

English

Home Language and Life Skills

1

Term 3



Big Book



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English

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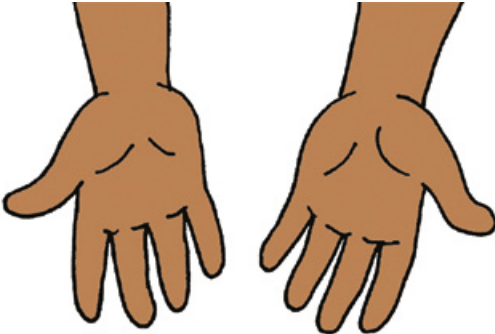








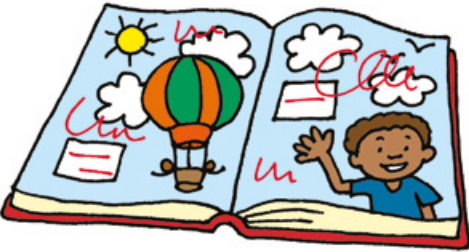

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Book care rules

Don't do this 	Do this 	Rule
		Read with clean hands.
		Open your book with care.
		Turn the pages carefully.
		Keep your book safe.
		Use a bookmark.
		Don't write in books.

Week 1
Life Skills

- Before reading**
- What is a rule?
 - What rules do you know?
 - Why do we need rules?

- Reading**
- Look at the table. Read the headings.
 - X's show what you must **not** do.
 - ✓'s show what you must do.
- After reading**
- Ask different learners to mime each rule. The rest of the class guesses which rule it is.

Thabo joins the library

Week 1

Shared Reading

Read the whole story every lesson. Then read it again with learners, stopping on each page to ask the questions for that day.

Day 1: Comprehension

- Do you think Thabo likes reading with his uncle? Why?
- What is the book about? How do you know?
- Where are they sitting? (outside, in the yard)

Day 2: Decoding

- Show the flashcard for the word **book**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Would you like to read Thabo's book?
- What would you like to read about?
- Who sometimes reads books with you?



Thabo's uncle gave him
a new book.

Day 1: Comprehension

- What are the marks on the book? (*fingerprints*)
- Why do you think Thabo's hands are dirty? (*playing soccer*)
- What happened when Thabo went inside? (*he left the book outside and it began to rain*)
- What happens to a book that gets wet? Can you still read it? (*pages wrinkle and stick together so it is very hard to read*)

Day 2: Decoding

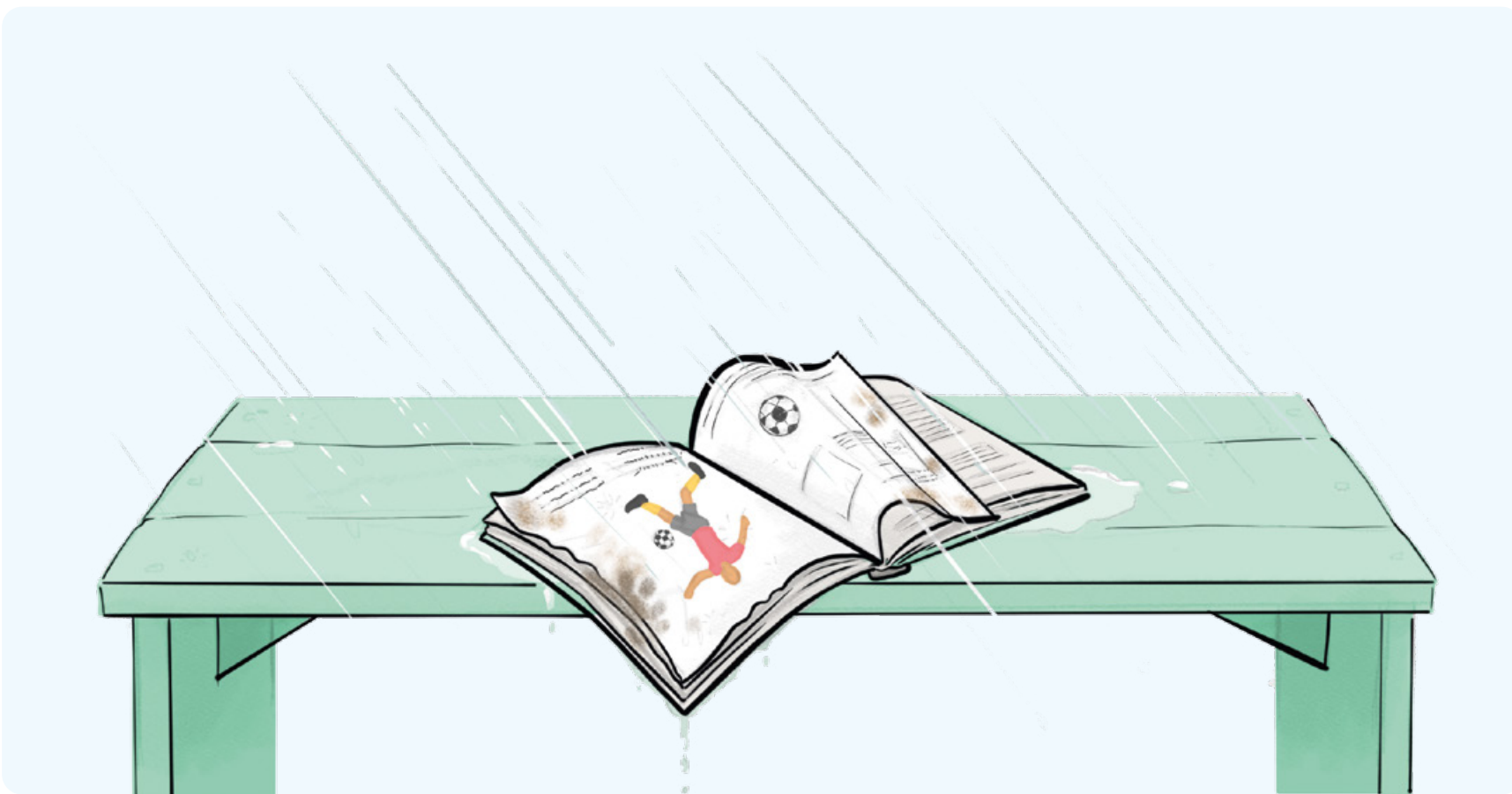
- Show the flashcard for the word **outside**. Sound the word out. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What things can you leave in the rain? (*plants, outdoor benches, buckets, cars*)
- What things will get damaged in the rain? (*books, newspapers, indoor furniture, some toys*)
- What book care rules did Thabo break?



Later, Thabo read the book again.



Thabo left the book outside. It got wet.

Day 1: Comprehension

- What is a library?
(a place that lends people books to read)
- Why do you need to take special care of library books? (they are for everybody to read)
- How did Thabo feel when Vera showed the class her book? Why?
- What was the teacher teaching the class? (clue on chalkboard)

Day 2: Decoding

- Show the flashcard for the word **library**. Sound the word out. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you ever seen a library? Where was it?
- Can children join a library by themselves? Why does an adult need to be with you?



Vera showed her library book to the class.



Day 1: Comprehension

- Who is the person stamping the book? (*librarian*)
- Who is helping Thabo join the library?
- What do you think is Thabo's library book about?
- What can Thabo do to keep his book safe? (*keep it in a plastic bag to take home; put it on a shelf at home; keep it safe from baby, rain and other dangers; wash his hands before looking at it*)

Day 2: Decoding

- Show the flashcards for **joined** and **promised**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What book would you like to get from a library?
- Why do you need to be extra-careful with library books?
- Show all the flashcards for this week. Read these words quickly.

Thabo joined the library.
He promised to care for
his book.

Places in our village



Week 2 Life Skills

Before reading

- What are some places that everyone in our community can use?

Reading

- Can you find these places in this village: park? shop? church? clinic? town hall? police station? library?
- What is the purpose of each place? Who uses or works in each place?

After reading

- Talk about how this village is the same as, or different from, where you live.

People who help everyone

If you break a bone, who can help you?



Week 2

Shared Reading

Each lesson, read the whole story. Then read it again with learners, stopping on each page to ask the questions.

Day 1: Comprehension

- Who is helping the girl?
- Who is helping the doctor?
- Where are they? (*clinic, hospital, doctor's rooms*)
- What do you think the girl is feeling? How can you tell?

Day 2: Decoding

- Show the flashcards for the words **doctor** and **nurse**. Sound the words out. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you ever been sick? Tell us about it.
- How did you get better?

The doctor and nurse can help you.

If you want to learn to read and write, who can help you?

Week 2 Shared Reading

Day 1: Comprehension

- What do you call a person who helps you to learn?
- Where do teachers work?
- What different kinds of teachers do you get?

Day 2: Decoding

- Show the flashcard for the words **teacher** and **everyone**. Sound the words out. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- In pairs, think of things that teachers do.
- Act out something a teacher does, and let the class guess what it is.



A teacher can help you.

If you get lost, who can help you?



Week 2

Shared Reading

Day 1: Comprehension

- What can you do if you get lost?
- What can a police officer do to help you?
- What else do the police do?

Day 2: Decoding

- Show the flashcard for the words **police officer**. Sound the words out. Match the flashcard to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you ever seen a police dog? Where was it? What did it do?
- Why do the police wear uniforms? (*so you know who to ask for help*)
- How do you know if a building is a police station? (*blue light*)
- How do you know if a car is a police car? (*blue light*)

A police officer can help you get home.

If there is a fire, who can help you?

Week 2

Shared Reading

Day 1: Comprehension

- Who puts out big fires?
- What do firefighters use to put out fires?
- Why must you call a grown-up person when you see a fire? (*fires are very dangerous and a grown-up person must put out a small fire quickly or call the fire station to put out a big fire*)

Day 2: Decoding

- Point to the word **fire**.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you ever seen a big fire?
- Where was it? What happened?
- Show all the flashcards for this week. Read the flashcards quickly.

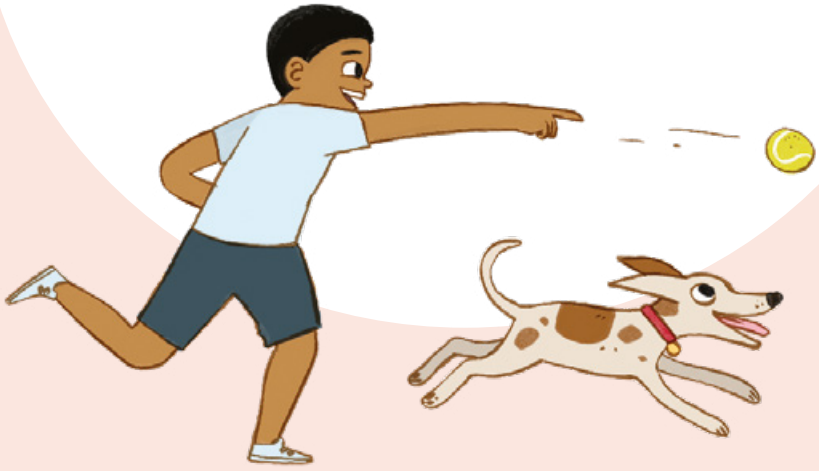


A firefighter can help you.

What pets need

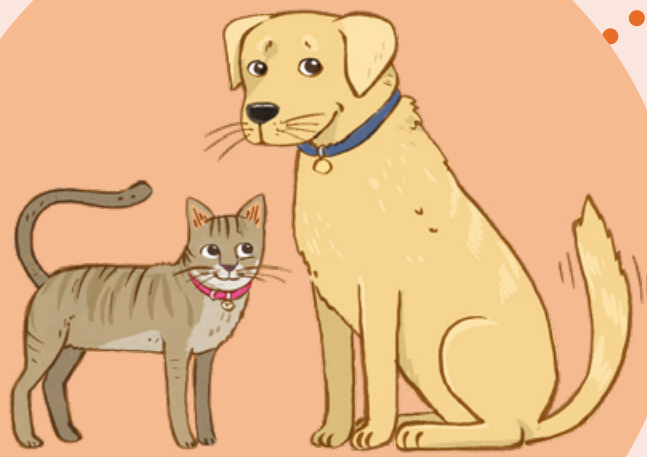
Exercise:

Pets need to play and run around. They shouldn't be tied up or left in the sun.



Shelter:

Pets need a safe, warm, dry place to sleep.



Kindness:

Pets can't talk but they feel pain and loneliness. We need to be kind to our pets.



Food:

Pets need to be fed every day.



Water:

Pets need fresh water to drink every day.



Week 3 Life Skills

Before reading

- What is a pet? Do you have one? Tell us about your pet.

Reading

- Look at the pictures in the mindmap.
 - Which pets do you see in the middle?
- Read the headings together.
- Read the information to the learners.
- What does this mindmap tell us?

After reading

- What is the SPCA? How do they help animals?

A hungry cat

One day I saw a cat
in our yard. She looked
hungry/thin and tired.

Week 3

Shared Reading

Each lesson, read the whole story. Then read it again with learners, stopping on each page to ask the questions.

Day 1: Comprehension

- Who is telling the story? How can you tell?
- How do you know that the cat is hungry? (*thin*)
- Why did the children call their mother?

Day 2: Decoding

- What do we call these marks? (*point to speech marks*) What do they tell us?
- Show the flashcards for the words **cat** and **hungry/thin**. Sound the words out. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Read the words in speech marks differently from the other text.
- Would you like to give a hungry cat a home? Say why or why not?
- What would you like to do to help a hungry animal?



My brother said, “Let’s
call Mom.”

“Please can we keep this cat, Mom?” I asked.



Week 3

Shared Reading

Day 1: Comprehension

- What did the girl ask her mom?
- What did the children's mom say?

Day 2: Decoding

- Show me the speech marks on this page.
- Show the flashcard for the words **look after**. Sound it out. Match the flashcard to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What will the children need to do to help look after the cat? (*find her a place to sleep, give her food and water*)
- Would you like to look after an animal? Say why or why not.

Mom said, “You can keep the cat if you look after it.”

Week 3

Shared Reading

Day 1: Comprehension

- What food do you think the children give the cat? (cats eat cat food from a packet or tin, meat, chicken or fish)
- What did the girl use to make the bed?
- Why did the children give the cat water?

Day 2: Decoding

- Are there any speech marks on this page?
- Show flashcards for the words **food** and **water**. Sound the words out. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What would you call a pet cat?
- How do cats help people? (catch mice and rats)



I called the cat Princess.
We made it a place to
sleep. We gave it food
and water every day.

One morning I got a surprise!



Week 3

Shared Reading

Day 1: Comprehension

- What was the surprise?
- Who will feed the kittens when they are tiny? (*the mother cat*)
- What do you notice about the kittens' eyes? (*they are shut but will open when they are bigger*)
- Should the girl pick them up? (*no, not until their eyes are open and they are a little bigger*)

Day 2: Decoding

- Point to an exclamation mark.
 - What do we call this mark?
 - What does it tell us?
- Point to the word **kittens**.
- Find words with the letter **B**.

Day 3: Fluency and response

- What have you learned about cats from the story?
- What animal would you like to have for a pet? Say why.
- Show all the flashcards for this week. Read the flashcards quickly.

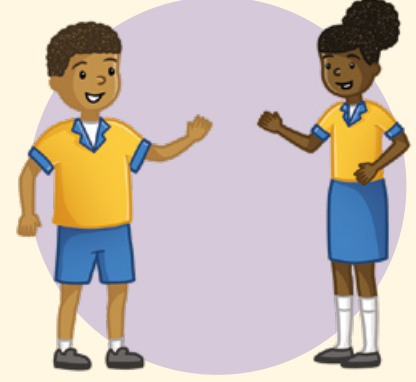
Mom said, "We will find them good homes when they are bigger."

Good manners checklist

Today, did we ...

☐

greet adults?

☐

greet children?

☐

line up quietly?

☐

listen in class?

☐

wait our turn to speak?

☐

respect other's belongings?

☐

say sorry?

☐

say thank you?

☐

share?

☐

sneeze and cough correctly?

☐

make sure we were kind to each other?



Week 4

Life Skills

Before reading

- What are good manners? Why are they important? Why do we need good manners and to be responsible at school?

Reading

- What is a checklist?
- For each point:
 - Read and discuss what it means.
 - Volunteers demonstrate or roleplay.
 - Discuss why it is important.

After reading

- Let's re-read the list and tick off the things we all do.

Cheeky the piglet

“You must have good manners. You must greet people,” said Mother Pig.



Week 4

Shared Reading

Day 1: Comprehension

- Why do you think the piglet is called Cheeky?
- What does his mother want him to do?
- Why is Cheeky not listening to his mother? *(he is rude, even to his mother, he thinks manners are not important.)*

Day 2: Decoding

- Show the flashcards for the words **manners** and **greet**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- How will you read what Cheeky says?
- Have you ever met someone who is cheeky? What did they do?
- What are good manners?

But Cheeky said,
“No! I don’t want to!”

Cheeky met Donkey, Frog and Tortoise.

Week 4

Shared Reading

Day 1: Comprehension

- Which animals greeted Cheeky?
- What did they say?
- What did Cheeky say to Donkey, Frog and Tortoise?
- How do you think the animals felt?
- What does this tell us about Cheeky?
- What should Cheeky have said to the animals he met? (He should have greeted them politely and said: Hello, how are you?)

Day 2: Decoding

- Show the flashcard for the words **good morning**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- How will you read what the animals say? And what Cheeky says?
- How do you feel if people do not greet you?
- How do you greet the principal? Other teachers? Adults? Children?



The farm dog saw Cheeky. He chased Cheeky.



Week 4

Shared Reading

Day 1: Comprehension

- What was Cheeky doing? Is that allowed?
- Is stealing bad? (yes, *stealing is not honest/ not respectful of other people's property*)
- What should Cheeky have done? (*he should have asked the farmer*)
- What do you think will happen next?

Day 2: Decoding

- Find words with the letter B.

Day 3: Fluency and response

- Have you ever been to a place where you were not allowed? Tell us what happened.
- Why should you not take things that belong to others?

Day 1: Comprehension

- Do you think Cheeky reached the fence in time?
- What did the animals say to Cheeky?
- Why did the animals not help him?
- Do you think Cheeky will learn a lesson from this?

Day 2: Decoding

- Show the flashcards for the words **please** and **sorry**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

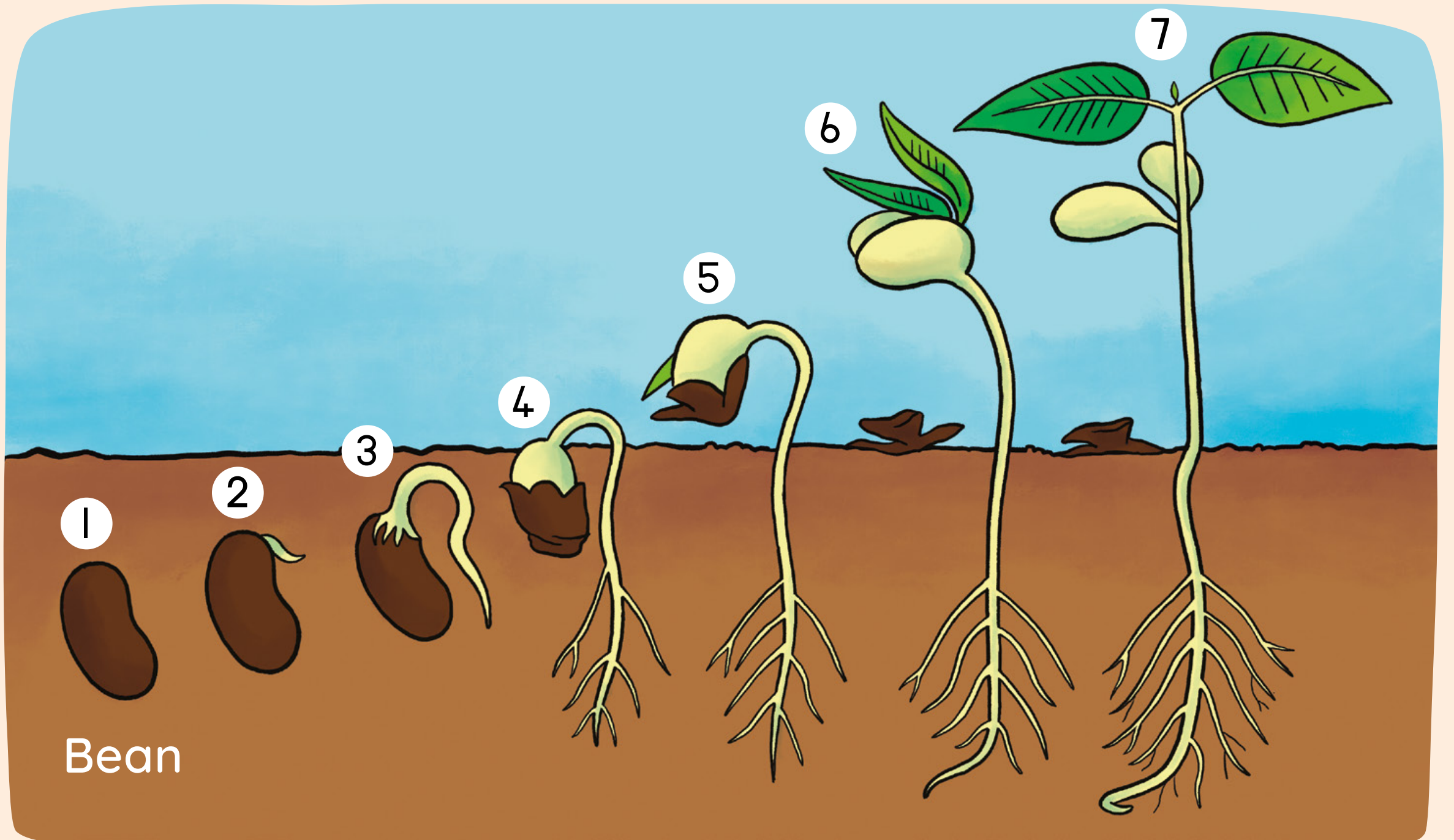
Day 3: Fluency and response

- Read what Cheeky and the animals say with expression.
- Greeting people is good manners. What other good manners should people have? (saying 'please' and 'thank you', standing in line and not pushing, waiting for your turn, respecting what belongs to others and so on)



Cheeky shouted, “Please help me!” But the animals said, “Sorry, we are too silly.”

How a bean plant grows



- 1 The bean seed gets warmth and water.
- 2 A small root appears.
- 3 The root grows longer under the ground.
- 4 The root develops smaller roots under the ground.
- 5 The stem grows above the ground.
- 6 Two leaves begin to grow.
- 7 The leaves grow bigger.

Week 5 Life Skills

Before reading

- Show learners a plant.
- Name the different parts of a plant.
- Which parts are below and above the ground?

Reading

- Look at the diagram.
 - What does it show? What do the numbers mean?
 - What do you notice about each illustration?
- Read the information to learners.

After reading

- Learners grow a bean seed in a saucer (see TG p. 56).

My bean plant

My name is Neo. I grew a bean plant.

Week 5

Shared Reading

Day 1: Comprehension

- What did Neo do first?
- Why was the newspaper wet? Use what you already know about plants to answer.
- Where did she put the seeds?

Day 2: Decoding

- Show the flashcards for the words **plant** and **seed**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Does this text tell what really happened? How do you know?
- Have you ever eaten beans? Which part of the bean plant did you eat?
- Have you ever planted a seed? What happened?



First, I covered my bean seed with wet newspaper. Then I put it in the sun.



Week 5
Shared Reading

Day 1: Comprehension

- How did Neo know the seed was beginning to grow?
- Why do you think Neo needed to plant the seed in soil?

Day 2: Decoding

- Show the flashcards for the words **soil** and **grow**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you seen a flower pot? What did it look like? (*discuss hole at the bottom and stones below the soil for drainage*)
- Where would you get soil if you wanted to fill a pot?
- What could you use instead of a pot?

First a small root grew down. Then a stem with leaves grew up. I planted it in a pot of soil.

Day 1: Comprehension

- Why did Neo water the plant every day? Use what you already know about plants to answer.
- What else did the bean plant need to grow? (soil, sun)

Day 2: Decoding

- Show the flashcard for the words **leaves**. Sound out the word. Match the flashcard to the word on the page.
- Point to the word **watered**.
- Find words with the letter **B**.

Day 3: Fluency and response

- What can you use if you don't have a watering can?
- How do plants that are outside in the veld get water?



I put the pot in the sun and watered the plant every day. My bean plant grew more leaves.

When the plant had enough leaves, I planted it in the school garden.



Week 5
Shared Reading

Day 1: Comprehension

- When did Neo plant the bean plant in the garden?
- Why is there a stick next to the plant?
- Will she need to keep watering her plant?

Day 2: Decoding

- Point to the word **leaves**.
- Find words with the letter **B**.

Day 3: Fluency and response

- Do you think bean plants are easy or difficult to grow? Say why.
- Do you think beans are a good vegetable to grow? Say why.
- Have you grown anything? Tell us about it.
- Show all the flashcards for this week. Read the flashcards quickly.

Soon we will have delicious beans to eat.

Types of plants

There are many different types of plants. We can group them like this:

Trees are plants with one strong trunk and many branches.



Shrubs are not as big as trees. They have several, woody stems.



Herbs are smaller than shrubs. They have softer stems.



Creepers and climbers are plants that need support or they crawl along the ground.



Grasses have jointed, hollow stems and long narrow leaves.



These plants look different but they all have roots, stems, leaves and some have flowers.

Week 6 **Life Skills**

Before reading

- Revise the parts of a plant.

Reading

- Read the headings together and look at the photos.
- Read the explanations to learners.
- How do you think these plants are grouped? Explain why.

After reading

- Go on a nature walk to identify types of plants (see TG p. 68).

Jack and the beanstalk

Jack and his mother were very poor. Jack sold their cow for some magic beans.



Week 6

Shared Reading

Day 1: Comprehension

- Why did Jack sell the cow?
- What did the farmer give Jack for the cow?
- Do you think Jack was silly? Say why or why not.

Day 2: Decoding

- Show the flashcards for the words **beans** and **beanstalk**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What other stories about magic have you heard?

The beans grew into a big beanstalk.

Week 6

Shared Reading

Day 1: Comprehension

- What did the beans grow into? Point to the word that tells you.
- Why do you think Jack climbed up the magic beanstalk?
- What did he see?

Day 2: Decoding

- Show the flashcards for the words **climbed** and **giant**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- How tall do you think the beanstalk was? Did it reach up to the sky? To the stars? To the moon?
- How tall do you think a giant is? Could a giant reach up to the top of a roof of a house? A big tree? A giraffe?



Jack climbed to the top.
He saw a giant sleeping.

Jack saw a hen who laid golden eggs. He took the hen.



Week 6
Shared Reading

Day 1: Comprehension

- Why did Jack take the hen? (because he was very poor and the hen laid golden eggs – show how the answer to this question is on the second page of the story)
- What woke the giant up? Point to the words that tell you.
- What do you think the giant will do?

Day 2: Decoding

- Show the flashcard for the word **hen**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.
- Point to speech bubble.
 - What is this?
 - What does it tell you?
- Point to exclamation mark. What is this? What does it tell you?

Day 3: Fluency and response

- How will you read the words, **Cluck! Cluck!**? (loudly – it woke up the giant)

But the giant woke up.

The giant chased Jack.
Luckily Jack's mother
cut the beanstalk.

Week 6

Shared Reading

Day 1: Comprehension

- What do you think happened to the giant?
- Why were Jack and his mother never poor again?

Day 2: Decoding

- Point to speech bubble. What is this? What does it tell you?
- Point to the word **chased**.
- Find words with the letter **B**.

Day 3: Fluency and response







- How should you read the giant's words? (*loudly, gruffly*)
- Do you think Jack should have stolen the giant's golden hen? Say why or why not.
- Is this a true story? Did it really happen or is it imaginary?
- Show all the flashcards for this week. Read the flashcards quickly.









Jack and his mother
were never poor again.

Where food comes from

Some food comes from plants.

Fruit	Vegetables	Grains
		
		

Some food comes from animals.

Meat	Animal products	Fish
		
		

Week 7
Life Skills

Before reading

- Revise the parts of a plant.
- What parts do we eat? Give examples.

Reading

- Look at the table.
 - What foods do you see?
 - Read the headings. How are the foods grouped?

After reading

- Are these plant or animal products: mealie meal? bread? polony? chips? cheese? spinach?
- Draw two circles on the board to classify these foods (see TG p. 80).

Nice and nasty soup

Mom says, “Look at these vegetables! I am going to make soup today.”

Week 7

Shared Reading

Some stories are too long to read in one go. We can stop reading and start again where we left off. This is a long story, so we will read half this week and half next week. Read pages 32 to 35 in Week 7.

Day 1: Comprehension

- What is Mom going to use to make the soup? (*name all the vegetables*)
- Do you think the children will make real or pretend soup? (*explain pretend*)

Day 2: Decoding

- Show the flashcards for the words **vegetables** and **soup**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What punctuation do you notice?
- How do you read the words in speech marks? (*as if the person is talking*)
- Have you ever helped to make soup? What did you do?



“We will also make soup,”
say Vusi, Fanele and Baby.

Vusi finds nasty things to put in his soup.



Week 7

Shared Reading

Day 1: Comprehension

- What does Vusi put in his nasty soup?
- Why is this pretend soup? (*children couldn't eat it*)
- Who will eat Vusi's nasty soup?
- Are monsters real or imaginary? (*imaginary, only in books or films*)

Day 2: Decoding

- Show the flashcard for the word **nasty**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you seen monsters in books or on TV? What did they look like?

He makes nasty soup for monsters.

“We love your soup!”
shout the monsters.

Week 7

Shared Reading

Day 1: Comprehension

- Why do the monsters want to eat Vusi's soup?
- What sound do the monsters make when they eat soup?

Day 2: Decoding

- Point to the word ...
[versioners please fill in]
- Find words with the letter B.

Day 3: Fluency
and response

- How do you say the monsters' words?
- Are you scared of monsters?



“Bubble, bubble, boil and
trouble!” they yell.
“This soup makes us mean
and nasty!”

Fanele finds petals, flowers, berries and leaves.



Fanele makes nice soup for fairies.

Week 7 Shared Reading

Day 1: Comprehension

- What does Fanele find in the garden for her soup?
- What kind of soup does she make?
- Who does she make it for?
- What is a fairy? (*imaginary, small creature with special powers*)

Day 2: Decoding

- Show the flashcard for the word **nice**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you seen fairies in books or on TV? What did they look like?
- Are fairies real or imaginary?

“We love your soup!” whisper the fairies.

Week 8

Shared Reading

Last week we started reading a long story about soup. This week we will finish the story. Let us remember what has happened so far before we read on and see what happens.

Tell the story so far, then start reading from page 36.

Day 1: Comprehension

- What has happened in the story so far?
- What do the fairies whisper to Fanele?
- What do the fairies give Fanele?
- What noise do the fairies make as they eat the soup?

Day 2: Decoding

- Point to the word
[versioners please fill in]
- Find words with the letter B.

Day 3: Fluency and response

- How will you say the fairies' words?
- Are fairies kind or mean?
- Do you like fairies? Why?



“Thank you, Fenele,” say the fairies.

“Here is a tiny fairy ring for you.”

Baby finds a plastic bowl,
a rusk, a doll's shoe and
the dog food.



Week 8
Shared Reading

Day 1: Comprehension

- What does Baby put in her soup?
- Why were the things Baby put into her soup silly? (we don't eat doll's shoes or dog food and we never put rusks into soup)
- Who does she make her soup for?

Day 2: Decoding

- Show the flashcard for the word **silly**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- Have you ever done anything silly? What was it?
- What other silly things do babies sometimes do?

Baby makes silly soup for
her dolls.

“I love your soup, Baby!” says Mom.

Week 8

Shared Reading

Day 1: Comprehension

- What does Mom say to Baby?
- What does Mom add to Baby's soup?
- Do you think Mom really loves Baby's soup?
- Why do you think Mom tells Baby that she loves her soup?

Day 2: Decoding

- Point to the word
[versioners please fill in]
- Find words with the letter **B**.

Day 3: Fluency and response

- Do you sometimes play pretend games with little children?



“But I think it needs a little salt.”

Meanwhile Mom put
carrots, onions, tomatoes,
beans and potatoes into
her soup.



Week 8

Shared Reading

Day 1: Comprehension

- What do the children say to Mom?
- What are the children doing in the picture?
- Why do you think that the children enjoy Mom's soup?

Day 2: Decoding

- Point to the word
[versioners please fill in]
- Find words with the letter **B**.









Day 3: Fluency and response

- Read the first sentence with a short pause where there is a comma.
- Do you like soup?
- Where do you eat soup?
- What vegetables would you like in your soup?

“We love your soup, Mom!”
say the children.

Healthy snacks

When we are hungry or thirsty, we can choose healthy snacks rather than unhealthy snacks. Eating healthy food helps us to keep our bodies strong. Snacks like ice cream, sweets or fizzy drinks are not healthy, especially if we eat them instead of healthy food. These Grade 1 learners marked the healthy snacks they like.

	Sipho	John	Mavis	Thoko	Ron	Neo
	✓		✓		✓	✓
		✓		✓		
						
		✓				
			✓			✓
			✓			
	✓					
		✓		✓		

Week 8
Life Skills

Before reading

- Did you have a snack at breaktime?
What did you have?

Reading

- We use tables to present information in a way that is easy to understand.
 - The first column shows pictures of healthy snacks. Which of these have you had before?
 - In the other columns, there are six children’s names. What are their names?
 - These children each put a ✓ next to the food they like. Which healthy snacks did Mamello like best? *(repeat with other children)*

After reading

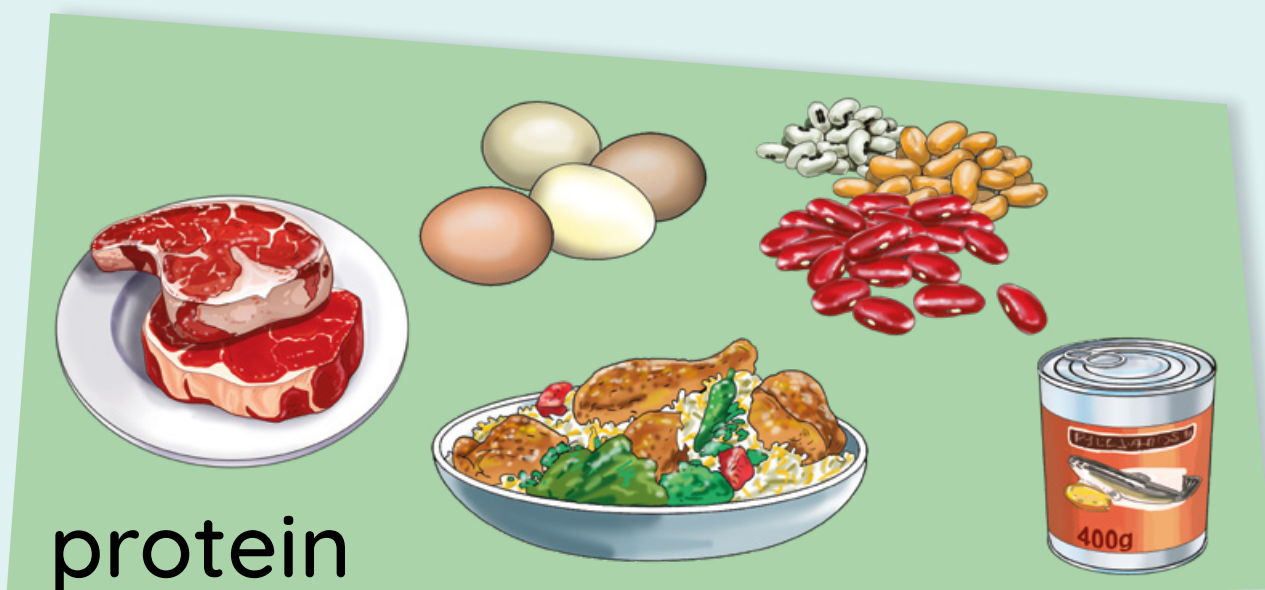
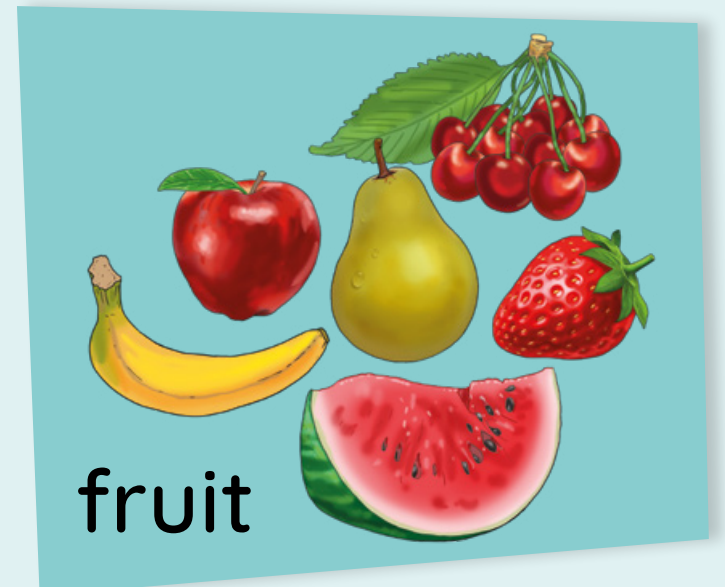
- Which healthy snack was the most popular?
- Which snack was nobody’s favourite?

Five food groups

Look at the school lunch menu and check if the learners are getting something from each group this week.

Weekly menu: Jabulani School

- Monday:** pilchards in tomato sauce, mealie meal
- Tuesday:** samp and beans, spinach
- Wednesday:** mielie meal and milk, bananas
- Thursday:** stew and rice
- Friday:** vegetable soup, bread



Week 9 Life Skills

Before reading

- What ways have we already sorted food? (healthy/unhealthy; from plants/animals)

Reading

- Look at the page.
 - What is the name of the school?
 - Name the five food groups? Each group helps our bodies in a special way.
 - Tell me one food from each group.
 - Which food groups did learners eat from on Monday? Tuesday? and so on.

After reading

- Think of your lunch at school yesterday. What did you have?
- Which of the five food groups did you have?

How to make fruit salad

What you need:

- fruit
- orange juice



Week 9

Shared Reading

Day 1: Comprehension

- What are the learners going to make?
- What fruit have they brought?
- Does it matter if some learners bring the same fruit?
- Have you ever eaten fruit salad? What did it taste like?

Day 2: Decoding

- Show the flashcards for the words **fruit** and **salad**. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What is your favourite fruit? Who else in the class likes the same fruit?
- This story is about fruit salad. What other kinds of salad do we get?
- Can a salad be cooked? Can a salad be hot?



We each bring one fruit.

What you use:

- big bowl
- chopping board
- big spoon
- knife
- small cups or bowls and teaspoons



Week 9

Shared Reading

Day 1: Comprehension

- What kitchen tools (utensils) do the learners need?
- What do you think they do with each utensil?
- Why does each learner need to bring a plastic bowl and teaspoon to class?

Day 2: Decoding

- Show the flashcard for the word **bowl**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.

Day 3: Fluency and response

- What utensils do you have in your kitchen at home?
- Which have you used? What did you use them for?



We each bring a small bowl and a teaspoon.

What you do:

Week 9

Shared Reading

Day 1: Comprehension

- What do the learners do first?
- Why do they do this first?
- Name four more things they did to make the fruit salad.



We wash our hands and then we wash the fruit.

Day 2: Decoding

- Show the flashcards for the words **chop** and **peel**. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter **B**.



We peel the orange, bananas and naartjies.

Day 3: Fluency and response

- Can you remember all the things you need to do to make fruit salad?
- Do you think it is healthy to eat fruit salad? Say why or why not.



Our teacher chops the fruit.



She mixes all the fruit together. I pour in the orange juice.

Our fruit salad is ready to eat.



Week 9 Shared Reading

Day 1: Comprehension

- What are the learners doing?
- How do you know that they are enjoying the salad?
- What have you learned about how to make fruit salad?

Day 2: Decoding

- Show all this week's flashcards again. Read the words quickly and fluently.
- Find words with the letter **B**.

Day 3: Fluency and response

- What fruit would you use to make fruit salad? Say why.
- Where do you buy fruit?
- What fruit grows where you live?

It is delicious!

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Funda Wande

Reading for Meaning