

Grade 1



A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
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Book

4



How to use this Big Book:

Term 4 Stories in this book:



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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.

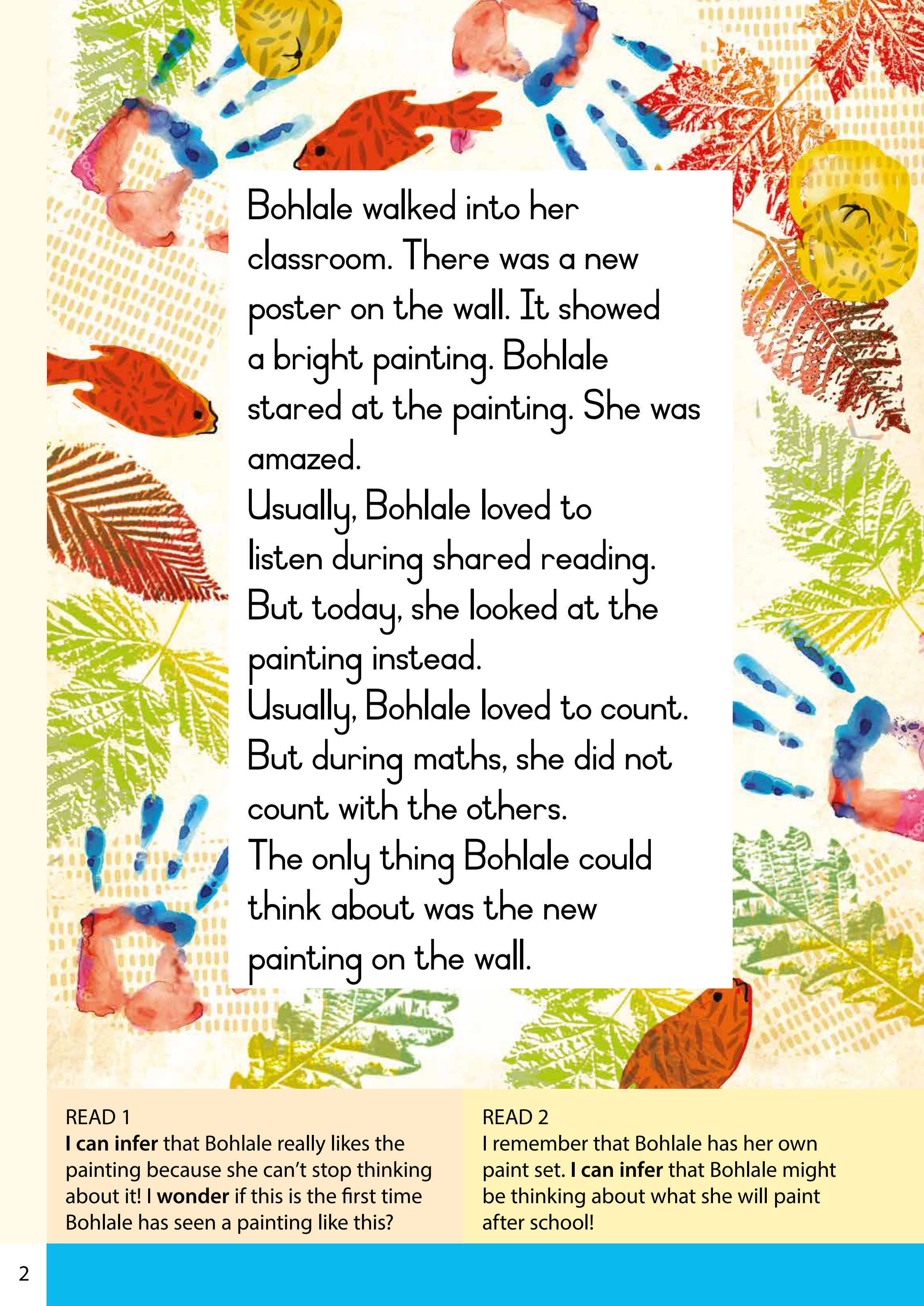
Shared Reading: Post-Read

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!

The paintbrush





Bohlale walked into her classroom. There was a new poster on the wall. It showed a bright painting. Bohlale stared at the painting. She was amazed.

Usually, Bohlale loved to listen during shared reading. But today, she looked at the painting instead.

Usually, Bohlale loved to count. But during maths, she did not count with the others.

The only thing Bohlale could think about was the new painting on the wall.

READ 1

I can infer that Bohlale really likes the painting because she can't stop thinking about it! **I wonder** if this is the first time Bohlale has seen a painting like this?

READ 2

I remember that Bohlale has her own paint set. **I can infer** that Bohlale might be thinking about what she will paint after school!



When the bell rang, Ms Mahao let the class out for break.

'Bohlale, come and see me please!' she called.

'I see that you like the painting,' she said. 'Maybe you will like this!'

Ms Mahao gave Bohlale a book.



READ 1

I **wonder** what this book will be about?

READ 2

I **can infer** that Ms Mahao is a very kind teacher, because when she sees that Bohlale likes the painting on the wall, she gives her a whole book of paintings!

Siya was waiting for Bohlale outside.

'Look!' said Bohlale.

Bohlale opened the book. Every page showed a new, more beautiful painting. Bohlale was amazed.

Koki called Bohlale to come and skip.

'Not today!' she called back.



READ 1

I can infer that Ms Mahao saw Bohlale staring at the painting, because Ms Mahao gave her a special book of paintings to look at!

READ 2

I can infer that Bohlale is so interested in all the different kinds of paintings she sees in the book!

When Bohlale got home, she found her old paint box. But, when she opened it, there was no paintbrush! She looked in her desk. She looked in her toy basket. She couldn't find the paintbrush anywhere.



READ 1

Bohlale loved the new poster on the wall. She loved the paintings in the book from Ms Mahao. Now, Bohlale wants to paint. I **can infer** that she wants to paint pictures just like she saw on the poster and in the book.

READ 2

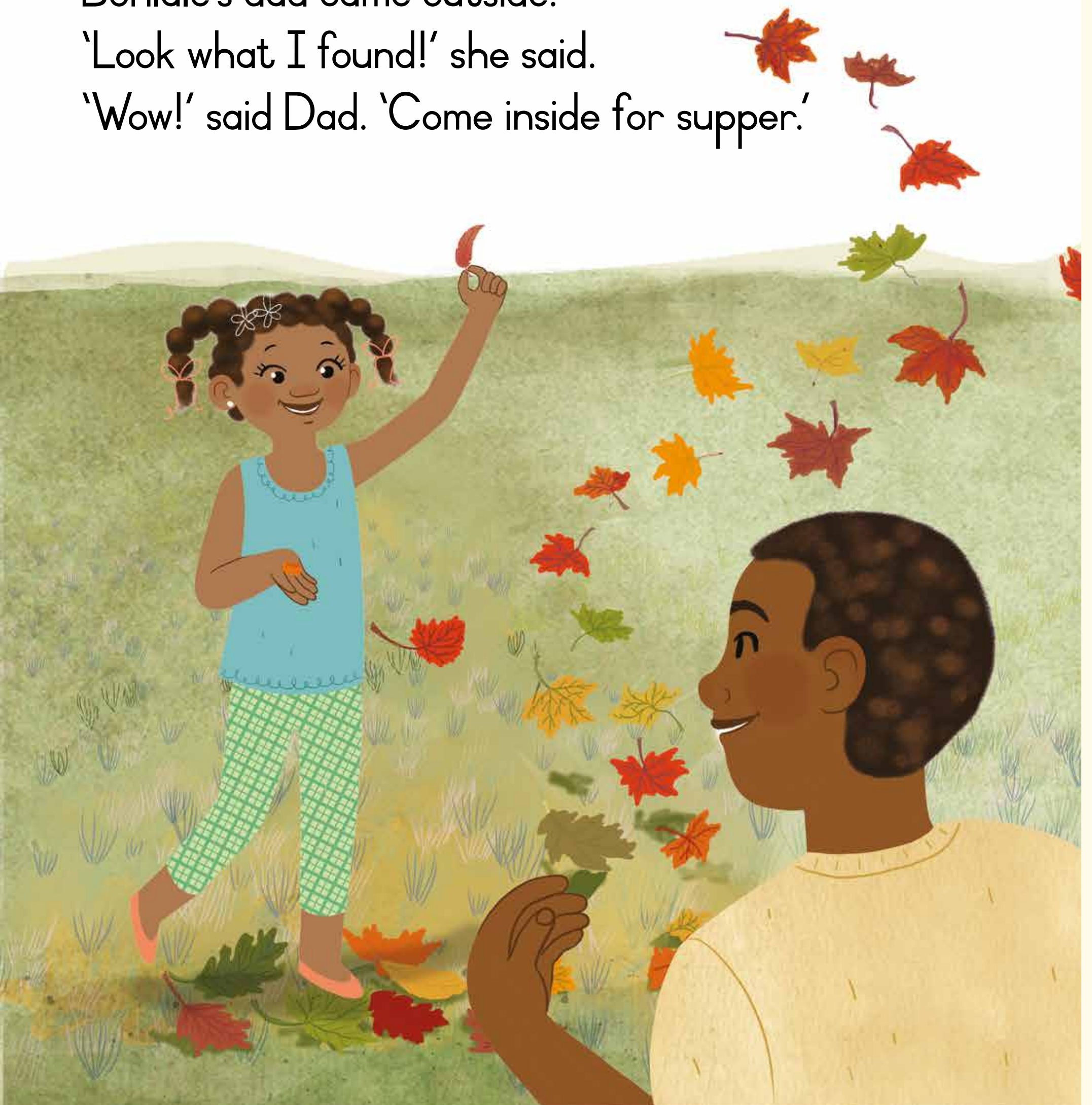
I **can infer** that Bohlale hasn't used her paint box for a long time, because she doesn't even know where the paintbrush is! I **can infer** that she wants to paint because of the paintings she saw in her classroom and in the book.

Bohlale went to play outside. She found a red leaf. She found a shiny bottle cap.

Bohlale's dad came outside.

'Look what I found!' she said.

'Wow!' said Dad. 'Come inside for supper.'



READ 1

Bohlale couldn't find a paintbrush, so she had to find something else to do. I **wonder** if Bohlale has forgotten all about painting?

READ 2

I **can infer** that Bohlale thought she couldn't paint when she couldn't find her paintbrush.

After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!



READ 1

I can infer that this is the first time Bohlale has used anything besides a paintbrush to paint.

READ 2

I can infer that Bohlale is creative, because she realized she could use many other things to paint – she didn't need a paintbrush after all!

Bohlale painted and painted, until her father came into her room.

'It's time for bed,' he said.

'Look!' she said.

'Wow! You're a real artist,' he said, looking at her paintings.



READ 2

I **can infer** that Bohlale must be feeling proud of all her creative paintings, especially after her dad says she is a real artist!

The next morning, Bohlale chose her favourite painting and put it in her schoolbag.

'I'm leaving early,' she told her mother.

Bohlale opened the classroom door. Ms Mahao was getting ready for the day.

Bohlale took the painting out of her bag.

'This is for you,' she said.

'Wow!' said Ms Mahao.

'Maybe one day your paintings will be in a book.'



READ 1

READ 2

When the bell rang, Bohlale walked into the classroom. The other children were staring at something on the wall. Bohlale looked closer – it was her painting! ‘I want to paint like that!’ she heard one of the children say. Bohlale couldn’t wait to go outside and find new things to paint with.



READ 1

I can infer that Ms Mahao loved Bohlale’s painting, because she hung it up for everyone to see!

READ 2

I can infer that Bohlale is feeling proud of her painting. **I can infer** that Bohlale will keep painting with new, interesting objects.



READ 1

What did Bohlale see on the wall?

Bohlale saw a poster / painting on the wall.

What did Bohlale want to find in her house?

She wanted to find a paintbrush.

What did Bohlale use to paint instead?

Her fingers, a leaf, and a bottle cap.

Why did Bohlale give Ms Mahao a painting?

- Because she wanted to say thank you to Ms Mahao for giving her the book.
- Ms Mahao was so kind to Bohlale that she wanted to give her a gift.
- Bohlale wanted to show Ms Mahao that she could also paint a picture.

READ 2

Bohlale can't find the paintbrush she is looking for. How do you feel when you can't find something you are looking for?

Open-ended. Learners will feel upset, annoyed, angry, disappointed, frustrated.

How does Bohlale feel when Ms Mahao hangs up her painting?

She feels proud.

Why does Bohlale want to paint?

Because she sees the poster on the wall and the paintings in the book from Ms Mahao. She wants to make paintings like the ones she sees.

Why is Bohlale excited to go outside and find new things to paint with?

- Because she wants to find new things to paint with.
- Because she feels proud of her paintings. She is excited to make new paintings.
- Because it is so much fun to paint with different objects.
- She wants to try painting with new and different objects.
- She had so much fun painting. She wants to paint more.
- She likes being creative and painting with new and different things.
- Maybe she wants to make Ms Mahao a new painting to hang on the wall.

Whose mango tree?



Once upon a time in the faraway land of India, there was a wise old woman named Ghosha. Whenever the people in Ghosha's village needed help to solve a problem, they went to her. They respected her deeply because she always had an idea of how to solve a problem.



READ 2

I make the **evaluation** that Ghosha must be wise, because she can solve any problem!

One day, as Ghosha walked through her village admiring the peaceful and happy community, she heard two men arguing with each other. 'It belongs to me!' Ravi shouted angrily. 'No, it is mine – it has always been mine!' protested Suman, throwing his hands in the air.



READ 1

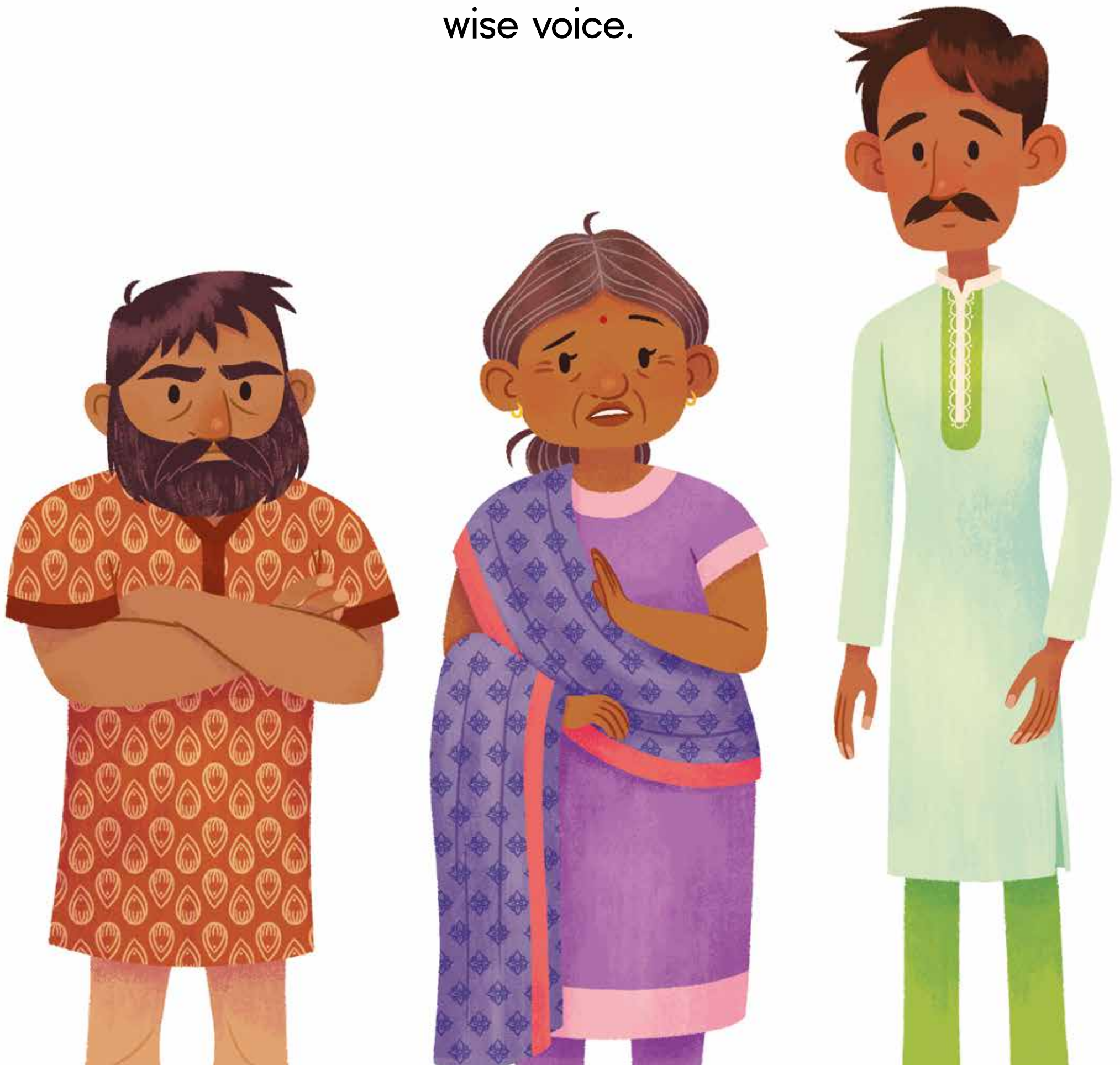
I **wonder** what the men are arguing about?

READ 2

I remember from last time that the two men are fighting over the mango tree.

Ghoshha walked up to the two men, who bent to touch her feet out of respect.

‘What is the problem? Why are you arguing?’ she asked, in her calm, wise voice.

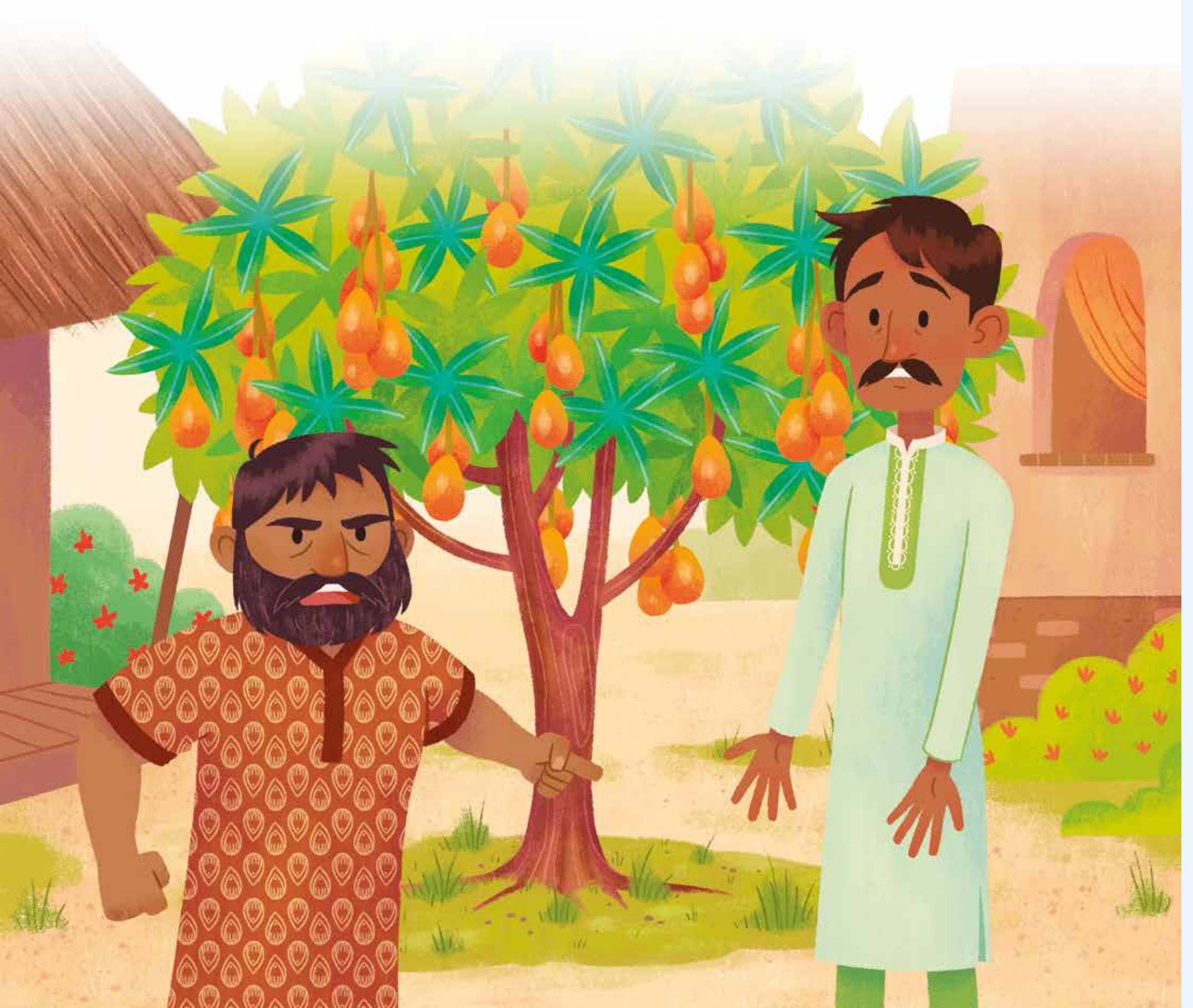


READ 2

I make the **evaluation** that people in her village respect Ghoshha because she is very wise.

‘This mango tree belongs to me! Look! More than half of the tree is on my property!’ Ravi said, pointing at the mango tree’s roots and branches.

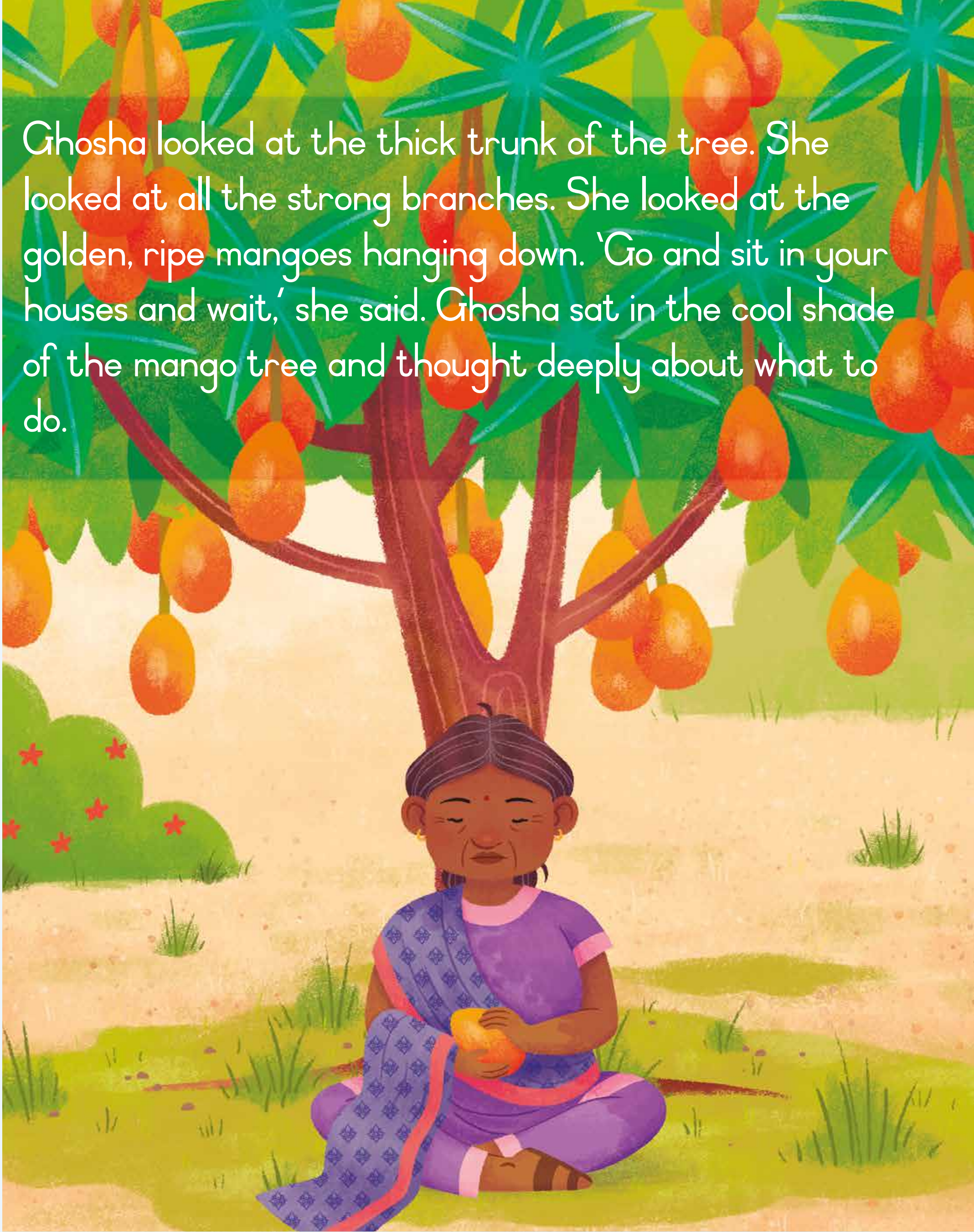
‘This tree has always been mine! It has grown onto his property – but it was my tree first!’ Suman protested.



READ 1

This seems like a tricky problem! I **wonder** what she will do?

Ghoshha looked at the thick trunk of the tree. She looked at all the strong branches. She looked at the golden, ripe mangoes hanging down. 'Go and sit in your houses and wait,' she said. Ghoshha sat in the cool shade of the mango tree and thought deeply about what to do.



READ 1

I **wonder** how she will figure out who the tree belongs to without talking to the men?

READ 2

I make the **evaluation** that Ghoshha is wise because she thinks deeply about things!

Finally, Ghosha knew what to do. She smiled a small, knowing smile. Then, she called Ravi and Suman back to her. 'There is only one way to solve this problem. First, you must take all the mangoes off the tree. Each of you should take half the mangoes. Then you must cut down the tree. Each of you should take half the wood. Then everything will be fair, and your problem will be solved!'



READ 1

I **wonder** if cutting down the tree will solve the problem? This doesn't seem wise, because then no one will have the tree!

READ 2

I remember that at the end of the story, Ghosha knows that it is Suman's tree because he doesn't want to cut it down. I make the **evaluation** that she gives this solution because she knows the real owner would never want to cut down the tree!

'Fine. That is a good idea. I will go and get my saw!' Ravi said.

But Suman looked very sad. He looked up at the beautiful mango tree and at all the golden, ripe mangoes.



READ 2

Ghoshha sees that Suman loves the tree. He would rather give it away than cut it down. She makes the **evaluation** that he is the one who really cares for the tree.

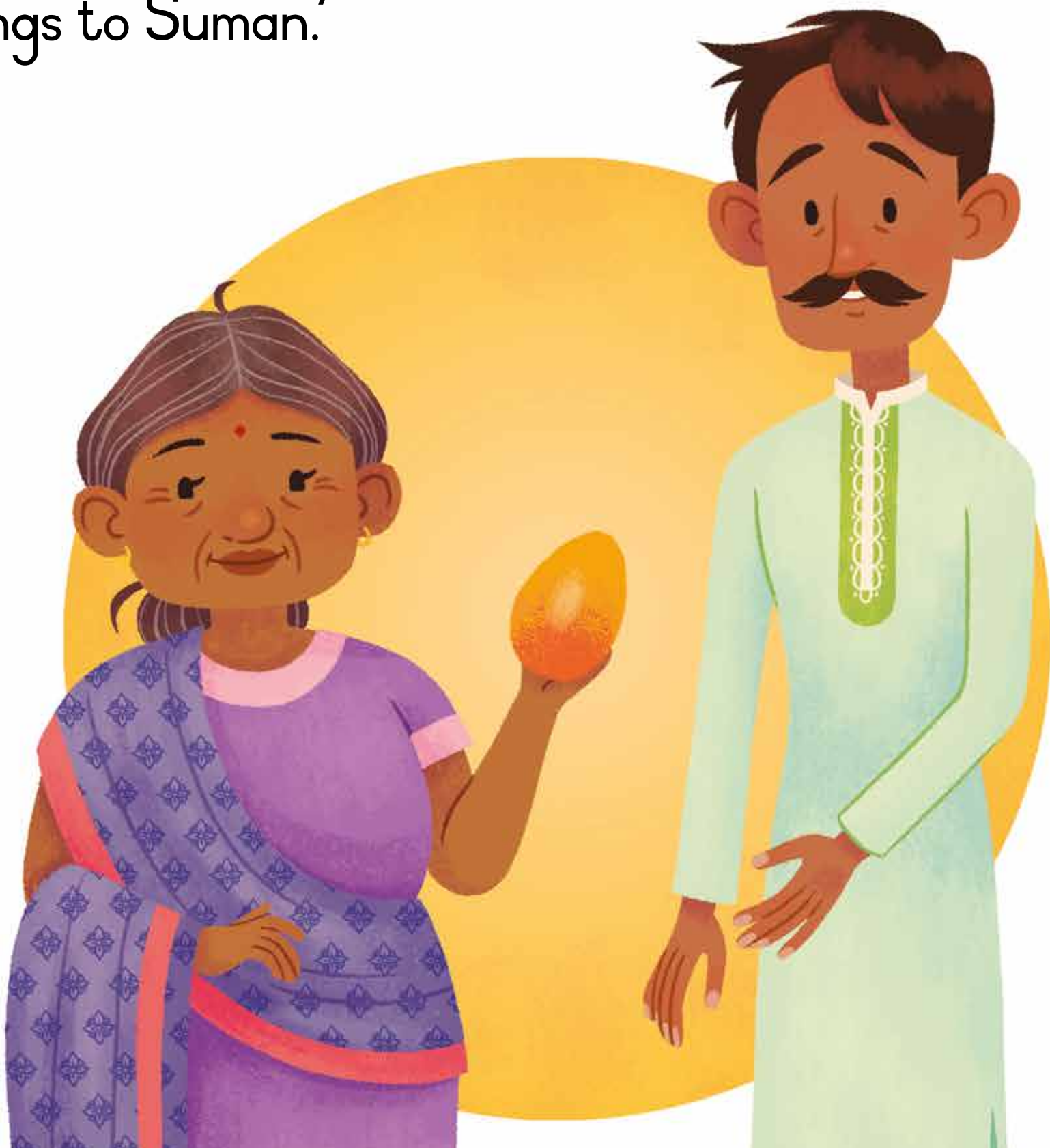
‘I have taken care of this mango tree my whole life, from the time I was just a boy,’ he said tearfully. ‘I would rather give the tree to Ravi than cut it down. Please, do not make us cut down the tree Ghoshaji!’



READ 1

Oh! I make the **evaluation** that it must be Suman's tree because he is so sad to cut it down!

Ghoshha smiled her small, knowing smile as she looked at the two men. 'You have now told me all I need to know,' she said. 'What a waste it would be to cut down something that gives us fruit year after year! The true owner of something so beautiful and fruitful would never wish for it to be cut down. I am sure the tree belongs to Suman.'



READ 1

Oh! I make the **evaluation** that Ghoshha never actually wanted the men to cut down the beautiful tree. She just said that because she knew that the real owner would never want to cut down the tree!

READ 2

I make the **evaluation** that Ghoshha is very wise – her idea showed her the real owner of the tree easily!

Ravi was too shocked to say a word. Suman looked up at the beautiful mango tree. He was so relieved! Ghosha continued her walk through the village feeling pleased, smiling her small, knowing smile.



READ 1

I **wonder** what problem she will have to solve next?



READ 1

Who did Ghosha hear arguing?

She heard Ravi and Suman arguing.

What were Ravi and Suman arguing about?

They were arguing about the mango tree.

How did Ghosha know that the tree really belonged to Suman?

- Because Suman didn't want to cut the tree down.
- Because he felt sad about the tree being cut down, because he had cared for the tree for such a long time.
- Because he said he had cared for the tree from the time he was small.

READ 2

Who wanted to cut down the mango tree?

Ravi wanted to cut down the tree.

Do you make the evaluation that Ghosha is wise? Why or why not?

I make the evaluation that Ghosha is wise because...

Why did Ghosha tell Ravi and Suman to cut down the tree?

- Because she knew that the real owner would not want to cut down the tree.
- Because she knew that the real owner of the tree would be sad to cut down the tree.
- Because she is very wise and can solve any problem!

Peter grows up



READ 1

Explain that when we read this story, we will make **connections** to our old story *Bohlale's new T-shirt*. If possible, show learners the front cover of *Bohlale's new T-shirt* to remind them of the story!

Peter loved pre-school. At pre-school he played all kinds of games with boys and girls. His pre-school teacher was always kind. She always made him feel like he could do anything he wanted!



READ 2

I **can** make a **connection** with this story and the story we read last term about Bohlale because I know that it feels so nice when someone encourages you to be yourself!

But, Grade I was hard. Peter loved to write beautiful creative stories. Peter loved to read through books as quickly as he could. And, he loved to do his sums. The school work wasn't the problem – his teacher was. His teacher made him feel like he wasn't supposed to do lots of the things he liked.



READ 2

Peter's teacher **reminds** me of Bohlale's grandmother, because they both have funny ideas about what girls and boys must do.

One time, Peter's friend Michael fell and cut his knee. It was bleeding. Michael began to cry. 'Why are you acting like a girl?' his teacher asked. 'Boys aren't supposed to cry!' Peter didn't understand. 'But I am a boy,' he thought, 'and I cry sometimes too.' On that day, Peter decided he must try his best to never cry, even if he felt upset.



READ 1

I **can** make a **connection** to the story about Bohlale's new T-shirt that we read last term. I remember that Bohlale's grandmother told her she mustn't wear shirts with cars and dinosaurs, even though those were the shirts she loved most!

READ 2

I remember that Bohlale felt so frustrated when her grandmother told her that all girls should like pink. I think that Peter must feel frustrated when the teacher says boys mustn't cry!

At break, Peter's teacher sent the boys to play soccer, and the girls to skip. One time, Peter's friend Simon tried to go and skip with the girls.

'Why are you acting like a girl?' his teacher asked.

'Boys aren't supposed to love skipping!'

Peter didn't understand. 'But I am a boy,' he thought,

'and I like skipping too!' On that

day, Peter decided he

mustn't skip with the girls.

He always went to play

soccer, even though he

liked skipping better.

Peter felt uncomfortable

for most of

Grade 1.



READ 1

I **can** make another **connection**! I remember when Bohlale's granny told her that all girls like pink, Bohlale thought, 'But I'm a girl and I don't!' That sounds like when Peter says, 'But I am a boy, and I like skipping too!'

READ 2

Peter feels so uncomfortable when he can't just be himself. I **can** make a **connection** – Bohlale felt so uncomfortable when she couldn't be herself too!

One day just before the end of the school year, Peter came home and saw his sister Aya and her friend Limani skipping rope. They called to him to come play too. They looked like they were having fun, but Peter said no. He had decided he shouldn't ever skip.



He went inside, feeling sad. Then, Peter began to worry. 'What if school is always like this?' he thought. Then he thought about Grade 2, and Grade 3, and all the grades that he still had to complete. Peter realised that he still had eleven years of school left! He didn't want to be unhappy for all that time – he had to do something.



READ 1

This reminds me of how Bohlale came home and sat on her bed after her shopping trip with her granny.

READ 2

Peter feels so uncomfortable because he feels he isn't the right kind of boy. I think Bohlale felt so uncomfortable because she felt like she wasn't the right kind of girl. They both feel uncomfortable when someone tells them what they must like and how they must behave, just because they are a boy or a girl.

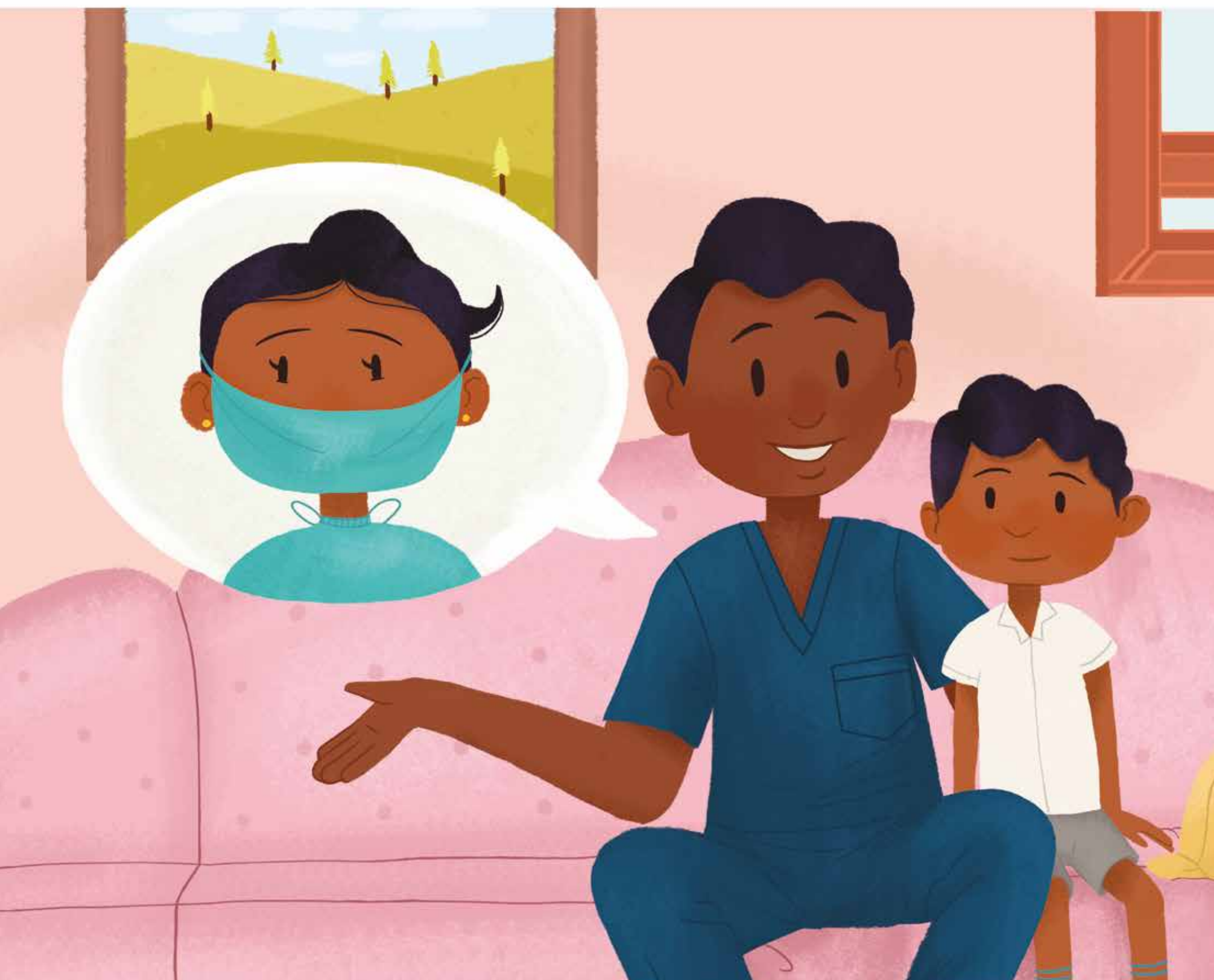
When Peter's dad came home, Peter called to him.
'Dad, please can I ask you about something?' Peter's dad sat down on the sofa. He put his arm around Peter and listened as Peter told him his problem.



READ 1

This **reminds** me of how Bohlale talked to her mother when she felt sad about what happened at the shops with her granny.

'I remember when I was in Grade 3,' said Peter's dad. 'I told my teacher I wanted to be a nurse. The teacher laughed at me. She said that boys are doctors and girls are nurses. But look at me and your mom! She is a doctor and I am the nurse,' he said. 'Those ideas are silly. There is no right way to be a boy.'



READ 1

Peter's father makes a **connection** to Peter. He explains that people said the same kind of things to him when he was in school! I think this kind of thing must happen a lot, because Peter, his dad, and Bohlale have all felt the same way!

‘Some people have funny ideas about boys and girls,’ he said seriously. ‘But I want you to be free to do the things you love, and to show your feelings,’ he said. ‘If other people tease you, you must just ignore them! You must be true to yourself.’

Peter stood up. ‘Thanks dad,’ he said, giving him a hug.



READ 1

I **can** make a **connection** between Peter and Bohlale because they both have parents who encourage them to be themselves – they don't say they must do certain things just because they are a boy or a girl.

READ 2

Peter's father takes his feelings seriously, **just like** Bohlale's mother takes her feelings seriously! I see that this helps them both feel better. I **can** make a **connection** – when my husband listens to my feelings, it helps me feel better. This must make them both feel better.

Peter decided from that day that he would worry about being himself, and not worry about being a boy. He ran outside to skip with Aya and Limani before it was too dark.



READ 1

That **reminds** me of how Bohlale drew her own picture on her T-shirt. In the end, they are both happy and free to do the things they love!

READ 2

I think in the end, both Bohlale and Peter feel comfortable because they have people who encourage them to be themselves!



READ 1

Who are Peter's friends?

His friends are Michael and Simon.

What does Peter's father do for work?

He is a nurse.

Why did Peter decide to skip with Aya and Limani at the end of the story?

- Because he felt better after talking to his dad.
- Because he realised there is no right way to be a boy.
- Because his dad helped him to feel happy and free to be himself.
- Because he really loved skipping.

READ 2

What is one thing that makes Peter and Bohlale similar?

- They are similar because they both feel frustrated when someone tells them what to like.
- They both get told they must like something just because they are a boy or a girl.
- They both have a parent who is understanding and helpful.
- They both feel uncomfortable!
- Etc.

Can you make a connection to feeling frustrated because someone told you that you should or shouldn't like certain things, just because you are a boy or a girl?

I feel frustrated when...

Why did Peter feel frustrated?

- Because he doesn't feel like he can like the things he really likes.
- Because his teacher says boys mustn't cry but sometimes he needs to cry.
- Because his teacher says boys must like soccer but he prefers skipping.
- Because he doesn't feel free to do the things he really likes.
- Because he feels like something is wrong with him – like he isn't the right kind of boy.



Matshepo woke up on Saturday morning shivering. 'Eish! It is winter now!' she thought. 'At least I get to wear my favourite jacket!' Matshepo smiled as she thought about her beautiful jacket. It was yellow with pink and red flowers all over. It had big purple buttons. It was warm and fluffy on the inside.



READ 1

I **visualise** Matshepo lying in bed, smiling as she thinks about her beautiful jacket!

Matshepo got out of bed.
She put on her jeans.



She put on a shirt
and a jersey.

She put on socks and shoes.



She put on a fluffy hat.

Then, she went to the cupboard where her mother kept the winter jackets. Her favourite jacket was not there!

'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.



READ 1

I can visualise Matshepo looking through all the things in the cupboard, searching for her jacket!

READ 2

I visualise Matshepo feeling worried as she looks through the cupboard and can't find her favourite jacket!

Matshepo went outside. The frosty grass crunched under her feet. 'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.



READ 1

I can visualise Matshepo walking around outside, shivering more and more, because she doesn't have a jacket!

READ 2

I visualise Matshepo getting more and more worried as she thinks about her missing jacket!

Matshepo opened the door to the kitchen. 'Mama!' Matshepo whispered, 'where is my jacket?' But there was no answer.



'Maybe Mama is with Mme Tsiki,' Matshepo thought. But before she could get to Mme Tsiki's house, she saw her little sister Felleng running outside. Felleng was wearing a beautiful, yellow jacket with pink and red flowers, and big purple buttons. 'Hey! That is my jacket!' Matshepo thought.

Matshepo was freezing. She did not want to fight with her sister outside in the cold. She ran home. 'Felleng is a thief! I wonder what else she has stolen from me,' Matshepo thought, angrily.



READ 1

I **visualise** Matshepo's look of surprise, and then anger when she sees Felleng in her beautiful jacket!

READ 2

Matshepo must be really angry to call her sister a thief! I think Matshepo must be **visualising** ripping the jacket off of her sister, but then deciding not to.

She went to the bedroom and opened Felling's top drawer. Matshepo found her old green and red striped dress. 'Hey!' thought Matshepo, 'that is my dress!' She took it from the drawer and put it on. It felt very tight!



Matshepo opened the second drawer. She found her pink jersey. 'Hey!' thought Matshepo, 'that is my jersey!' She took it from the drawer and put it on. It was very short!



READ 1

I can visualise Matshepo snatching each of her items of clothing out of the drawer. I **visualise** her getting more and more angry as she finds each piece of

READ 2

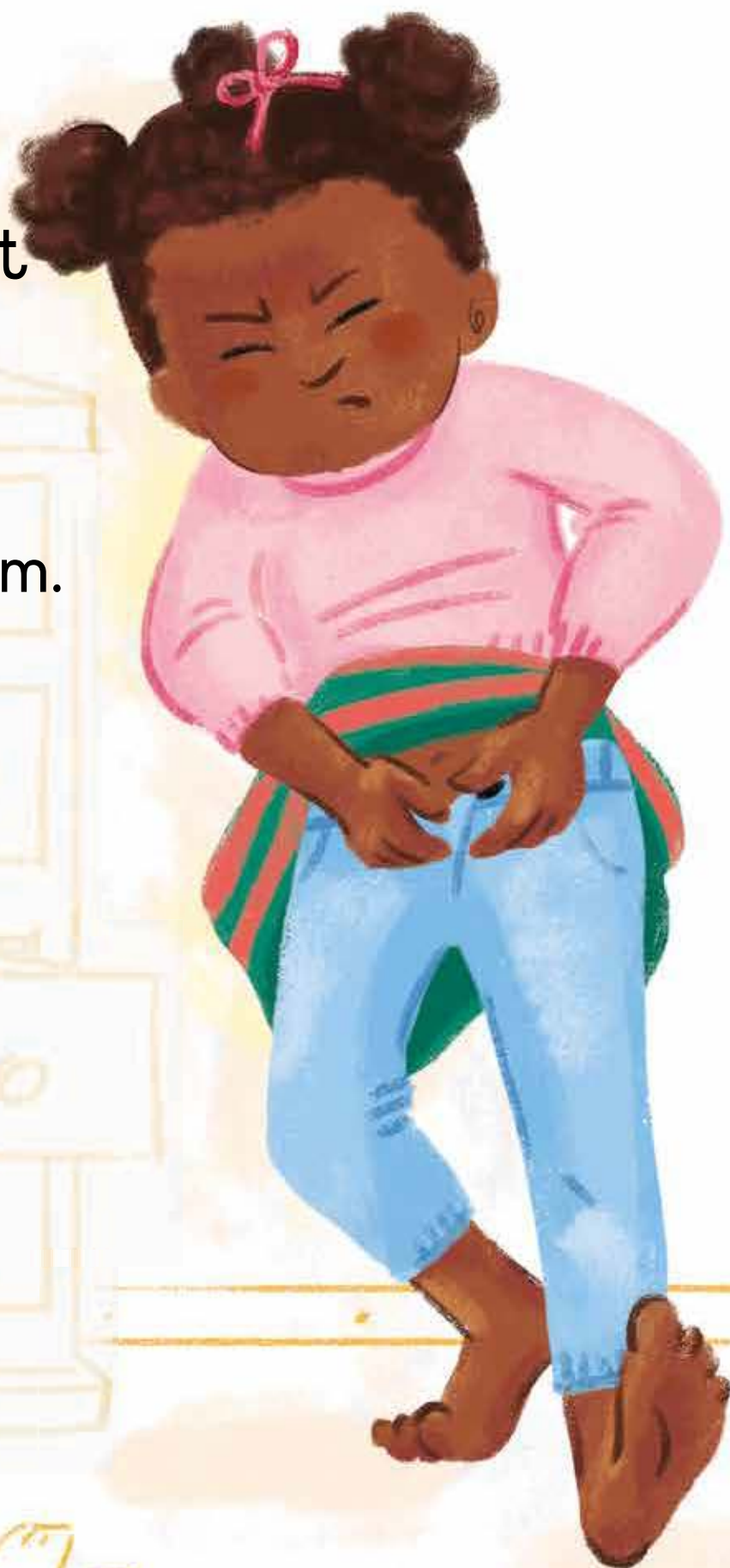
I can visualise Matshepo putting on each item of clothing. It must be difficult for her to put them on, because they are so tight and small!

She opened the third drawer. She found her bright, blue pants. 'Hey!' thought Matshepo, 'those are my pants!' She took them from the drawer and put them on. They felt very tight! She couldn't button them.

Matshepo tried to open the bottom drawer but she couldn't bend over in all of her tight clothes. At that moment, her mother walked into the bedroom. Her mother began to laugh.

'Matshepo, what are you doing in all of those old clothes?' her mother asked.

'Those don't fit you anymore!'



READ 1

I can visualise the small, tight clothes looking so silly on Matshepo!

READ 2

I can visualise Matshepo's mother laughing loudly when she sees Matshepo in all those small clothes! She is laughing because Matshepo can barely move!

'Felleng has stolen all of my clothes!' Matshepo said, 'and even my favourite jacket!'

'Oh Matshepo,' her mother replied, 'I gave them to her! You are growing!' Matshepo's mother opened the closet and pulled out a plastic bag. She handed it to Matshepo.



READ 1

I **can visualise** Matshepo looking down at all the clothes and realizing that Felleng isn't a thief – she only has Matshepo's old clothing because it doesn't fit her anymore!

READ 2

I **visualise** Matshepo looking embarrassed when she realises the mistake she has made.

Matshepo opened the bag and took out a brand new jacket. It was green with yellow and purple stars. It had big, red buttons. It was warm and fluffy inside. It was the most beautiful jacket Matshepo had ever seen! She put it on. It fit her perfectly.



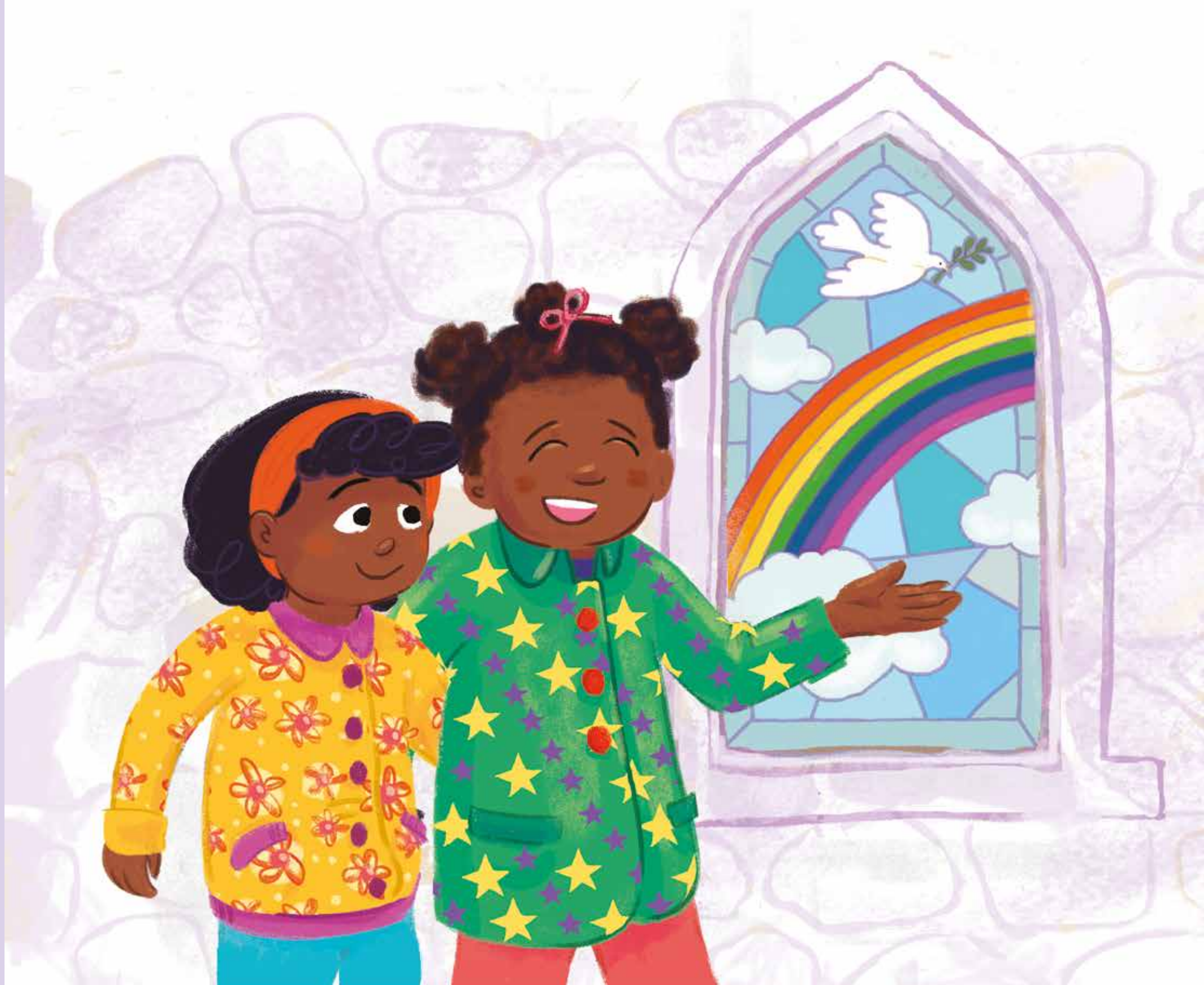
READ 1

I can visualise Matshepo admiring her new jacket. It fits perfectly over all of those silly clothes that are way too small for her!

READ 2

I visualise Matshepo laughing at herself as she tries to pull off all of the clothing that is too small!

The next morning, Matshepo got dressed for church. She put on her brand new jacket and walked outside. Felling looked at her. 'I want that jacket!' Felling said, 'that is the most beautiful jacket I have ever seen!' Matshepo put her arm around her sister. 'Don't worry, Felling. Someday it will be your jacket!'



READ 2

Matshepo realises that all of her clothes will become too small and someday belong to Felling. I think she can **visualise** herself getting big, and the new jacket becoming too small! That must be why she tells Felling that someday the jacket will belong to her!



READ 1

What did Matshepo's old jacket look like?

It was yellow with pink and red flowers all over. It had big purple buttons.

What did Matshepo's new jacket look like?

It was green with yellow and purple stars. It had big red buttons.

Why did Matshepo call her sister a 'thief'?

- Because her sister was wearing her old jacket.
- Because she didn't realise that her mother had given the jacket to Felleng.
- Because she thought Felleng stole her favourite jacket.
- Because she didn't realise the jacket was too small for her now!
- Because she didn't know her mother had bought her a new jacket

READ 2

What did Matshepo find in Felleng's drawers?

She found her green and red striped dress, her pink jersey, and her bright blue pants.

What happened when Matshepo's mother saw her wearing all her old clothing?

She began to laugh.

Why did Matshepo tell her sister that someday the new jacket would belong to her?

- Because she realises that Felleng has all her clothes that are too small.
- Because she realises that her mother gives Felleng her old clothes.
- Because she realises that she is growing, and all of her clothes will someday be too small!
- Because she knows someday even her new jacket will be too small.

All living things grow and change: Extension Activity

You will need:

- 1 *A bean per learner*
- 2 *A small dish per learner, for example: the lid of a jar, or an old side plate*
- 3 *2 × cottonwool balls per learner*
- 4 *A small piece of cardboard per learner*
- 5 *A bucket of water and a plastic cup*

What to do:

- 1 Explain to learners that all living things grow and change.
- 2 Ask learners to give you examples of living things. Write their suggestions on the chalkboard. Make sure they include plants and animals.
- 3 Next, tell learners that you are going to observe a living thing as it grows and changes.
- 4 Give each learner a small piece of cardboard, and tell them to write their name on it.
- 5 Put the bucket of water outside the classroom, with a plastic cup next to it.
- 6 Then, set up three tables at the front of your classroom.
 - a Put the small dishes on the first table.
 - b Put the cottonwool balls on the next table.
 - c Put the beans on the third table.
- 7 Next, show learners what they must do as follows:
 - a Line up quietly when called.
 - b When you get to the first table, take one dish.
 - c When you get to the second table, take 2 balls of cottonwool.
 - d When you get to the third table, take one bean.
 - e Flatten one ball of cottonwool. Put the bean on top of it. Flatten the second piece of cottonwool. Put it on top of the bean.
 - f Go outside and put some water from the bucket in your cup. Carefully pour the water over the cottonwool and beans until they are completely wet.
 - g Go inside and put your dish where your teacher tells you to. Put the cardboard with your name on the dish, so that you know that it is your bean.
- 8 Settle the learners and hold a short discussion with them. Ask these questions:
 - a What do you think we are doing? (growing beans)
 - b When do you think the bean plants will start to grow? (learners must guess)
 - c What do you think the bean plants need to grow? (sunlight and water)
 - d Do you think we will leave the plants in cottonwool forever? (no, when the plants have started to grow, we must transplant them to soil)
 - e How will we know if our beans are growing and changing? (we must look at them)
 - f How often do you think we should look at them? (when we water them, maybe twice or three times per week)
 - g Do you think all the plants will grow at the same speed? (learners must guess)
- 9 Water and check the bean plants twice per week. Get learners to share their observation of changes with the class.
- 10 Once the bean plants have a small shoot, transplant them into some soil – either in a pot or in the garden.
- 11 The beans will still need sunlight and water to grow.
- 12 If the plants produce beans, pick them and let the learners eat them.
- 13 Ask the learners how it feels to grow something. Encourage learners to grow plants at home.



My name is Aziz. I live in the Cape Flats, a community on the outskirts of Cape Town. But my family didn't always live here. My grandfather once told me the story of how our family ended up here.

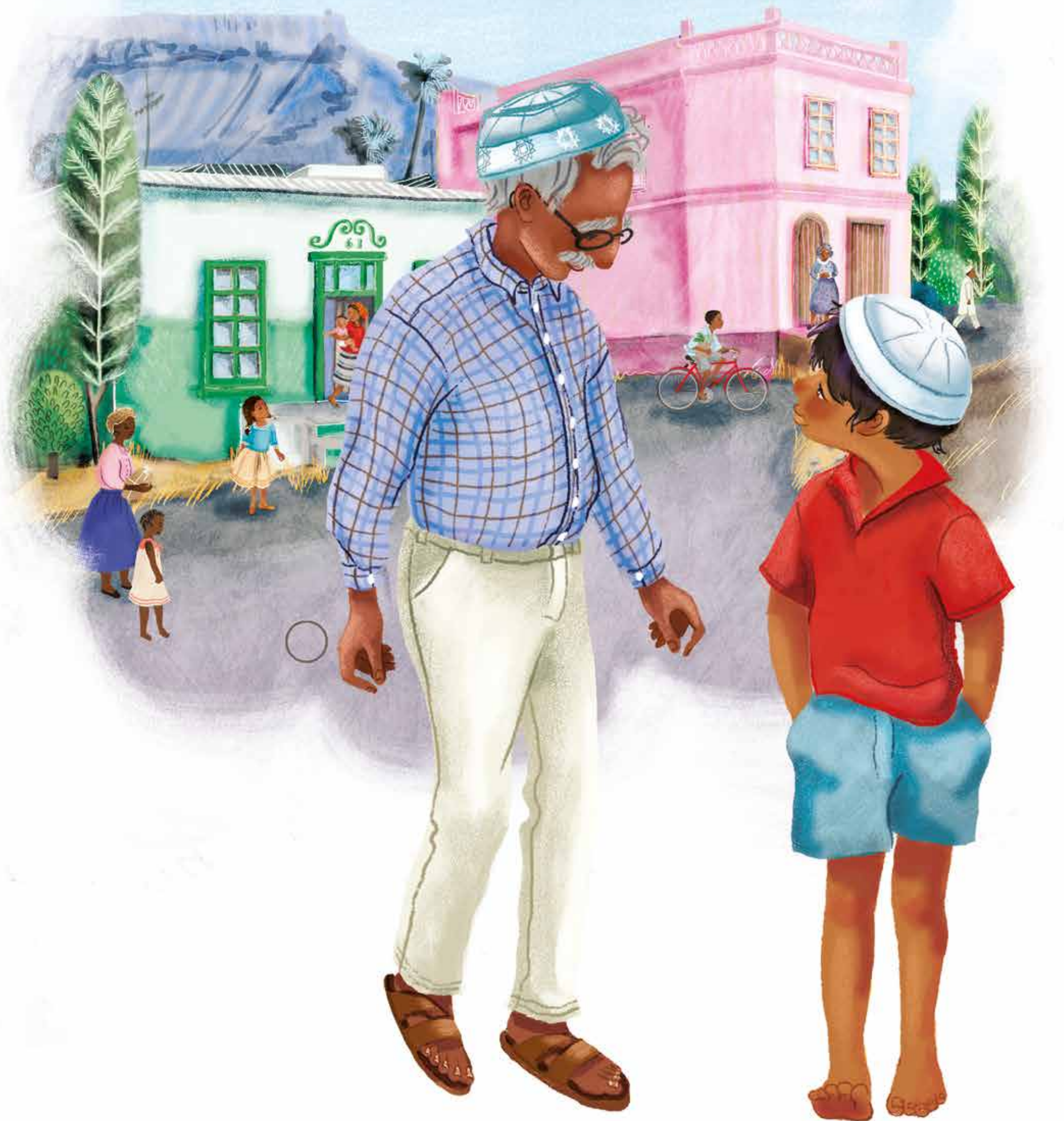
When my grandfather was small, he lived in a place called District Six, right in the middle of Cape Town. District Six was once a place where people of different races, religions and cultures lived together.

But, the Apartheid government didn't like different kinds of people living together. They wanted to separate people by race. Also, because District Six was right in the middle of the city, they thought it should be for white people only.

In 1966, the government made District Six a 'Whites-only' area, and everyone else was forced to leave. District Six was almost totally destroyed.

READ 1

Where does Aziz live? Oh! I **learn** here that his family lives in the Cape Flats.



READ 1

Where did Aziz's grandfather live before the Cape Flats? **I learn** that his grandfather once lived in a place called District Six.

READ 2

Why did Aziz's grandfather move to the Cape Flats? Oh! **I learn** that they didn't have a choice – they were forced to leave District Six.

My grandfather once took me for a walk in what is left of District Six. 'I want you to remember what happened here, so that you can teach your children someday. We must never forget our history,' he told me.

First, my grandfather showed me De Villiers Street, where his family lived. 'My grandfather was the best tailor in town! His tailor shop was attached to our house, so he could work anytime – day or night!' he told me.



READ 1

What did Aziz's grandfather show him first on their walk? **I learn** that first, he showed him where his family once lived.

READ 2

Why did Aziz's grandfather take him for a walk in District Six? **I learn** that it is because he wants Aziz to learn about their family history!

We walked a few blocks. 'Look! This is where the school was, that I went to when I was a small child – just two minutes from home! We used to learn reading, maths and all about our Islamic traditions here. I loved this school! When we were forced to move to the Cape Flats, there was no Islamic school – only a Christian school. I missed the Islamic rituals every day,' he said, looking sad.



READ 1

What was different about Aziz's grandfather's school in District Six and in the Cape Flats? Oh, I **learn** that at his new school, he didn't learn Islamic rituals like he did at his school in District Six.

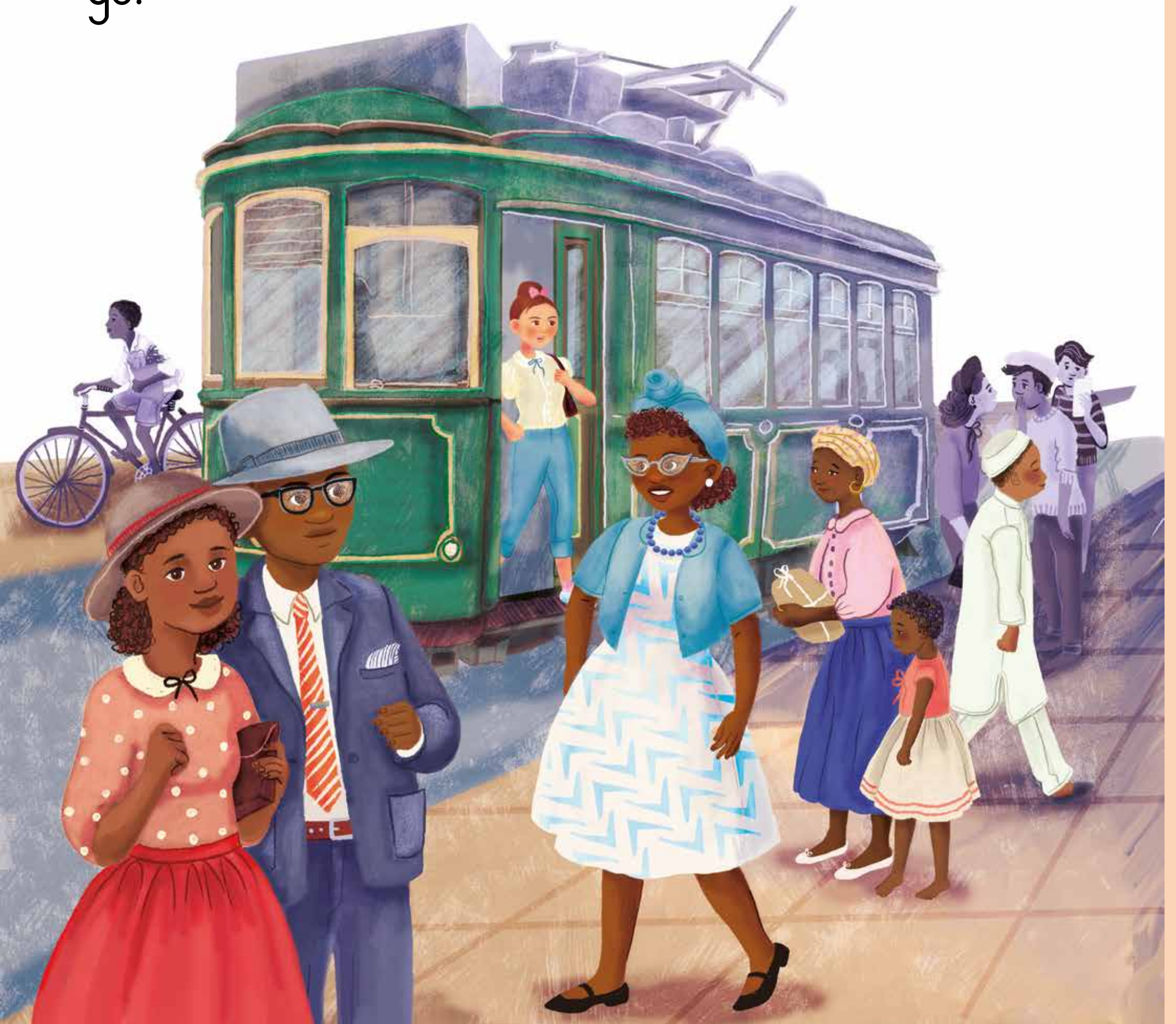
READ 2

Why did Aziz's grandfather look sad? Oh, he is sad when he thinks about how his new school didn't teach him the Islamic rituals that he loved!

Then, he showed me the corner where there was once a barbershop called 'Star Hair Dressing'.
'This is where my mother took me for haircuts! The barber always gave me a sweet for sitting still,' he said smiling.



We walked up the street. 'This street used to be called Hanover Street,' he said. 'It was a long narrow street with all sorts of shops! And there was a tram that ran down the middle, to take people where they needed to go!'



READ 1

Where are Aziz and his grandfather now? **I learn** that they are walking on a street that used to be called Hanover Street, before District Six was destroyed!

READ 2

Why did Aziz's grandfather want to show him so many things that no longer exist? **I can infer** that he wants Aziz to know all the things he loved about his community in District Six.

We kept walking. 'This is where my family used to come to pray,' he said, pointing to a beautiful, old mosque. It was the first mosque in District Six!



READ 1

Where did Aziz's grandfather pray? I **learn** that he prayed at the first mosque built in District Six!

READ 2

How do I know that Aziz's family is Muslim? Oh! I **remember** that he loved learning his Islamic rituals, and now I **learn** that his family prayed at a mosque.

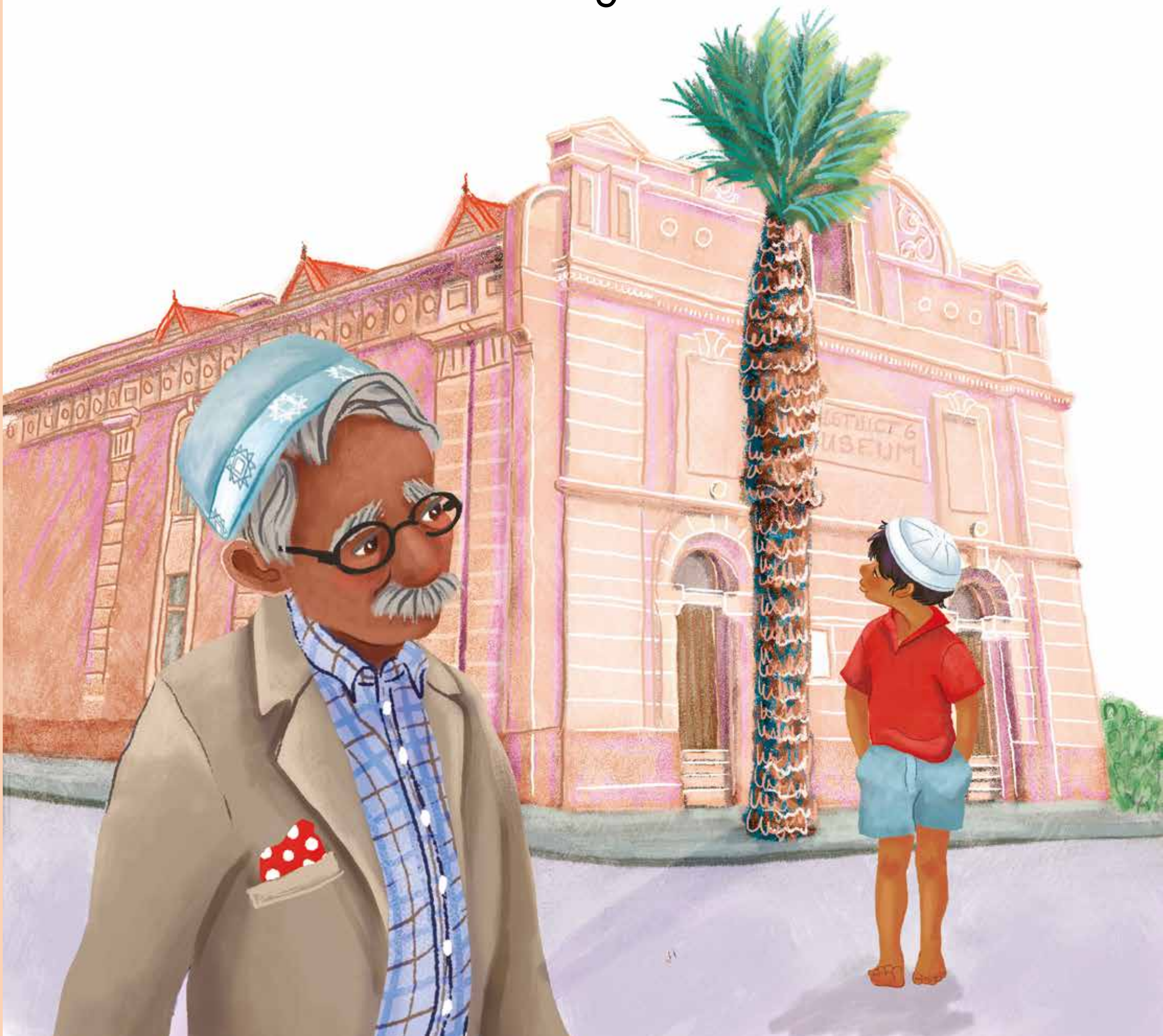
Then, he showed me where there was once a small synagogue. 'This used to be called Constitution Street. I had a Jewish friend who used to pray there with his family,' he explained.



READ 1

Where did Aziz's grandfather's friend pray? Oh! **I learn** that his friend prayed in a synagogue. **I learn** that he had friends who were different religions from him.

Finally, my grandfather showed me the Old Methodist Church, which is now the District Six Museum. 'There once were churches, mosques and synagogues here! But most of them were destroyed when we were forced to leave,' he said, looking sad.



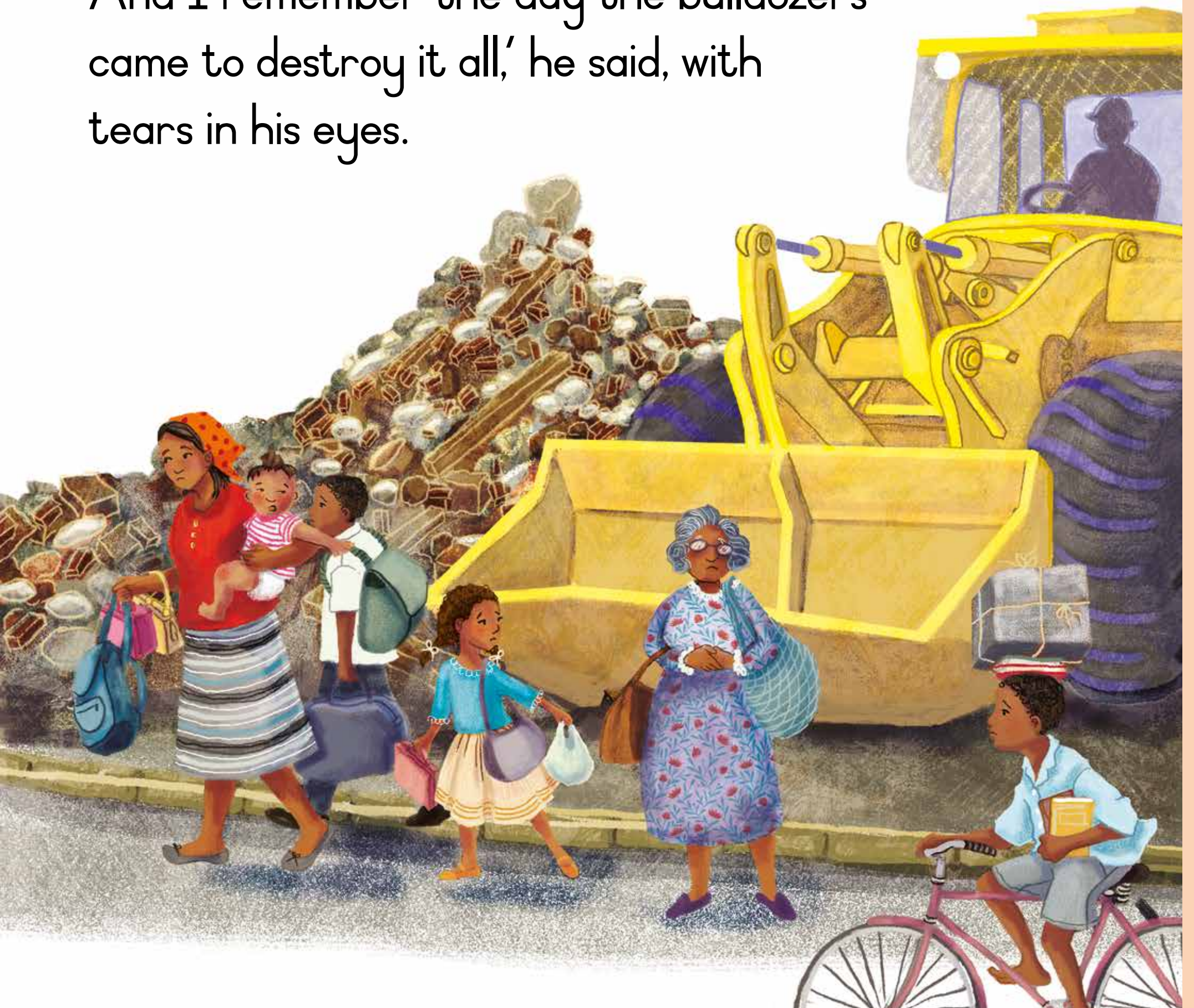
READ 1

What was destroyed? Oh! **I learn** that mosques, synagogues and churches were destroyed!

READ 2

Why did Aziz's grandfather feel sad? **I learn** that many buildings were destroyed. I think he feels sad about his community being destroyed.

At the end of our walk, we sat together at the edge of a big, empty field. 'This used to be home to so many people. I remember all the children playing in the street together. I remember the musicians practising on street corners. I remember the big painted murals. And I remember the day the bulldozers came to destroy it all,' he said, with tears in his eyes.



READ 1

Why did Aziz and his grandfather sit at a big, empty field? Oh! I think it is because so many things in District Six were destroyed.

READ 2

How did Aziz's grandfather feel at the end of their walk? He has tears in his eyes, so I **can infer** he feels very sad when he thinks about all the things that were

The government has not offered my family a piece of land in District Six. They have offered us money instead. But nothing will bring back the community that my grandfather lost in 1966.

My grandfather says that we must work to keep these sad memories alive. I hope these memories mean that no one in South Africa is ever forced from their homes again.



READ 2

Why did Aziz's grandfather want to share so many sad memories with him? Oh, I **learn** that he wants Aziz to remember, so that the same thing cannot happen again!



READ 1

Where did Aziz's family once live?

They lived in District Six in Cape Town.

What did Aziz's grandfather miss about his community in District Six?

- He missed his old house on De Villiers street.
- He missed his grandfather's tailor shop.
- He missed his old school, that taught him Islamic rituals.
- He missed Hanover Street.
- He missed the tram on Hanover Street.
- He missed all the mosques, synagogues and churches.
- He missed his old community.

Why does Aziz's family live in the Cape Flats now?

- Because they are not white and their family was forced to leave District Six.
- Because District Six was almost totally destroyed.
- Because the government did not give their land back.

READ 2

What happened to District Six?

- It became an area where only white people were allowed to live.
- Everyone who wasn't white was forced to leave District Six.
- District Six was almost totally destroyed.

Why did Aziz's grandfather feel sad in the story?

- Because his community was destroyed.
- Because he misses his community.

Why did Aziz's grandfather take him for a walk in District Six?

- Because he wanted to tell Aziz about all the things he remembered.
- Because he wanted to tell Aziz about his family history.
- Because he wanted Aziz to keep their history alive.
- Because he missed his old community.
- Because he doesn't ever want the same thing to happen again!

Learning about our past: Extension Activity

You will need:

- 1 *To invite an elder from the community who can talk about how the area around the school has changed and developed over the years*
- 2 *Learners' exercise books and crayons*

What to do:

- 1 Settle the class and introduce the visitor.
- 2 Remind learners that Aziz's grandfather told Aziz about many changes in the area where he used to live.
- 3 Tell learners that today, you have invited _____ to talk to the class about the area where the school is / where the children live, called _____.
- 4 Explain that the visitor is going to tell the class how the area has changed over the years.
- 5 Ask learners to listen attentively, and to save their questions for the end of the talk.
- 6 Ask the guest to do a 10 minute talk on the area, and how it has changed, and why those changes were made.
- 7 After the talk, thank the guest, and allow learners to ask questions if they have any.
- 8 Then, ask the learners to open their exercise books, and to make a drawing of what the area used to look like, before the changes.
- 9 Remind learners to think about what they are going to draw, then to turn and talk and tell their partner, and then to draw.
- 10 Ask learners to add labels to their drawings.



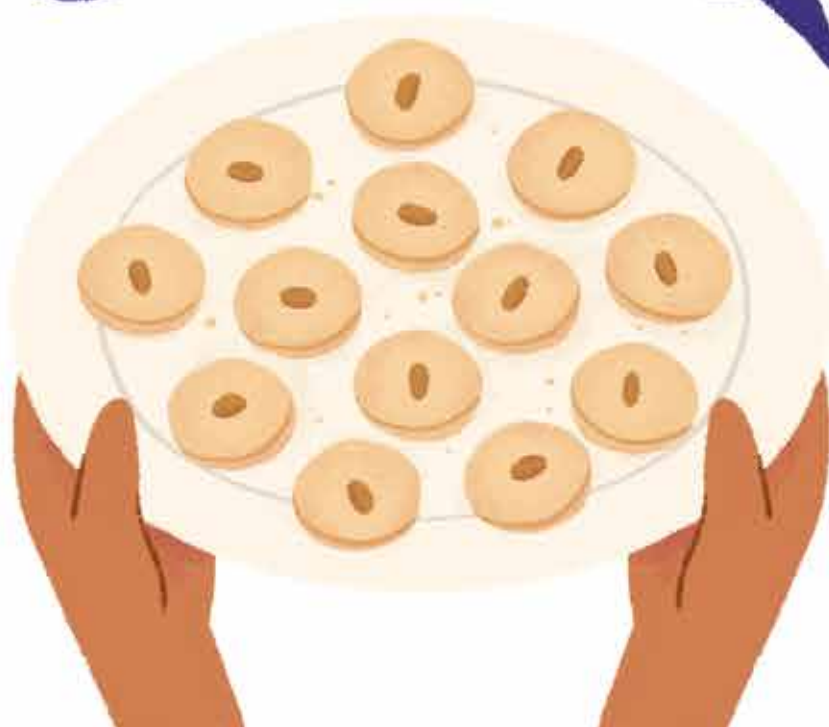
If you live in Bo Kaap (or any area in Cape Town where there are lots of Muslims), you might see kids walking from house to house during the month of Ramadan, bringing a plate of *koekies* to their neighbours. This way, we can be sure that everyone who is fasting has something on the table to break their fast at sunset. It is these kinds of gestures which kept communities together during times of struggle.

<https://www.capetownmagazine.com/ramadaan>

Every Friday during Ramadan, Fatima and her mother did something special. They baked *koekies* together.



Ramadan Mubarak!



Then, Fatima took plates of koekies to their neighbours so they would have something special to break their fast with.

READ 1

That **reminds** me of when I was a little girl. Every year at Christmas, my grandmother and I made cookies together. It was our special tradition!

It was a family tradition. 'I baked *koekies* with my mother, and she baked *koekies* with her mother!' Fatima's mom told her. 'This is a tradition which has kept our Muslim community strong, even in times of struggle,' she explained.

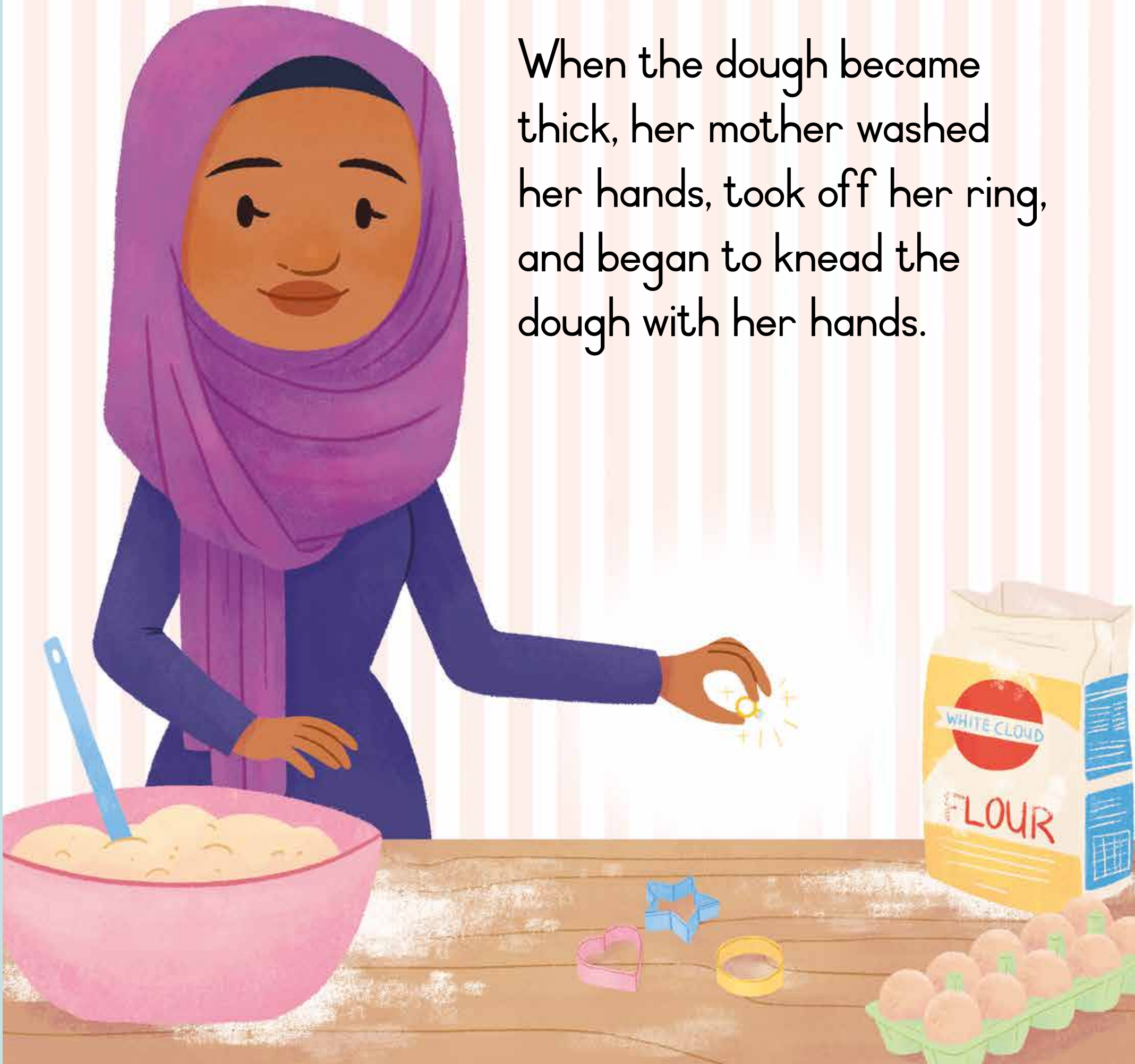


READ 1

Having a tradition with my grandmother made me feel so special!

One Friday, Fatima was allowed to measure the ingredients and put them into the big bowl. Then, her mother began to mix the ingredients.

When the dough became thick, her mother washed her hands, took off her ring, and began to knead the dough with her hands.



READ 1

I **remember** watching my grandmother knead the dough and thinking about how strong she was. I loved wearing her apron because I wanted to be just like her.

Then, the doorbell rang. 'Keep kneading the dough, Fatima,' her mother said, walking quickly to the front door. Fatima worked hard to knead the dough. But just then, the sparkle from her mother's ring caught her eye. She loved her mother's beautiful, sparkly ring.

'Maybe I can wear it, just for a minute,' Fatima thought, slipping it on her finger. When she heard her mother close the front door, she quickly began to knead the dough again.



She forgot all about the ring on her finger!

READ 1

I think Fatima wanted to feel grown up – she wanted to be just like her mom! That's like how I wanted to be like my grandmother!

READ 2

I **can** make a **connection**! I always loved my older sister's earrings. One time when she went over to her friend's house, I tried them on. As I was looking in the mirror, I heard her walk back through the door! I ran outside to play so she wouldn't see me wearing her earrings. When I went outside to play, I forgot I was wearing my sister's earrings!

‘Look at that beautiful dough!’ her mother said, as she walked back into the kitchen. ‘I’ll bake the *koekies* now. You must bath and get dressed, so that you’re ready to deliver them while they are nice and warm!’ she said.



READ 1

If I were Fatima, I would feel so happy to get a nice compliment from my mother. Maybe Fatima was so busy thinking about her beautiful dough that she forgot about the ring?

READ 2

Fatima probably didn't want to make her mother angry with her, just like I didn't want my sister angry with me!

By the time Fatima was dressed, she could smell the delicious smell of fresh *koekies* coming from the kitchen. 'Come Fatima! They are ready!' her mother called.



READ 1

Fatima is so busy thinking about delivering her *koekies* that she forgot all about the ring. I wonder where it is?

As Fatima carried the plates of delicious *koekies* to her neighbours, she thought about all the women in her family sharing with their neighbours, just like her. Fatima was almost finished – she was carrying her last plate of *koekies* – when she stopped suddenly. ‘The ring!’ she gasped. ‘It must be in one of these koekies!’



READ 1

If I were Fatima I would feel so worried that I lost my mother's special ring!

READ 2

That's **just like** when I wore my sister's earrings! After playing for a while, I realized one had fallen out! I didn't know what to do! I felt so worried about making my sister upset.

Fatima didn't know what to do! She imagined one of her neighbours biting into a delicious *koekie*, only to find her mother's ring! Fatima quickly decided that she must tell her mother. She ran home, with the last plate of *koekies* still in hand.



READ 1

Fatima must be worried that the ring got baked into one of their *koekies*. If I were Fatima, I would feel so scared that I ruined the beautiful dough and lost my mother's sparkly ring!

READ 2

When I lost my sister's earring, I imagined people stepping on it and it getting buried in the ground. I felt scared I would never find it!

'Mommy!' Fatima cried as she opened the door, 'I did something terrible! Your ring – it is in a *koekie*!' But just then, the sparkle from her mother's ring caught her eye. Fatima gasped. The ring was on her finger! 'I found it in the dough!' her mother said, laughing.



READ 2

I was lucky **just like** Fatima, because the earring wasn't really lost! It had fallen out right in front of the mirror inside! It wasn't lost after all. I felt so relieved that I hadn't really lost my sister's earring.

Fatima got up, ready to deliver her last plate. 'Just this once, let's eat the *koekies*,' her mother said. They sat and ate the whole plate of *koekies* together.



READ 2

If I were Fatima, I would feel so happy that everything turned out okay!



READ 1

What did Fatima lose in the dough?

She lost her mother's ring!

When did Fatima realise she had lost her mother's ring?

When she was delivering her last plate of koekies.

Why did Fatima think the ring was in the koekies?

- Because she tried on her mother's ring and then forgot about it.
- Because she never took her mother's ring off.
- Because she didn't see the ring fall off her finger.
- Because she didn't see the ring fall into the dough.
- Because she didn't think her mother found the ring in the dough.

READ 2

What is Fatima's family tradition?

- Baking koekies with her mother on Fridays during Ramadan.
- Delivering the koekies she bakes with her mother to their neighbours.

Can you make a connection to Fatima? Have you ever lost something you borrowed from someone else? How did you feel?

I lost...

I felt...when I lost it!

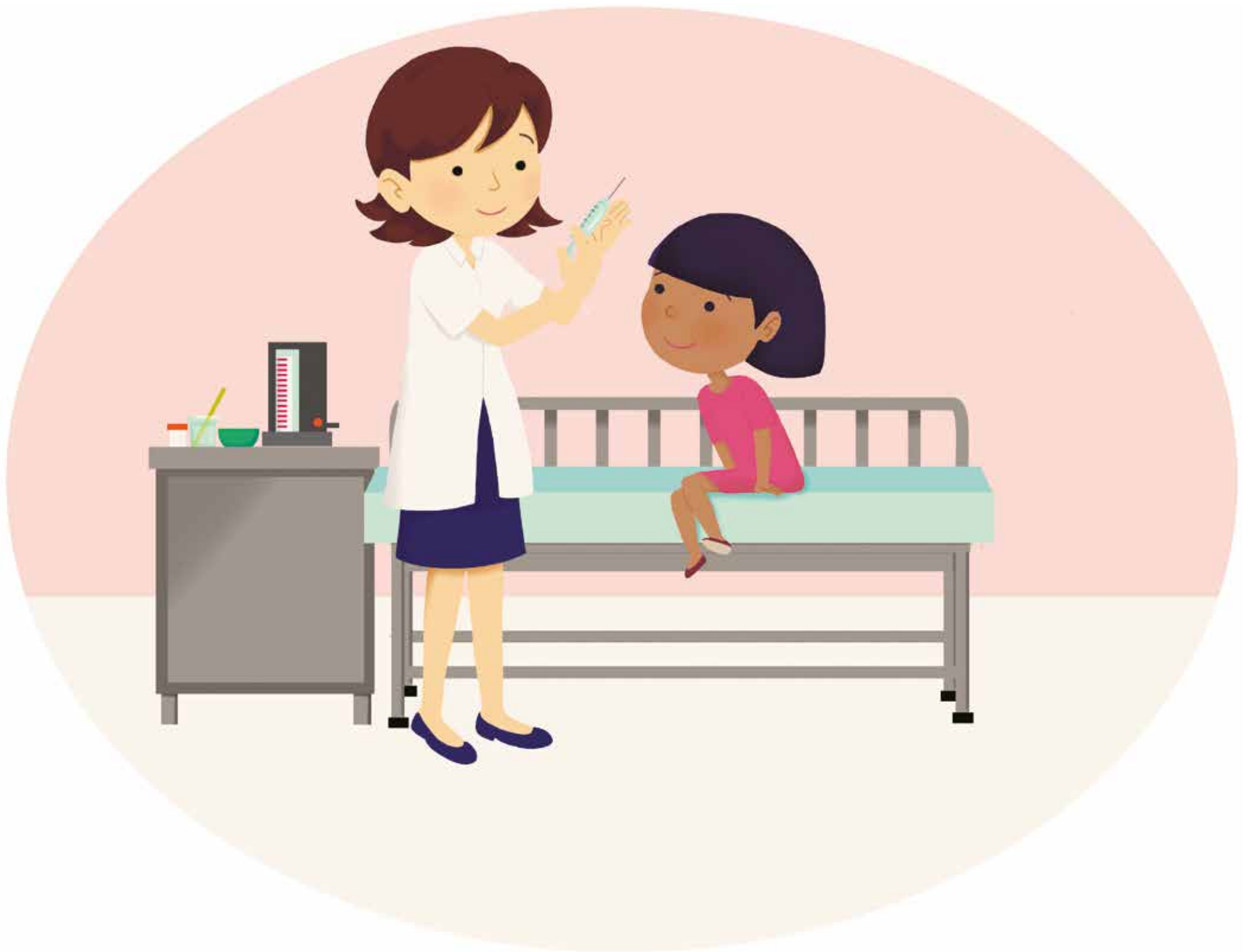
Why did Fatima gasp when she saw the ring on her mother's finger?

- Because she thought she had lost her mother's ring.
- Because she thought the ring was in one of the koekies.
- Because she didn't realise that her mother had found the ring in the dough.
- Because she felt surprised that her mother was wearing the ring.
- Because she was relieved that the ring was on her mother's finger.



You have probably been vaccinated before, but have you ever thought about how a vaccine works? Do you know what happens when the needle goes into your arm?

When you get a vaccine, a tiny bit of a disease is injected into your body. This helps your body build up the tools it needs to fight this disease. This means you won't get this disease in the future. This is called immunity.



Smallpox was a disease that once killed millions of people around the world. However, this disease doesn't exist anymore thanks to a man named Edward Jenner. He invented the first vaccine to fight this deadly disease!



READ 1

I **can** make the **evaluation** that Smallpox was a terrible disease!

READ 2

Edward Jenner figured out how to make a vaccine before anyone else. I make the **evaluation** that he must have been a clever person!

Edward Jenner lived in England more than two hundred years ago. Edward noticed that many people in his community became sick and died from Smallpox. This disease could attack anyone – young or old, rich or poor. However, everyone knew that milkmaids – the women who milked the cows – almost never got Smallpox. Edward wondered why.



READ 1

Let's **evaluate** the problem in this story: when Edward Jenner was alive, Smallpox was a terrible disease that killed many people!

READ 2

I make the **evaluation** that Edward was a curious person. He was curious about why the milkmaids never got Smallpox!

Edward decided to watch these milkmaids. He saw that cows had a similar disease, called Cowpox. The milkmaids became sick with Cowpox, but they always got better. After that, they could be in the same room as someone with Smallpox, but they would not catch the deadly disease!

Edward realised that the Cowpox protected the milkmaids. He thought that having Cowpox helped their bodies build the tools to fight Smallpox. But he needed to test his idea.



READ 1

Edward thought that Cowpox could be the solution to Smallpox!

READ 2

Edward was curious about how he could use Cowpox to protect people from Smallpox.

Edward found a milkmaid who was sick with Cowpox. He then took some of the pus from one of her blisters. Edward injected this pus into an eight-year-old boy's arm. The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.



READ 1

Let's **evaluate** the solution in the story: Edward thought that injecting James with Cowpox was a good idea because it might protect him from the deadly disease of Smallpox!

READ 2

Edward was so curious, he injected a little boy with Cowpox! I think that this is a risky idea! He could have infected James with Cowpox!

Then, Edward put poor little James into a room with people who had Smallpox. He waited to see if James would get sick. But, Edward's idea was correct – the little bit of Cowpox helped James' body to build the tools it needed to fight Smallpox. James never got sick!



READ 1

Edward's idea worked! The Cowpox protected James from Smallpox, just like Edward thought it would.

READ 2

This is an even riskier idea! Imagine if he had been wrong and James had caught Smallpox! James might have died. I make the **evaluation** that Edward's curiosity made him take big risks!

Edward then knew that his idea was correct – having a tiny little bit of a disease can help your body get ready to fight and protect you! Thanks to the work of Edward Jenner, we now have vaccines that protect us from many deadly diseases!



READ 1

We now have vaccines that do the same thing as what Edward did. I make the **evaluation** that many people thought his idea was brilliant!

READ 2

Edward's experiment was very risky! But in the end, his curiosity helped protect millions and millions of people. I make the **evaluation** that his risks were worthwhile! I wonder what you think?



READ 1

What did Edward Jenner invent?

- He invented the first vaccine.
- He invented the vaccine for Smallpox.

What did Edward Jenner think was protecting the milkmaids from Smallpox?

He thought that Cowpox was protecting the milkmaids from Smallpox.

Why did Edward Jenner inject James with Cowpox?

- Because he saw that the milkmaids didn't get Smallpox after having Cowpox.
- Because he wanted to see if Cowpox could protect James from Smallpox.
- Because he wanted to test out his idea.

READ 2

What was the problem that Edward wanted to solve?

He wanted to stop people from getting sick with Smallpox.

What was the solution that he tested out?

- He tested out injecting Cowpox into James.
- He tested whether James would get Smallpox after being injected with Cowpox.

Can you make an evaluation? What do you think about Edward's decision to put James in a room with people who had Smallpox?

- I think it was a good idea because...
- I think it was a bad idea because...

Learning about vaccinations: Extension Activity

You will need:

- 1 *An example of a vaccination card from a clinic*

What to do:

- 1 Settle the class so that you have their attention.
- 2 Ask learners if any of them remember having a vaccination – let them tell you about this experience.
- 3 Next, tell learners that all children have to have certain vaccinations. This is to keep us all safe from disease.
- 4 Show learners the vaccination card from the clinic, and tell them that their parents should all have a card like this for every child.
- 5 Find the notation for the Smallpox vaccination – show this to learners and explain that we are all still vaccinated against Smallpox – just like in the olden days!
- 6 Tell learners to go home and discuss this with their parents. They can tell their parents the story of the first vaccine, and they can ask their parents to show them their vaccination cards. They can even look for when they had their Smallpox vaccinations!





Uthingo loved rainbows. She had a rainbow vest that she wore everywhere. She added a rainbow to every drawing she made. And, anytime she saw a rainbow, she would sit outside watching the beautiful colours in the sky until it disappeared. Mostly, she loved that her name, Uthingolwenkosazana, meant rainbow in isiZulu.

READ 1

I can infer that Uthingo loves rainbows because her name means rainbow!



One day at the end of a big storm, the sun peeked out from behind a cloud. 'Rainbows are like magic; they always appear after the rain!' Uthingo said, running outside to watch.

'Rainbow's aren't magic, they're science!' her brother Simphiwe told her, rolling his eyes.

Uthingo thought about what her brother had said.

'How are rainbows science?' she wondered.

READ 1

I can infer that Uthingo doesn't know as much about rainbows as her older brother.

READ 2

I can infer that Simphiwe knows the science of rainbows. **I can infer** that he thinks his little sister is silly for thinking that rainbows are magic.

That night, when Uthingo's father tucked her into bed, she whispered into his ear, 'Daddy, where do rainbows come from?'

'That's a good question,' he said. 'We will try to figure it out tomorrow.'



READ 1

I **can infer** that Uthingo is curious about what her brother said!

READ 2

Uthingo whispers. I **can infer** that she doesn't want her brother to hear her. Maybe she is feeling embarrassed that she doesn't know where rainbows come from.

When Uthingo woke up, her father had set up his laptop computer. The browser was open to Google. Uthingo sat down. Her dad helped her to type: 'Where do rainbows come from?'

They learned that rainbows are formed when sunlight shines through water, like raindrops. 'Oh! That must be why I always see rainbows after a storm!' Uthingo said, 'Simpfiwe was right!'



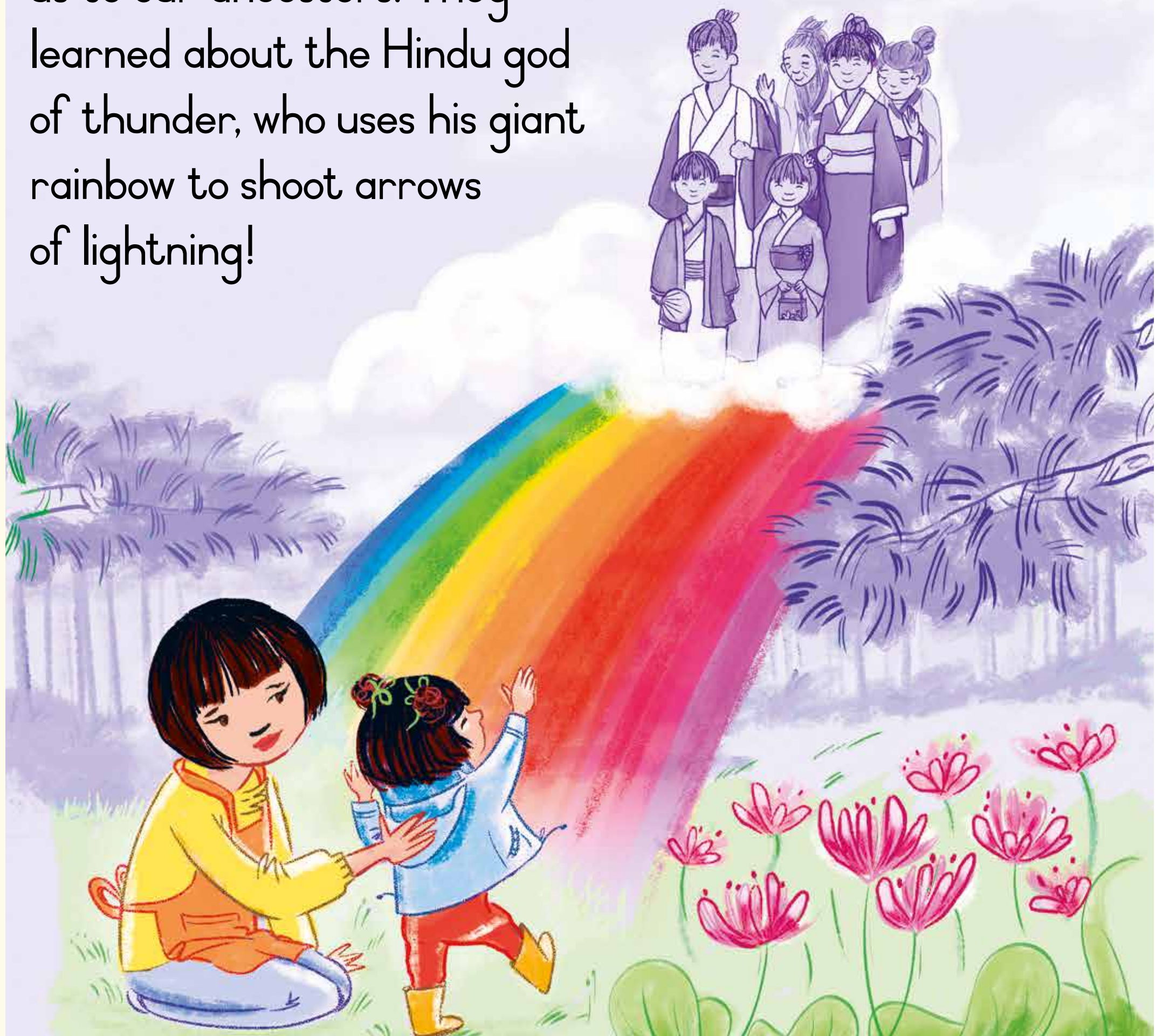
READ 1

I can infer that you must be able to find out where rainbows come from on Google!

READ 2

I can infer that Uthingo's dad wants to help her learn how to use Google, so she knows how to find answers to tricky questions all by herself.

They learned that many cultures around the world have different myths about rainbows. They learned the Japanese myth that rainbows are bridges, linking us to our ancestors. They learned about the Hindu god of thunder, who uses his giant rainbow to shoot arrows of lightning!



READ 1

Oh! We just learned that rainbows are science. But **I can infer** that there are many beliefs about the magic of rainbows around the world too! **I can infer** that Google can teach you a lot of different things – not just science!

READ 2

I can infer that Simphiwe might not know that different cultures believe different magical things about rainbows!

Uthingo and her dad even learned how to make a rainbow! 'Let's try it,' Uthingo's dad said. 'What do we need?'

'We need a glass of water and a piece of white paper! And we also need a window with the sun shining through!' said Uthingo.



When the glass was full of water, Uthingo held it up to the light, being careful not to spill. Her dad held the white paper underneath. The water shone through the glass, and a tiny rainbow appeared on the paper! Uthingo was so excited! 'I want to show Simphiwe!' she said.

Uthingo called for her older brother. 'What?' he asked. He looked sleepy. He was still in his pyjamas.



READ 1

I can infer that Uthingo wants her brother to see her science experiment.

READ 2

I can infer that Uthingo wants to show Simphiwe what she has learned about rainbows. Maybe she doesn't want her brother to think she is silly.

‘Look! You were right! Making a rainbow is science!’ she said. Simphiwe smiled.

‘Told you so! Let me try!’ he said, taking the glass from Uthingo. He held it higher, and a bigger rainbow appeared on the paper.



READ 2

I can infer that Simphiwe is interested in science, because he wants to try the science experiment too! Maybe that's why he knew about the science of rainbows already.

'I love science! I can make my own rainbows! I want to know what other magical things I can do with science!' Uthingo said as she sat back down at her father's laptop. Uthingo had a million more questions to type into Google!



READ 1

I can infer that Uthingo liked all the information she found on Google, because she wants to use Google more!

READ 2

I can infer that Uthingo's research about rainbows has made her realise she can use Google to find out anything!



READ 1

What did Uthingo use to find out more about rainbows?

- She used her father's laptop.
- She used Google.

What was Simphiwe right about?

He was right that rainbows are science.

Why did Uthingo sit back down at the computer at the end of the story?

- Because she loved learning about rainbows.
- Because she sees that you can learn a lot from using Google.
- Because she knows how to use the computer to do research.
- Because she has more questions she wants to ask Google.

READ 2

What are two things that Uthingo learned about rainbows?

- She learned that rainbows are caused by light shining through water.
- She learned that different cultures around the world have different beliefs about rainbows.

How can you infer that Uthingo liked using Google?

We can infer that she liked using Google because she sat down to use it more at the end of the story!

Why did Uthingo want to find out more about rainbows?

- Because she loves rainbows.
- Because she thought rainbows were magic, but Simphiwe told her they were science.
- Maybe she felt embarrassed that she didn't know as much about rainbows as her brother.
- Because she is curious about where rainbows really come from.
- Maybe because she wanted to show Simphiwe that she knows as much as he does.

The magic of science: Extension Activity

You will need:

- 1 *Some lemon juice in a cup for each group*
- 2 *A few earbuds (cotton buds) for each group*
- 3 *A sheet of white paper per learner*
- 4 *A candle*
- 5 *Matches*

What to do:

- 1 Settle the class so that you have their attention.
- 2 Remind learners that Uthingo found out that rainbows are science, not magic!
- 3 Tell learners that today, you are going to teach them something else about science, that is also fun!
- 4 Give each learner a piece of white paper.
- 5 Then, give each group of learners a cup with lemon juice, and a few cottonbuds.
- 6 Tell learners to listen carefully (and not touch).
- 7 Explain to learners that sometimes, people have had to write secret messages to each other. For example, when he was in prison on Robben Island, President Mandela used to put secret messages inside a tennis ball, and throw it to his friend in the next part of the jail. They used to communicate like this.
- 8 Tell learners that today, you are going to show them how to send a secret message.
- 9 Show learners how to dip the cotton bud into lemon juice, and then write a message on the white paper.
- 10 Once they have written their message, they must hold the paper very still.
- 11 Tell learners to write or draw a short message – they must do this quickly.
- 12 Then, they must put their papers on their tables to dry.
- 13 Once all learners have written a message, light the candle on your desk, and call learners up with their papers, one-by-one.
- 14 Hold the paper just above the candle, so that it feels the heat but does not burn. You should see the message appear!
- 15 Once everyone has their 'secret message', discuss this with learners:
 - a Did you enjoy this experiment? Was it fun?
 - b What did you learn from this? (that you can write a secret message in lemon juice, which cannot be seen until it is heated)
 - c Why do you think the message turned brown? (the acid from the lemon is more sensitive to heat – it turns brown before the paper)
- 16 Tell learners that if they want to show this to anyone at home, it must be done with an adult present – learners must NOT play with matches, candles or fire!



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.

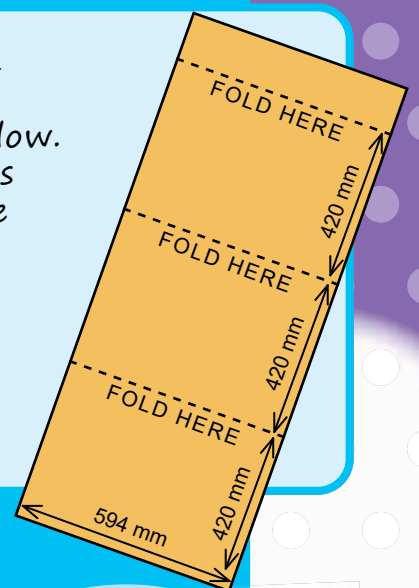


Make your own Big Book stand

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.)



THIS BOOK MAY NOT BE SOLD.



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