

English

Home Language and Life Skills

1

Term 4



Big Book



Term 4

English

Home Language and Life Skills

Big Book



Contents

Homes

Week 1	Life Skills: Different South African homes.....	1
	Shared Reading: The old woman who lived in a shoe.....	2
Week 2	Life Skills: Building materials for homes.....	6
	Shared Reading: Three playhouses.....	7

Picture maps

Week 3	Life Skills: Map of the zoo.....	11
	Shared Reading: A visit to the zoo.....	12
Week 4	Life Skills: Animal puzzles.....	16
	Shared Reading: Wild animals.....	17
	Shared Reading: Animal riddles.....	20

Water

Week 5	Life Skills: At the waterhole.....	21
	Shared Reading: How Ezra got his trunk.....	22
Week 6	Life Skills: Using water at home.....	26
	Shared Reading: The big fish.....	27

The sky at night

Week 7	Life Skills: Day and night.....	31
	Shared Reading: Two shiny silver coats.....	32
Week 8	Life Skills: The Moon.....	36
	Shared Reading: Walking on the Moon.....	37

Special days

Week 9	Life Skills: New Year's Day.....	41
	Shared Reading: Little Star.....	42

Different South African homes



Week 1 Life Skills

- What makes a building a home?
- Have you seen any homes like these? Where?
- Which home is a little like your home? How is it the same?
- How are the homes different from each other? (*size, colour, shape, materials*)
- What if you don't have a home?

The old woman who lived in a shoe

Week 1

Shared Reading

Day 1: Comprehension

- What does the old woman live in?
- Why is the old woman grumbling?
- Who is the old woman talking to?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Do you believe in fairies? Say why or why not.
- What will the fairy give the old woman?
- What must the old woman stop doing? Why?
- Pairs: Do you think the old woman is greedy? Why?



Day 1: Comprehension

- What did the fairy give the old woman in the top picture?
- What did the fairy warn the old woman about?
- What did the old woman get in the bottom picture?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- When should we feel grateful? What should we feel grateful about?
- What do you think the fairy will give the old woman next?
- Pairs: What would you do if you were the fairy?



Day 1: Comprehension

- What kind of house does the old woman want now?
- Do you think the fairy will give the old woman her wish?
- Do you think the old woman will be a queen if she has a palace?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Do you think the old woman is greedy?
- What do greedy people do. How do greedy people feel?
- Is it bad to be greedy? Say why or why not.
- Are greedy people ever happy?



The fairy was so cross that she just looked at the old woman and said nothing. What will the fairy do next?

Day 1: Comprehension

- Where does the old woman live now?
- Why is the old woman crying?
- What did the old woman do to make the fairy cross?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: What would you have done if you were the old woman? The fairy?
- Did you feel sorry for the old woman in the end? Say why or why not.
- What would you like a fairy to give you?

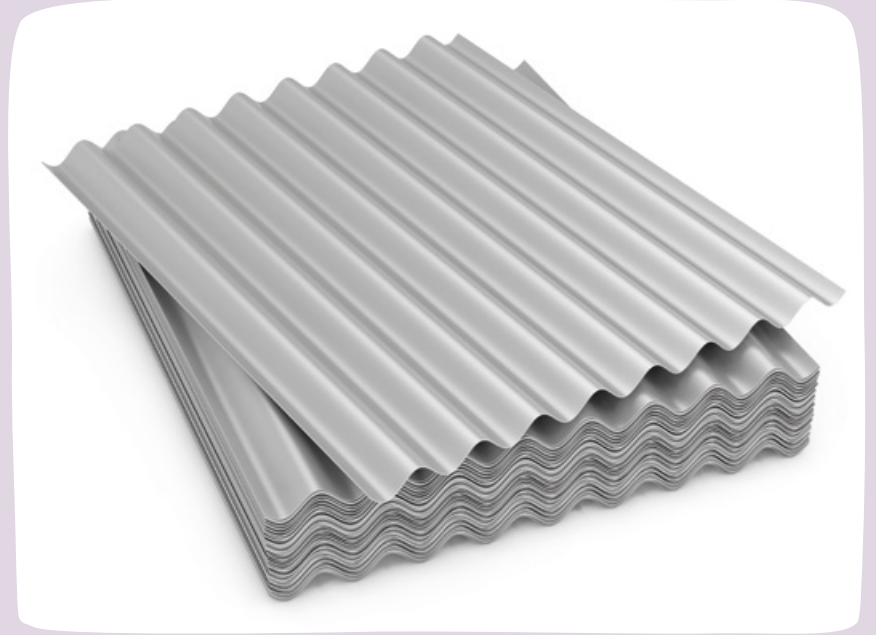


Yes! The old woman was back in her shoe! And she never saw the fairy again.

Building materials for homes



wood



corrugated iron



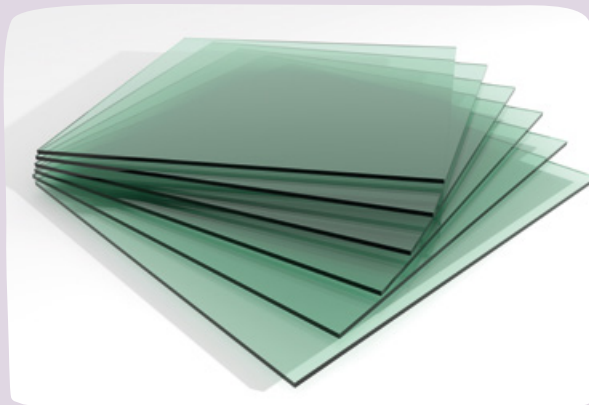
floor tiles



bricks



cement



glass



steel

Week 2 Life Skills

- What different building materials did the builder use when he built this house?
- Where did he use each material? Point to the place on the house.
- What materials is your house made out of?

Three playhouses

Our new stove came in a huge cardboard box. We made it into a house to play in.



Week 2 Shared Reading

Day 1: Comprehension

- What did the children make out of the huge cardboard box?
- What did they do in the cardboard box?
- Why did the cardboard house not last for a long time?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: What games would you play in a big cardboard box?
- What would you make out of a cardboard box?
- How would you make it?

We have sand, stones, long grass and mud in our yard. We built a little house.

Week 2

Shared Reading

Day 1: Comprehension

- What did the children make?
- What building materials did they use? Where did they find them?
- What did the spider do?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: What kind of house would you like to make?
- What would you use to make it?
- What would it look like?
- Who/what would your house be for?



Guess who lives in our house!



Dad bought wood, nails and rope to make a tree house. We tidied up the garage.



Week 2
Shared Reading

Day 1: Comprehension

- What did Dad buy?
- What did Dad make?
- What did the children do to help?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Have you ever helped Mom or Dad make something? What was it? What did you do to help?
- What would you like to make out of wood?
- Why should you be careful when you help with things like woodwork or baking?

Day 1: Comprehension

- What did the children put inside the tree house?
- How do the children get into the tree house?
- Why do you think the tree house is not at the top of the tree?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: What would you put in a tree house?
- What would you like to do in a tree house?



Our tree house is the best ever! It has a door and a window.

Map of the zoo



Week 3 Life Skills

- Where do you go into the zoo?
- Which way do you turn to get to the hippo? Left or right?
- Which animals do you pass to get to the giraffe?
- Which animals are near water?
- Show me how you would you get to the picnic tables from the gate.
- Explain how to get to the crocodile from the picnic tables.

A visit to the zoo

When we got to the zoo,
we saw the monkeys first.

Week 3

Shared Reading

Day 1: Comprehension

- Where did the children go?
- What animals did the children visit first?
- What did the monkeys do?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Would you like to go to a zoo? Why?
- What animals do you want to see?
- What animal do you like best?
- Pairs: Do you think animals like living in a zoo?



The monkeys climbed
trees and swung from
branches. Mother
monkeys carried their
babies.

Next we went to a very big part of the zoo that looked like the veld.



Week 3

Shared Reading

Day 1: Comprehension

- What animals can you see in the picture?
- Why are these animals in a big part of the zoo?
- How can you tell that the elephant is looking after its baby? (*it is standing very close to its baby*)

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- How big do you think the elephant is? Is it as tall as a tree? Bigger than a car? As high as a two-storey building?
- Which animals are close to the fence and which animals are far away?
- How can you tell that some animals are far away? (*they are much smaller*)

We saw a huge mother elephant with its baby near the fence. We saw zebras and giraffes further away.

We heard an animal
roaring very loudly. We
ran to see what it was.

Week 3

Shared Reading

Day 1: Comprehension

- Why did the children run?
- What animal did they see?
- How did they feel?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Why did some of the children run away from the lion?
- Pairs: Have you ever been scared of an animal? What animal was it?
- What did it do? What did you do?



A lion! It looked so fierce
that some of us ran
away!

In a big lake we saw
something that looked
like a log of wood floating
on the water. It was
a crocodile!



A hippo opened its
huge mouth and showed
us its teeth.

Week 3
Shared Reading

Day 1: Comprehension

- Which animals did the children see on land?
- Which animals did the children see in the water?
- Why was it difficult to see the crocodile in the water?
- Why doesn't the crocodile eat the hippo?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Do you think crocodiles can go on land? *(crocodiles can run quite fast on land)*
- Do you think crocodiles are dangerous? Say why or why not. *(crocodiles are very dangerous animals because they attack people in the water and on land)*
- Do you think hippos are dangerous? Say why or why not. *(hippos are very dangerous animals because they are huge and fierce and can attack people on land or in boats if they get in their way)*

Animal puzzles

Which animal is this?



Week 4 Life Skills

- What is a magnifying glass? (*it makes things look bigger*)
- Sometimes things look different when they are magnified.
- These photographs show the magnified skins and parts of animals.
- Match the pictures of skin with the animal below.

Wild animals



Week 4

Shared Reading

Day 1: Comprehension

- What is the monkey doing?
- How does the monkey keep safe?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- How are monkeys and lions different?
- Pairs: Do you think monkeys are clever? Say why or why not.

I am a monkey. I eat almost anything – birds, eggs, frogs, fruit and insects. I keep safe by climbing trees.

I am an elephant. I use my trunk to pull up grass and to eat from trees.

Week 4

Shared Reading

Day 1: Comprehension

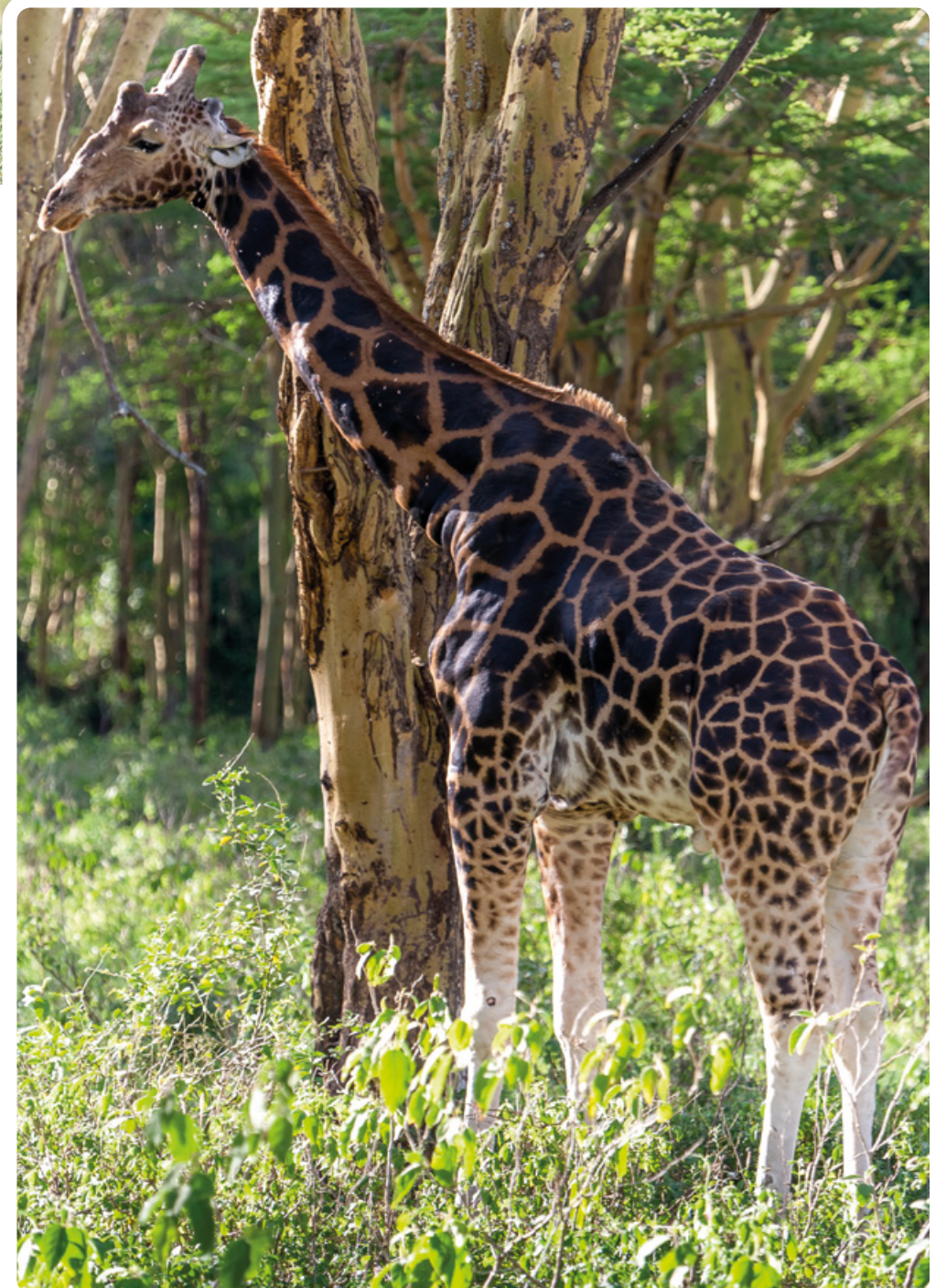
- What is special about giraffes? (*tallest/longest neck*)
- What is special about elephants? (*biggest land animals/use long trunks to breathe and pick up food*)
- What is the same about elephants and giraffes? (*both eat leaves, grass, small branches and fruit, no meat*)

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- How are elephants and giraffes different?
- Where in South Africa can you see giraffes and elephants? (*zoos, game reserves*)
- Pairs: Do you think we should protect animals like giraffes and elephants? Say why or why not.



I am
a giraffe.
I have
a long
neck to reach high up
into trees to eat leaves.

I am a crocodile. I live in rivers and lakes. I lie very still and wait for prey.



I am a hippo. I like to be in water during the day. At night I eat leaves and grass on the land.

Week 4

Shared Reading

Day 1: Comprehension

- Which animal lives in the water?
- Which animal eats meat and which does not?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Have you ever seen a hippo or a crocodile? Where did you see them?
- What is the same about hippos and crocodiles? *(they are both dangerous animals)*
- What is different about hippos and crocodiles? *(crocodiles eat meat and hippos do not/ crocodiles have scales and hippos have thick grey skin)*

Animal riddles



I live in rivers and lakes. I look like a log of wood when I float in the water.
What am I?

I am the biggest animal that lives on land. I get food with my trunk. What am I?

I am clever. I can climb, swing and play in trees. I eat anything.
What am I?

I live near rivers and lakes. I am very big and heavy.
What am I?

I am the king of all the animals. I eat meat. I roar very loudly.
What am I?

I am the tallest of all animals. I have a very long neck. What am I?

At the waterhole



Week 5 Life Skills

- What animals can you see at the waterhole?
- What do the different animals use the water for? (*drinking – all the animals; cooling – hippo and elephant; washing – elephants*).
- Could humans drink this water? Why or why not?

How Ezra got his trunk

Ezra was thirsty. He went to the waterhole by himself. He didn't see any crocodiles, so he began to drink.

Week 5

Shared Reading

Day 1: Comprehension

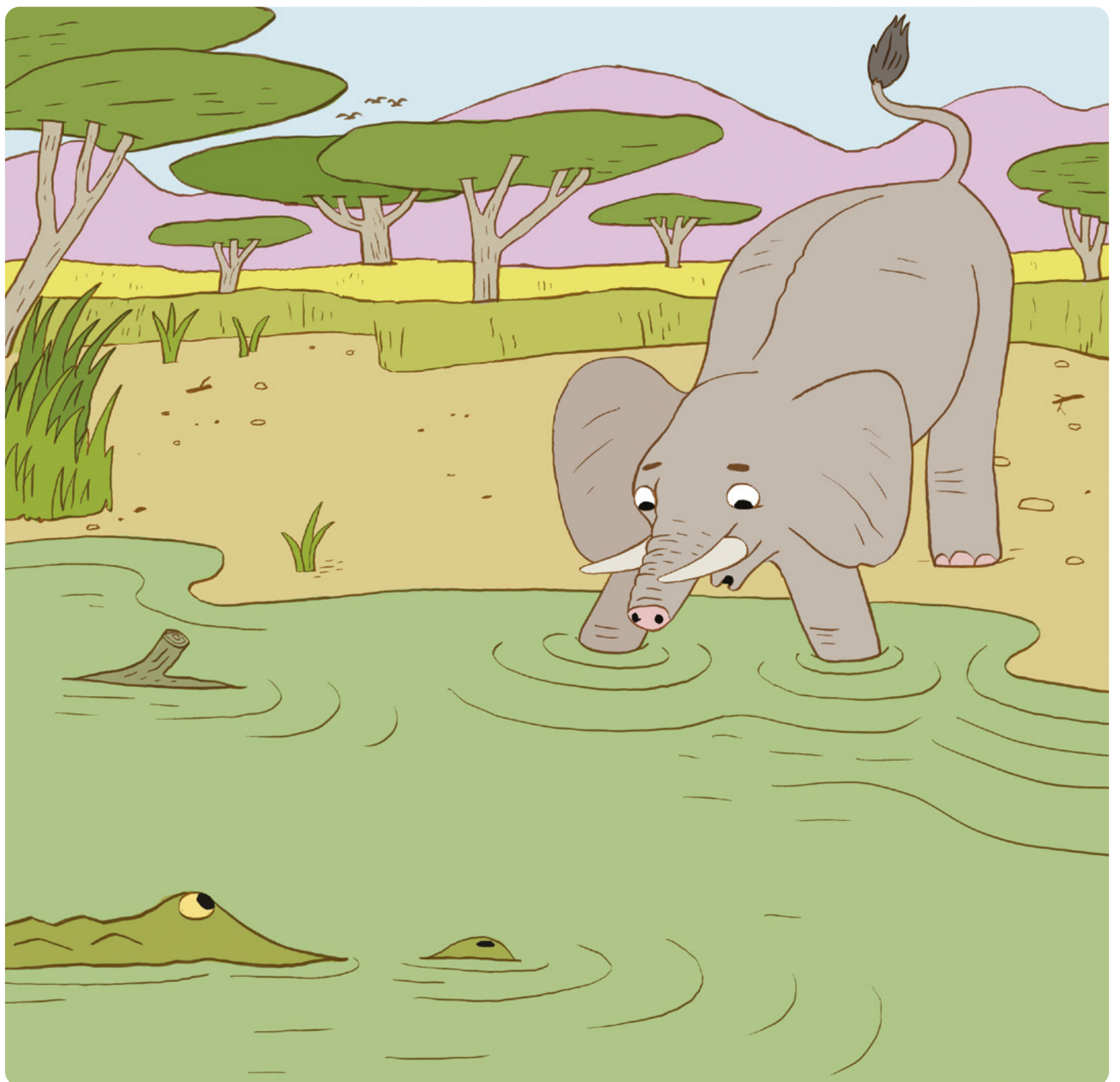
- Why did Ezra go to the waterhole?
- Should Ezra have gone alone? Why not?
- Can you see the crocodile? What do you think will happen?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Do you think Ezra was a naughty elephant? Why?
- Pairs: What does your mom or dad tell you not to do? Why?



Crocodile swam quickly under the water. He grabbed Ezra to pull him in. Ezra shouted for help.



Week 5

Shared Reading

Day 1: Comprehension

- What part of Ezra did the crocodile grab?
- Why did the crocodile want him in the water?
- Why did Ezra not notice the crocodile coming?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Is Ezra scared? What makes you think so?

Day 1: Comprehension

- Who do you think will be stronger?
- Which animals are helping Ezra?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

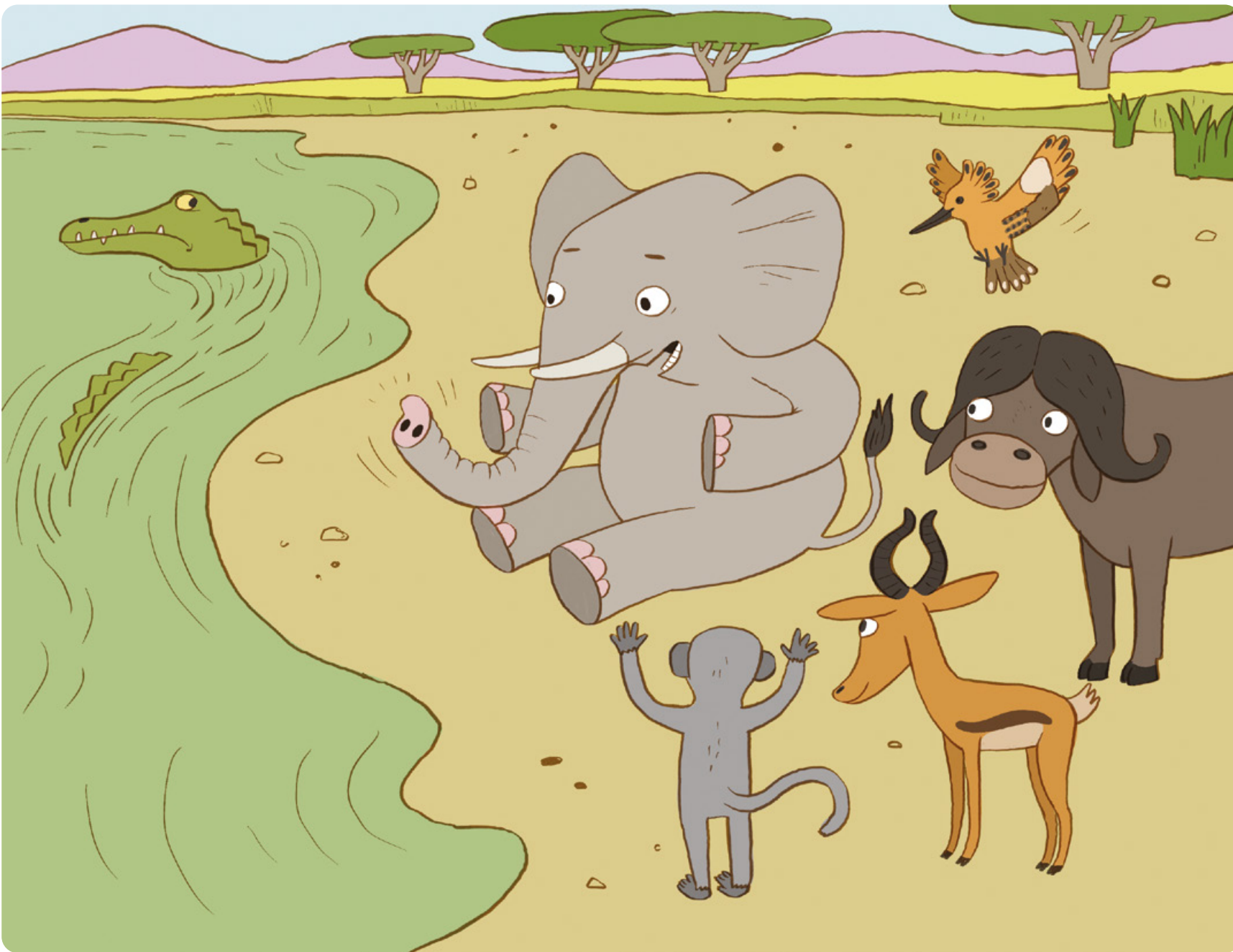
Day 3: Fluency and response

- Why do you think all the animals are helping Ezra?
- Pairs: Do you help other children sometimes? Tell your partner.



Some animals came to help. Crocodile pulled and pulled. Ezra and the other animals pulled and pulled.

Finally, Ezra managed to get free. The animals were pleased. But then they saw his long, long trunk! Oh no!



But Ezra didn't mind. He liked his long trunk.

Week 5

Shared Reading

Day 1: Comprehension

- Why were the animals pleased?
- Why were the animals surprised?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: How can Ezra use his lovely long trunk?
- Do you know what this type of story is called (a *fable*)?
- Is it a true story? Why or why not?

Using water at home



Week 6 Life Skills

Picture 1

- Where is this family? Do you think they have an inside tap? Why?
- How are they using water? (*drinking, washing baby, washing clothes*)
- How else do you think this family uses water (*cooking, washing hands and so on*)
- Is water from a pump safe to drink?

Picture 2

- Where is this family? How are they using water? (*drinking, washing hands, washing dishes, washing clothes, washing car*)
- How else do you think this family uses water (*washing, bathing, showering, cleaning teeth, flushing toilet and so on*)
- Is water from a tap safe to drink?

The big fish

Deon and Jonathan went fishing at the dam. They wanted to catch some fish.



Week 6

Shared Reading

Day 1: Comprehension

- Where did Deon and Jonathan go to fish?
- Why do you think they wanted to catch some fish?
- What was pulling on Deon's fishing line?
- Where was the big fish pulling Deon? (*deeper into the dam*)

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- What will happen if the fish pulls Deon deeper into the dam?
- Pairs: What do you think Deon should do? What would you do?
- Is it difficult to catch a big fish? Why or why not?
- Do you eat fish? Is it good for you?

Deon felt something pull very hard on his fishing line.

Deon went after the big fish. Suddenly he was in deep water.

Week 6

Shared Reading

Day 1: Comprehension

- Why did Deon go deep into the dam?
- What did Deon shout?
- How did Jonathan try to help Deon?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- What will Deon need to do to keep his head above the water?
- Pairs: What should Jonathan do next to help Deon? What would you do?



Jonathan found a big log and pushed it out to his friend.

Deon held on to the log.



Week 6

Shared Reading

Day 1: Comprehension

- What did Deon hold on to? Why?
- Where did Jonathan run to?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Why did Jonathan ask grown-ups for help?
- Pairs: Tell about a time when you saw someone who needed help. What did you do?

Jonathan ran as fast as he could to the nearest house. He told two men that his friend needed help.

Day 1: Comprehension

- Who pulled Deon out of the water?
- What do you think Deon said to the two men?
- What do you think the two men told Deon about fishing in the dam?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- What do you think happened to the big fish?
- Pairs: What do you think the two boys will tell their parents?
- Do you think the two boys will go fishing again? Say why or why not.
- Would you like to go fishing? Why or why not.



They came running to the dam. They jumped into the water and pulled Deon out.

Day and night

Day

In the day, you can see the Sun. The Sun gives out heat and light. It is a ball of fire. It is thousands of times bigger than the Earth.



Night

At night, you can see the Moon, stars and planets. The Moon is a ball of rock with no heat or light. It is much smaller than the Earth.



Week 7 Life Skills

- Which picture shows day? Which shows night?
- Which is warmer? Why? Which is darker? Why?
- What different things do you do in the day and night?

- What creatures are active in the day? At night?
- What do you see in the day sky?
- What do you see in the night sky?

Two shiny silver coats

There was once a clever tailor who could sew clothes to fit people of all shapes and sizes. One day he sewed a beautiful shiny, silver coat for a very tall, thin man.

Week 7 Shared Reading

Day 1: Comprehension

- What does a tailor do?
- Why is this tailor clever?
- What does the tall, thin man's coat look like?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Would you like to have someone sew new clothes for you? What clothes would you like?
- What do tailors do when they sew new clothes? (*take measurements, cut out material, sew the pieces together and so on*)



The tailor got a surprise when the man came to fetch his coat. The man was not tall and thin anymore. He was round and fat!



Week 7
Shared Reading

Day 1: Comprehension

- Why did the tailor get a surprise?
- What did the round, fat man order from the tailor?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Can you think why the man changed from thin and tall to round and fat?

So, the tailor made a new coat. The coat fitted the round, fat man perfectly.

Week 7
Shared Reading

Day 1: Comprehension

- What did the tailor sew for the round, fat man?
- Why was the round, fat man pleased?
- What question did the tailor ask the round, fat man?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Do you think the man was real? Why or why not.
- Do you think this is a true story or a made-up story? Give reasons.



The tailor looked at the night sky. He saw the Moon change its shape from tall and thin to round and fat and then back again.



The tailor knew that the man was not a real man. He was the Moon. He needed two silvery coats.

Week 7

Shared Reading

Day 1: Comprehension

- What was the man in the story?
- Why did the man in the story change his shape?
- How did the tailor know that the man was not real?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Have you looked at the sky at night? What different shapes of the Moon have you seen?
- Pairs: What did the story teach us about the Moon? (*the Moon looks as if it changes its shape each month*)

The Moon

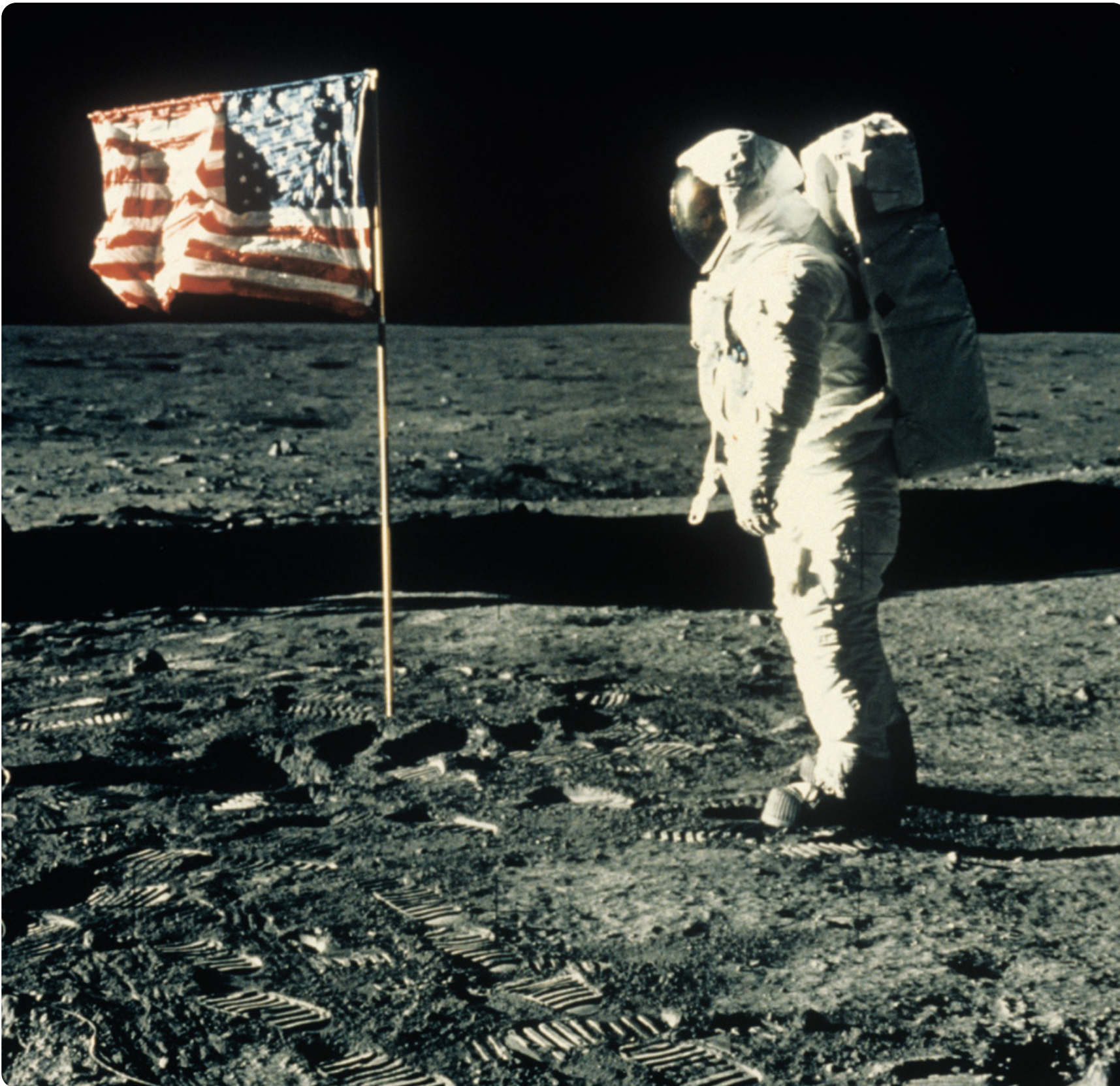
The Moon moves around the Earth every month. It looks as if it changes its shape because as it moves, the Sun shines on a different part of the Moon. We give these parts names.



Week 8 Life Skills

- Point to the Earth, the Moon and the Sun. Which is biggest? Which is smallest?
- Where does the Moon move? (around the Earth) How long does it take? ($29\frac{1}{2}$ days)
- Why do we see different parts of the Moon each night? (as the Moon moves round the Earth, the Sun lights up different parts of it and these are the only parts we can see)
- Let's read the names for the different phases of the Moon.

Walking on the Moon



Neil Armstrong and Buzz Aldrin were the first two humans to walk on the Moon. They collected rocks and dust.

Week 8

Shared Reading

Day 1: Comprehension

- Who were the first two men to walk on the Moon?
- Why did they put an American flag on the Moon? (*because they were from America*)
- What did they collect on the Moon? Why? (*rocks and dust to see how they were different from rocks and dust on Earth*)

Day 2: Decoding

- Show flashcards for [insert word] (rocks) and [insert word] (dust). Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Would you like to go to the Moon?
- What would you do on the Moon?

Day 1: Comprehension

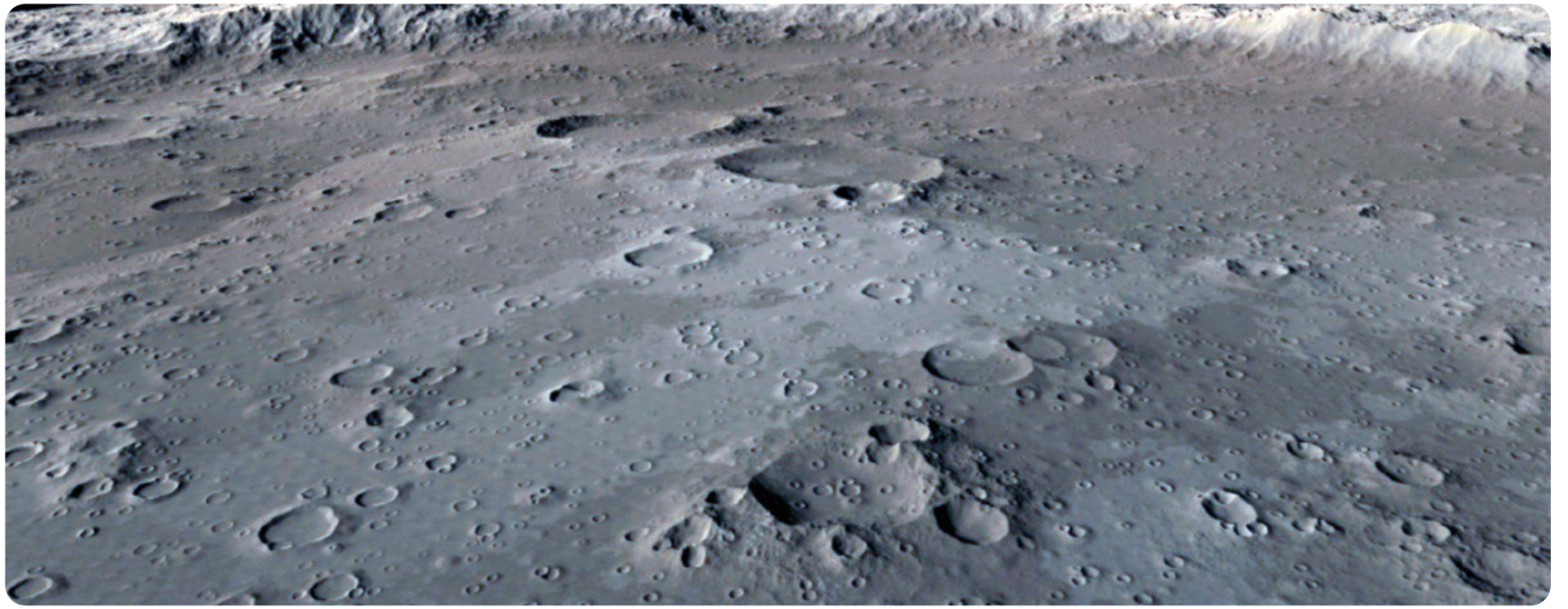
- What would you see if you walked on the Moon?
- How long would your footprints stay on the Moon? Why? (*forever: no air or water to blow or wash them away*)
- Why do you think there are no animals, plants or people on the Moon? (*there is no air or water on the Moon*)

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency
and response

- Pairs: Do you think people would like to visit the Moon for a holiday? Say why or why not.
- What would people have to take with them if they visited the Moon? (*air, water, food, special clothing*)
- How long do you think people could stay on the Moon? (*accept any ideas*)

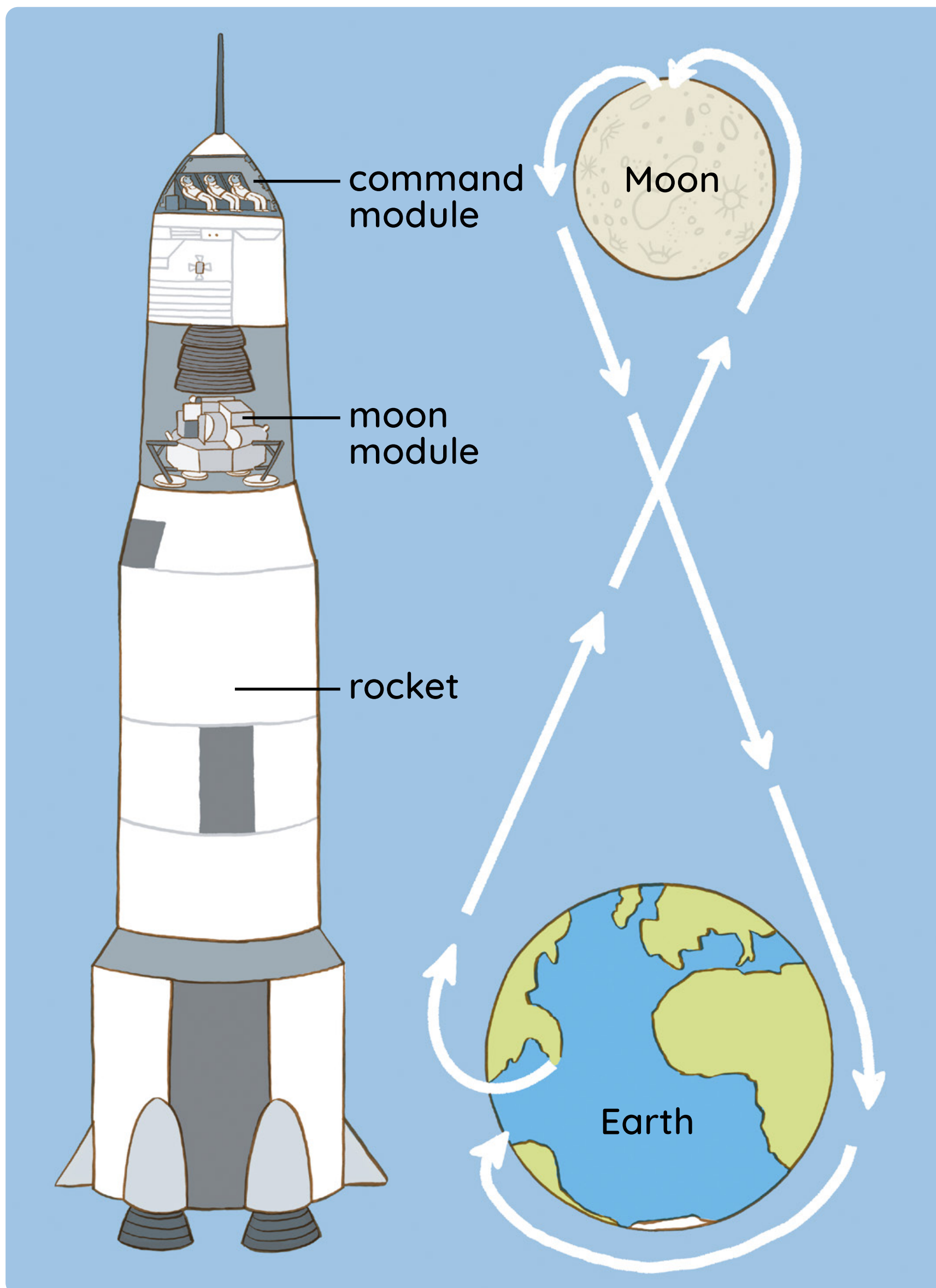


All they saw was soft grey dust, shiny rocks and lots of holes in the ground. There was no air or water and no animals, plants or people.

They left their footprints on the Moon forever.



They flew to the Moon in a spacecraft. It took four days to get there.



Week 8

Shared Reading

Day 1: Comprehension

- With your finger, trace where the spaceship travelled.
- If it took four days to get there, and four days to get back, how long did they travel for altogether? (*eight days*)
- Which part of the spaceship landed on the Moon? (*the moon module, which was a smaller module inside the spacecraft*)

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Have you ever been on a very long journey? Where did you go?
- How did you travel? (*by car, bus, aeroplane, boat or foot*)
- How long did it take you to travel there?

This is what Earth looks like from the Moon.

Week 8

Shared Reading

Day 1: Comprehension

- What shape is the Earth? (*round*)
- What colour is the Earth? (*blue*)
- Why do you think the Earth is blue? (*because most of the Earth is water not land*)

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- What is the difference between the Earth and the Moon? (*the Moon is much smaller, it has no living things on it, no water, clouds or air*)
- Do you think people could ever live on the Moon? Say why or why not. (*accept any ideas*)
- What else do you know about the Moon? What more would you like to know about the Moon?



New Year's Day

It takes the Moon **one month** to move around the Earth. It takes the Earth **one year** to move right around the Sun. Each new year begins on the 1st of January. This is called New Year's Day.



Week 9 Life Skills

- Have you been to a New Year celebration? Tell us about it.
- What is happening in each picture?
- Have you been to any of these places?
- Do you have a different new year in your culture? Tell us about it.

Little Star

Week 9

Shared Reading

Day 1: Comprehension

- When can we see stars in the sky?
- Why can't we count the stars in the sky?
- Who has a special star?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: How do you feel when you look at all the stars in the sky?
- Have you ever seen a very bright star in the sky?



Some people think we all have a special star in the sky. Every time we do a good deed, our special star gets bigger and shines more brightly.

Once there was a star called Little Star.

Week 9
Shared Reading

Day 1: Comprehension

- What makes our special stars bigger and brighter?
- What did Little Star want?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Has someone been kind to you? Tell us about it. Say how it made you feel.
- Have you been kind to a person or an animal? Tell us about it.



Little Star looked down from the sky to see its little child.

Week 9

Shared Reading

Day 1: Comprehension

- What did Little Star see far down on the Earth?
- What does Little Star have to wait for?
- What do you think will happen next?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Do you know a very kind person? What do they do?
- What do you think Little Star's child will do?
- What would you do if you were Little Star's child?



Little Star saw the biggest and brightest star in the sky one night.



Week 9

Shared Reading

Day 1: Comprehension

- What lit up the Earth one night?
- What does Little Star ask Mother Star?

Day 2: Decoding

- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response

- Pairs: Who do you think the biggest brightest star belonged to? Say why you think so.

Acknowledgements

This integrated programme for Home Language and Life Skills was developed by a Funda Wande team, in collaboration with individuals from the curriculum directorates of the Department of Education in the Western Cape, Eastern Cape and Limpopo, academics and teachers.

The development of these books was made possible through the financial support of the Allan Gray Orbis Foundation Endowment, the FEM Education Foundation, the Michael & Susan Dell Foundation and the Zenex Foundation.

Photo credits

FREEPIK: Page 1: user15959949 (apartment block); **SHUTTERSTOCK: Page 1:** MrNovel (tin house), Myphotojumble (suburban house), Luke Schmidt (rural hut), Grobler du Preez (farmworkers' house), Howard Klaaste (low-cost housing).

SHUTTERSTOCK: Page 6: Geoff Sperring (tin-roofed house), CG_dmitriy (steel beam), Sergey Dzyuba (glass sheets), Anton Starikov (floor tiles); **FREEPIK: Page 6:** wavebreakmedia (brick), msergm (plank), doomu (corrugated iron sheets), user12828770 (cement bag).

FREEPIK: Page 16: wirestock (zebra, elephant, peacock, zebra skin, elephant skin), yod67 (crocodile), Gudkov (lion), byrdyak (springbok), visionstudioua (flamingo), littlestocker (crocodile skin), anbidzilya (peacock feather), **Page 17:** wirestock (monkey), **Page 18:** wirestock (elephant), master1305 (giraffe); **SHUTTERSTOCK: Page 16:** Udo Kieslich (lion mane), Aleksandar Mijatovic (flamingo feathers), **Page 19:** Ondrej Prosicky (crocodile), Przemyslaw Skibinski (hippos); **iSTOCK: Page 16:** photosbyjim (springbok skin).

FREEPIK: Page 21: maramade (giraffes), wirestock (zebras, elephants); **SHUTTERSTOCK: Page 21:** Przemyslaw Skibinski (hippos).

SHUTTERSTOCK: Page 31: Andrey tiyk (daytime sky), Malinovskaya Yulia (night-time sky).

SHUTTERSTOCK: Page 36: MattLphotography (moon phases around Earth), **Page 38:** HelenField (moon surface); **GALLO: Page 37:** The Science Photo Library/USA (the moon-landing); **Digital Images Studio: Page 38:** (footprint on the moon); **FREEPIK: Page 40:** (Earth from space).

iSTOCK: Page 41: THEGIFT777 (New Year in Johannesburg); **SHUTTERSTOCK: Page 41:** (New Year in Cape Town); **GALLO: Page 41:** Reuters/SIPHIWESIBEKO1 (New Year in Durban).

www.fundawande.org

ISBN: 978-1-77630-647-3

Version 4: 2024



Anyone is free to **share** (copy and redistribute the material in any medium or format) or **adapt** (remix, transform and build on the material for any purpose), provided that you credit the work as follows:
Funda Wande, English Home Language and Life Skills, Big Book, Grade 1, Term 4, CC BY 4.0.

You may not add terms or measures that legally restrict others from doing anything the licence permits.

For more information: <https://creativecommons.org/licenses/by/4.0/>



Funda Wande

Reading for Meaning