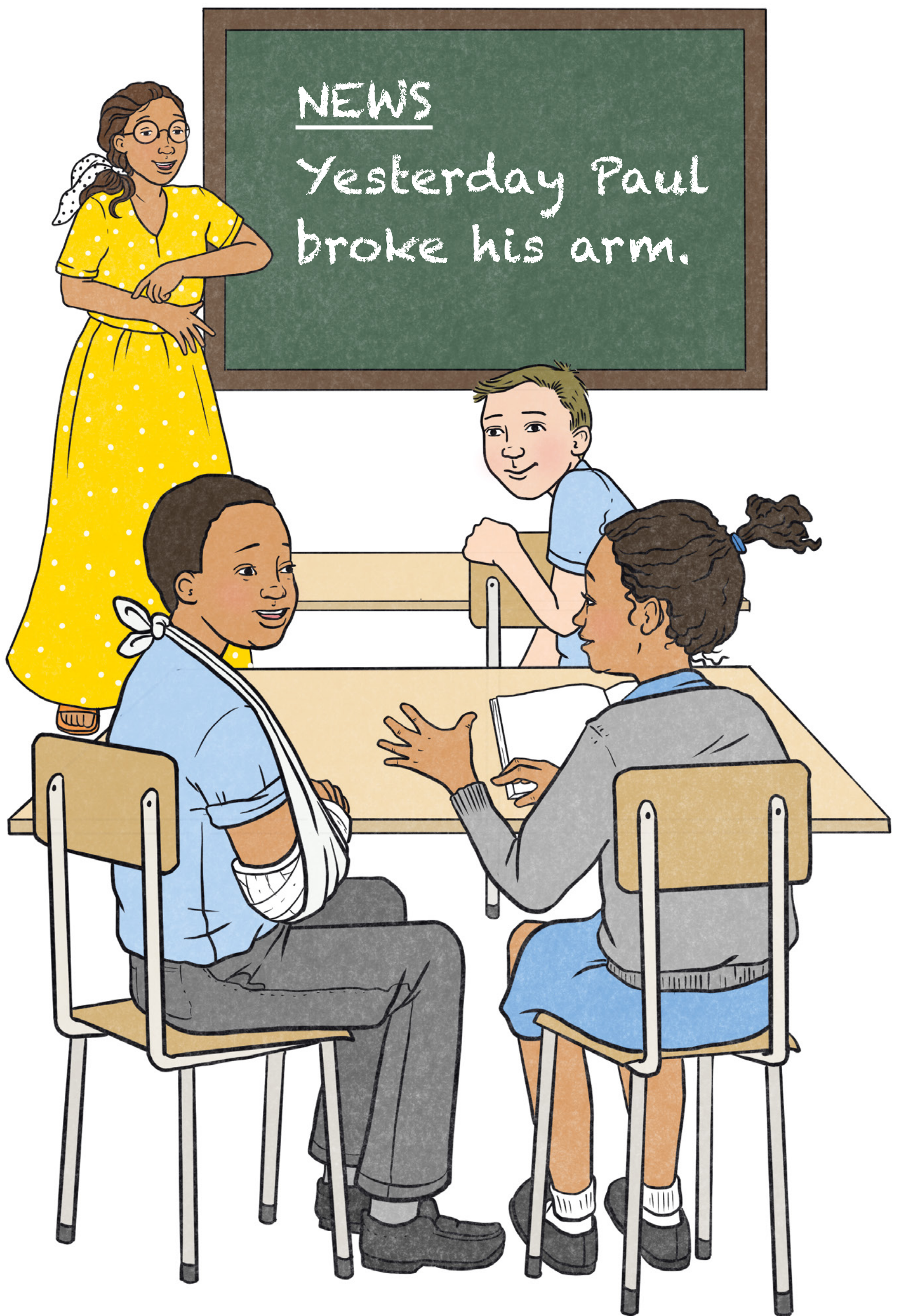
- What is on Paul's arm?
(plaster)
- Why does he need plaster on his arm?
(to keep his arm still so that the bones can heal)
- Is plaster hard or soft?
(hard)
- What can Paul still do with his arm? (he can only move his fingers)

Day 2: Decoding

- What is written on the chalkboard?

Day 3: Fluency and response

- Read the sentence.
Read the words on the chalkboard.
- Has our class ever had news like that before?
Is it good news or not so good news?
- Has anyone you know broken a bone? Tell us about it.



Paul's arm is in plaster.

Your senses



Sight You can see the sun and colours but you can't see in the dark!

Hearing You can hear birds and music but you can't hear a worm move!



Smell You can smell food and flowers but you can't smell colours!

Touch You can touch ice and fur but you can't touch love!



Taste You can taste sugar and salt but you can't taste the air!

Week 7 Life Skills

Our amazing bodies have five senses.

- What beautiful things do you like to look at?
- What do you like to touch?

- What lovely sounds do you like to hear?
- What food do you like the taste of?

- What is your favourite smell?

The Gingerbread Man

The Gingerbread Man
smelled good.

Week 7

Shared Reading

After reading, say these words together:
Run, run as fast as you can.
You can't catch me
I'm the Gingerbread Man!

Day 1: Comprehension

- What is the woman doing?
- What is gingerbread? (cake) What does it smell like?
- Why is the Gingerbread Man running away? (he doesn't want to be eaten)

Day 2: Decoding

- Point to the word **ran**.
- What word is in the speech bubble?

Day 3: Fluency and response

- Say the word **stop** loudly.
- Have you ever smelt something delicious cooking? What was it?
- What do you use to smell? (nose)



But he ran away!

The old woman, Cow and Pig all chased the Gingerbread Man.



Week 7

Shared Reading

After reading, say the refrain together:
Run, run as fast as you can.
You can't catch me
I'm the Gingerbread Man!

Day 1: Comprehension

- Who is chasing the Gingerbread Man?
- Why are they all chasing him? (*they all want to eat him*)
- Why is he running away? (*he doesn't want to be eaten*)

Day 2: Decoding

- Point to the comma in the first sentence. When you read, you stop or pause a little at the comma.
- Why are there exclamation marks in the speech bubble? (*shouting*)

Day 3: Fluency and response

- Read the sentence. Remember the comma.
- Say the words in the speech bubble loudly.
- Do you think this is a true story? Why or why not?

The Gingerbread Man saw a river.

Week 7

Shared Reading

Day 1: Comprehension

- How did Crocodile know Gingerbread Man was in trouble?
- Is Crocodile being kind?
- What does the crocodile really want to do?
- Match the flashcards and the words: **saw**, **heard**.

Day 2: Decoding

- Point to the speech marks. Explain their function. Who is speaking?

Day 3: Fluency and response

- Read the sentence.
- Read the words in the speech marks like a crocodile. (*gruff voice*)
- Read the word in the speech bubble loudly.
- How else could the Gingerbread Man have crossed the river?



Crocodile heard the shouting. “I will take you across,” he said.

But Crocodile ate him all up! He tasted good!



Week 7

Shared Reading

Day 1: Comprehension

- Why do you think the Gingerbread Man trusted the crocodile?
- What happened to the Gingerbread Man?
- What happened to Cow, Pig and the old woman?
- Match the flashcard and the words: **ate**, **tasted**.

Day 2: Decoding

- Point to the words **ate** and **tasted**.
- How many exclamation marks are there?

Day 3: Fluency and response

- Read the sentence with expression. Remember the exclamation marks.
- What part of your body do you use to eat? (*mouth*)
- What is your favourite treat to eat?
- What senses were used in this story? (*smell, taste, sight, hearing*)

And that was the end of the Gingerbread Man.



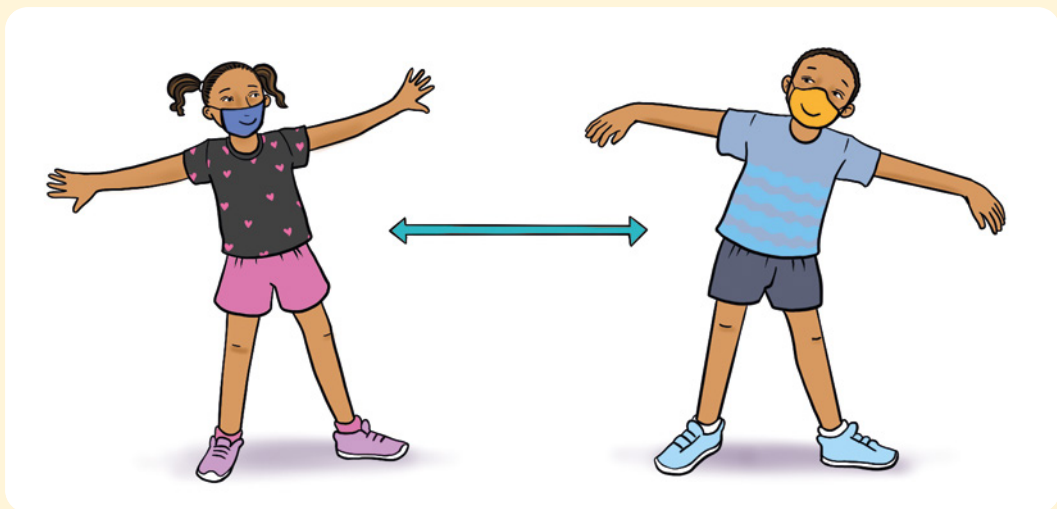
Keeping safe from germs



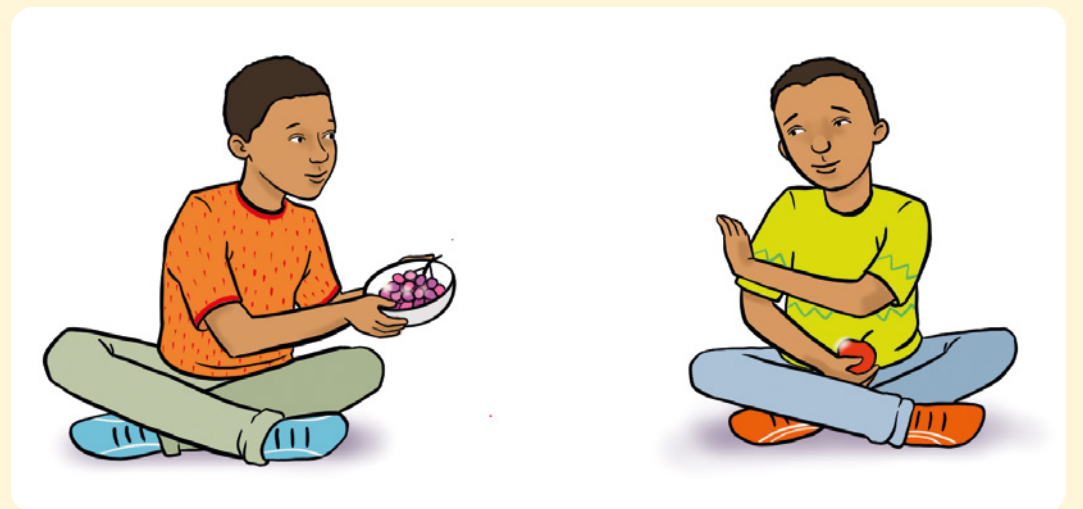
Wear a mask.



Wash your hands with soap to kill germs.



Keep enough distance between people.



Don't share for now.



Stay at home if you are sick.



Sneeze or cough into your elbow or a tissue.

Week 8 Life Skills

- Germs are invisible but they can make you sick. Covid-19 is a kind of germ.
- You can be a Germ Buster:
 - Wear a mask and wash your hands. Don't touch your face. This way you can stop germs from going into your lungs or mouth.
 - Keep a safe distance from others and don't share things. This will help stop germs from spreading.
 - If you get sick, stay at home. Sneeze or cough into your elbow or a tissue and throw used tissues in the dustbin. This is so you don't pass on any germs to others.
- Which of these things do you do?

Busi and Gogo



Week 8

Shared Reading

Day 1: Comprehension

- What do you know about COVID-19?
- Point to Busi. Point to Gogo.
- Why do they both look sad?

Day 2: Decoding

- Point to the words **germs** and **sick**.
- How many sentences are there? How can you tell? (*capital letters, full stops*)

Busi told Gogo about the germ called COVID-19. It makes people sick.

Day 1: Comprehension

- Why is Gogo at home?
- What are Busi and Mom wearing? Why?
- What is Mom's job?
- What paper do you think Busi is holding up?

Day 2: Decoding

- Point to the word **masks**. Does this word mean one or two masks?
- How many sentences? How many capital letters? (remember, people's names start with capital letters)



Gogo stays at home.
Busi and Mom bring her
groceries. They wear
masks.

Day 1: Comprehension

- How does food help your body fight germs?
- Which things on the list are food?
- Why does Gogo need soap?
- How long should you wash your hands for?
- Why does she need cleaning liquid?

Day 2: Decoding

- Point to the word **soap**.



- Soap
- Tea
- Fruit
- Vegetables
- Bread
- Mealie meal
- Chicken
- Cleaning liquid

Week 8
Shared Reading

Day 1: Comprehension

- When will Busi be able to hug Gogo again?
- Is it safe to do that right now?
- How will Busi feel when she hugs Gogo again?

Day 2: Decoding

- Point to the capital letters.



One day Busi will be able
to hug Gogo again.

Our class's anti-bullying rules



1. We will not bully others. We will not tease or hurt someone on purpose.



2. We will try to help children who are bullied. We will speak up or get adult help.



3. We will try to include children who are left out.



4. We will treat each other with respect and kindness.

Week 9
Life Skills

- What is bullying? (when you (repeatedly) do things to hurt or frighten someone)
- Why does the first rule have a X? (indicates things we must not do)
- Why do the others have a ✓? (indicates things we must do)
- Which rule do you think is most important? Why?

Kiki

Kiki was new to the school.

Week 9

Shared Reading

Day 1: Comprehension

- How could the children make her feel welcome?
- How is Kiki different from the other children?
- Who says "Please make Kiki feel welcome."?
How do you know?
(speech bubble points to the person speaking)

Day 2: Decoding

- Point to the word **welcome**.
- Find words that begin or end with **w**.

Day 3: Fluency and response

- Do you think the characters in this story come from this world? Why?
- We call creatures like this aliens. Are aliens real or imaginary? (imaginary)
- If you had to imagine an alien, what would it look like?
- Do you think the difference between Kiki and the others is important? Explain.





Week 9
Shared Reading

Day 1: Comprehension

- How do you think Kiki is feeling?
- Why didn't one of the other children say something?
- What do you think Kiki should do? (*prediction*)

Day 2: Decoding

- Point to the words **teased** and **pushed**.
- Find words that begin or end with **b**.
- Point to the speech bubbles. Who is talking now?

Day 3: Fluency and response

- Children who see bullying and do nothing are called 'bystanders'.
- What are things you can do if you see bullying?

But at break, some children took Kiki's lunch. They teased her and pushed her.

Week 9

Shared Reading

Day 1: Comprehension

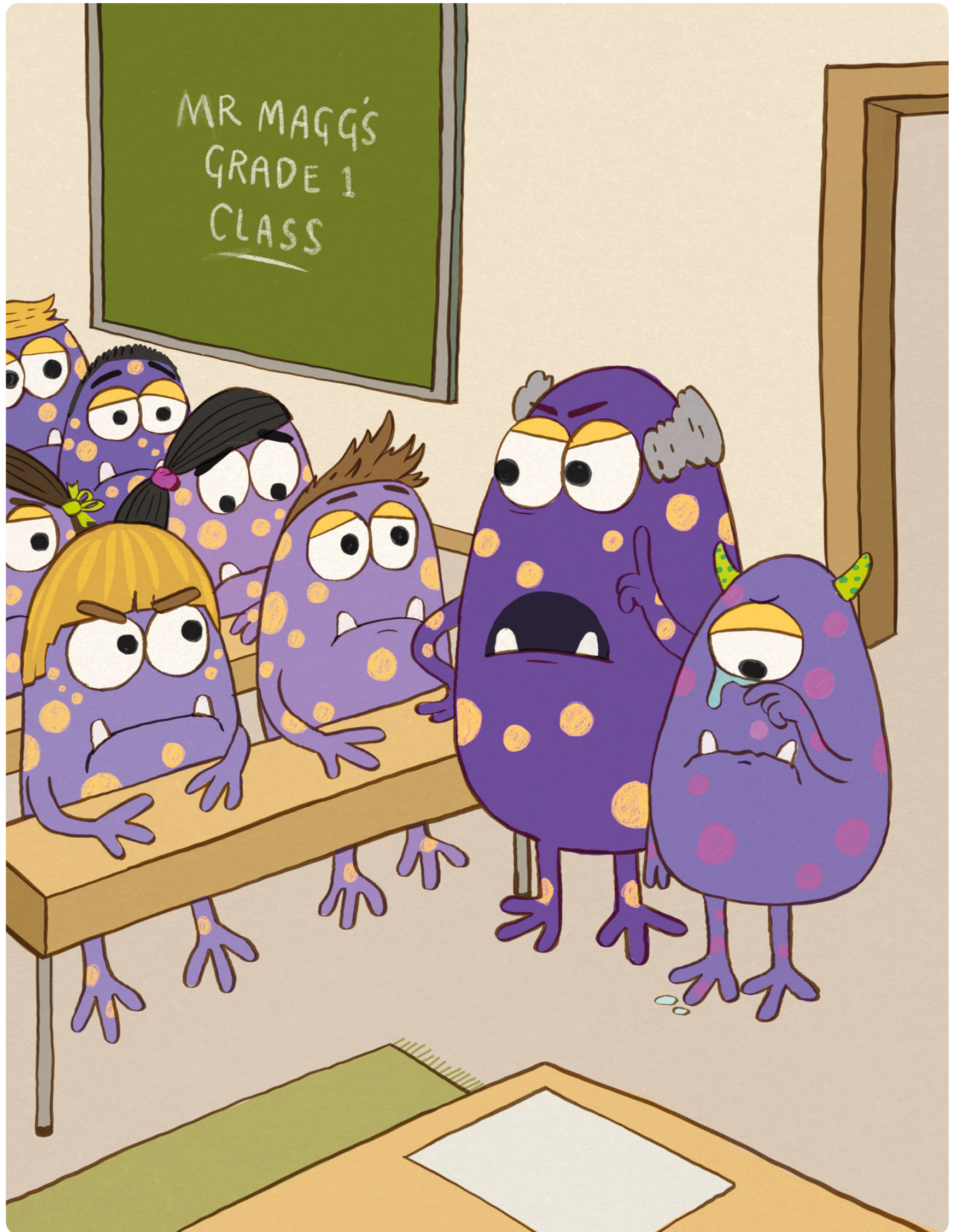
- Was Kiki right to tell Mr Maggs? Why?
- What else could she have done?

Day 2: Decoding

- Point to the words **unkind** and **bully**.
- Find words that begin or end with **?**. [Lang eds to insert a letter that they have learned recently.]
- Is there a speech bubble on this page?

Day 3: Fluency and response

- Why do you think the children were unkind to Kiki?



Kiki told Mr Maggs.
Mr Maggs said it was
unkind to bully Kiki.

After that, Kiki said No! to the bullies.



Week 9

Shared Reading

Day 1: Comprehension

- How is Kiki dealing with the bullies?
- Why is it helpful to have a friend?

Day 2: Decoding

- Find the words that begin or end with **B**.
[Language specific]
- Point to the word **bullies**.
- Point to the speech bubble on this page.

Day 3: Fluency and response

- What is a good way to make friends?

She also made a new friend.

Acknowledgements

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Anja Stoeckigt

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@rawpixel.com (circle), @mego-studio (generational family)

FREEPIK: Page 22: (top to bottom) @kompor (scorpion),

@lifeonwhite (snake); **page 23:** (top to bottom) @bpm82 (shark),
@eduardo.canut (hyena); **page 24:** (top to bottom)
@25ehaag6 (cheetah), @byrdyak (impala); **page 25:** (top to bottom)
@jesusgiraldogutierrezdelolmo (eagle), @calonge (young child)

FREEPIK: Page 26: @kharlamov543211 (muscle);
@happypictures (bones); @ssstocker (organs)

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Funda Wande

Reading for Meaning