



Grade 1

A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
Basic Education
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Book

3



How to use this Big Book:

Term 3 Stories in this book:



1 Lucky's taxi 1



2 Stay safe Lesego! 15



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Dear Teachers

Please use these big book stories during your Shared Reading lessons.

In Grade 1, Shared Reading is done five times per week as follows:

- Monday: Pre-Read
- Tuesday: First Read
- Wednesday: Illustrate the Story
- Thursday: Second Read
- Friday: Post-read

Please prepare your learners for these lessons as follows:

Make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably.
2. Keep your hands on your laps.
3. Keep your eyes and thoughts on the story.
4. Turn your voices off (*make a gesture showing zipped lips*).

Below is a brief description of each of the five Shared Reading lessons.

Shared Reading: Pre-Read

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Show learners the cover of the story and read the title aloud.
4. Ask learners: What do you think will happen in this story?
5. Next, look at each picture in the story, and as you look, ask learners:
 - a. What do you see in this picture?
 - b. What do you think is happening here?
 - c. What do you think might happen next?
6. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
7. Thank learners for their predictions.
8. Read through the story once.

Shared Reading: First Read

In the First Read, ensure that learners have a clear understanding of the story, and that they start to enjoy the story.

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 1. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Shared Reading: Illustrate the Story

This activity is done to give learners a chance to consolidate their early understanding of the story, and for you to see how much of the story each learner has understood.

1. Begin by modelling the activity for learners.
2. Then, instruct learners to complete the activity in their exercise books.
3. Tell learners to draw their favourite part of the story.
4. Tell learners to think before they write.
5. Tell learners to turn and talk and explain their favourite part of the story to a partner.
6. Tell learners to draw the picture of the part of the story you like best.
7. Tell learners to try to add labels to the drawing.

Shared Reading: Second Read

In the Second Read, we continue to build comprehension skills by re-reading the story to learners, and by focussing on a specific comprehension strategy.

1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions, facial expressions, and vocal expression to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during the Second Read, you will reinforce the comprehension strategy.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 2. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Shared Reading: Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt. You will find the Post-Read activities in the lesson plans. They include oral recounts, summaries, and acting out the story.

Most importantly, please use the Shared Reading lessons to develop learners' confidence and curiosity! Create a safe environment for learners to use new language and answer questions, without a fear of making mistakes. Encourage learners to ask questions and make observations about the stories. Build emotional connections with your learners, by letting them share their own, similar experiences. And of course, show learners that reading is interesting and fun!

Lucky's taxi



Lucky loved to drive his taxi. Lucky loved to drive his taxi all day! His younger sister, Bohlale, laughed at him. She said that Lucky must never get married, because he would always love his taxi more than his wife!



READ 2

I can visualise Lucky, sitting in his taxi with a big smile!

Every morning, Lucky woke up early. He had a bath, got dressed and ate breakfast. Then he drove his taxi to the petrol station. Lucky always filled up his tank with petrol before he picked up any passengers so he would not run out!



But one Monday morning, Lucky woke up too late! He did not have time to have a bath. He did not have time to eat breakfast. He did not have time to go to the petrol station. Lucky did not have time to fill his tank with petrol!



READ 1

I can visualise Lucky looking at his clock and hurrying quickly out the door so he isn't late for work!

READ 2

I can visualise Lucky looking upset as he runs out the door to his taxi!

Lucky began to pick up his passengers.
First, he picked up a young man. 'I need to get to the bus stop!' the young man said. 'Hurry! Hurry! Please hurry! I don't want to miss my bus!'
Lucky drove as fast as he could to the bus stop.



READ 1

I can visualise Lucky driving quickly, hooting at any cars in his way, as the young man shouts!

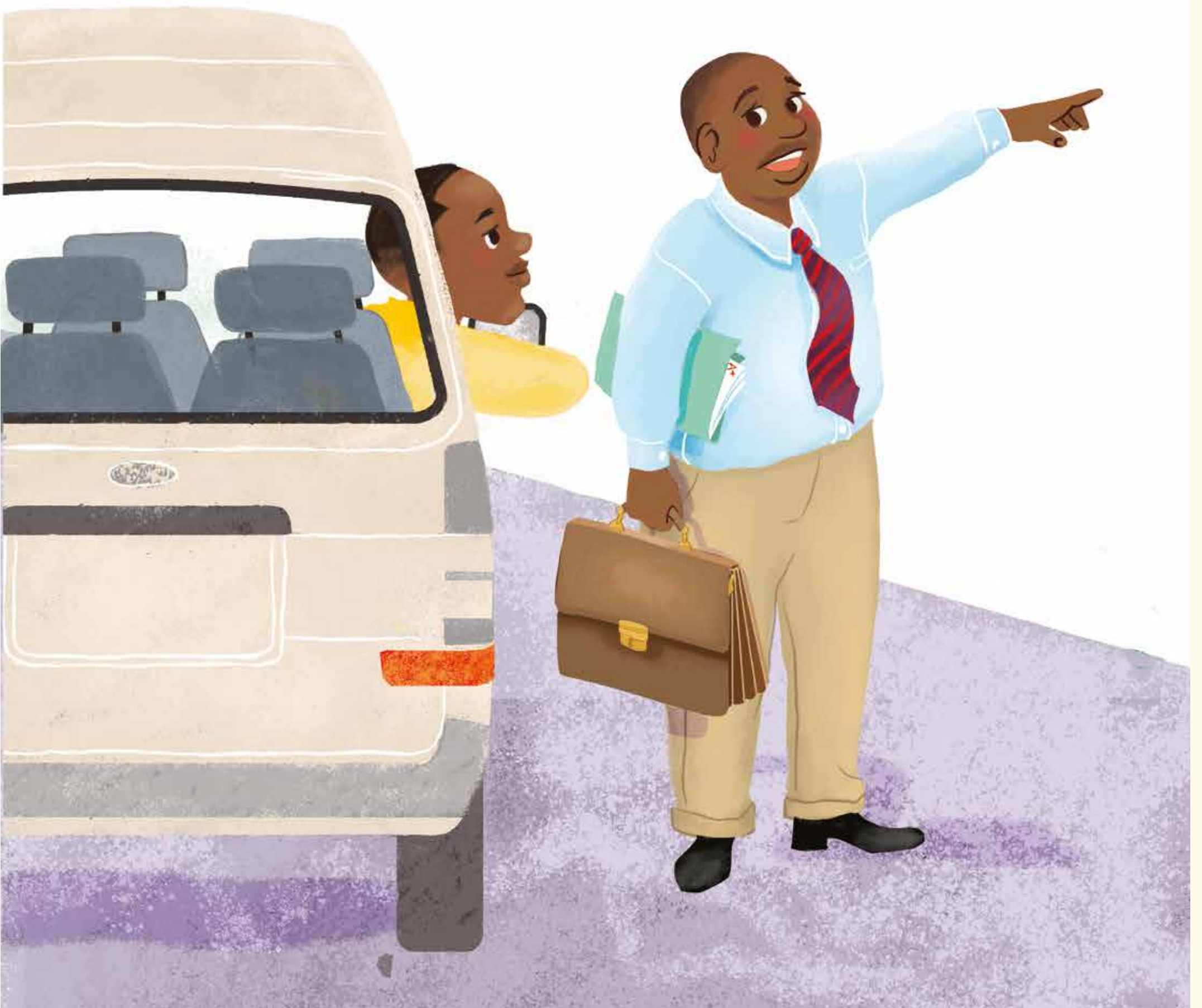
READ 2

I can visualise Lucky's face as he hurries to the bus stop. He must be very upset.

He checked the petrol. He still had enough.



Next, Lucky picked up a teacher. 'I am late for work!' said the teacher. 'Hurry! Hurry! Please hurry! The children will be waiting to learn!' Lucky drove as fast as he could to the primary school.



READ 1

I can visualise Lucky driving quickly, hooting at any cars in his way, as the teacher checks his watch!

READ 2

I can visualise Lucky's heart beating fast as he hurries to school. He must be very upset.

Lucky checked the petrol. It was getting low. 'I need to go to the petrol station now or I might run out!' he thought.



READ 1

I can visualise the little red light coming on to show that Lucky is almost out of petrol!

READ 2

I can visualise Lucky's scared face when his red light comes on! He must be scared.

Just then, a mother and her sick child climbed into the taxi. The mother looked upset. 'We must go to the clinic!' the mother said. 'Hurry! Hurry! Please hurry! My child is very sick!' Lucky drove as fast as he could to the clinic.



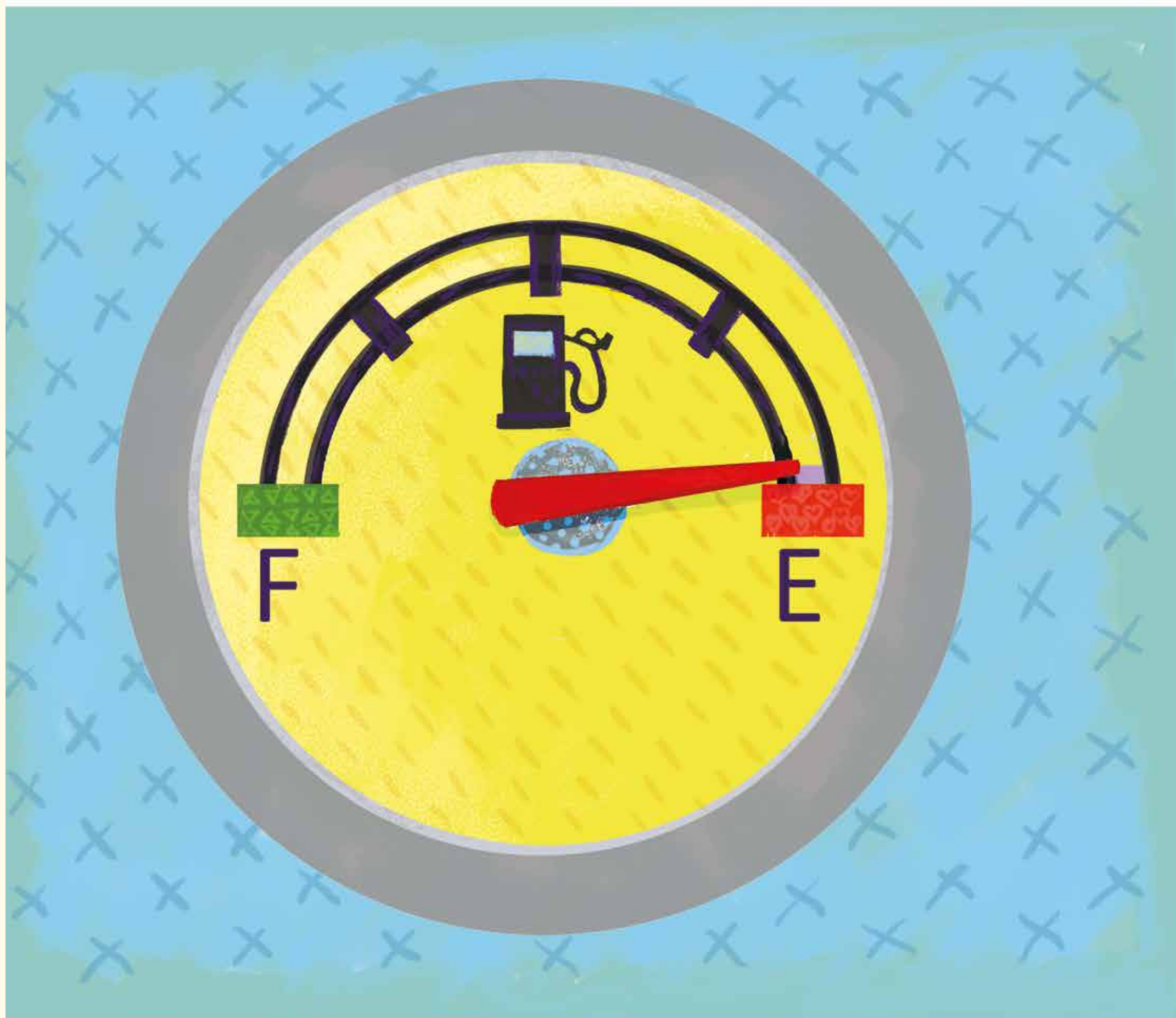
READ 1

I can visualise Lucky driving quickly, hooting at any cars in his way, as the mother rocks her child.

READ 2

I can visualise Lucky sweating as he hurries to the clinic. He must be very upset!

Lucky checked the petrol. Now, the red light was on to show it was almost gone! He was scared he would run out of petrol before he could get to the petrol station!



READ 1

I can visualise Lucky driving quickly, hooting at any cars in his way!

READ 2

I can visualise Lucky holding his breath as he hurries to the petrol station. He must be scared!

Finally, Lucky made it to the petrol station. 'Fill it up!' he said. The petrol attendant filled the tank, and Lucky let out a sigh of relief!



READ 1

I can visualise Lucky's big sigh. For the first time today, he isn't in a hurry!

READ 2

I can visualise Lucky's big smile as he watches the petrol fill up!

Lucky's tank was full, and he could drive passengers around town all day! Lucky was a happy man!



READ 2

I can visualise Lucky's big smile as he drives around town. He must be feeling happy again because he doesn't need to hurry!



READ 1

Who is in a hurry?

Lucky, the young man, the teacher, the mother and her child. They are all in a hurry!

Where must Lucky hurry to?

The bus stop, the primary school, the clinic, the petrol station.

Why must Lucky hurry all morning?

- Because he woke up late.
- Because he is running out of petrol.
- Because his passengers are in a hurry.
- Because the young man is in a hurry.
- Because the teacher is in a hurry.
- Because the mother and her child are in a hurry.

READ 2

How does Lucky feel about his taxi?

He loves to drive his taxi.

Why do you think Lucky sighs when he gets to the petrol station?

Because he is not in a hurry anymore!

Visualise Lucky as he hurries around town. How do you think Lucky feels?

- I think Lucky must feel...
- I think Lucky feels...because...

Lucky's Taxi: Activity Ideas

Art

- 1 Stick A3 sheets of paper together to make one large piece of paper.
- 2 Draw the side view of Lucky's Taxi on the paper.
- 3 Invite learners to draw and colour designs on the taxi during free time.
- 4 Let every learner who works on the piece sign their name on the artwork.

Signals

- 1 Ask learners if they know the hand signals for local taxi routes.
- 2 If they don't, ask them to find out.
- 3 Make up a rhyme using all the local hand signals and route names.
- 4 Practice the rhyme and actions with the class.
- 5 Arrange for the class to present their rhyme to the school at assembly.

Writing

- 1 Write the following writing frame on the chalkboard.
- 2 Read the writing frame to the class.
- 3 Invite learners to complete the writing frame and illustrate it during free time.
- 4 Display learners' work on a wall in the classroom.

My taxi ride

I want to go to _____

I want to see _____



Early one Saturday morning, Lesego's mother went to visit a friend. She hugged Lesego and Mapule goodbye. 'Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!'



Later that afternoon, Ntate Thapelo, Lesego's neighbour, called her over. He held out some money. 'Please go to the shop behind the shebeen and buy some meat and pap for me,' he said, 'you can buy yourself sweets along the way.'



READ 1

I wonder if Lesego will go and get the food for Ntate Thapelo?

Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!



READ 1

Lesego knows she is not supposed to be alone! She also knows she must not go near the shebeen! I **wonder** if Lesego will listen to her mother?

READ 2

I **can infer** that Lesego must really want sweets!

It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate. 'I have phoned the shop. My food will be ready when you get there!' Ntate Thapelo said, smiling.



READ 1

I **wonder** if Lesego will be able to get home before her mother?

READ 2

Lesego is only worried about her mother finding out that she broke the rules. She is not thinking about being unsafe!

Lesego stuffed the money in her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to get there! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.



READ 1

I **wonder** how Lesego's mother would feel if she saw Lesego running alone in the passages?

READ 2

Lesego is only worried about her mother getting angry. I **can infer** that she doesn't think anything bad could happen to her.

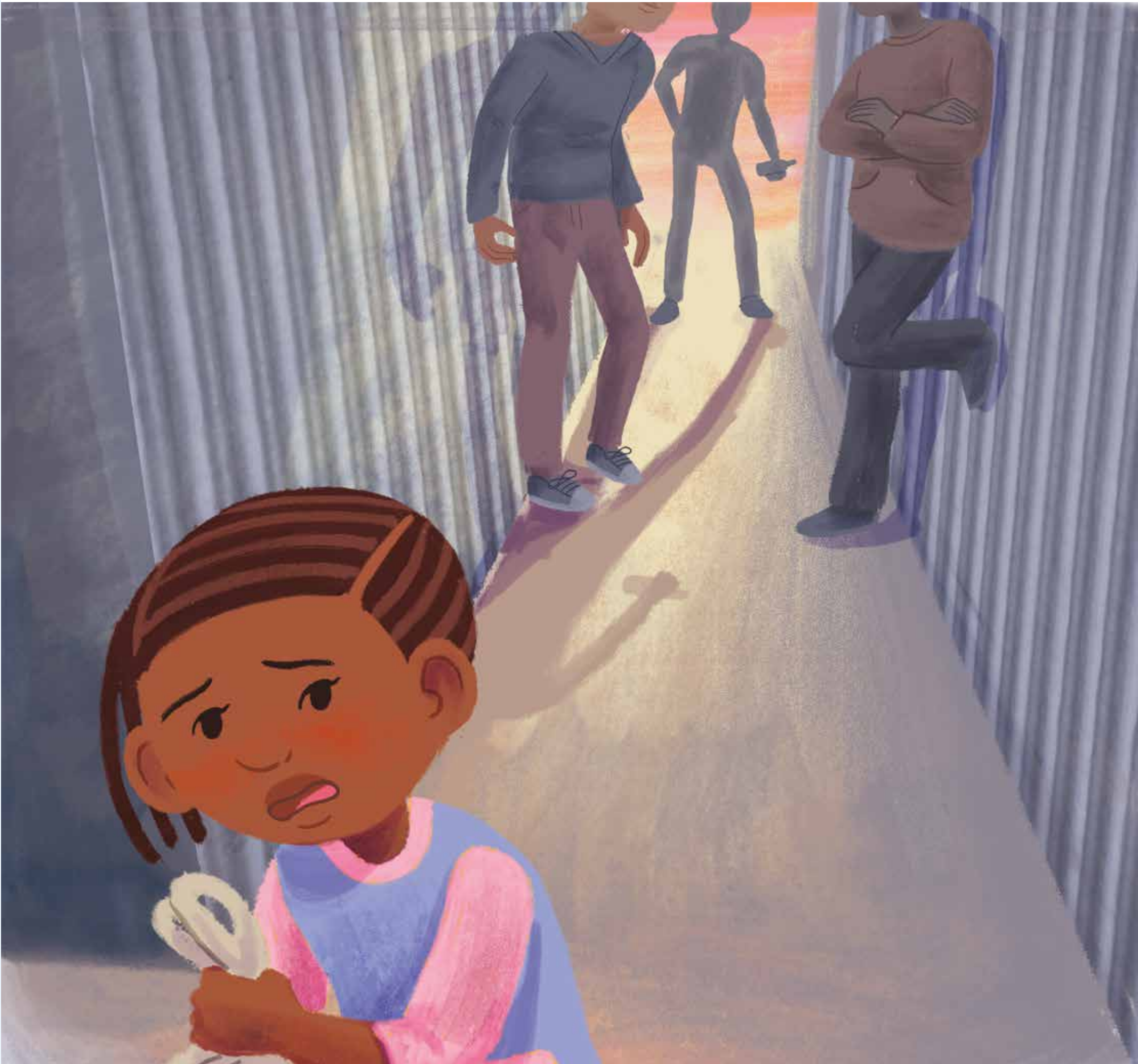
When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. 'I'm here to pick up for Ntate Thapelo,' she said, handing over the money.



READ 1

I **wonder** how Lesego's mother would feel if she saw Lesego so close to the shebeen, all alone?

When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. 'I think I know why mom told me never to come to the shebeen,' she thought.



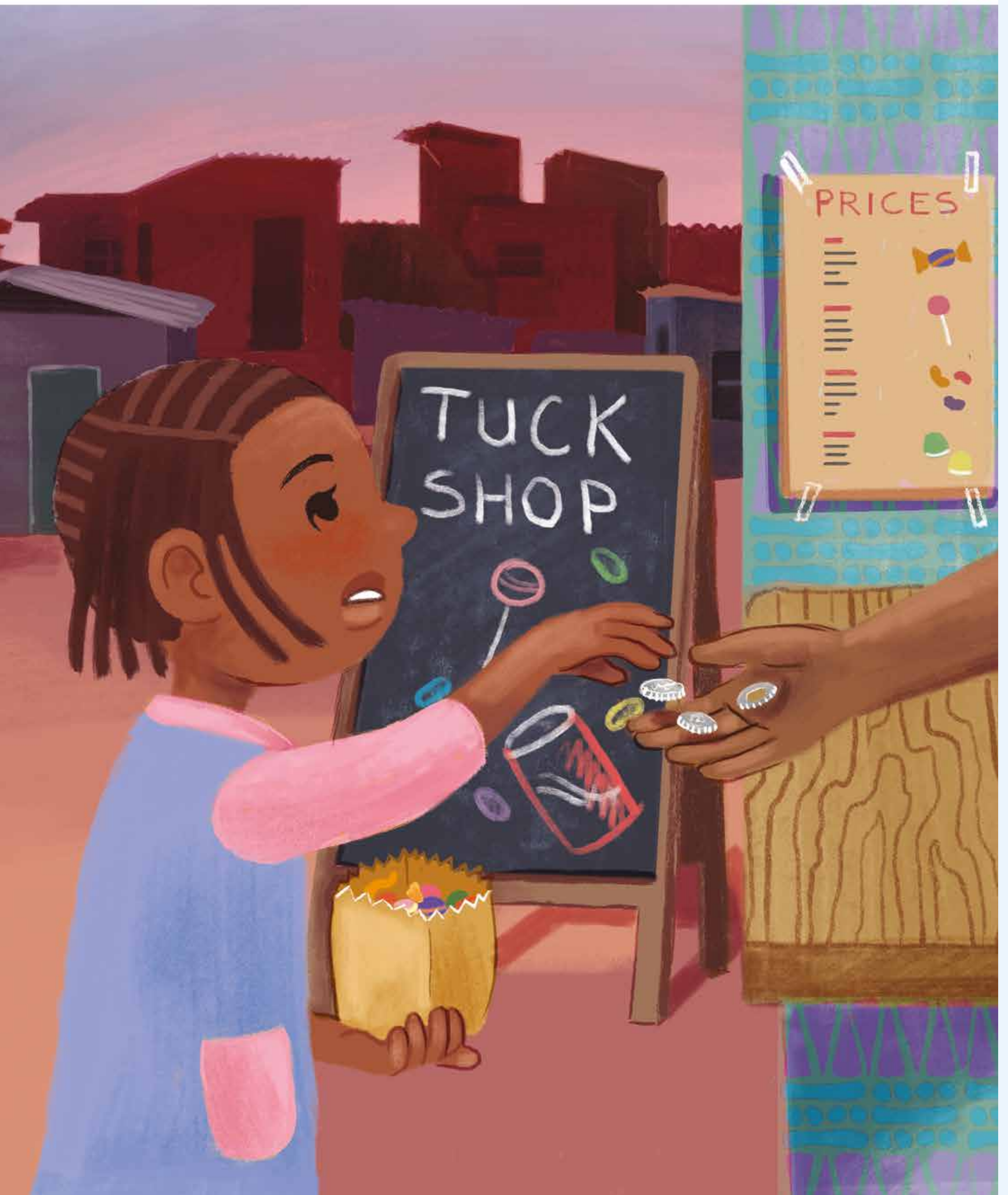
READ 1

I **wonder** if this is the first time something scary has happened to Lesego near the shebeen?

READ 2

Lesego feels scared. She must see that something bad really could happen near the shebeen.

Lesego used the change to buy herself some sweets from the tuck shop. It would become dark soon.



She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, 'Come girl! Come talk to me!' he said. Lesego felt very scared. 'I think I know why mom told me not to walk through the passages,' she thought, running faster.



READ 1

I **wonder** if this is the first time something scary has happened to Lesego in the passages?

READ 2

Lesego feels very scared. She must see that something bad really could happen in the passages!

When she finally got home, Ntate Thapelo was waiting. 'Is my mother home yet? Did you see her?' Lesego asked nervously.

'No, I haven't seen her yet,' Ntate said. Lesego breathed a sigh of relief.



READ 2

I can infer that Lesego is happy her mother will not know she broke the rules!

As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go near the shebeen, or run in the passages again.



READ 1

I can infer that Lesego now sees that she was in danger. She knows there are worse things that could actually happen, than her mother being angry!

READ 2

Even though Lesego's mother will not know, Lesego decides she will not break the rules again. **I can infer** that Lesego now understands why her mother gave her those warnings!



READ 1

Where did Ntate Thapelo ask Lesego to go?

He asked her to go to the shop behind the shebeen to pick up his food.

Where did Lesego's mother warn her not to go?

She warned her not to go in the passages or near the shebeen.

Why did Lesego go to the shebeen, even though her mother warned her not to?

- Because she didn't think anything bad would happen.
- Because she wanted to get sweets!
- Because Ntate Thapelo asked her to go get his food from the shop.
- Because she decided her mother would probably never know!

READ 2

Where did Lesego buy sweets for herself?

She bought sweets at the tuck shop.

What did Lesego decide at the end of the story?

She decided that she would never go near the shebeen or run in the passages again.

Why did Lesego decide that she would never go near the shebeen or run in the passages again?

- Because she felt very scared when she was near the shebeen.
- Because she felt very scared when she was in the passages running home.
- Because she sees that something bad really could happen to her!

Stay safe Lesego: Activity Ideas

Family discussion

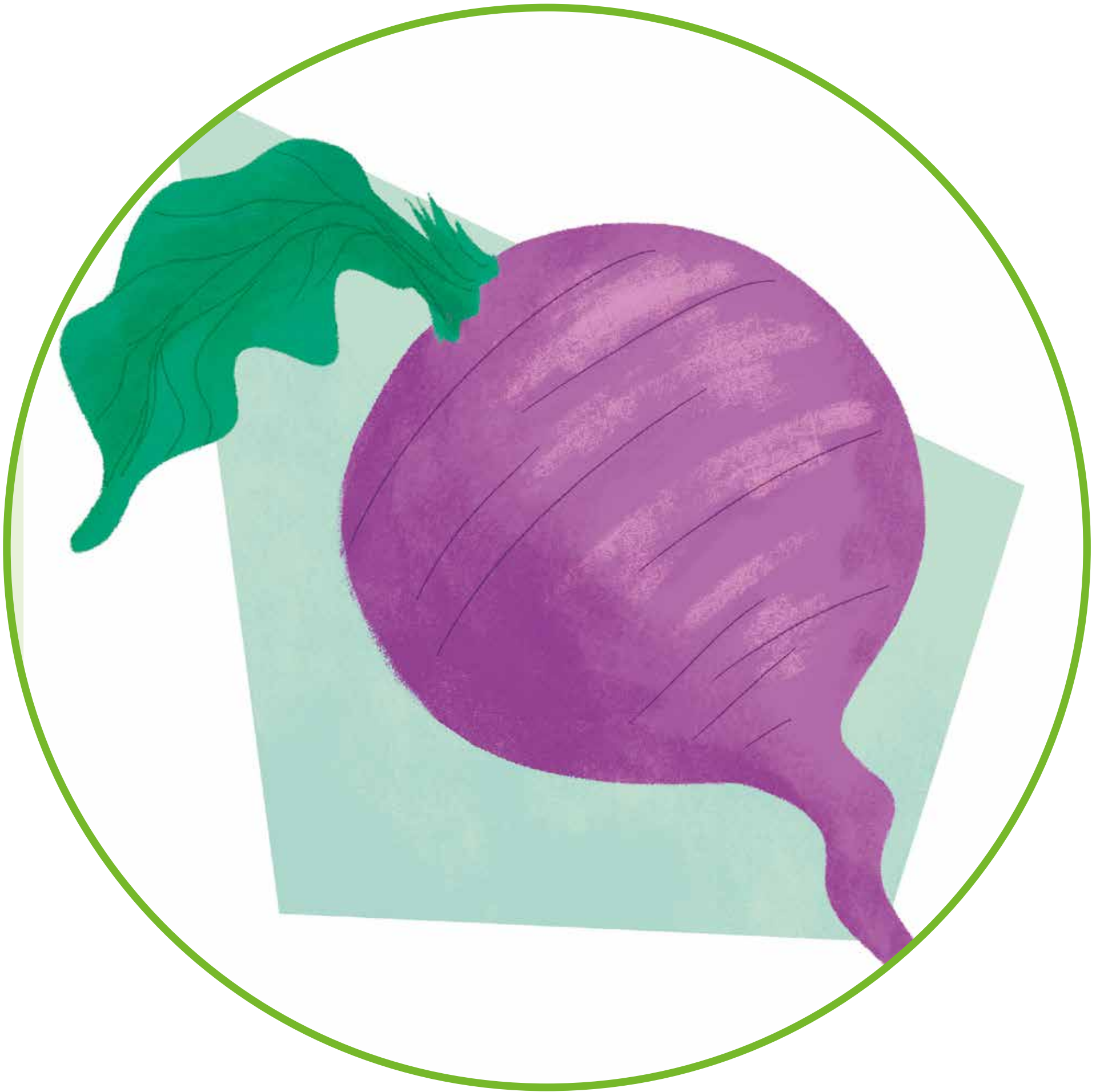
- 1 Tell the learners to retell the story, 'Stay safe Lesego' to their families.
- 2 Tell learners to explain that Lesego's mom gave her three rules to follow:
 - Always stay together with your sister
 - Do not go in the passages between houses – stay on the road
 - Do not go near the shebeen
- 3 Ask learners to work with their families to make their own rules for staying safe.
- 4 Ask learners to report back and share their rules with the class.
- 5 Note: If there is a specific danger in your community, for example, a sinkhole or a deserted mine-shaft, make sure that you discuss this with learners.

Writing

- 1 Tell learners to think of a drawing and a label to help them remember each one of their family's rules.
- 2 Let learners draw and label their rules in their exercise books for homework, or during free time.
- 3 They should first write the following heading:

My family rules

The giant beetroot



Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.



READ 1

I can visualise the farmer smiling while he looks out at his beautiful, green farm!

One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.'

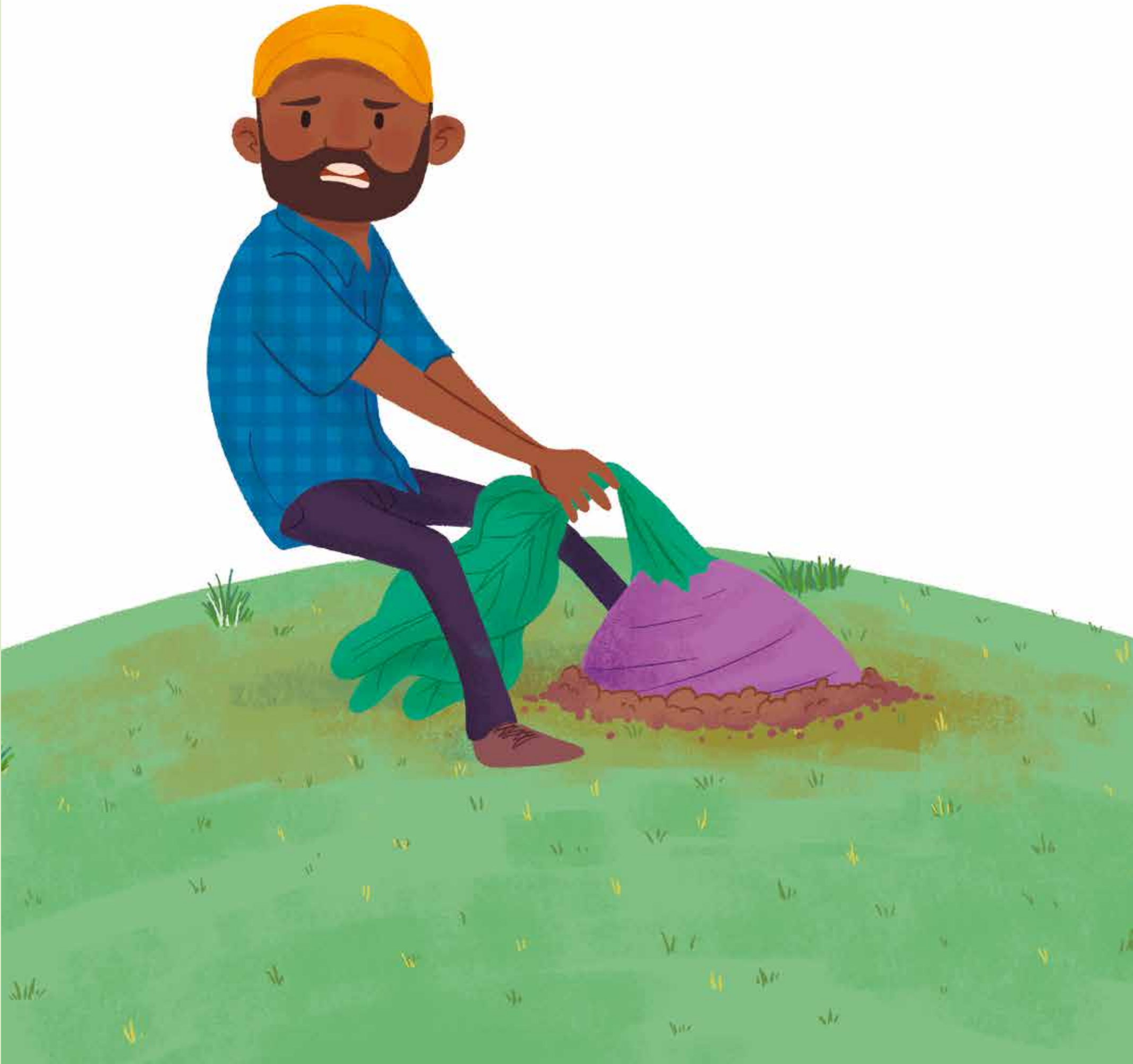
Farmer Baloyi pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!



READ 2

I can visualise Farmer Baloyi pulling out vegetable after vegetable, all day. I think he is already dirty and tired from all of his hard work!

Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out.
'I need help,' said the farmer. He called his wife, Mama Rhandu.



READ 1

I can visualise Farmer Baloyi pulling and pulling so hard, that he begins to sweat!

READ 2

I can visualise Farmer Baloyi shouting with frustration: 'Eish!'

Farmer Baloyi and Mama Rhandu pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Mama Rhandu. She called Nsovo, her son.



READ 1

I can visualise Farmer Baloyi and Mama Rhandu pulling together until their hands begin to hurt!

READ 2

I can visualise Farmer Baloyi and Mama Rhandu's loud noise as they pull: 'Urgh!'

Farmer Baloyi and Mama Rhandu and Nsovo pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Nsovo. He called their dog.



READ 1

I can visualise the whole family pulling until their backs begin to hurt!

READ 2

I can visualise Nsovo shaking his head with frustration! They are all feeling frustrated that the beetroot isn't moving from the ground at all!

Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!

‘We need help,’ said the dog. He called the cat.



READ 2

I can visualise the dog growling with frustration as he pulls and pulls.

Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!

‘We need help,’ said the cat. She called the mouse.



READ 2

I can visualise the family looking tired and frustrated. They are hurting and sweating, but the giant beetroot isn't even moving!

Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the giant beetroot.

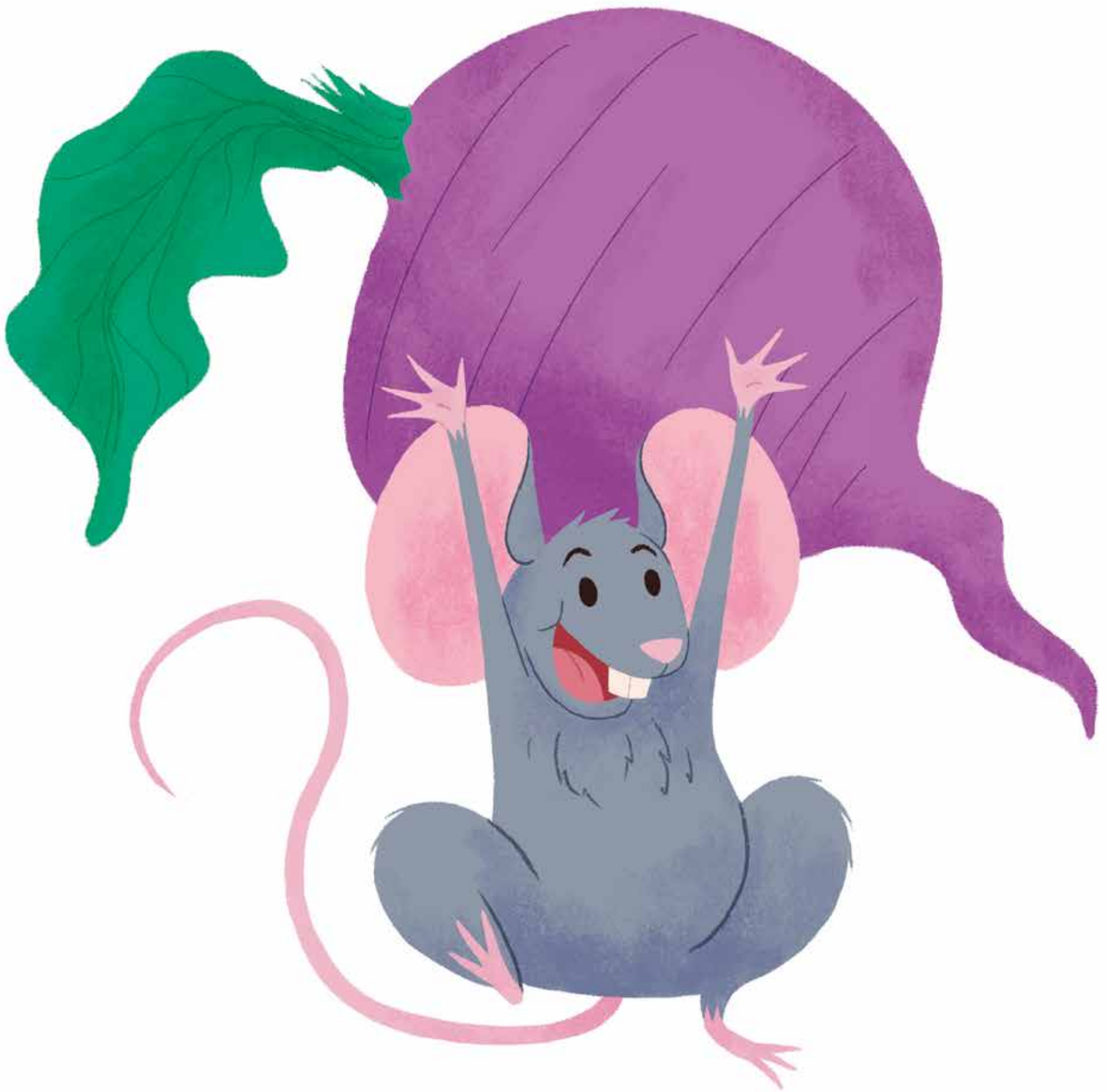
They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...



READ 1

I can visualise the family getting dirty. The dirt is sticking to their sweat as they pull and pull!

And out popped the giant beetroot!
'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'



READ 1

I can visualise everyone falling over when the giant beetroot finally comes out!

READ 2

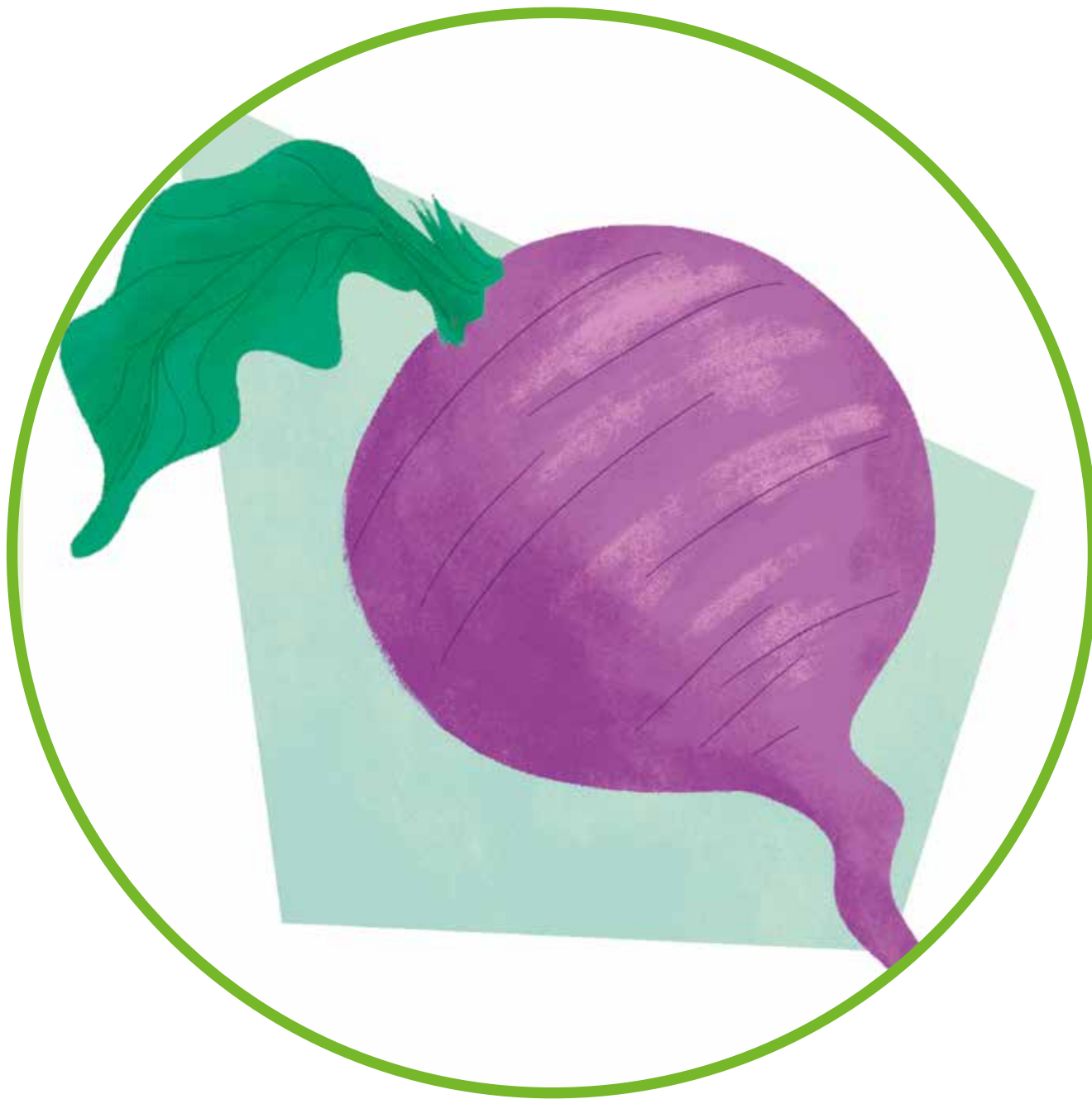
I can visualise the tiny mouse pulling out the giant beetroot on her own! What a funny thought!

That night, everyone on the farm had a feast of vegetables. As they ate, they joked and laughed about the giant beetroot and the strong mouse!



READ 1

I can visualise the sweet taste of the giant, delicious beetroot!



READ 1

What is stuck in the ground?

A giant beetroot.

Who helps pull out the beetroot?

Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat and the mouse.

Visualise all the characters in the story pulling and pulling. Do you think it was really the mouse who pulled the beetroot from the ground? Why or why not?

- I think it was the little mouse because everyone else pulled and pulled but it only came out when the mouse helped.

OR

- I don't think it was the mouse alone because everyone helped. It was everyone pulling together that made the beetroot finally come out!

READ 2

Why was Farmer Baloyi happy?

Because the soil on his farm was rich, and the rainfall was good.

How do you think the characters felt as they pulled the beetroot?

I think they felt...

Why is it funny to visualise a little mouse pulling out the giant beetroot?

- Because the strong farmer couldn't pull it out.
- Because two strong adults couldn't pull it out.
- Because even Farmer Baloyi, Mama Rhandu, Nsovo, the dog and the cat couldn't pull it out together! How could a tiny mouse do it alone?
- Because the giant beetroot is much bigger than the tiny mouse!



All of the learners in Rendani's class loved their teacher, Mrs Moleleki. One morning, Rendani arrived at school early. As he got to the classroom door, he heard Mrs Moleleki talking to the other Grade 1 teacher. 'I feel so tired,' Mrs Moleleki said, 'and my classroom is a mess! I just don't have the time or the money to fix it up! I want it to be nice because I love my learners, and I don't know what to do.' She sounded upset.



READ 1

Let's **evaluate** the problem in the story: the problem is that Mrs Moleleki is upset about her classroom!

READ 2

Rendani learns that there is a problem! The teacher who he loves is upset!

When class began, Rendani sat at his desk. He looked around the classroom. He saw that the classroom looked messier than usual! He saw that the paint was peeling off the walls. There were many broken desks. There were piles of books and papers everywhere. The reading carpet was dirty. He thought and thought about how he could help Mrs Moleleki.



READ 1

Rendani must care about his teacher, because he really wants to help fix the problem!

READ 2

When Rendani gets to class, he **evaluates** the problem. He sees that the classroom is a big mess. Rendani wants to help fix the problem!

At the beginning of break, all of Rendani's classmates waited in the queue for food. Rendani found his best friends and whispered in their ears, 'Let's meet by the flag when we have our food!'



READ 1

Rendani tells all of his friends to meet up. I make the **evaluation** that the problem is too big for Rendani alone!

READ 2

Rendani has **evaluated** the problem. He sees there is a lot of work to be done in the classroom! He must see that he needs help– he can't fix the problem alone!

When they had all gathered, Rendani told his friends all about what Mrs Moleleki had said. He told his friends about the peeling paint, the broken desks, the piles of books and papers, and the dirty carpet. 'We need to help!' Rendani said, sounding upset.



READ 2

Rendani feels upset as he tells his friends about the problem. He must really want to help his teacher who he loves.

‘Well, my dad just painted our house! I remember he said there was some extra paint. I will be in charge of the walls,’ Anodiwa said.

‘My mom built our kitchen table at home!’ Lufuno said.
‘Maybe she can help us fix the desks!’

‘Well, I love to recycle! I will find boxes that we can use for books and papers!’ Tengisa said.

‘My mom says I am the best cleaner,’ Fikani said. ‘I will scrub the carpet clean!’

‘Let’s make it a surprise! My mom is friends with Principal Mavhungu. Maybe she can get the key and we can surprise Mrs Moleleki on Monday! I will be in charge of the key,’ Rendani said.

READ 1

Rendani didn’t know what to do about the problem on his own. But now, he and his friends have so many good ideas! I make the **evaluation** that working with others can help you think of good ideas!

READ 2

Rendani’s friends think of so many smart ideas for fixing the problem! I make the **evaluation** that they are a good team, because they each know exactly what they will do to help!

Rendani's best friends and some of their parents worked all weekend.





Anodiwa and her father painted the walls with beautiful paint. The walls looked fresh and clean.

Lufuno's mother brought tools to school. Lufuno

helped her mother fix and clean all the desks.



Tengisa packed many boxes of paper and old books for recycling.

Fikani scrubbed and scrubbed the carpet.

It looked fresh and clean.

Rendani helped anyone who needed an extra hand.



READ 1

When I see all the hard work that Rendani and his friends do, I see that this problem was much too big for just one person to fix!

READ 2

Everyone works so hard together! I make the **evaluation** that Rendani and his friends are a good team, because they all have their own special job!

On Monday morning, Rendani, his best friends and their parents waited for Mrs Moleleki. As she opened the door, they all shouted, 'Surprise!'



Rendani saw tears in Mrs Moleleki's eyes as she looked around the fresh, clean, beautiful classroom.



READ 1

Let's **evaluate** their work! When I look at the classroom, I can see that they had good ideas to fix their messy classroom for Mrs Moleleki.

READ 2

Look at the classroom! I make the **evaluation** that their ideas to fix the messy classroom really worked, because the classroom looks so nice!



READ 1

What does Rendani see that must be fixed?

He sees peeling paint, broken desks, piles of books and papers, and a dirty carpet.

Who helps Rendani?

Anodiwa, Lufuno, Tengisa, Fikani, and some of their parents!

Why do you think Rendani told his friends about the problem?

- Because all of his friends love Mrs Moleleki.
- Because he sees it is a big problem.
- Because he can't think of how to fix the problem alone.
- Because he needs his friends' help to think of a solution to the problem.
- Because the problem is too big for one person to fix!

READ 2

What is the problem in the story?

The classroom is messy and Mrs Moleleki is upset because she can't fix it!

How is the problem fixed in the story?

All the learners work together to fix up the classroom.

Do you think Rendani and his friends did a good job of fixing the problem? Why or why not?

- I think they did a good job because they each worked on a different part of the problem.
- I think they did a good job because they worked as a team.
- I think they did a good job because the classroom looks much better at the end.
- I think they did a good job because their teacher is so happy at the end of the story.

Rendani's fresh, clean classroom:

Activity Ideas

Cleaning your classroom

- 1 Tell the learners to take a good look at your classroom, to see what they think needs to be done.
- 2 Ask learners to suggest things that could be done to improve your classroom.
- 3 Make a list on the chalkboard.
- 4 Next, discuss which changes you can make quite easily – make a note of these changes.
- 5 Plan a day to fix the classroom – tell learners to bring an old T-shirt to put over their school uniforms.
- 6 On the day, work systematically to allocate different jobs to different groups.
- 7 Give each group the materials they require to do the job.
- 8 This could include:
 - Carrying broken or unused furniture to a storeroom
 - Packing old books and papers into boxes for recycling
 - Sorting all textbooks and readers onto shelves
 - Sorting and packing all exercise books onto shelves
 - Arranging the desks and chairs to make the best use of the space
 - Washing the windows (possibly with help from a parent)
 - Scrubbing the carpet
 - Sweeping the floor
 - Washing the chalkboard

Ask for parent volunteers to help

- 1 Ask your learners to retell the story of Rendani's fresh, clean classroom to their parents.
- 2 Ask your learners to tell their parents that you are planning a special day to fix your classroom.
- 3 Tell learners to ask their parents to come and help – be specific about the help that you need.
- 4 If parents do come and volunteer their time, make sure they are welcome, that you give them a job to do, and that you thank them afterwards – show your learners that you value their families.
- 5 Have fun!



Kenewang loved her new green and purple rain boots.



READ 1

I love to get new clothing – especially shoes and boots!

On Monday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?' Her mother said, 'No, Kenewang. You must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.



READ 1

I can make a **connection**. I always feel excited when I get new clothing! I want to wear it right away!

READ 2

I can make a **connection**! I bought my son a new warm hat. I wanted him to wait to wear it until it was cold so that it would last all winter!

On Tuesday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?' Her mother said, 'No, Kenewang. I said you must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.



READ 1

That's **just like** me! I don't like waiting to wear new clothes!

READ 2

That's **just like** my son! When he saw his new hat, he wanted to wear it before it was cold! I told him he has to wait.

On Wednesday morning Kenewang asked her mother, 'Please, please can I wear my new boots today?' Her mother said, 'No, Kenewang! I already told you – you must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.



READ 1

I can make a **connection**! If I had to wait days and days to wear news boots, I would feel frustrated!

READ 2

I can make a **connection**! My son was so excited about his new hat that he kept asking and asking. I felt frustrated that I said the same thing again and again!

On Thursday morning Kenewang asked her mother, 'Please, please, please can I wear my new boots today?' Her mother stamped her foot. 'No, Kenewang. I have already told you many times! You must only wear your boots when it rains.'

So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.



READ 1

Kenewang is getting more and more excited to wear her boots! I would really want to wear my new boots too! If I were her, I would feel upset that I had to wait so long!

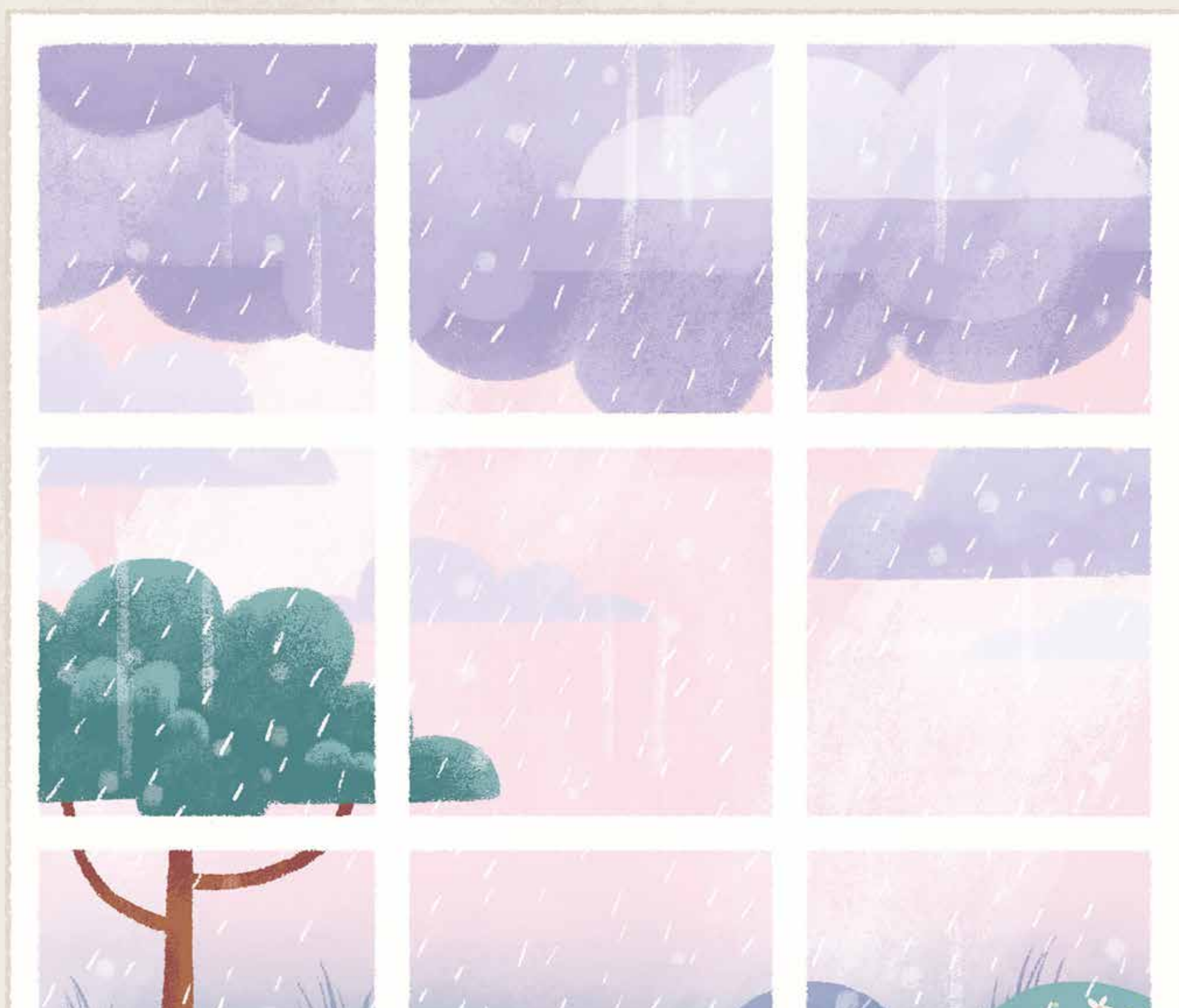
READ 2

That's **just like** how I got frustrated that I had to say the same thing to my son again and again!

After break on Thursday, the teacher said, 'It's raining!'

Kenewang heard the rain on the roof. Kenewang saw the raindrops on the windows.

'The rain is here! Now I can wear my new boots!' she shouted happily.



READ 2

That **reminds** me of how my son felt so excited the first time it was cold because then he could wear his new hat!

Kenewang took off her school shoes. Then she put on her beautiful new green and purple boots. At last! Kenewang smiled all the way home in the rain!



READ 1

I can make a **connection**! I feel so happy when I wear new shoes for the first time!



READ 1

What colour are Kenewang's new boots?

Her new boots are green and purple.

When must Kenewang wear her boots?

She must only wear her boots when it rains.

Can you make a connection? How would you feel if you were Kenewang waiting for rain?

- I think I would feel...
- If I had to wait to wear new shoes, I would feel...

READ 2

How do you think Kenewang's mother feels in the story?

I think she must feel...

How does Kenewang feel when she sees the rain?

She feels happy!

Why does Kenewang's mother get frustrated?

- Because she wants Kenewang to save her boots for the rain.
- Because Kenewang asks her the same thing again and again.
- Because she says Kenewang must wait for rain, but Kenewang asks every day!

Kenewang's new boots: Activity Ideas

Art

- 1 Draw the outline of a pair of children's boots on an A4 page.
- 2 Make a copy for each learner, and give it to them.
- 3 Tell learners to close their eyes and image their own dream pair of boots – a pair of boots that they would love to own!
- 4 Ask learners to colour and decorate the boots just as they imagined.
- 5 Display learners' work on a classroom wall.

Gumboot dancing: isicathulo

- 1 Tell your learners about the history of gumboot dancing, or isicathulo:
 - In the past, men who worked in the mines wore gumboots because it was often damp underground.
 - In those days, miners were not allowed to talk to each other when they were underground.
 - Because of this, the miners developed a way of communicating with each other using their boots.
 - Different rhythms were made by stamping their feet, and clapping their hands on their boots.
 - Each rhythm had its own meaning.
 - In this way, the miners could communicate and support each other.
 - These days, there are women and men miners, and they are allowed to talk to each other!
- 2 Tell your learners to ask their families about this, and if they know anyone who did isicathulo.
- 3 Let learners report back to share what they learnt from their families.
- 4 Make up some rhythms and messages of your own – just for your class to communicate with each other!





It was Saturday. Bohlale was going to the shops with her grandmother. 'Let's go!' Granny called. Bohlale ran to the kitchen.

Bohlale and her grandmother walked past pigs eating in the garden.

They walked past some girls skipping.

They walked past a woman hanging her washing up.

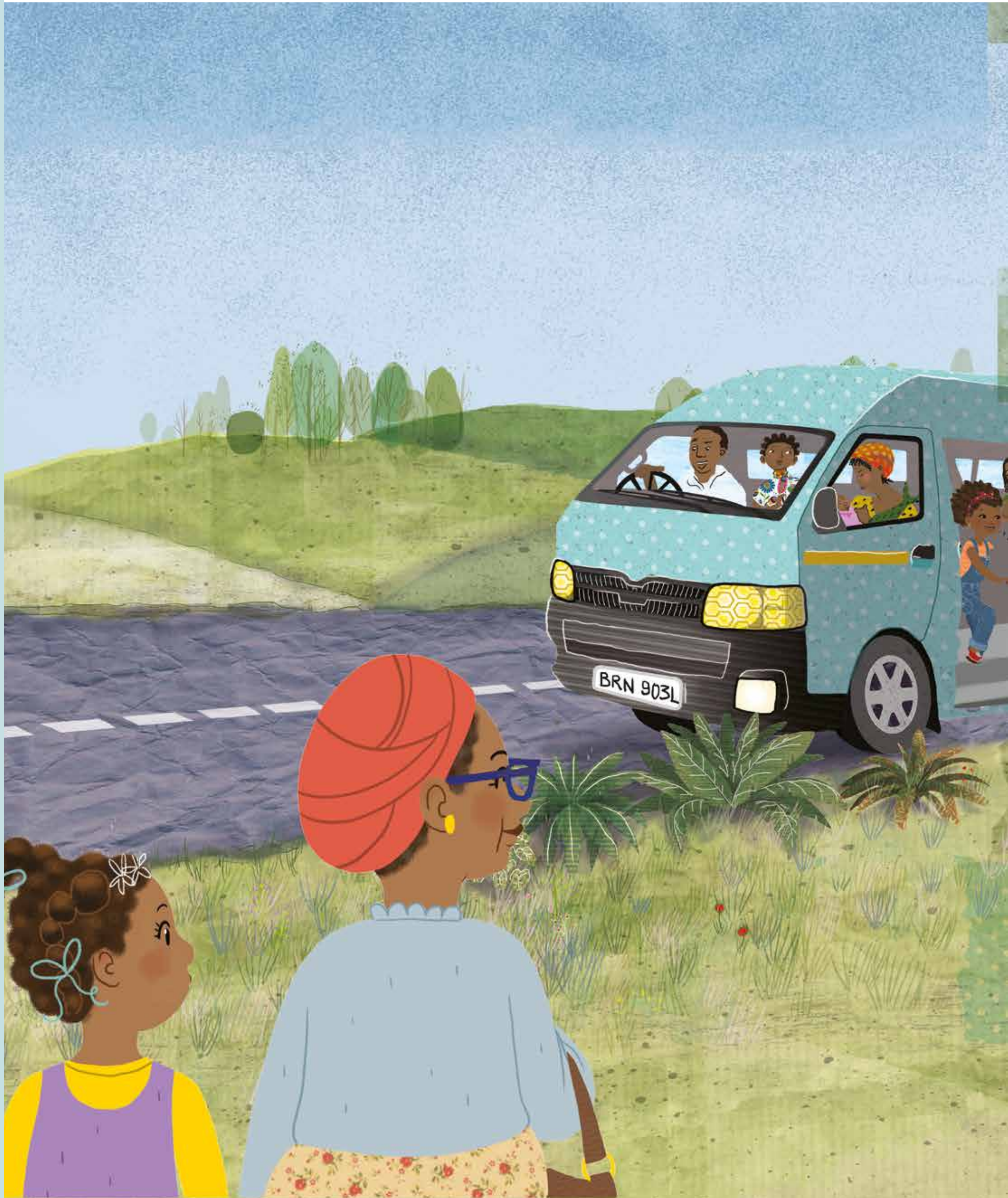
READ 1

I can infer that Bohlale and her granny have a long walk!

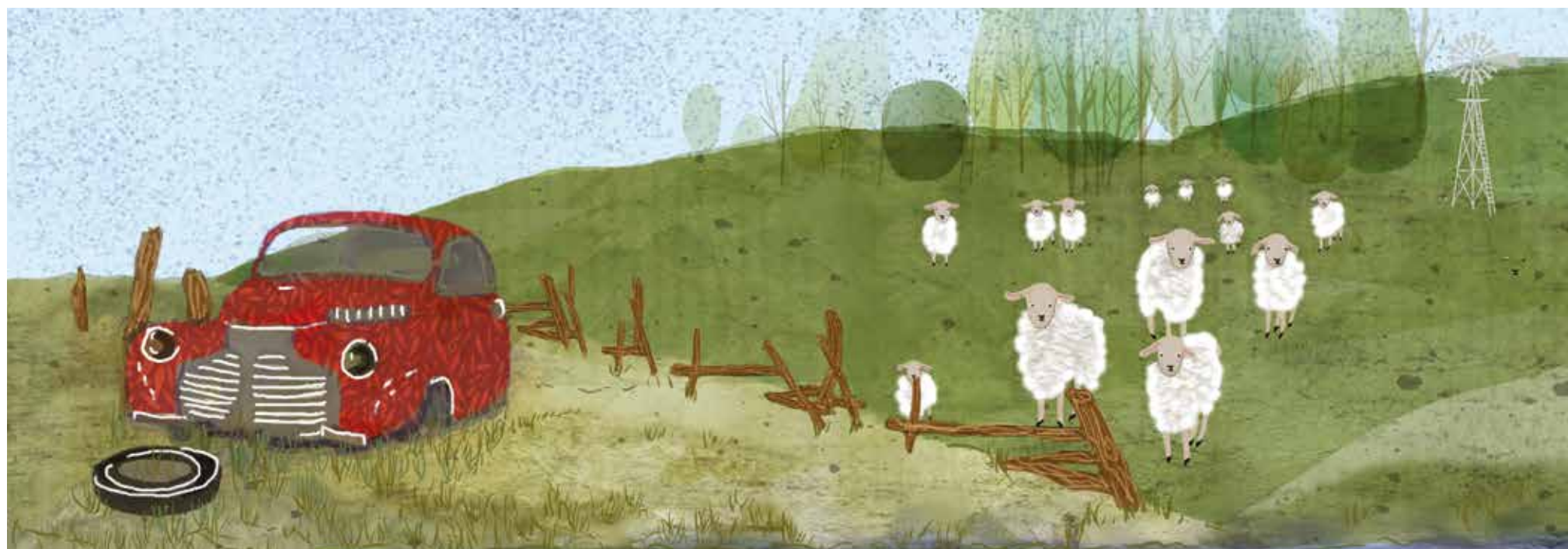
READ 2

Bohlale ran to the kitchen. **I can infer** that she is excited to go to the shops.

Finally, they got to the main road. Their taxi was almost there!



Bohlale looked out of the window the whole way.
She saw an old, broken car.
She saw some sheep.



Then, she saw many colourful signs. They were in town!



The taxi stopped. 'Let's go!' said Granny.



READ 1

Oh! I can infer that Bohlale and her granny live far from town. I can infer that they might not go to town very often!

First, they went to the bank.



Then, they went to the post office.



Finally, they went to the clothing shop. 'I will buy you something new. Go and choose, Bohlale,' Granny said.



READ 1

Look at the picture carefully! I can infer that Bohlale is bored at the bank. She also looks bored at the post office. But she looks very excited when she gets to the clothing shop!

READ 2

Bohlale is only excited about going to the clothing shop. I can infer that she only went to town with granny to go to the clothing shop.

'I like this one,' Bohlale said, pointing to a green T-shirt with a picture of a dinosaur on the front.
'That's for boys,' said Granny.
'But I love dinosaurs,' Bohlale said.
'You are looking at the boys' clothing!' Granny said.



'Oh! I love this one!' Bohlale said, looking at a T-shirt with a picture of a truck on the front.
Granny shook her head. 'Why not?' asked Bohlale.
Granny walked away.

READ 2

I can infer that Bohlale and her grandmother have different ideas about what girls should wear.

'What about this one?' asked Granny.

'But Granny, I don't like pink,' said Bohlale.

'All girls like pink!' said Granny.

'Well, I'm a girl and I don't,' Bohlale thought.

'Fine. We will just get you a plain, white T-shirt,' said Granny.



READ 1

Bohlale and her granny like different T-shirts! I can infer that Bohlale is not happy about the T-shirt granny chooses to buy!

READ 2

Look at the picture! I can infer that Bohlale feels frustrated. Bohlale must feel frustrated because Granny told her she could choose, but then she says no to all the T-shirts that Bohlale likes!

When Bohlale got home, she left the shopping bag on the kitchen table and went to her room. She sat on her bed and thought about all the T-shirts at the clothing shop.

Bohlale's mother came into her room. She was holding the new white T-shirt.

'Is this what you chose?' she asked.

Bohlale told her mom what had happened at the clothing shop.



READ 1

Bohlale leaves her bag on the table. That let's me **infer** that Bohlale is not happy about the T-shirt she got at the shop!

READ 2

Bohlale must be frustrated that Granny didn't let her choose a T-shirt that she likes. Poor Bohlale doesn't even want to take her new T-shirt out of the bag!

'I have an idea,' her mother said and left the room. She came back with some koki pens. 'You can use these to draw your own picture on your new T-shirt!' she said. Bohlale thought about all the T-shirts she liked at the shop, and began to draw.



READ 1

I can infer that Bohlale will draw a T-shirt like the ones she saw in the shops!

READ 2

Bohlale's mother helps her make a T-shirt that she likes. **I can infer** that Bohlale's mom let's Bohlale wear anything she likes.

Later, Bohlale's father called her to come for supper. Bohlale put on her new T-shirt. She looked in the mirror. Bohlale liked what she saw! She ran to the kitchen.



READ 1

Look at Bohlale's big smile! I can infer that she likes her new T-shirt now!

When Palesa saw Bohlale's T-shirt, she pointed at the picture. 'I want a T-shirt just like Bohlale's!', she said. Bohlale looked at her mother and they both smiled.



READ 1

I remember that Granny said cars and dinosaurs are only for boys. But look! Palesa likes them too. **I can infer** that not all girls like the same things!

READ 2

Bohlale smiles at her mother. **I can infer** that Bohlale's mother helped her feel better.



READ 1

What kind of T-shirts did Bohlale want?

She wanted a dinosaur T-shirt or a truck T-shirt.

Which shirt did her granny buy for her?

Granny bought a plain white T-shirt.

What lets you infer that Bohlale is upset about her new T-shirt?

- She looks sad in the shop.
- She leaves her bag on the kitchen table.
- She sits on her bed, looking upset.
- She told her mom all about what happened.
- She drew on her new T-shirt to make it look nice, because she didn't like the shirt her granny had picked out.

READ 2

What do Bohlale and her granny disagree about?

- They disagree about which T-shirt Bohlale should get.
- They disagree about what boys and girls like.

What does Bohlale's mother do to help her feel better?

- She listens when Bohlale feels sad.
- She gives her koki pens.
- She tells her she can draw anything she wants.

Why did Bohlale feel frustrated?

- Because Granny said 'no' to all the T-shirts she chose.
- Because Granny told her the things she likes are only for boys.
- Because Granny told her she must like pink.
- Because Granny wouldn't let Bohlale choose something she really likes.

Bohlale's new T-shirt: Activity Ideas

Family discussion

- 1 Tell learners that every family has its own way of doing things.
- 2 Tell learners to retell the story of Bohlale's new T-shirt to their families.
- 3 Next, tell your learners to explain that Bohlale didn't agree with her granny, so she got the plain white T-shirt.
- 4 Finally, learners must ask their families what they should do if they do not agree with someone older.
- 5 Let learners report back to share what must happen in their families.
- 6 Remind learners that every family can have a different opinion, and a different way of doing things – there is no right or wrong answer.

Art

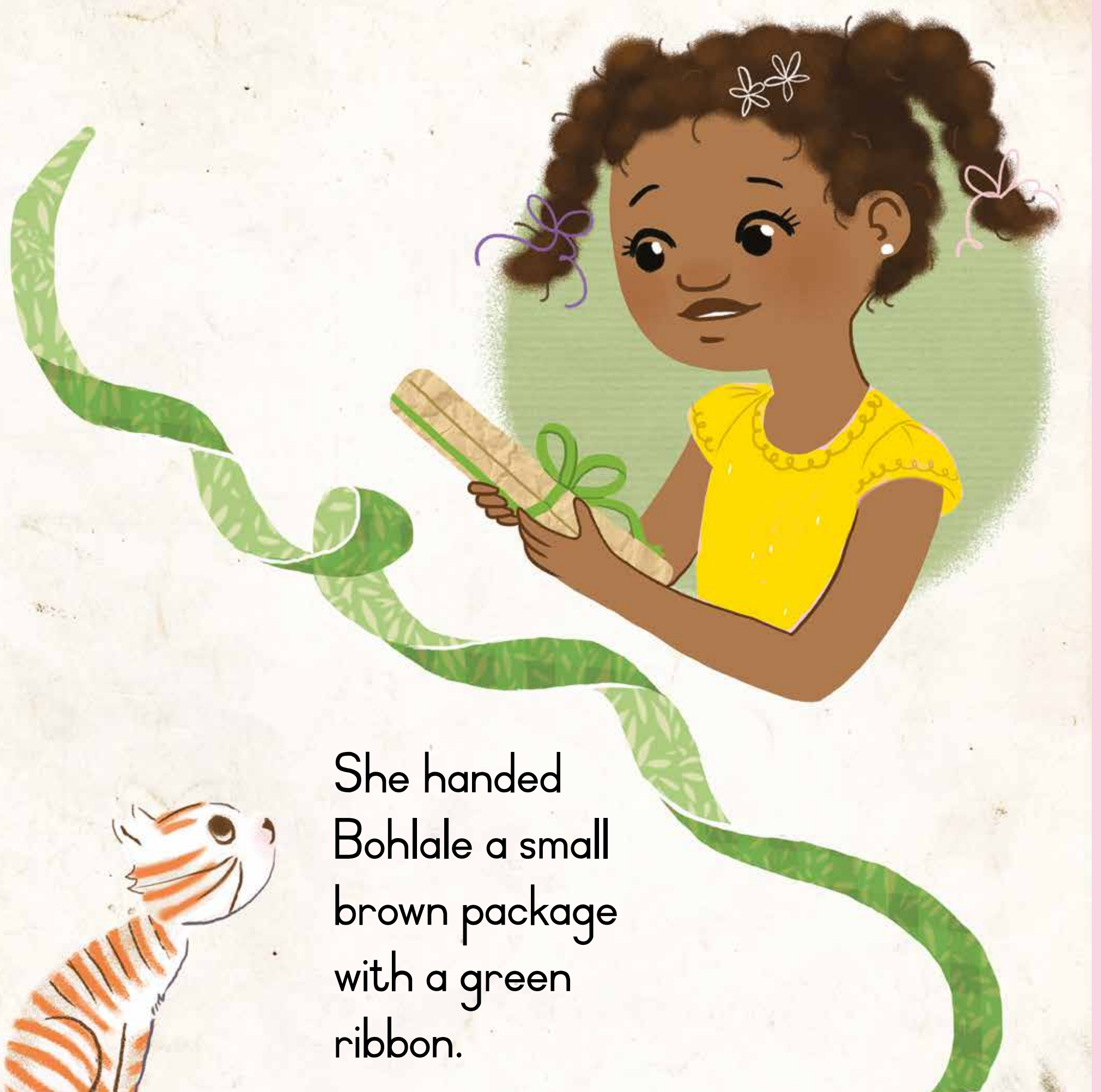
- 1 Tell your class to design their own T-shirts on paper.
- 2 Tell them to close their eyes, and to think about their dream T-shirts – if they could make their own T-shirt, like Bohlale, what would it look like?
- 3 Once learners have completed their designs, display their work on a classroom wall.
- 4 It would be a nice idea to choose a winning design, and to give that learner a white T-shirt and some permanent markers!





Bohlale's auntie came to visit after her holiday. As Bohlale's auntie was leaving, she handed her a small brown package.

'I almost forgot!' she said, 'I brought you something.'



She handed Bohlale a small brown package with a green ribbon.

READ 1

I wonder what is inside the package?

Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother. She thought about her cousin Lebo's puzzle.



Finally, she opened the package. Inside was a small book.

READ 1

Bohlale was not thinking about a book. I **wonder** how she will feel about getting a new book?

READ 2

I **can infer** that Bohlale was wishing for a different gift!



'This is no fun!' thought Bohlale. She ran outside to play.

She chased a butterfly flying through the sky.

She watched an aeroplane fly overhead, and wondered where it was going.



She searched for stones in the riverbed.

READ 1

I **wonder** why Bohlale isn't excited about her new book? She must think a book isn't as fun as crayons or a puzzle!

READ 2

I **can infer** that Bohlale isn't too excited about her book at first. She doesn't even look at it! She just goes outside to play.

Then she felt a raindrop right between her eyes.
She looked up. The sky was dark and grey.



Bohlale ran inside. The rain began to fall harder and harder.

Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.



READ 1

Bohlale can't play outside anymore because of the rain. I **wonder** what she will do now?

READ 2

Look at Bohlale's sad face. I **can infer** that she feels upset that she must stay inside!



Then, she noticed the book on her bed.
There was a picture of the Earth on the cover.
She read the title, 'All Around the World'.



Bohlale opened to the first page. There was a picture of giant pyramids and camels. 'I want to go there!' she thought. 'Egypt,' she read.



Bohlale turned to the next page. She read the words, 'New York'. She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.



On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.

READ 1

I **wonder** why Bohlale decides to look at the book now? It must be because she doesn't have anything else to do!

READ 2

Bohlale keeps turning the pages. She sees so many new places! I **can infer** that she is interested in the book.



Bohlale read until she fell asleep, the book still in her hands. That night, Bohlale dreamed about flying in a giant aeroplane.



READ 1

I **wonder** why Bohlale falls asleep with the book in her hands? It must be because she reads and reads until she falls asleep!

READ 2

I **can infer** that Bohlale is so excited about her new book! I make that **inference** because she dreams about the aeroplane from her book! She can't stop thinking about everything she has seen inside!

When Bohlale woke up, the book was no longer in her hands. 'Where is my book?' she thought. She looked under the covers. No book.



She looked on the table next to her bed. No book.



Finally, she looked under her bed. 'Phew,' she said. 'I thought I'd lost you!'



READ 1

I **wonder** why Bohlale is so scared that she lost her book? I think it is because she really likes it!

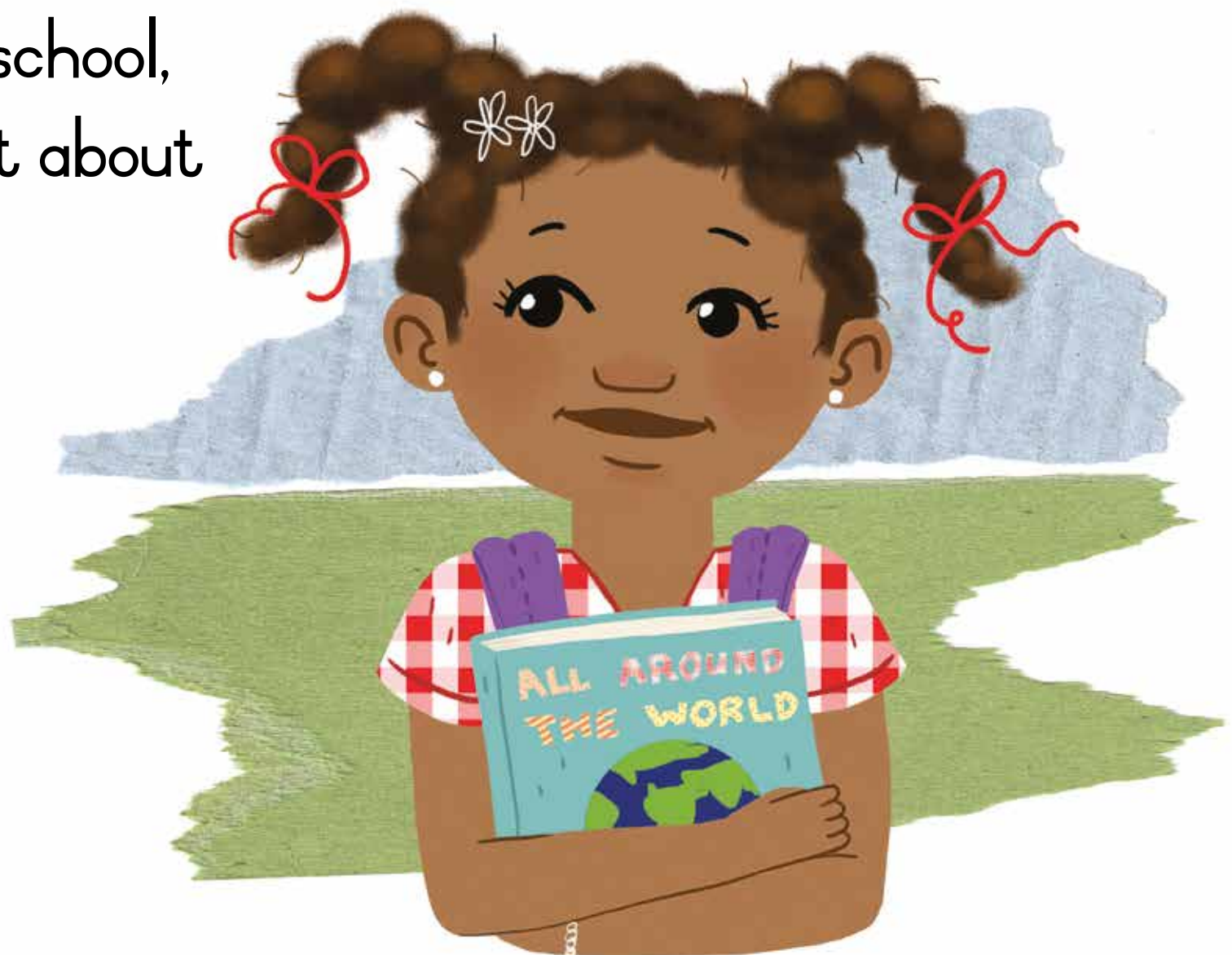
READ 2

I **can infer** that Bohlale loves her book now, because she is very scared when she cannot find it!



Bohlale shined her shoes and packed her school bag. She put her new book into her bag. Then she changed her mind and took it out again. 'I want to carry my book,' Bohlale thought.

All the way to school, Bohlale thought about which place she would show her friends first.



READ 1

I **wonder** which page Bohlale will decide to show her friends first?

READ 2

I **wonder** why Bohlale decides to carry her book? It must be because she loves it so much, she wants to keep looking at it!



READ 1

Who brought Bohlale a new book?

Her auntie brought her a new book.

What are the places Bohlale sees in her new book?

She sees Egypt, New York and Mount Kilimanjaro.

How do Bohlale's feelings about her new book change?

- At first she is not very excited about the book.
- When she reads the book, she loves it! She feels excited about the book once she looks at it.
- By the end of the story, she loves the book so much she wants to carry it to school with her.

READ 2

What did Bohlale dream about?

She dreamt about an aeroplane – like the one from her book!

How do you think Bohlale felt when she thought she lost her book?

I think Bohlale felt...

How can you infer that Bohlale loves her new book in the end?

- Bohlale keeps turning the pages!
- Bohlale falls asleep with the book in her hands.
- Bohlale dreams about the book. She can't stop thinking about all the things she saw in her new book!
- Bohlale is scared when she thinks she lost her book!
- Bohlale decides to carry her book to school. She doesn't want to put it in her bag.
- Bohlale wants to hold her book so she can easily show her friends all the interesting places inside.
- Bohlale thinks about her book the whole way to school.

Bohlale’s new book: Activity Ideas

Learning about different places

- 1 Tell learners that just like Bohlale learnt about Egypt, New York and Kilimanjaro, you are going to learn about new places too!
- 2 Ask learners to go home and ask their families to tell them about another place, a place that they may have visited, or read about, or seen on TV.
- 3 This can be a place in South Africa, or in another country.
- 4 Let learners report back and share what they have learnt from their families.
- 5 Create a space on a classroom wall with the heading: New Places.
- 6 Every time a learner tells you about a different place, make a label with the name of the place, and stick it on the wall.
- 7 For example:

New Places			
Sun City		Paris	
	Durban		Mozambique
Kruger National Park		Portugal	



Rendani woke up late. It was Saturday! He looked through the basket of books next to his bed. He had read all of these books one hundred times!



READ 1

What does Rendani want to do when he wakes up? Oh! He wants to read.

READ 2

Why doesn't Rendani want to read any of his own books? Oh! Because he has read all of his books lots of times!

Rendani walked into the sitting room. His father was sitting on the sofa, reading the newspaper.

'I want to read too!' Rendani said. 'But I am bored of my books. I have read them so many times!' Rendani's father paged through the newspaper.

'Try to read these!' he said, handing Rendani the comics. Rendani looked at the pictures. He tried to read the words. He could read a few, but most of the words were too difficult!



READ 1

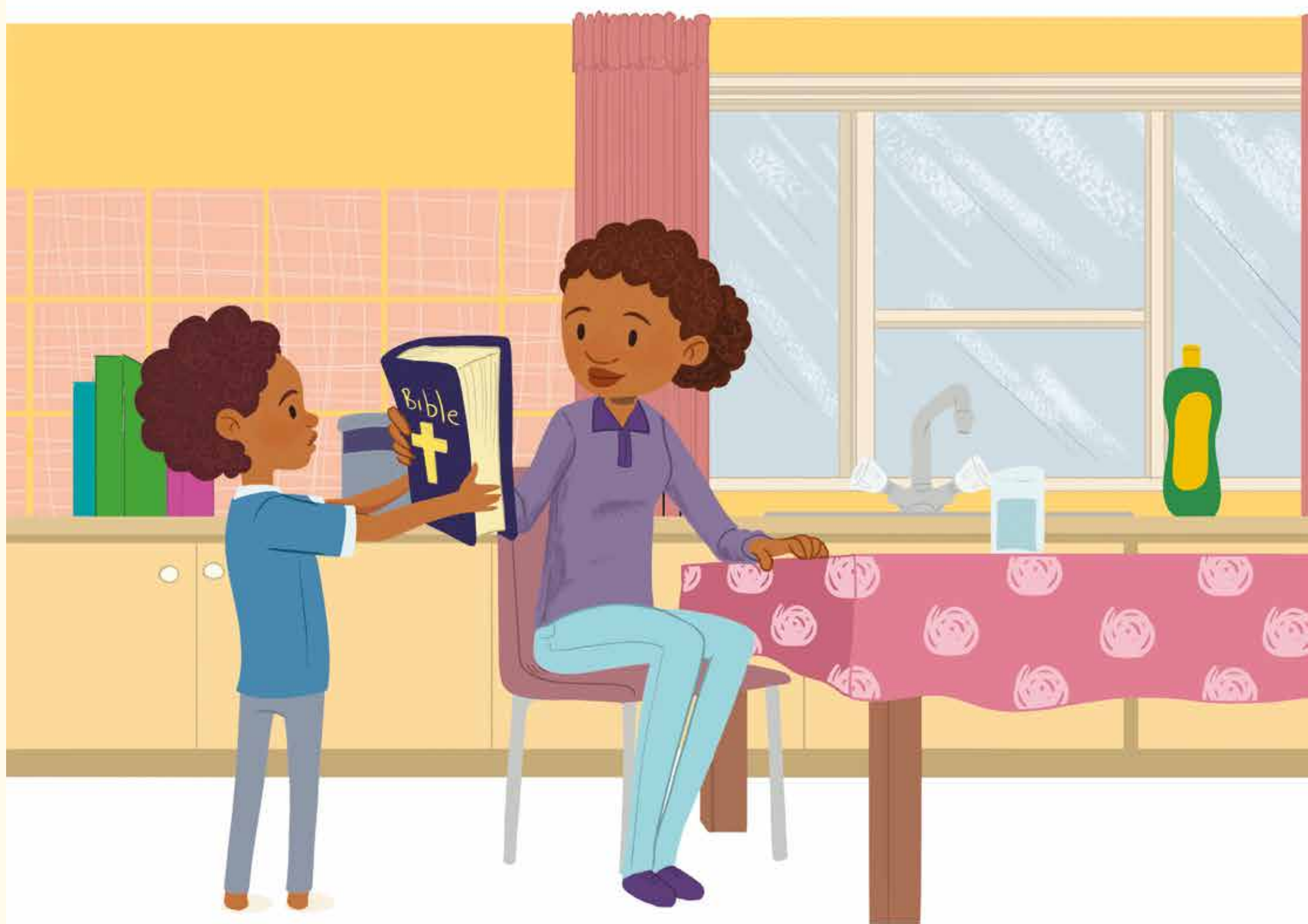
What does Rendani try to read next? Oh!
I learn that he tries to read the comics from the newspaper!

READ 2

Why can't Rendani read the comics? Oh!
I learn that it is because they are too difficult for him!

Then, Rendani walked into the kitchen. His mother was sitting at the table, reading her Bible. 'I want to read too!' Rendani said. 'But I am bored of my books. I have read them too many times!' Rendani's mother passed him her Bible.

'Try to read this!' she said. Rendani loved the Bible stories that he heard at church and from his parents, but he could not read the Bible. It was too difficult.



READ 1

What does Rendani try to read after that?
I learn that he tries to read a Bible story!

READ 2

Why can't Rendani read the Bible? Oh! It is because it is also too difficult!

Finally, Rendani found his sister. She was sitting outside, looking at her phone. 'Let's play!' Rendani said, tugging on her sleeve.

'No, Rendani, I am reading!' Nduvho said, waving her phone in his face.



READ 1

What is Rendani doing? Oh! He is looking for something new to read!

READ 2

How is Nduvho reading? Oh! I learn that she is reading on her phone.

'I want to read too!' Rendani said. 'But I am bored of my books. I have read them one hundred times! I have looked and looked but there is nothing for me to read.' 'I have an idea!' Nduvho said. 'The app that I use is called Fundza. It is for older kids. But I bet we can find some good apps for you!' she said. She went to the App Store on her phone and started searching. 'Look!' Nduvho said, showing Rendani the phone. Rendani saw that his sister had found an app called the African Storybook Reader.



READ 1

Why can't Rendani read on Nduvho's app? **I learn** that her app is for older kids!

READ 2

What is Nduvho searching for? **I learn** that she is searching for an app that Rendani can use to read!

Nduvho ran inside the house. 'Mama, where is your old phone? I want to set it up so Rendani can read on it! We found an app with so many free books for him! And the books are in different languages, so he can read in Tshivenda, Xitsonga and English! All we needs is a little bit of data to download the app, and then he can read forever!' Mama opened a drawer in the kitchen. She pulled out her old phone, and handed it to Nduvho.



READ 1

What will Nduvho do with Mama's old phone? Oh! She will download a cool app onto the phone for Rendani to use!

READ 2

Why did Mama give Nduvho her old phone? Oh! **I learn** that it is for Rendani. Nduvho wants to set up the app so Rendani can read on the phone, just like her!

Nduvho went back outside and sat next to Rendani. 'Mama loaded some airtime on the phone. Let's download the app! Then you can search for stories!' Rendani was so excited. Now he would always have a new story to read!



READ 1

What is the app that Rendani is excited about? **I remember** that it is called African Storybook Reader.

READ 2

How will the app help Rendani? Oh! **I learn** that it is because there are so many new stories to read on the app!



READ 1

What did Rendani try to read?

He tried to read the comics from the newspaper and the Bible.

Who did Rendani want to play with?

He wanted to play with his sister, Nduvho.

Why was Rendani searching for something new to read?

- He was bored of the books he had.
- He had already read his own books too many times.
- There weren't very many books in his house.
- All the new things he could find to read were too difficult.

READ 2

What did Rendani do when he couldn't find something new to read?

He asked Nduvho to play with him.

What does Nduvho use to read?

She uses an app called Fundza.

Why did Nduvho find an app for Rendani?

- Because Rendani couldn't find anything new to read.
- Because Rendani was bored of his books.
- Because she didn't want Rendani to bother her.
- Because she loved her app Fundza and she wanted to find something like that for Rendani.
- Because she remembered her mother had an old phone.

Rendani reads: Activity Ideas

The African Storybook Reader app

- 1 If you have a smart phone, please download the 'African Storybook Reader' app.
- 2 The next time you have data or access to free wifi, go to the app store on your phone.
- 3 Click the 'search' icon.
- 4 Type in: african storybook reader.
- 5 The app will appear on your phone, click on: GET, and it will download to your phone.
- 6 Once the app is downloaded to your phone, you can select the languages that you want to read in, and the level of books that you want to read.
- 7 Show the app to your learners, and read some of the stories aloud to them.
- 8 The next time you have a parent's meeting, tell them about the app.
- 9 Remind parents that it is absolutely free, other than the data costs to download the app.
- 10 Encourage parents to read with their children.
- 11 Also encourage parents to look for other free reading apps to download and use!



Bohlale was so excited about her new blue bike. She loved the bright colour of her new bike. She loved the sound of the bell on her new bike. She loved that her bike could go so fast.

She even loved her new red helmet. It was covered with flowers.

Bohlale rode her new bike everywhere.



One afternoon, Bohlale followed a dog that was looking for food.
She followed a kid chasing its mother down the path.



Then Lebohang and Lungi, two of the older girls from school, rode past Bohlale. They had brightly coloured bikes. They were ringing their bells loudly. They were riding fast, passing each other and laughing. Bohlale noticed their hair. They were not wearing helmets. They looked so comfortable and free.



READ 1

I can infer that Bohlale is thinking about not wearing a helmet!

READ 2

I can infer that the older girls look like they are having fun. Maybe Bohlale is wishing she could ride bikes with them!

That night, Bohlale lay in her bed. She thought about the older girls. She thought about their cool hairstyles. She thought about how free they looked with the wind blowing in their faces. 'Helmets are silly,' she thought.



READ 2

Bohlale is still thinking about those older girls. That helps me **infer** that she must think they are cool. I think she must want to copy them.

The next morning, Bohlale put on her helmet. She thought about the warning from her mother, 'Always wear your helmet, Bohlale!' Then she thought about the older girls. She decided that she was big enough not to wear a helmet. She took off her helmet and hid it under a bush.



READ 1

Bohlale hides her helmet. I can infer that Bohlale doesn't want her mother to see her leave the house without a helmet!

READ 2

Bohlale doesn't want to wear her helmet anymore. I can infer that Bohlale wants to be like the older girls.

As she rode to Koki's house, Bohlale rang her bell loudly. She went as fast as she could. She felt the wind blowing in her face. She felt free! Bohlale was almost at Koki's house when she saw a big rock in the road. She tried to stop, but she was going too fast. She tried to swerve, but the rock was too big. Her bike hit the rock!



READ 1

Look at Bohlale's face in this picture! I **can infer** that Bohlale feels very scared! It must be scary to hit a big rock and fall without a helmet on!

READ 2

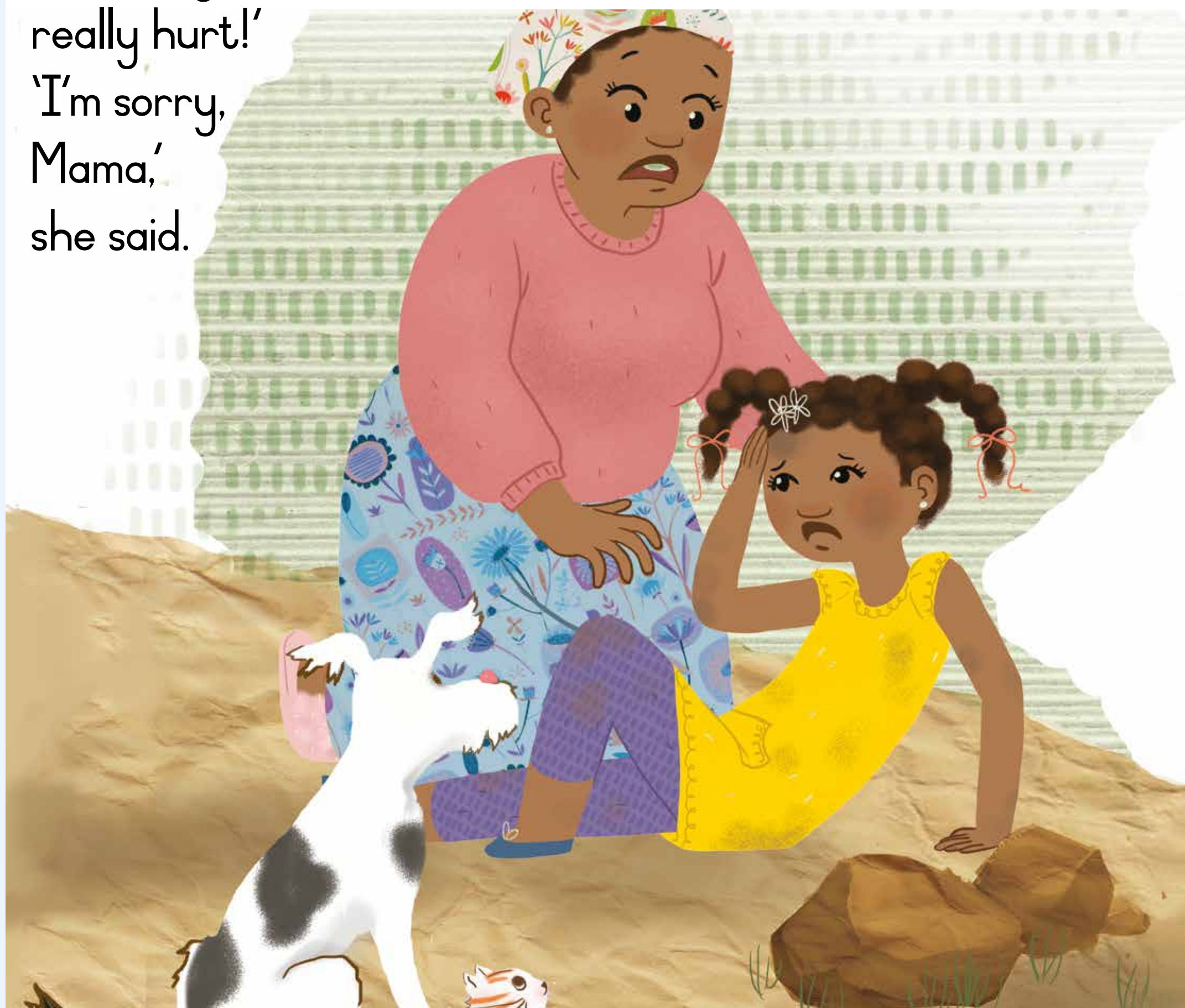
I **can infer** that Bohlale wants to be like the older girls because she is doing all the things she saw them doing!

Bohlale felt her bike shake. She fell off the bike. Her head hit the pavement.

When Bohlale opened her eyes, her mother was standing over her.

Bohlale's mother said, 'You hit your head so hard! Bohlale, you must wear a helmet. You could have been really hurt!'

'I'm sorry, Mama,' she said.



READ 1

Bohlale hit her head with no helmet to protect her! **I can infer** that Bohlale is lucky that she didn't have to go to the hospital!

The next morning, Bohlale found her helmet under the bush. 'I don't want to hurt my head again,' Bohlale thought.



READ 1

I can infer that Bohlale's head really hurt.
I can infer that Bohlale doesn't want to hurt her head like that again!

READ 2

I can infer that Bohlale understands why her mother told her to wear a helmet. She knows protecting her head is more important than being like the older girls!

On her way to Koki's house, Lebohang and Lungi rode past Bohlale. They both had brand new helmets. The helmets were red, and covered with flowers. 'Hey Bohlale!' Lungi yelled, 'Nice helmet!' Bohlale kept her helmet on for the rest of the day.



READ 1

I remember that in the picture, the older girls saw Bohlale fall! I **can infer** that they saw Bohlale hit her head. Now, they want to protect their heads too!

READ 2

Look – now the older girls want to be like Bohlale! I **can infer** that they thought that Bohlale's helmet was cool and safe.



READ 1

Who did Bohlale see riding their bikes without helmets?

She saw Lungi and Lebohang.

Where did Bohlale hide her helmet?

She hid it under a bush.

Why did Bohlale decide to wear her helmet in the end?

- She knew that her helmet would keep her safe.
- Because she fell and hurt her head.
- Because she didn't want to hurt her head again.
- Because she didn't want to make her mother feel worried.

READ 2

Who wears helmets in the end?

Bohlale and the older girls all wear helmets.

How do you think Bohlale feels when she sees the older girls wearing helmets, like her?

I think Bohlale feels...

I can infer that Bohlale feels...because...

Why did Bohlale hide her helmet under the bush?

- She decided not to wear her helmet.
- She wanted to be like the older girls.
- She wanted to feel the wind in her face.
- She wanted to feel comfortable and free.
- She didn't want to look like a baby.
- She didn't want her mother to know she was not wearing her helmet.

Bohlale's helmet: Activity Ideas

Art: paper mâché helmets

- 1 Collect the following items per learner:
 - 1 × balloon
 - 1 × newspaper
 - 1 × cup of flour
- 2 Tell learners to bring an old T-shirt to wear over their clothes for an art day.
- 3 Also tell learners to bring a bowl or bucket to school that day.
- 4 Settle every learner with their balloon, newspaper and bowl or bucket.
- 5 Tell learners to tear the newspaper into small strips.
- 6 Then, learners must blow their balloons up to about the size of their heads. They must take care not to pop their balloons.
- 7 Next, pour about 1.5 cups of water and 1 cup of flour into each learner's bowl.
- 8 Learners must mix the flour and water well, to make a glue.
- 9 Then, learners must dip the strips of newspaper into the glue, and layer them on to the balloon, in the shape of a helmet.
- 10 Learners must stick at least 5–10 layers of paper and glue onto the balloon, to make their helmets.
- 11 The helmets must be left to dry for a few days. Write learners' names onto the balloons to prevent mix-ups.
- 12 Once the helmets are dry, the balloons can be popped and removed.
- 13 Try to source paint for learners to paint and decorate the outside of their helmets.
- 14 Remind learners that these helmets are just for show! They are not designed to keep learners safe!



Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.



READ 2

Lesego must be **evaluating** whether her feelings about Uncle Tumelo are right or wrong.

Mapule, Lesego's older sister, came into the room.

'What's wrong Lesego?' she asked.

'Nothing,' Lesego lied.

Mapule sat down next to her. 'I can see something is wrong!' she said, 'tell me!'



READ 1

I **wonder** why Lesego is scared to tell her sister? She must think her feelings are bad or wrong!

READ 2

Lesego must be **evaluating** whether she should tell her sister about her feelings, or keep them a secret!

'I don't like it when Uncle Tumelo comes over. I just feel...I don't know,' Lesego said. 'But don't tell anyone! I don't want mom to be angry with me!' 'I know how you feel. I don't like it when he kisses me on the lips,' Mapule said. 'I think we should tell mom. It is a serious thing if someone makes us feel uncomfortable!'



READ 1

I **wonder** why Lesego is scared to tell her mom? Oh! It must be because she is afraid her mother will say her feelings are wrong!

READ 2

Mapule makes the **evaluation** that their feelings about their uncle are not wrong!

‘No! She will be angry with us for saying mean things about her brother. I don’t want to make her mad!’

Lesego cried.

‘I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,’ Mapule said, holding Lesego’s hand.



READ 1

I **wonder** why Mapule isn’t scared? She must feel like their feelings are right.

READ 2

Mapule makes the **evaluation** that their feelings are important and must be shared!

Mapule and Lesego found their mother cooking lunch. 'Mom, we need to talk to you,' Mapule said bravely. Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable. Mom took a deep breath. Lesego thought she was getting ready to shout.



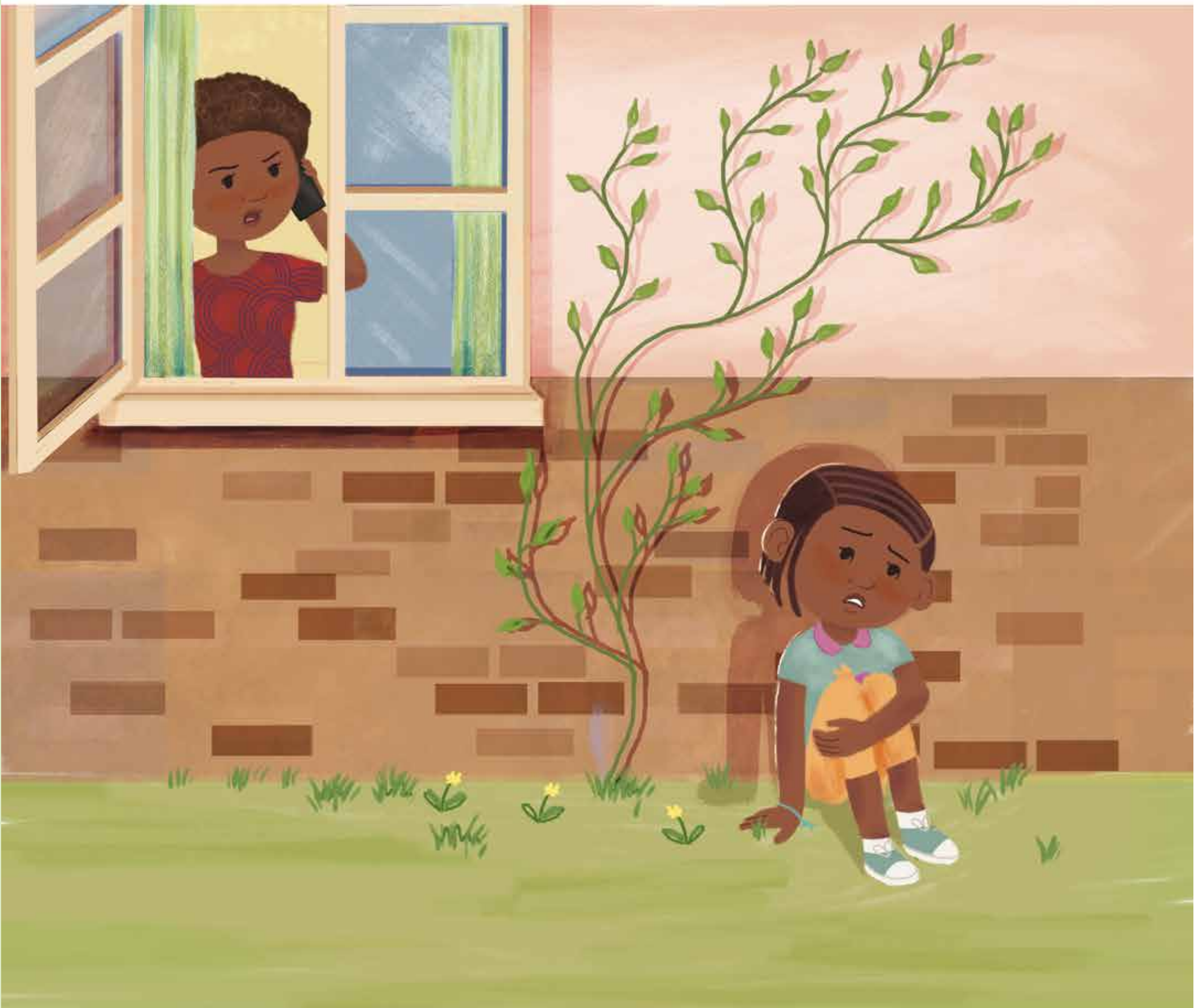
'I'm glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn't ignore. I will speak to him. And also, Mapule, I don't want you or Lesego to ever be alone with him,' mom said seriously. 'Always stay together when you are with Uncle Tumelo.'



READ 2

Mapule's **evaluation** was correct! Their feelings are serious and important.

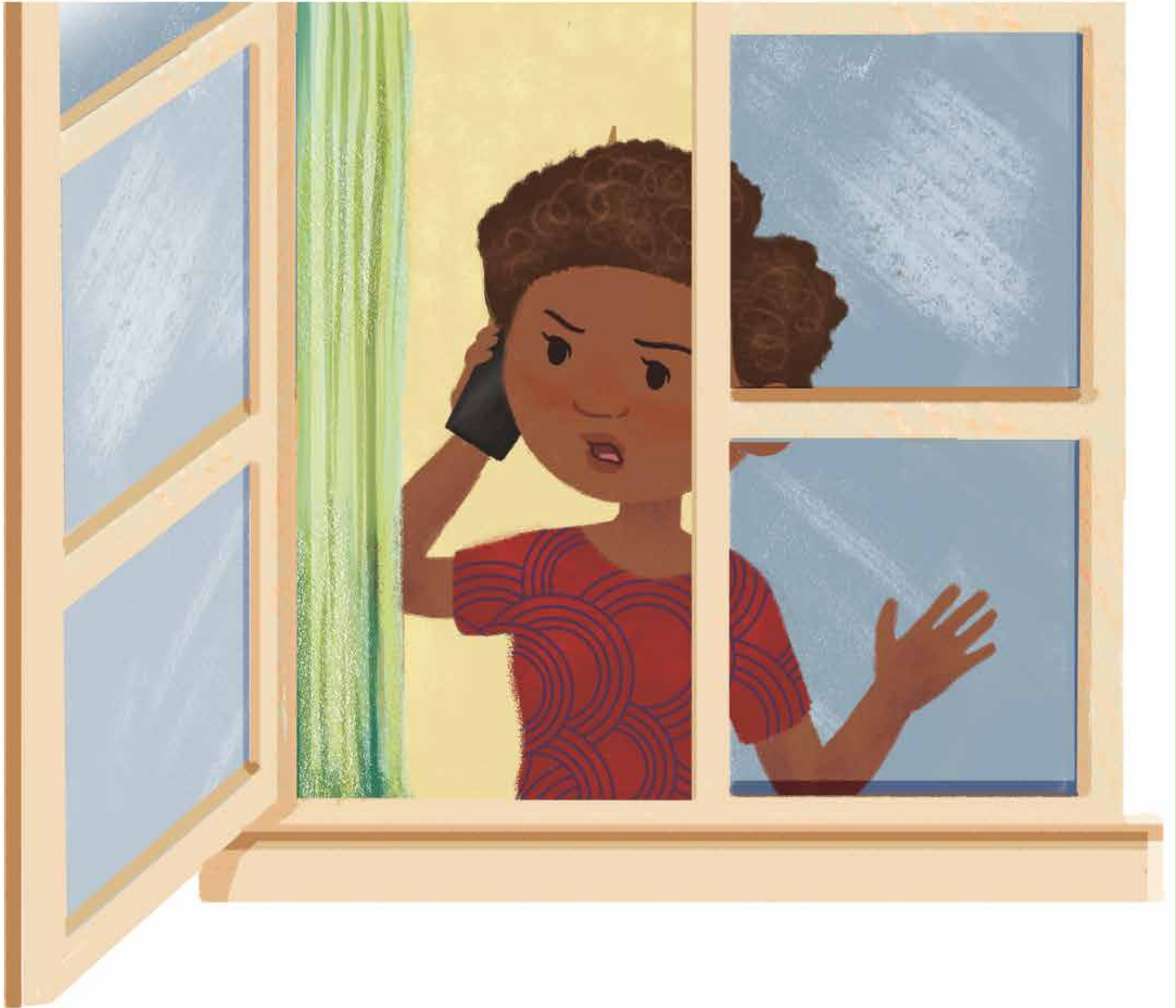
Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn't listen, but she couldn't help it. She ran and sat underneath the kitchen window.



READ 1

I **wonder** why Lesego is worried? She must still feel like maybe her feelings about Uncle Tumelo were wrong.

‘Tumelo,’ said mom in a serious voice, ‘the girls feel uncomfortable when men other than their father hug and kiss them. Please respect their feelings – just give them a high five when you greet them.’



READ 2

Lesego's mother took their feelings seriously. Next time, I think Lesego will make the **evaluation** that her feelings aren't wrong!

When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, 'Happy Sunday, Mapule and Lesego,' and he put up his hand for high fives.



READ 1

I **wonder** how Lesego feels now? She must see that her feelings were right, and important.



READ 1

Who makes Lesego feel uncomfortable?

Uncle Tumelo makes her feel uncomfortable.

Who does Lesego tell that she feels uncomfortable?

She tells her sister Mapule.

Let's make an evaluation. How do we know Lesego's feelings were right and important?

- I think Lesego's feelings were right because...

READ 2

What makes Lesego feel uncomfortable?

The way Uncle Tumelo hugs and kisses her.

Why did Lesego sit underneath the kitchen window?

- So she could hear her mother talk on the phone.
- So she could hear what her mother said to Uncle Tumelo.

Why didn't Lesego want to tell anyone about her feelings?

- Because she wasn't sure if her feelings are wrong.
- Because she was afraid to make her mother angry.



Some other ideas for using a Big Book

- Use a sheet of clear plastic as an overlay for your Big Book. It will be useful for you and the learners to write on the plastic.
- Write on the overlay with a water-based washable pen (white board markers).
- Use a clip or peg to attach the transparent overlay to the Big Book.



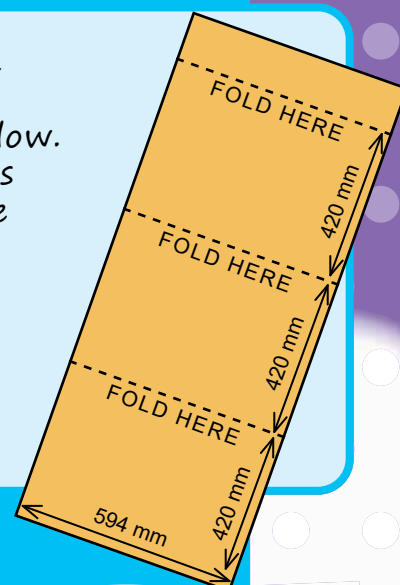
Make your own Big Book stand

You will need:

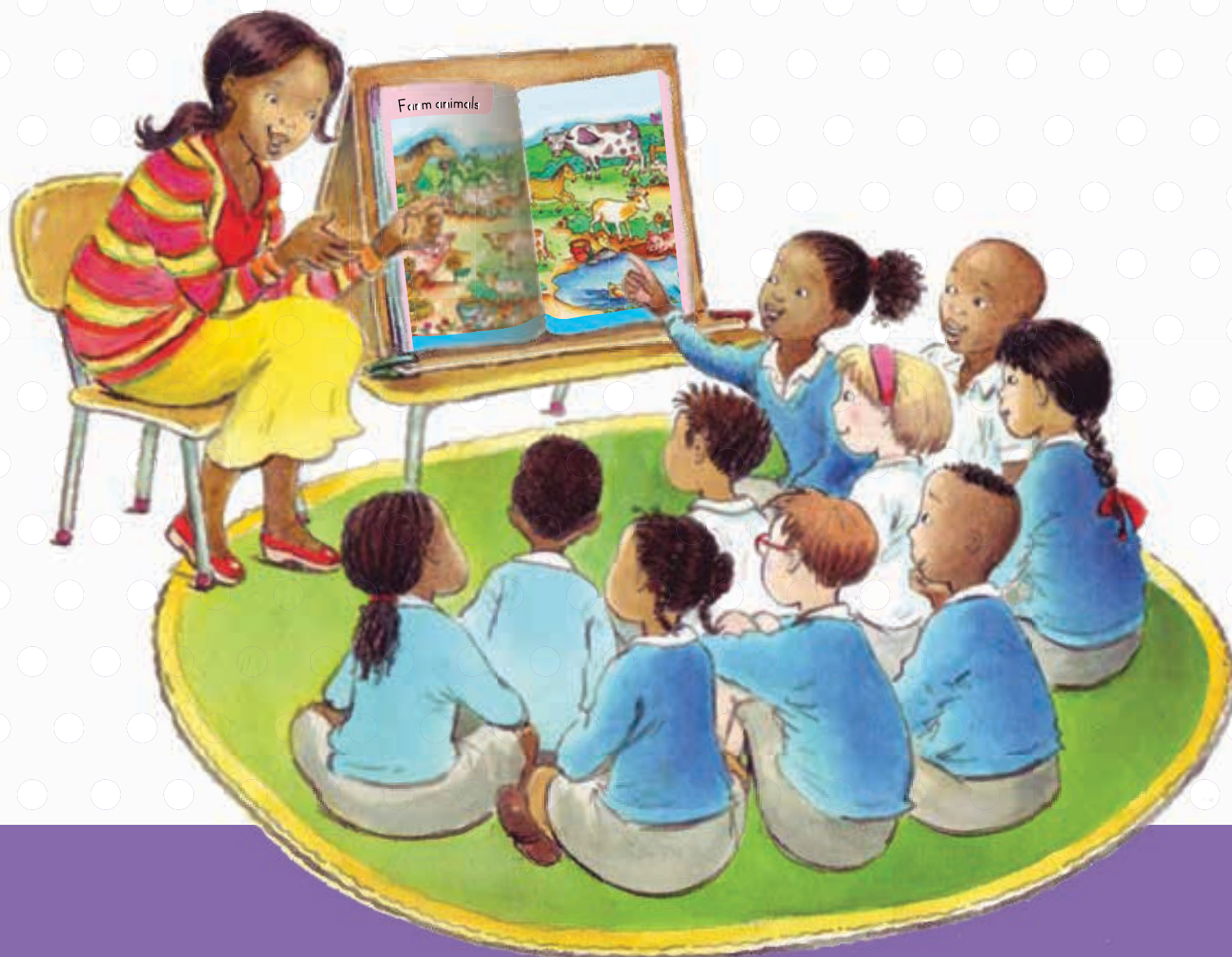
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washing pegs to keep the cardboard in place.



Fold the cardboard to make an A-shape and clip the base and the front together as shown below. (Use masking tape to join pieces of cardboard if you do not have a long enough piece.)



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