

Anthology

ENGLISH
HOME LANGUAGE

TERMS 1 & 2

GRADE
3





Anthology

GRADE 3 | TERM 1 & 2

ENGLISH

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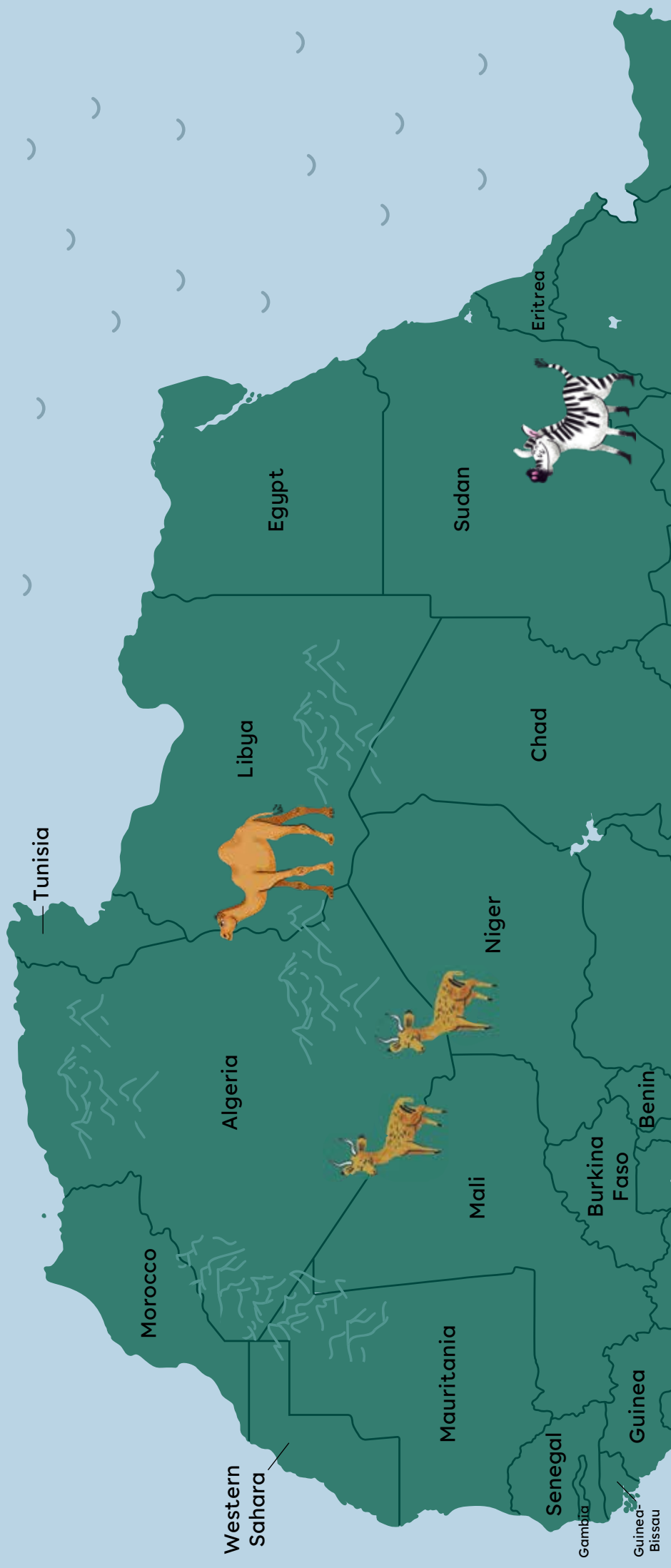
First edition, 2026



TERM 1



MAP OF AFRICA





A life without limits



Shamiso's big trip



The herdboy who cried 'lion'



The ruined classroom



The blue bracelet

MAP OF THE WORLD



North America

Mari Copeny:
water warrior

Atlantic
Ocean

Pacific
Ocean

South America



Mashudu's travels



Asia



Malala's fight for education

Europe



Africa



Pacific Ocean



Australia

Indian Ocean



Antarctica

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STORY 1

SHAMISO'S BIG TRIP

Theme: We travel



Background information

- This text is a fiction story.
- It is set in Zimbabwe.
- It takes place in the present day. The main character also learns and thinks about the past throughout the story.
- This story will help your learners to learn more about a place called Great Zimbabwe in the country of Zimbabwe. This is a real place!



Some points to share with your learners

- In this story, Shamiso visits the ruins of a real place called Great Zimbabwe.
- Ruins are the old, broken remains of buildings or places that people used long ago.
- Ruins are special places to visit because they are like a history puzzle: They help us learn how people lived, what they built, and what was important to them.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.

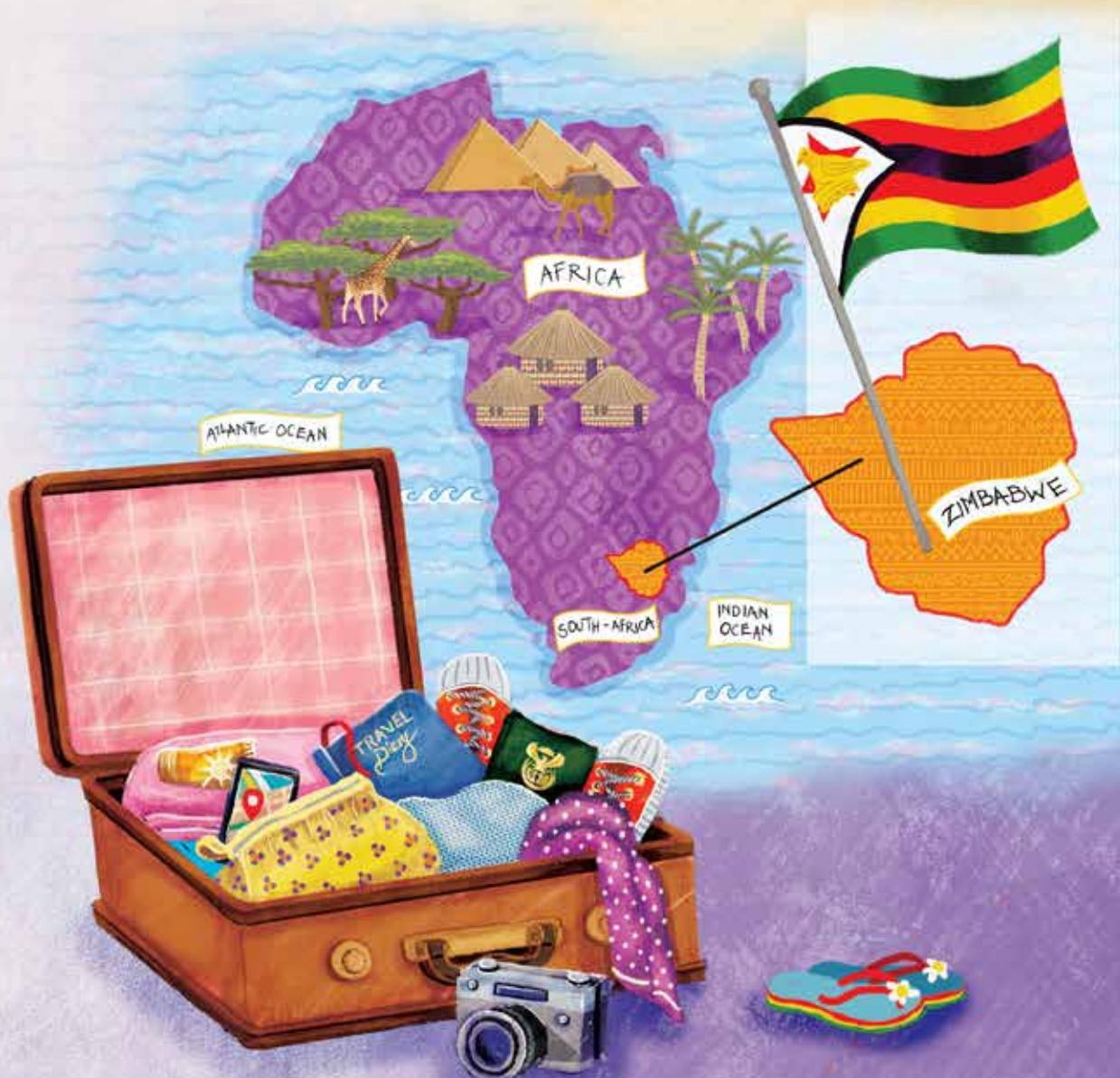


To use this strategy:

Page & paragraph	Read	Say
3, 1	On the way, they were making a stop at a place called Great Zimbabwe. Shamiso looked up 'Great Zimbabwe' on the internet. She learned that it was a great city and palace from long ago.	I infer that Shamiso has never been to Great Zimbabwe before, because she looks it up on the internet to find out what it is.
7, 1	Their guide took them to the small museum first. "Everything in this museum came from inside the ruins," their guide told them.	Museums are places where interesting or valuable things are kept. I infer that Great Zimbabwe was an important place because things from inside the ruins are kept in the museum.

Shamiso and her family had been waiting for months for the school holiday. They were going to visit their family in Zimbabwe. On the way, they were making a stop at a place called Great Zimbabwe. Shamiso looked up 'Great Zimbabwe' on the Internet. She learned that it was a great city and palace from long ago.

“Wow! How cool!” she thought. She couldn’t wait to see the place of her ancestors.





“Great Zimbabwe was built by our Shona ancestors!” her father told her. “When I was a child, Zimbabwe was called Rhodesia and it was ruled by the British. The government didn’t want people to know that it was Africans who created such an impressive place!” he said.



When the family finally arrived at Great Zimbabwe, Shamiso's dad stopped the car and went over to the ticket booth. He came back with their tickets and a tour guide.

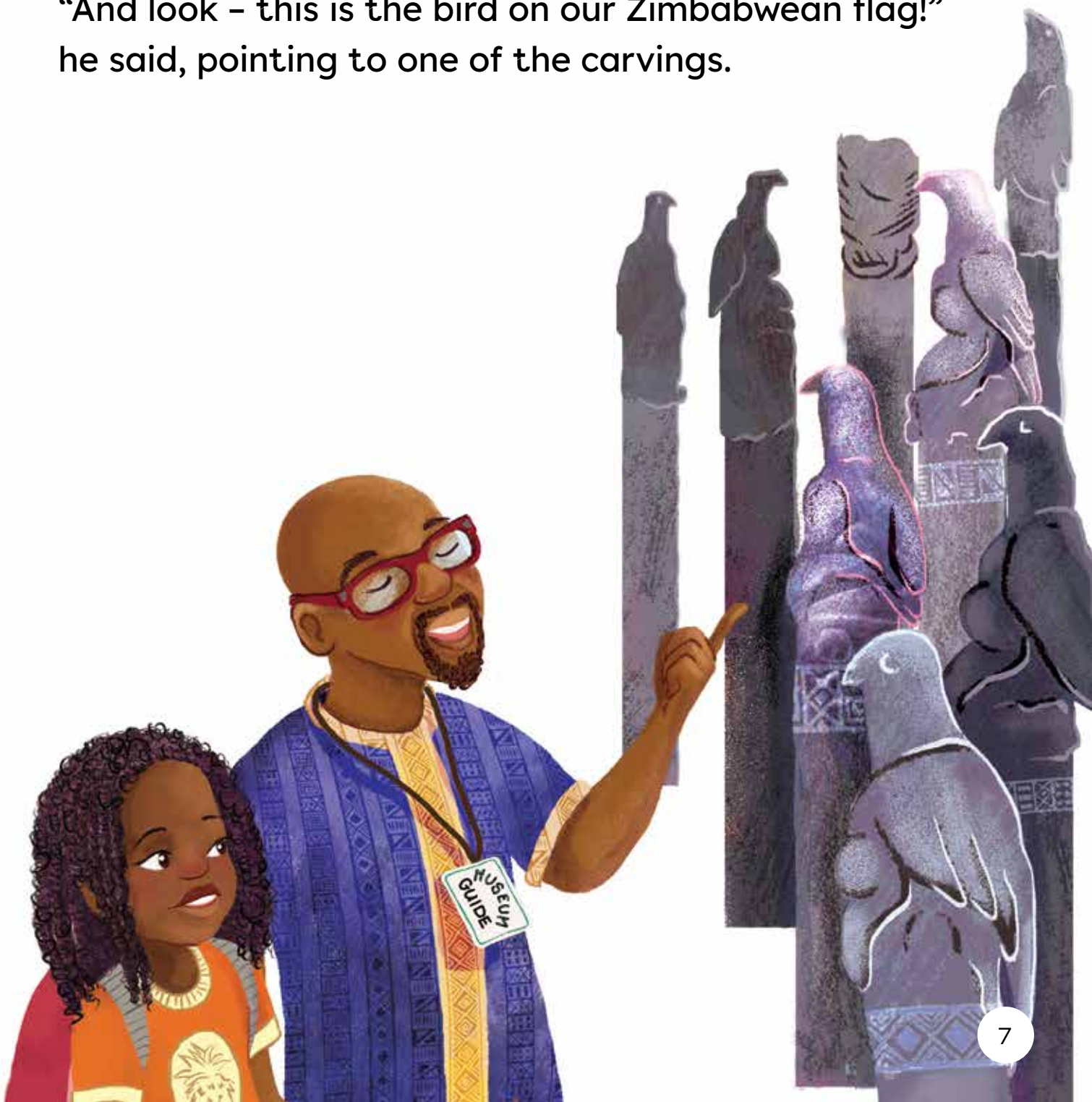
"Welcome to Great Zimbabwe," the guide said. "This place was built hundreds of years ago – beginning in the 11th century!"



Their guide took them to the small museum first.
“Everything in this museum came from inside the ruins,” their guide told them.

First, the guide showed them eight carved birds.
“These birds were the symbols of our ancient kings,” he said.

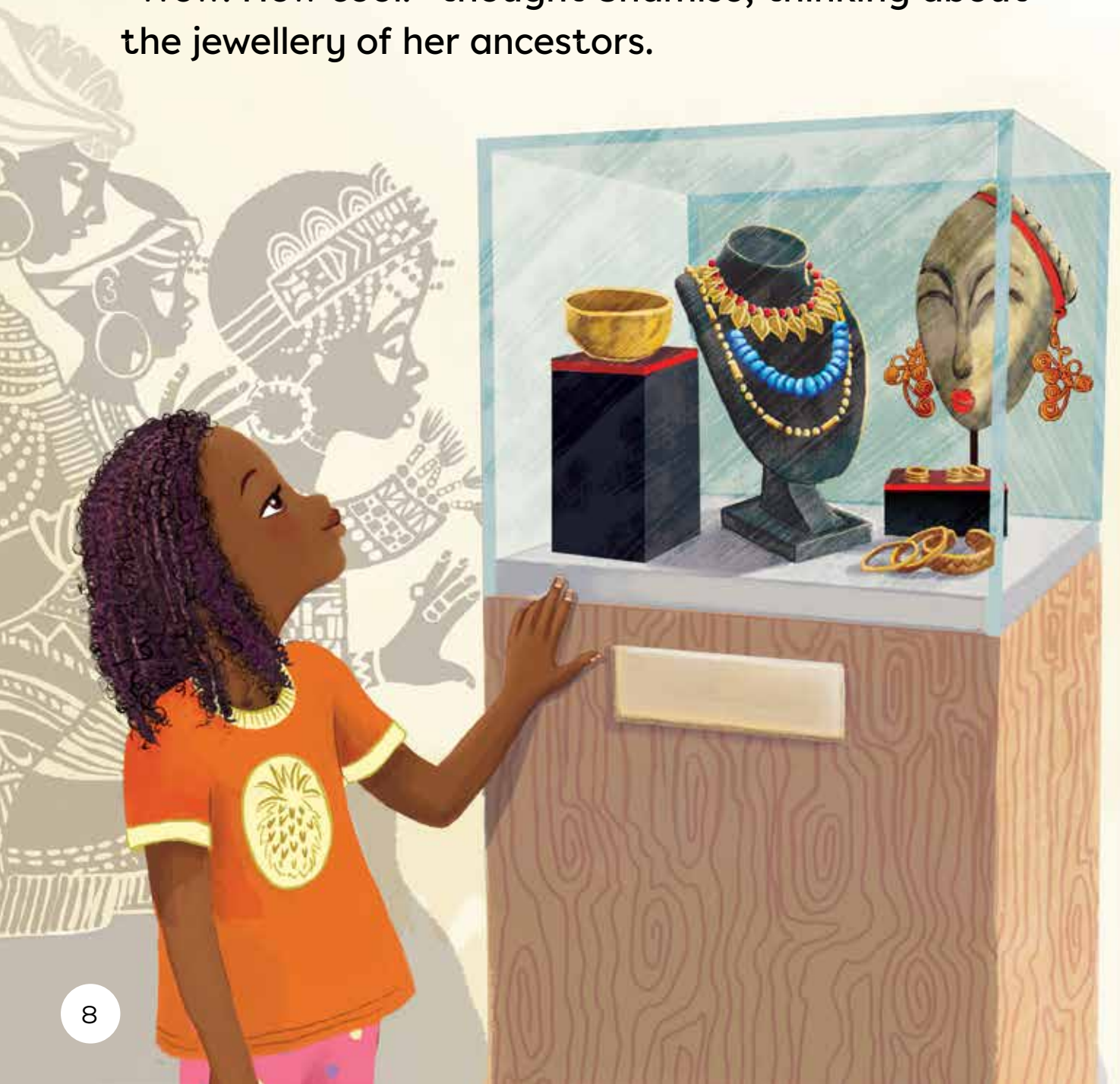
“And look – this is the bird on our Zimbabwean flag!” he said, pointing to one of the carvings.



As they walked by the cases, Shamiso saw golden beads and copper wire. “The people who lived here were rich in gold,” the tour guide explained.

“And those beads came all the way from China!” the guide added, pointing to some beautiful glass beads inside the case. “This tells us that the people who lived here traded internationally!”

“Wow! How cool!” thought Shamiso, thinking about the jewellery of her ancestors.

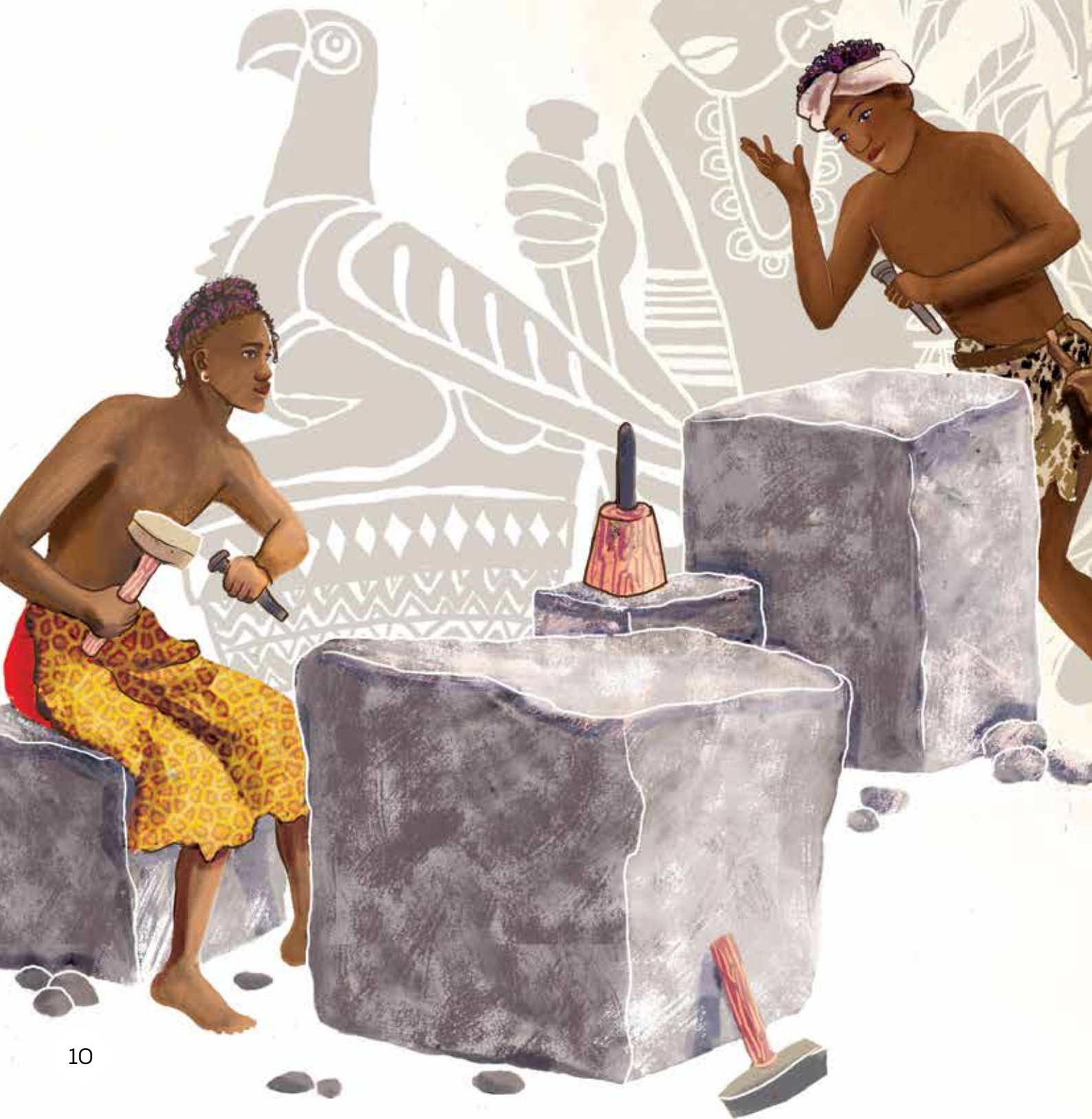


Then, they walked to an enormous, round stone wall. “This is called the Great Enclosure and it was a home for queens!” their guide explained. He went on, “Zimbabwe is named after this big structure. Zimbabwe means ‘a big stone house’ – just like this one!”



Shamiso's dad bent down and whispered in her ear,
"This is the biggest stone structure in Africa - other
than the pyramids in Egypt."

"Wow! How cool!" thought Shamiso, thinking about
her ancestors building big stone walls.



Next, their guide took them to a small village. “This has been rebuilt, so you can see what the houses looked like when people really lived here at Great Zimbabwe!” he explained.

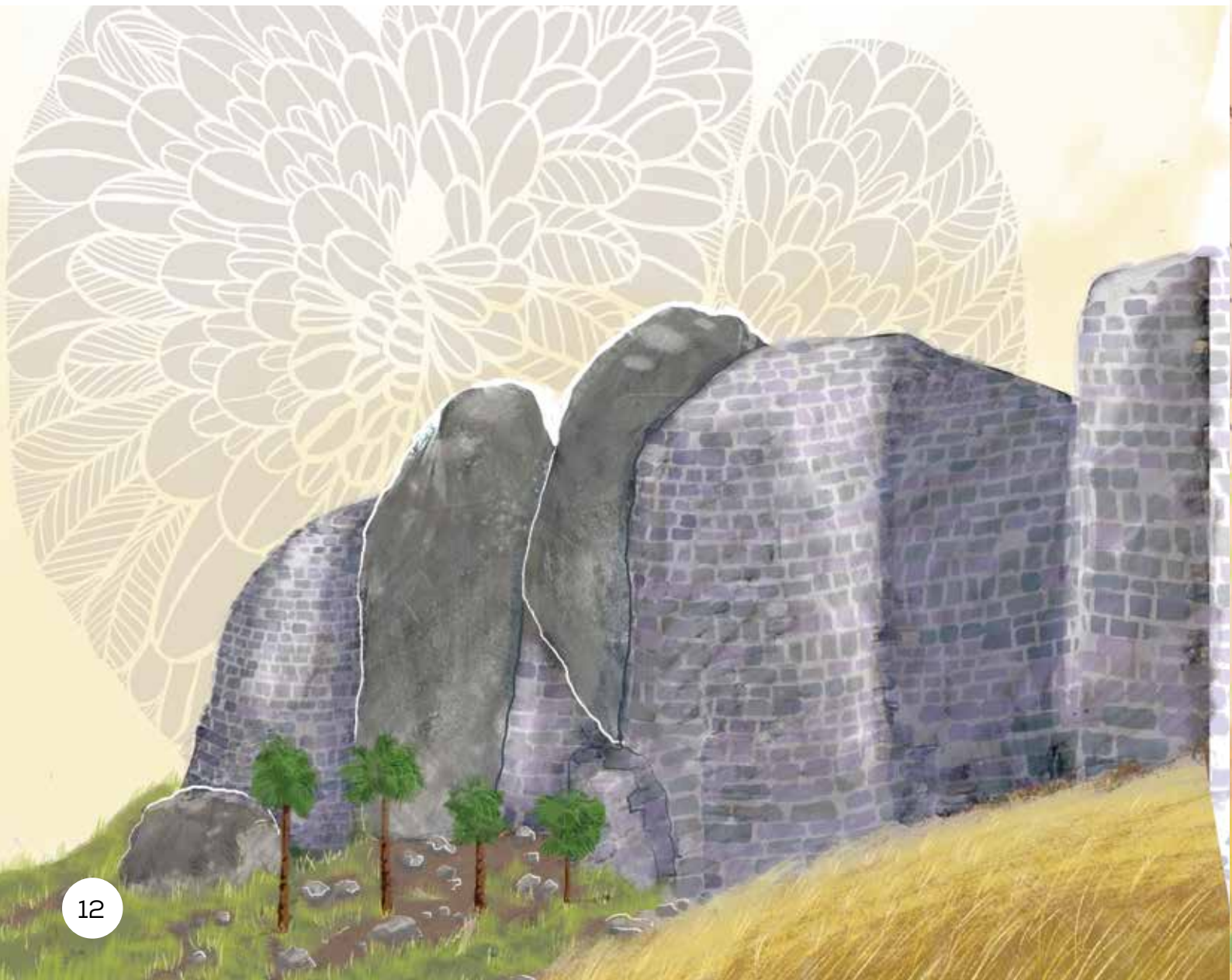
They also saw a group of dancers. “These dancers are working to keep the ancient dances alive!” the guide said.

“Wow! How cool!” thought Shamiso, thinking about the beautiful music and dancing of her ancestors.



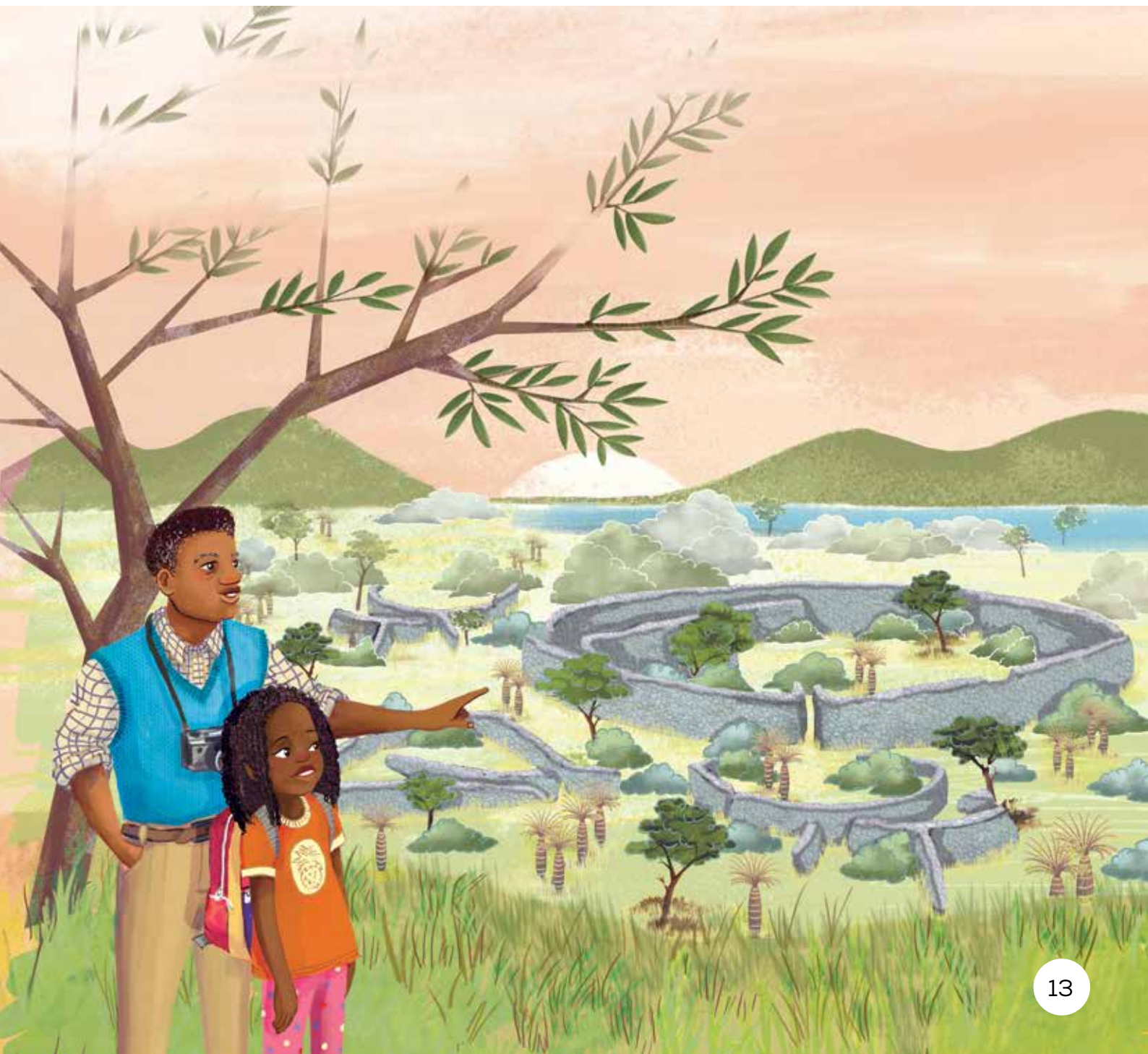
Finally, their guide took them on a steep walk up a big hill. “This was a religious space, where special ceremonies were performed,” he explained. “This is where the wooden birds in the museum were found! And look!” he said, pointing to giant boulders on the hilltop. “Those boulders look like a bird too!”

“Wow! How cool!” thought Shamiso, thinking about her ancestors praying together.



Shamiso stood at the edge of the hill with her dad, overlooking the beautiful green hills and the dam in the distance. They could see the stone ruins dotting the landscape. “Wow! How cool!” she said. “I’m proud of all the work of our ancestors!”

“Me too!” her dad said, smiling.





Read 1

Where did Shamiso and her family go?

They went to Great Zimbabwe.

What did Shamiso see at Great Zimbabwe?

- She saw carved birds.
- She saw beads and copper wire.
- She saw the museum.
- She saw the Great Enclosure.
- She saw a huge, stone wall.
- Etc.

How do you think Shamiso felt about her trip to Great Zimbabwe?

- I think she enjoyed her trip because she thinks ‘Wow! How cool!’ about all the different things she sees there.
- I think she felt inspired by the work of her ancestors, because she kept thinking about them.
- I think she felt happy because she got to see a cool place that her ancestors came from.
- I think she felt proud because Shamiso is related to the ancient people who built Great Zimbabwe.
- Interested because Shamiso is trying to imagine what life was like for her ancestors who built Great Zimbabwe.



Read 2

How did Shamiso and her dad feel at the end of the story?

They felt proud of their ancestors.

What is the only stone structure in Africa that is bigger than Great Zimbabwe?

The pyramids in Egypt.

Why did Shamiso and her dad feel proud?

- Because their ancestors did so many amazing things.
- Because their ancestors were good builders.
- Because their ancestors were traders.
- Because their ancestors knew how to make beautiful jewellery.
- Because their ancestors were great builders with stone.

STORY 2

MASHUDU'S TRAVELS

Theme: We travel



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to learn more about different places around the world.



Some points to share with your learners

- In this story, Mashudu learns about the 'New Seven Wonders of the World'. These are seven places around the world that people voted as the most amazing and special places around the world.
- This list helps people learn about and celebrate these special places.
- Mashudu doesn't actually travel to these places. He learns about them from a book – just like we will do as we read this story.



Comprehension Strategy: Find and remember details

- What it is: Looking for and recalling important details like characters, setting, and events.
- Why we use it: To keep track of what happened and understand the story better.
- How it helps: It helps you talk about the story and understand the sequence of events.



To use this strategy:

Page & paragraph	Read	Say
19, 1	The title on the first page read, 'The Great Wall of China' Mashudu's father read out the description: "The Great Wall of China was built over 2 000 years ago to protect the Chinese from enemies. The Great Wall is the longest structure ever built by humans."	What is the first Wonder of the World? Oh! I learn that it is called 'The Great Wall of China.'
20, 1	Mashudu's father read out the title on the second page, "Christ the Redeemer Statue, Brazil." Then, he read out the caption under the picture of the gigantic statue: "The Christ the Redeemer Statue sits on top of Corcovado Mountain in Rio de Janeiro, Brazil."	Where is the second Wonder of the World? Oh! I learn that it is in a country called Brazil.

Mashudu's father came home with a book from the library entitled 'The New Seven Wonders of the World.'

"We don't have money for aeroplane tickets, but books can take us anywhere!" his father liked to say.



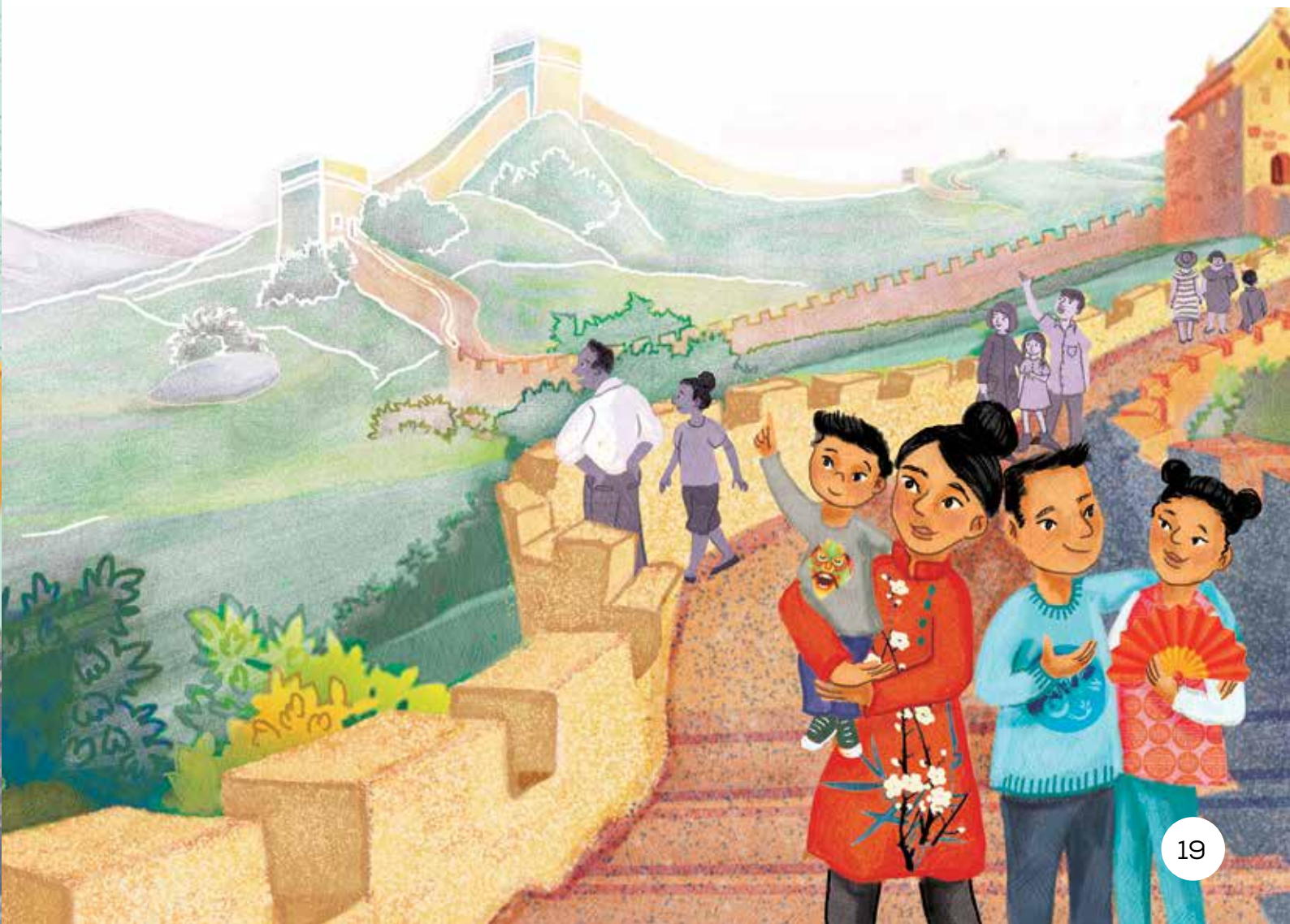
After dinner Mashudu and his father sat down on the sofa together. “Let’s see what we have here!” Mashudu’s father said, as he opened the book.

“Let’s decide which of the Seven Wonders we would most like to visit!” Mashudu said excitedly.



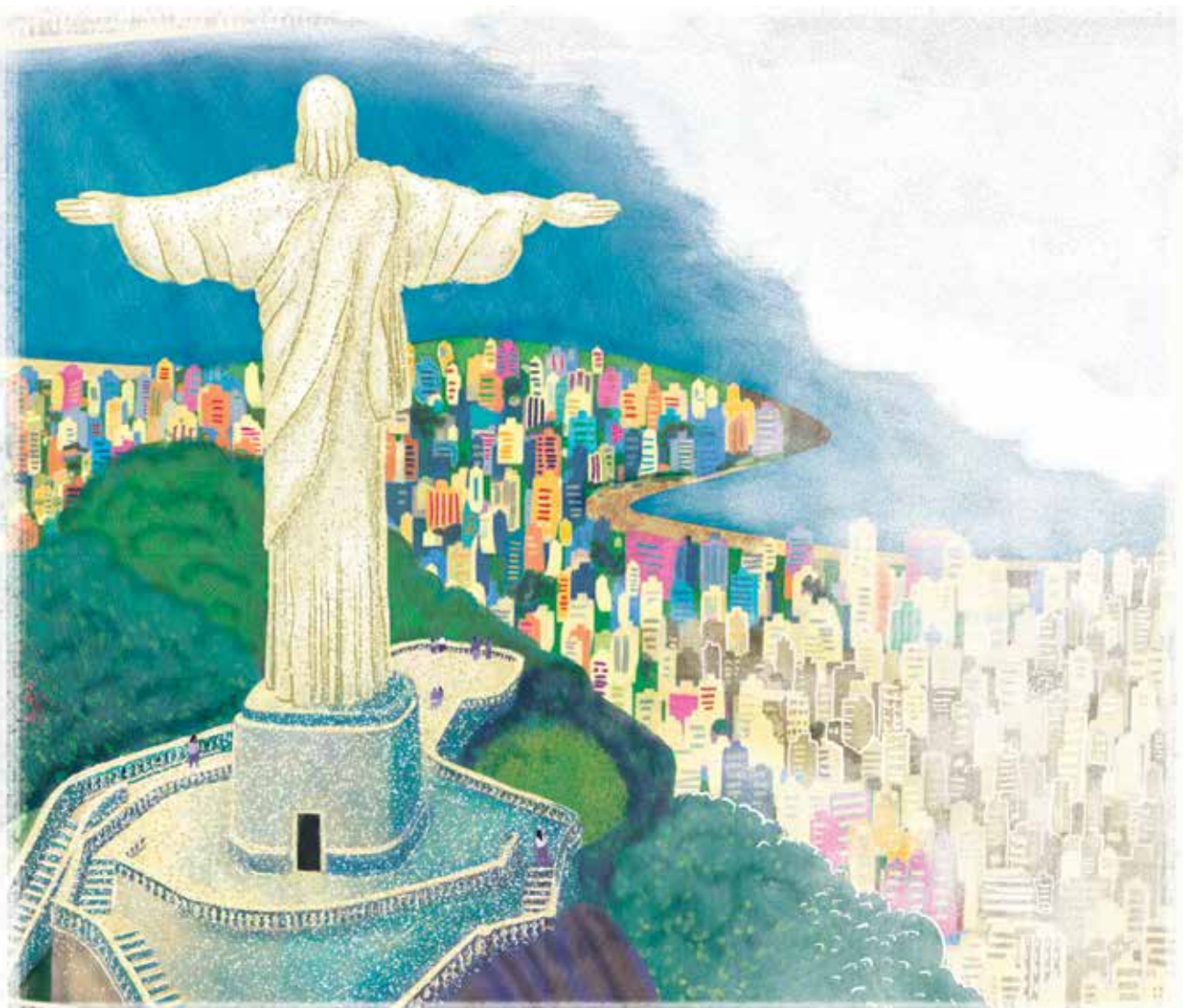
The title on the first page read, 'The Great Wall of China.' Mashudu's father read out the description: "The Great Wall of China was built over 2 000 years ago to protect the Chinese from enemies. The Great Wall is the longest structure ever built by humans."

Mashudu examined the picture of the beautiful wall. "Wow! I think that is the Wonder I would most like to visit!" Mashudu said.



Mashudu's father read out the title on the second page, "Christ the Redeemer Statue, Brazil." Then, he read the caption under the picture of the gigantic statue: "The Christ the Redeemer Statue sits on top of Corcovado Mountain in Rio de Janeiro, Brazil. It towers over the city. It is 30 metres tall."

"Wow! I think that is the Wonder I would most like to visit!" Mashudu said.



Mashudu's father turned the page to reveal the third Wonder of the World.

"Wow!" Mashudu exclaimed. "I think that is the Wonder I would most like to visit!"

"That's Machu Picchu," his father said. "It's in Peru!" His father then read out the description: "Machu Picchu is an ancient city high in the Andean Mountains of Peru, South America. The city was built around 600 years ago, by the Inca people."





Mashudu read the title of the fourth Wonder,
“Chichen Itza, Mexico.”

“Is that ancient too?” Mashudu asked.

“Why don’t you read to find out?” his father asked.

Mashudu read: “Chichen Itza was an ancient Mayan city. One of the most famous buildings in the city is the pyramid called El Caracol. In ancient times, it was used to view the night sky.”

“Wow! Maybe that is the Wonder I would most like to visit!” Mashudu said.

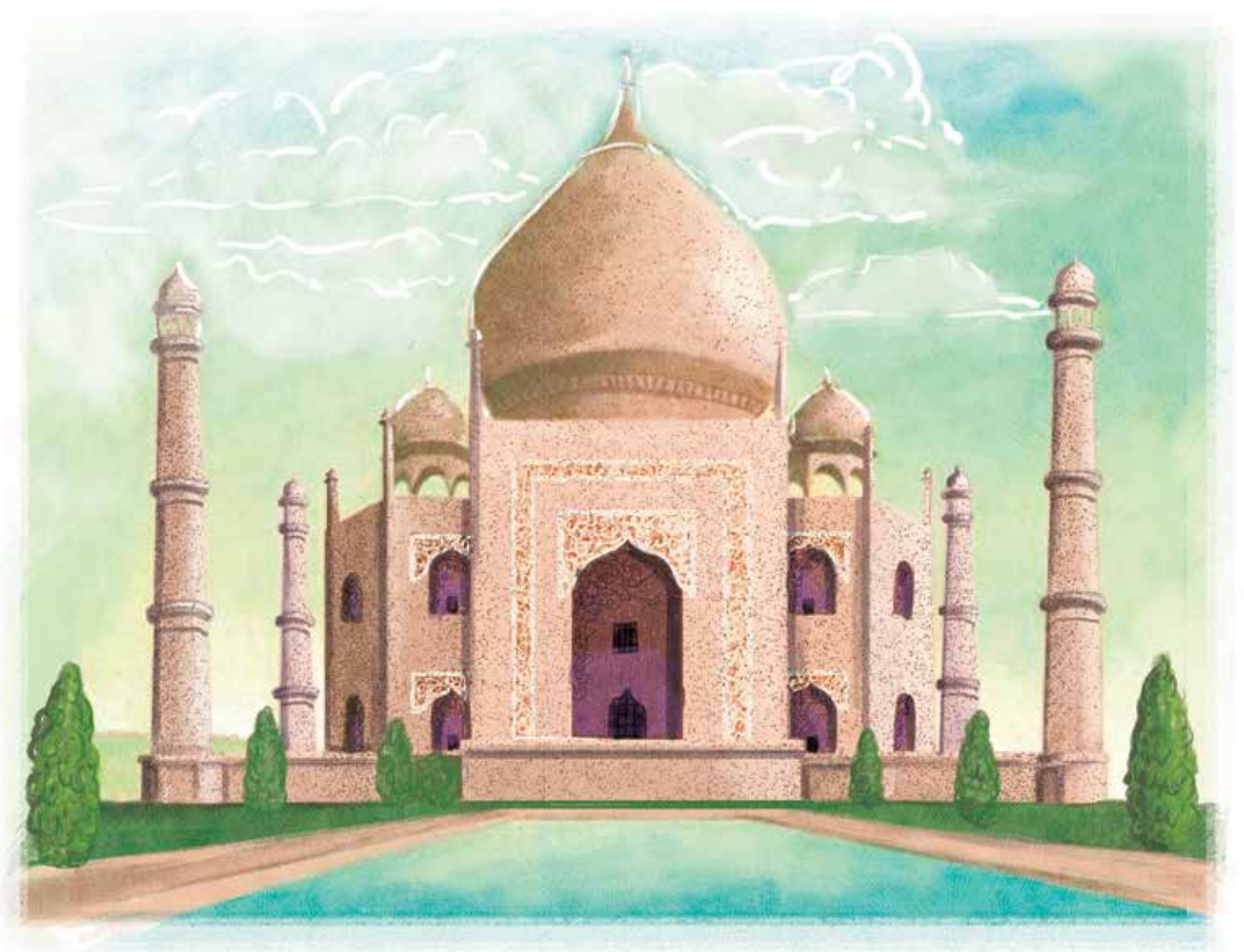
“Look, that’s the Colosseum in Rome, Italy!”
Mashudu’s father said. “It was built over 2 000 years ago. It could seat over 50 000 people for public events.”

“It says here that gladiators used to fight there!”
Mashudu exclaimed. “Maybe that is the Wonder I would most like to visit!”

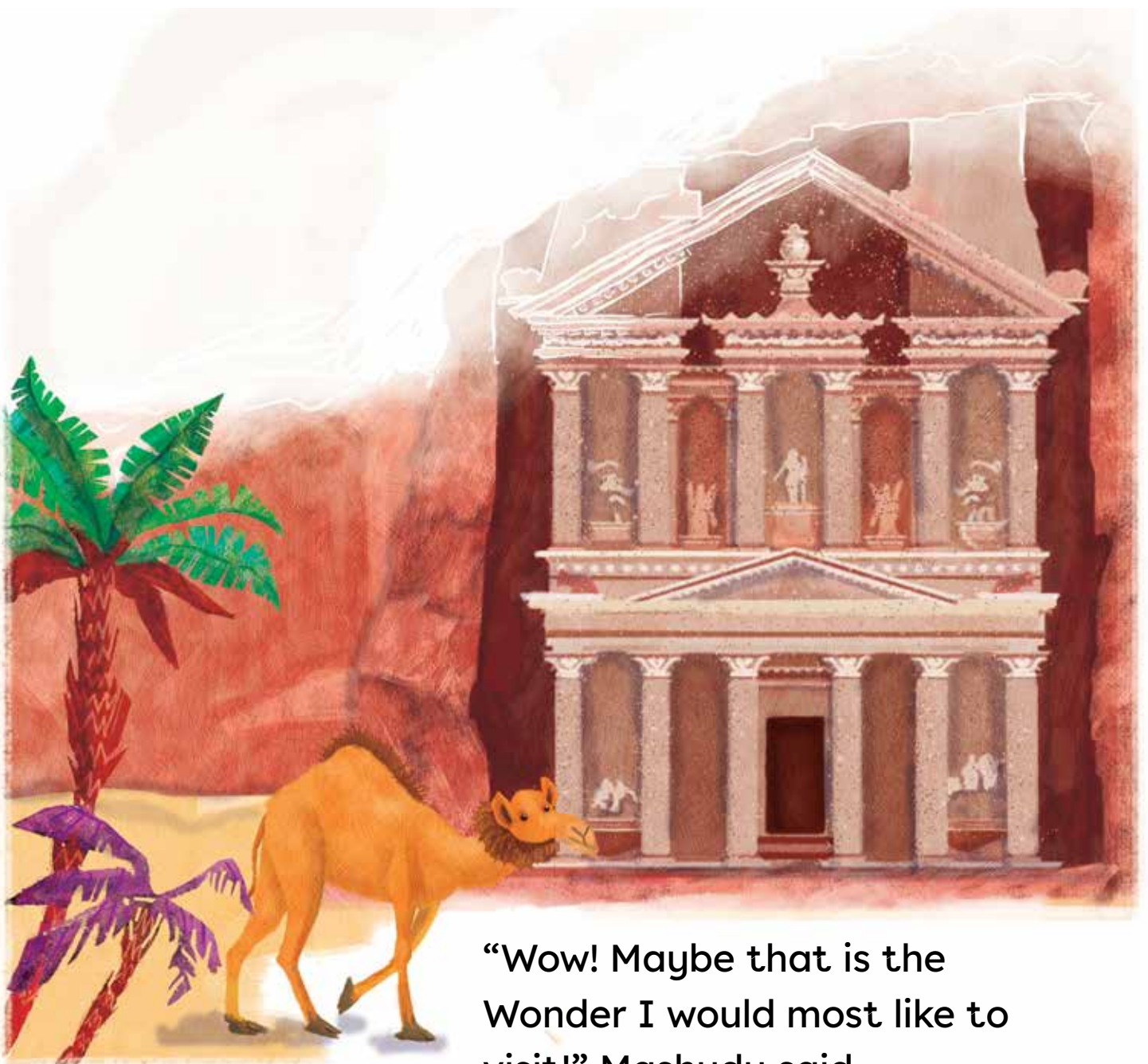


“I know that one!” Mashudu said when his father turned the page. “That’s the Taj Mahal in India.” Mashudu remembered reading about it in a book about India. “I remember that an emperor built it as a tomb for his wife,” he said.

“I’ve always wanted to go to the Taj Mahal! That is the Wonder I would most like to visit!” Mashudu said.



Finally, they reached the seventh Wonder. Mashudu's father read out the title, "Petra, Jordan," and then he read the description. "Petra is a magnificent city carved in red rock by an ancient Arab tribe. The city is built in the desert. However, it has a complex system to collect rain and flood water so that the people who lived here always had water."

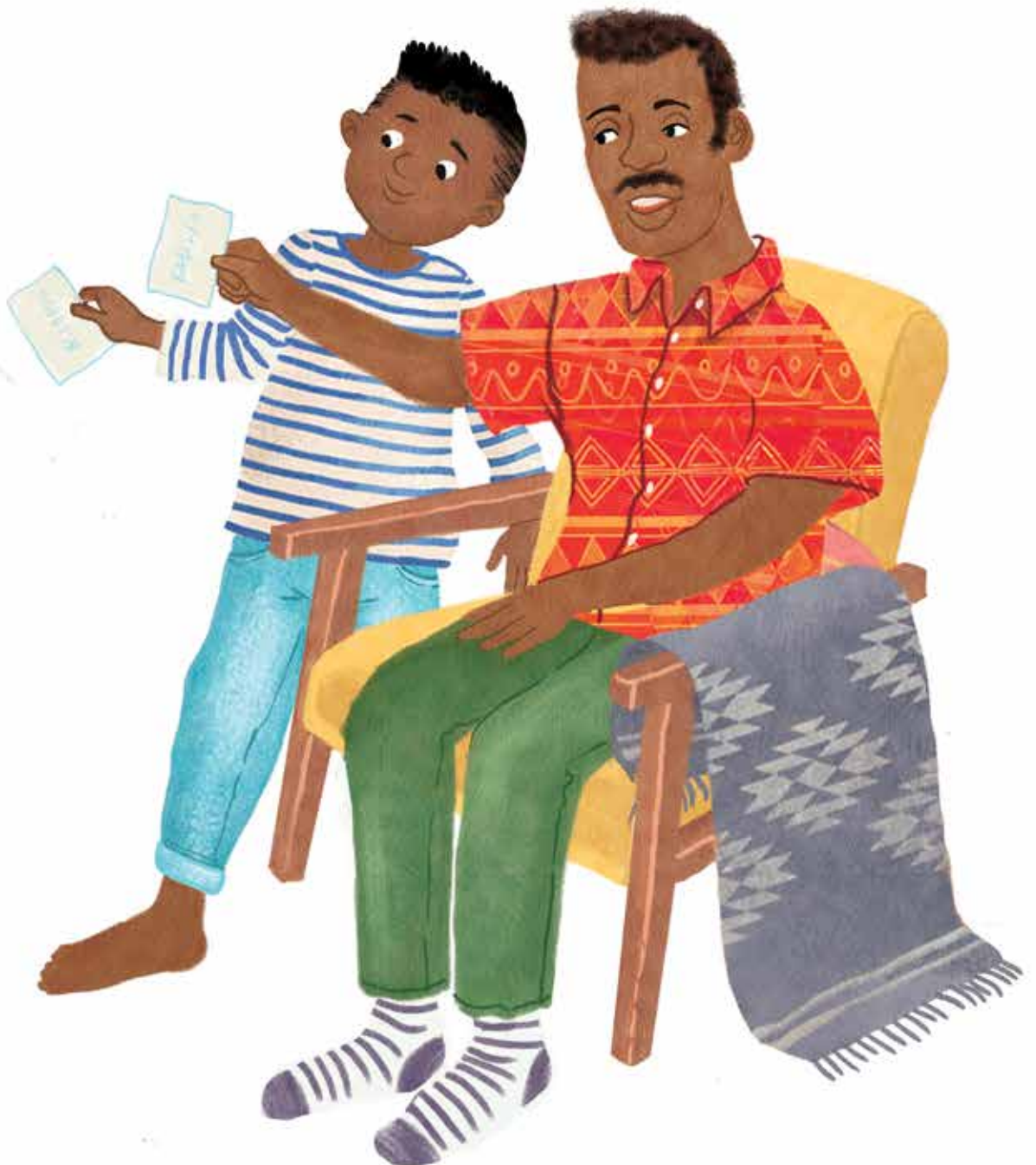


"Wow! Maybe that is the Wonder I would most like to visit!" Mashudu said.

Mashudu's father closed the book and handed him a small piece of scrap paper and a pencil.

"Write down the Wonder you would most like to visit," he said. They both took a moment to write. Then they folded them up and swapped.

"Ready? 1-2-3... open!"





Read 1

What was the title of the book Mashudu's father brought home?

The book was called, 'The New Seven Wonders of the World.'

Which Wonder had Mashudu seen before?

He had seen the Taj Mahal in a book about India.

Which Wonder would you write down on your small piece of scrap paper? Why?

I would write down... because...



Read 2

Why was the The Great Wall of China built?

It was built to protect the Chinese from enemies.

Why was the Taj Mahal built?

It was built as a tomb for the emperor's wife.

Why did Mashudu's father bring home the book 'The New Seven Wonders of the World'?

- So they could learn about new places.
- So they could learn more about interesting places around the world.
- So they could learn about faraway places, even though they don't have money to travel.
- So they can visit new places through the pictures.



STORY 3

THE RUINED CLASSROOM

Theme: We fix things



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to realise that they can help to fix things – they don't always have to wait for an adult.



Some points to share with your learners

- It's important to say sorry when you hurt someone or make a mistake. Aunty Helen apologises to Zweli's class because her choir left a mess and ruined the children's work.
- Even though the children didn't cause the mess, they help fix the classroom and make it beautiful again.
- For the teacher: Think about how proud Zweli is to see his work hanging up on the wall. Is there a spot in your classroom where you can hang your learners' work up?



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
32, 2 (and picture)	"Yes!" said Zweli excitedly. Mr Maboya put Zweli's work in the middle of the wall, where everyone would be able to see it on Monday morning. (Point to the picture of Zweli, smiling.)	Look at Zweli. He is looking at his writing hanging on the wall. I infer that he feels proud that Mr Maboya wanted to hang it up for everyone else to see.
39, 3	"I am very sorry about your classroom," Aunty Helen said to the learners. "I know that some of your work got ruined. The next time we use your classroom, we will be much more careful!" she said.	I infer that Aunty Helen must feel very bad about what happened to Zweli's classroom. She came all the way to the school just to say sorry the class.

On Friday, it was Zweli's turn to show his story to the other children.

"This is me, helping my mom in the garden," Zweli said, pointing to his drawing. Then he read his sentences.

"Nice work!" said Mr Maboya.



The bell rang. Mr Maboya asked, “May I put your writing up on the wall?”

“Yes!” said Zweli excitedly. Mr Maboya put Zweli’s work in the middle of the wall, where everyone would be able to see it on Monday morning.

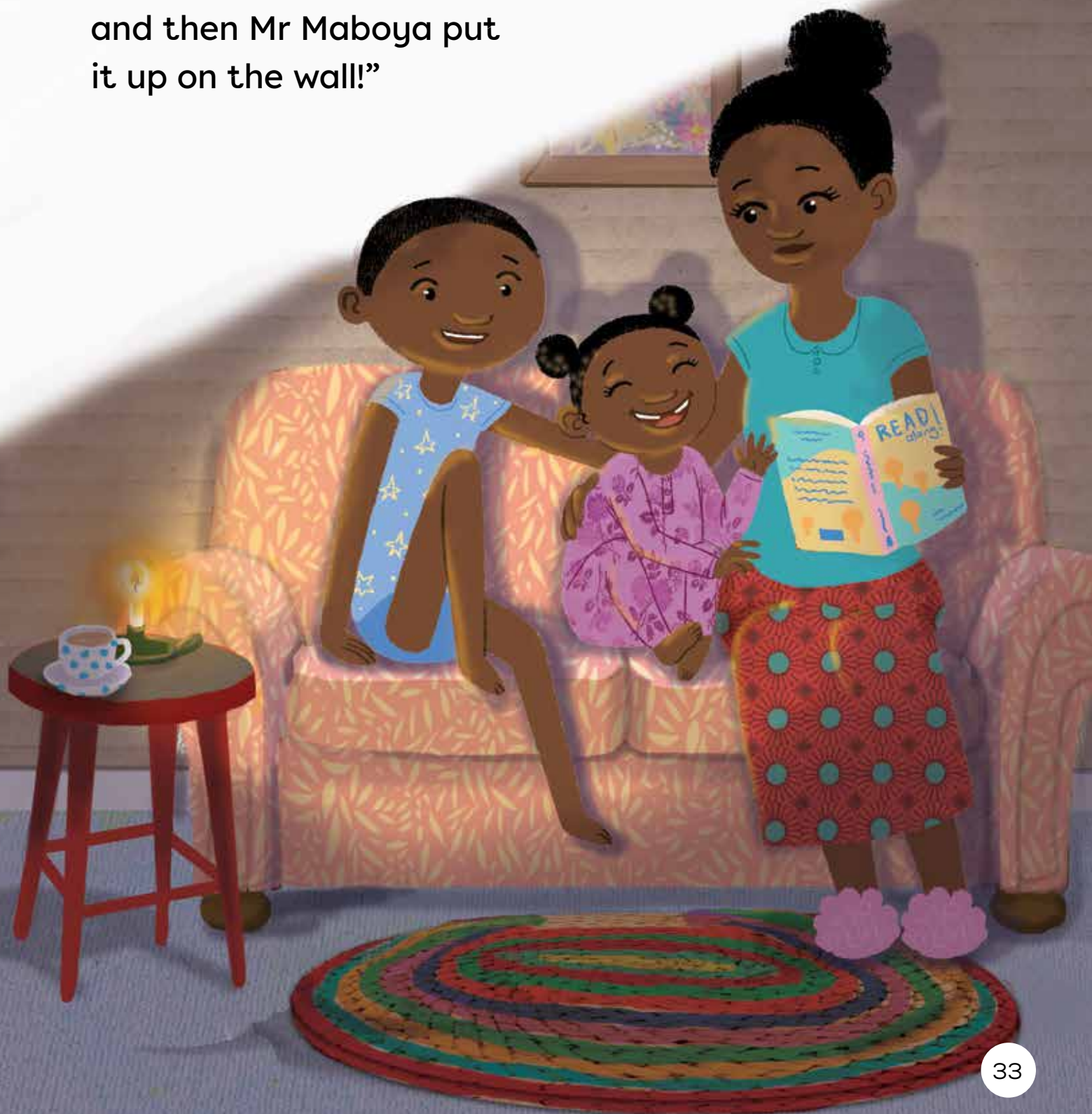


That evening, Zweli sat with his mom and his little sister.

“How was school?” his mom asked.

“It was good!” said Zweli.

“I read my story to the class,
and then Mr Maboya put
it up on the wall!”



Zweli thought about his story on the wall all weekend.
He couldn't wait for Monday, when all the other
children would see his story on the wall.



But, when the children walked into their classroom on Monday morning, it looked terrible!

Zweli looked on the wall for his story, but it was gone.

Mr Maboya stood at the front of the classroom. He looked very serious.

“Children,” Mr Maboya said, “on Saturday, the choir used our classroom. It seems that someone pulled your work off the wall and ruined it. I feel sad about this, and I’m sure you do too. I’m very sorry.”



That evening, Zweli sat with his mom and his little sister.

“How was school?” his mom asked.

“It was bad!” answered Zweli. “My story is not on the wall anymore. Mr Maboya said the choir was in our classroom on Saturday. Someone took all our beautiful work off the wall and ruined it.”

“Aunty Helen runs the choir,” said Mom. “I will phone her after supper.”



After supper, Zweli's mom phoned Auntie Helen.

"The choir was in Zweli's classroom on Saturday, and someone pulled everything off the walls," Zweli heard Mom say. "Zweli is very sad. He wrote a story that got ruined!"

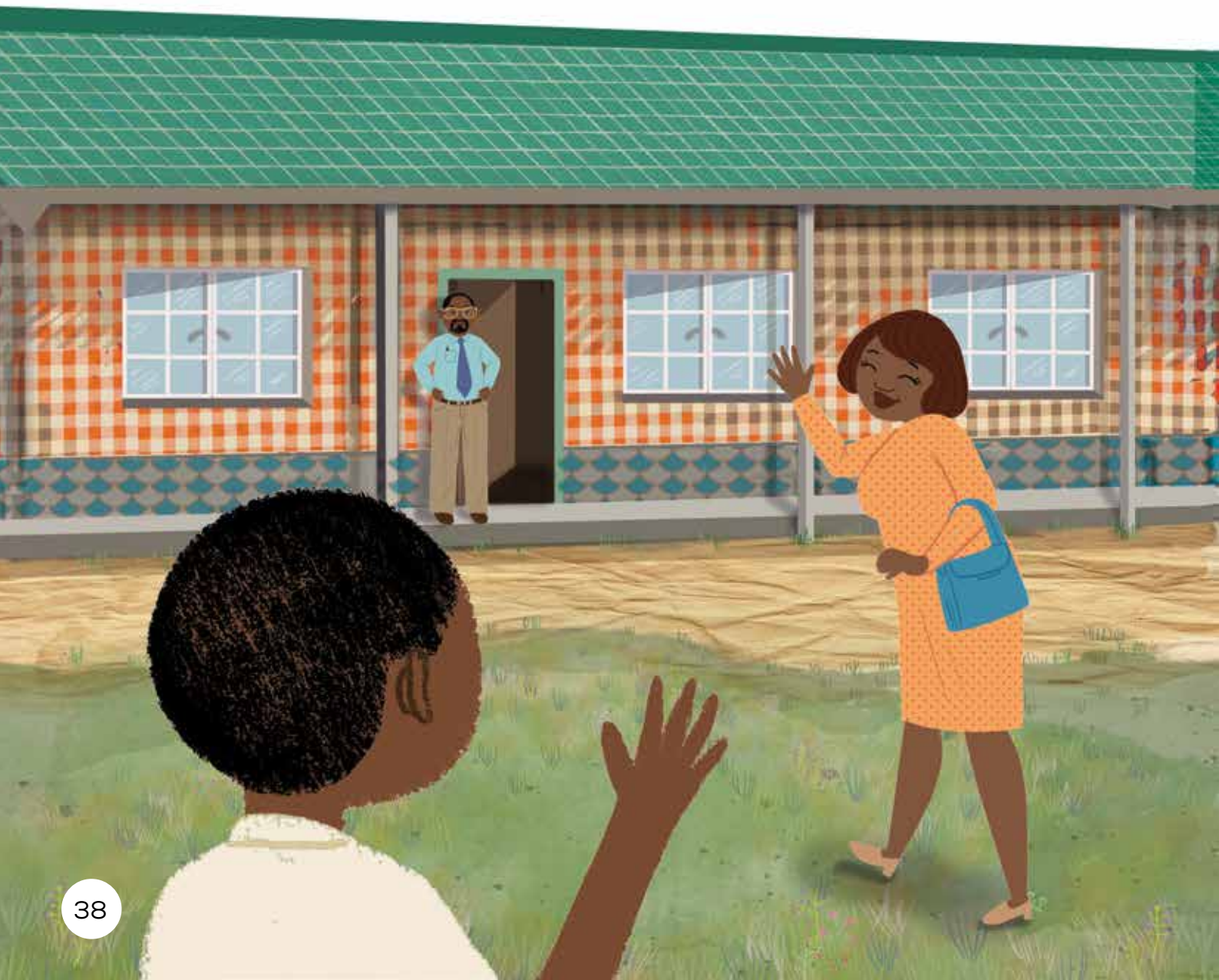
Mom listened to Auntie Helen for a few minutes. Then she said, "Thank you, Auntie," and ended the call.



Early the next morning, Zweli saw Aunty Helen. She waved to him.

“Why is Aunty Helen at school?” he wondered.

The bell rang, and Zweli walked to his classroom.



Mr Maboya stood at the front of the classroom with Aunty Helen.

“This is MaDlamini from the choir,” Mr Maboya said.
“She wants to speak to all of you.”

“I am very sorry about your classroom,” Aunty Helen said to the learners. “I know that some of your work got ruined. The next time we use your classroom, we will be much more careful!” she said.



After Aunty Helen left, Mr Maboya handed each learner a piece of paper.

“Now that we know our work will not be ruined, let’s make our classroom look beautiful again!” he said.





Read 1

On which day did Zweli read his story out loud to his class?

On Friday.

On which day was the choir in the classroom?

On Saturday.

On which day did Zweli see that his story was gone?

On Monday.

Why did Zweli have a bad day at school on Monday?

- Because he thought his story would be on the wall, but it was torn down.
- Because he was excited all weekend for the other children to see his story on the wall, but then his story was torn down and no one saw it.
- Because he felt very sad that his story was torn off the wall.
- Because he felt sad that Mr Maboya was upset about the classroom being ruined.



Read 2

Why was Zweli excited for school on Monday?

Because he was excited for the other children to see his story on the wall.

Who did Zweli's mother call on the phone?

She called Auntie Helen.

Why did Zweli's mother call Auntie Helen?

- Because Auntie Helen runs the choir, so she is responsible for how they treated Zweli's classroom.
- Because she is upset that Zweli's classroom was ruined.
- Because she wants to make sure Auntie Helen and the choir take better care of the classroom next time they use it.

Why did Auntie Helen come to school?

- She came to say sorry for the stories getting torn down.
- She came because Zweli's mom called her to tell her about what had happened in Zweli's classroom.
- She came because she runs the choir, and the choir messed up Zweli's classroom.
- She came to tell Mr Maboya and his class that their classroom wouldn't be ruined again.



STORY 4

MARI COPENY:

WATER WARRIOR

Theme: We fix things



Background information

- This text is a fiction story.
- It is set in Flint, Michigan, USA.
- It takes place in the recent past – when Barack Obama was the President of the United States (from 2008-2016).
- This story will help your learners to learn more about a young girl named Mari Copeny, who worked to fix a problem in her community.



Some points to share with your learners

- In the city of Flint, a poisonous substance called lead got into the tap water. Many people in Flint became very sick from the water.
- Mari Copeny was a brave girl from Flint. She wrote letters to leaders and asked for help, and she told reporters about the problem.
- Because Mari spoke up, more people learned about the water and the city got more help.



Comprehension Strategy: Ask questions / Wonder

- What it is: Thinking about and asking questions about the story while reading.
- Why we use it: To stay interested and find out more as you read.
- How it helps: It keeps you engaged and helps you better understand the story. It helps you to predict what is going to happen in the story.



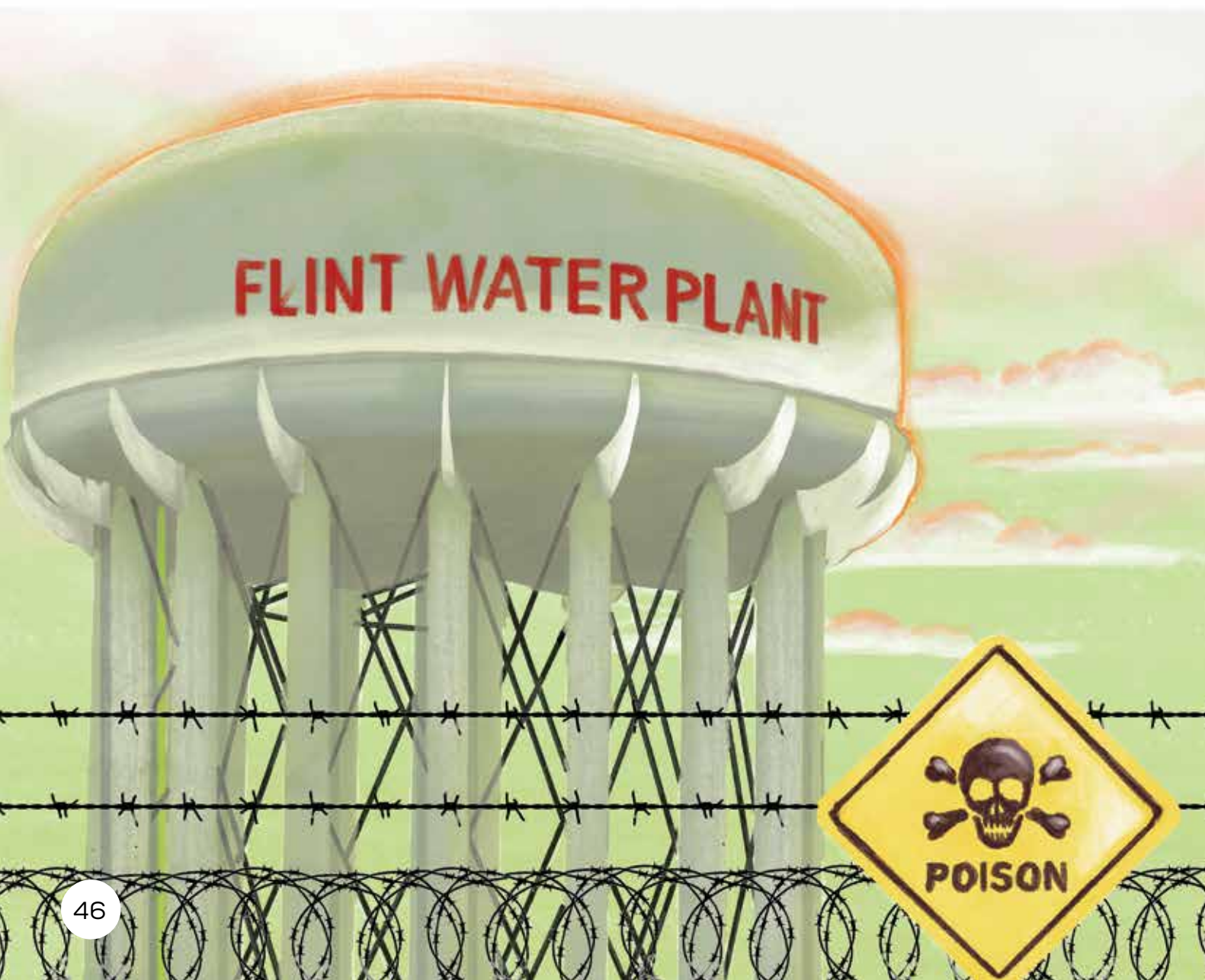
To use this strategy:

Page & paragraph	Read	Say
46, 1	When Mari was 8 years old, news of a water crisis broke in Mari's community. A chemical called lead was polluting the water. Many of the children in Flint were sick from drinking too much of this dangerous chemical.	This seems like a very big problem! I wonder if there is anything Mari can do?
48, 1	Mari decided to write a letter to President Barack Obama about the toxic water in Flint. In her letter, she invited the President to come to her community in order to gain a better understanding of the water crisis.	I wonder if Mari's letter to the President will help to fix the problem in her community?

Mari Copeny is a young American activist who fought for clean water in her hometown of Flint, Michigan.



When Mari was 8 years old, news of a water crisis broke in Mari's community. A chemical called lead was polluting the water. Many of the children in Flint were sick from drinking too much of this dangerous chemical. The people in Mari's community were very angry that their water was poisoning them.



Mari and her siblings had always drunk water from the tap without worry. But suddenly, they had to stop drinking their water. Instead, their only option was to drink water from plastic bottles. Mari was glad no one in her family was ill, but she was very upset for the people of her community.



Mari decided to write a letter to President Barack Obama about the toxic water in Flint. In her letter, she invited the President to come to her community in order to gain a better understanding of the water crisis. She asked her mother to send the letter.

“You know that the President gets thousands of letters every day? He might never see your letter,” Mari’s mother warned her. But Mari asked her to send the letter anyway.

“He needs to know about the unfair way we are being treated. We are being poisoned and no one wants to fix it – just because we are not a rich community!” she explained.



A month later, Mari's mother's phone rang. The number was unknown. When Mari's mother answered, it was a staff member from the White House.

"President Obama read Mari's letter. He would like to accept her invitation to come to Flint," the staff member said.



When Mari got home from school, her mother smiled and told her to sit down.

“I have some big news for you!” she said. “President Obama read your letter...and he is coming to Flint to meet with you.”

Mari beamed. “Now the President will get to see just how unfair it is for the people in our community to be poisoned by our own water!” Mari said.



During President Obama's visit to Flint, he sat down with Mari. "Letters from kids like you are what make me so optimistic about the future," he said.



The President's visit allowed him to see just how devastating the lead-poisoned water was to the community of Flint. After that, President Obama declared a state of emergency. He authorised the money needed to fix the water system. Unfortunately, Flint's water system was not easy to fix.

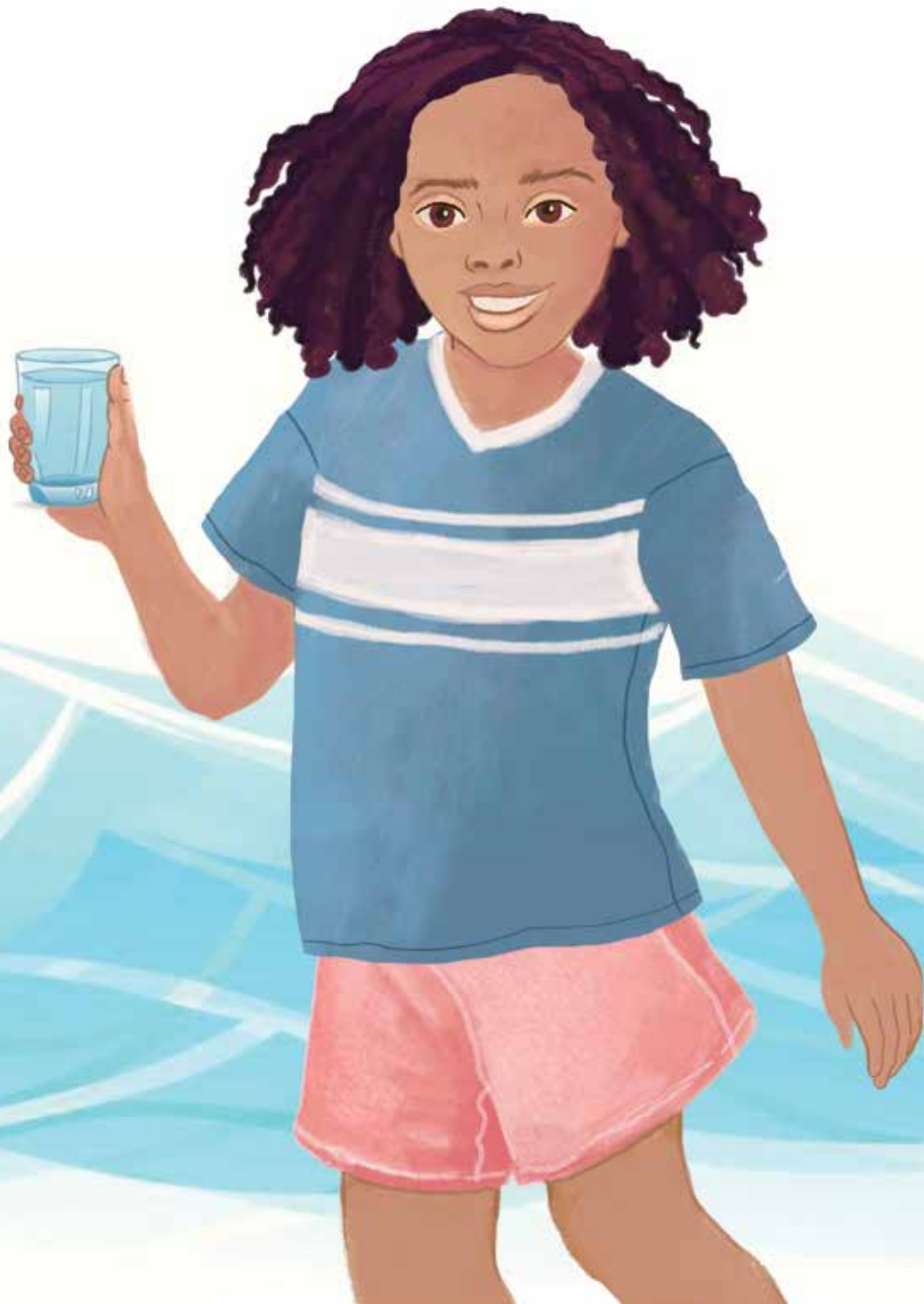


While the people of Flint waited for their water system to be repaired, Mari helped to make sure that they had safe water to drink. First, Mari raised money to buy the poorest people in her community bottled water.

But one morning, Mari looked in the trash bin and noticed it was filled with plastic bottles. She thought about all the plastic polluting the planet. From that day, she decided to find a solution that was better for the environment. She began raising money for water filters instead.



Mari didn't stop her fight once the problem in her own community was addressed. She continues to fight for all children in the United States to have safe and clean water – no matter how poor their community is.





Read 1

What is the name of Mari's community?

Her community is Flint, Michigan in the United States.

What was the problem in Mari's community?

The problem was that the water was dangerous / poisoning people / had chemicals inside.

Why did Mari write a letter to President Barack Obama?

- Because she wanted to help her community.
- Because it was a big problem to fix and she knew she needed help.
- Because she wanted the President to understand the problem in Flint.
- Because she knew the President had the power to help fix this big problem.



Read 2

What did Mari do to help her community?

- She wrote a letter to the President.
- She raised money for bottled water and filters.

What do you think you could do if the water in your community was unsafe to drink?

I think I could...

Why do you think President Obama said that kids like Mari give him hope for the future?

- Because she took the time to write him a letter.
- Because she is one small person who cares about changing her whole community.
- Because she works and works to make things better for her community.
- Because even as a child, she is already working to improve her community.



STORY 5

THE BLUE BRACELET

Theme: We try to be honest



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to think about what it means to be honest.



Some points to share with your learners

- This is a social-emotional story. Social-emotional stories are written to teach children about feelings, relationships and behaviour. These stories model skills like empathy, self-control, honesty, problem-solving, and how to get along with others. The goal is to help children to recognise emotions, practise appropriate responses, and to build positive social skills.
- In this story, learners can think about the concepts of:
 - Empathy: Understanding how your friend might feel losing something.
 - Fairness: What's fair to do when something isn't yours.
 - Basic cause-and-effect: Keeping the bracelet will cause someone else to be sad.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
66, 1	When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror.	I infer that Zandile wants to keep the bracelet because it is so beautiful. But she can't enjoy wearing it because she is thinking about her friend feeling sad.
	The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.	I infer that she is going to return it to Geeta, because she puts it into her pocket.

Zandile was running home from her friend Sindiswa's house. She was nearly home when something caught her eye. Something blue and sparkly.

She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting and she had promised her mother to be home before dark.



When she got home, she waved the bracelet in the air.

“Look what I found!” she announced.

She put it on her wrist and admired it. It was exactly her size!

“Where did you get that, Zandile?” her mother asked.
“Someone must really be missing that!”

“Well, I found it in the street, so it’s mine now!”
Zandile said, looking at herself in the mirror.



The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new, blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.



Then she saw her neighbour, Geeta, crawling on the path in front of their houses.

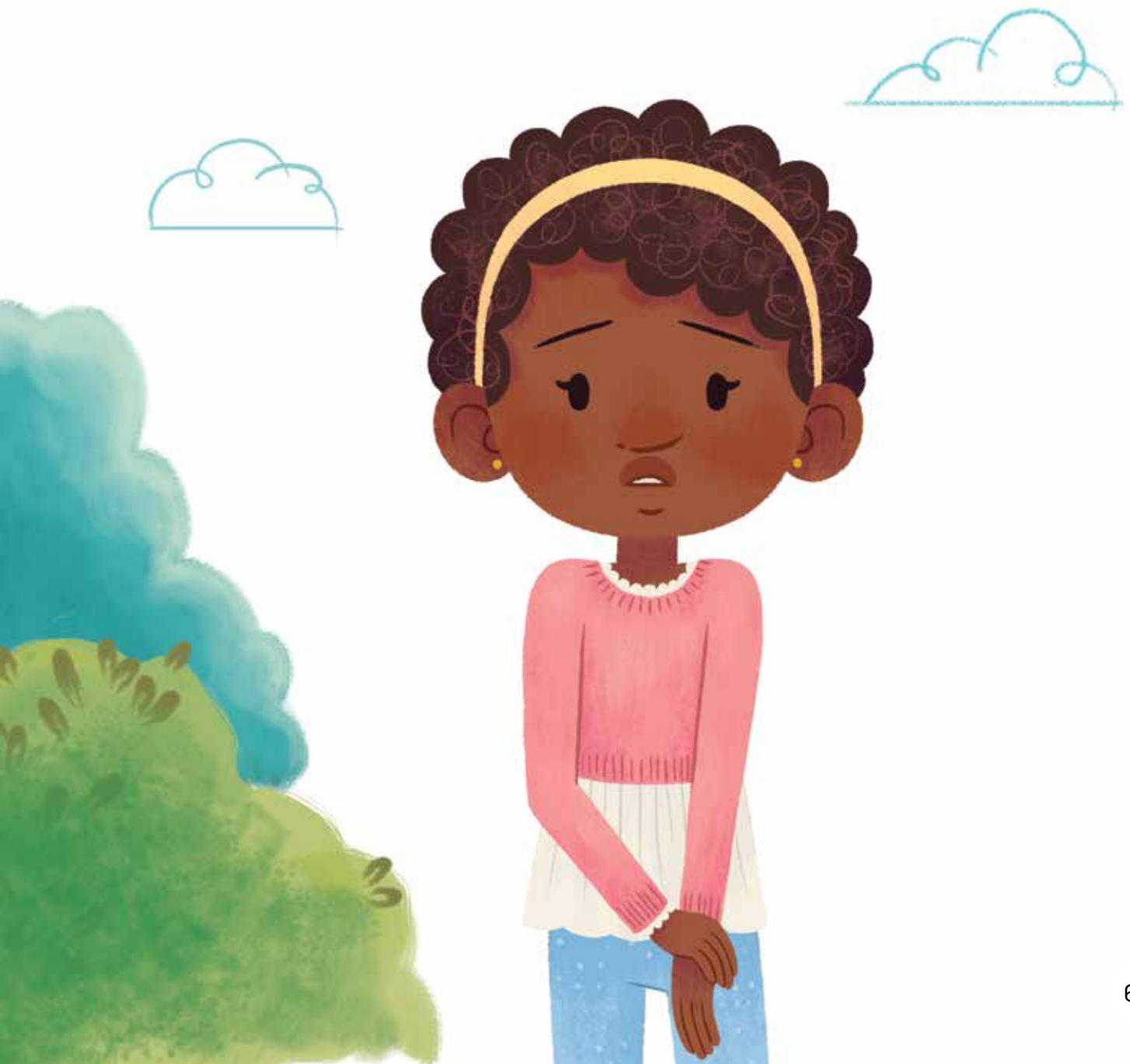
“What are you doing?” Zandile asked.

“I’m looking for my bracelet. I think it fell off when I was playing yesterday!” Geeta said, looking upset.
“It’s my favourite bracelet.”



“Oh,” said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey.

“I hope you find it!” she said. Then she ran back into her house.



When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn't wait to show it to her friends at school the next day. But then she thought about Geeta.

“What if Geeta sees my new bracelet, and it is the one she lost?” Zandile wondered. She took off the bracelet and put it away.



The next day at break, Zandile sat with Geeta and Sindiswa.

“I lost my favourite bracelet over the weekend. It was blue and sparkly,” Geeta said. Zandile thought about the sparkly, blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta.

“But I found it. It’s mine now!” Zandile thought. She didn’t say anything.



When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror.

The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.



Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air.

“Look what I found!” she announced.



Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly, blue bracelet onto her wrist.

"Thank you Zandile," said Geeta. "You have made my day!"





Read 1

What did Zandile find?

She found a sparkly, blue bracelet.

Where did Zandile find the bracelet?

She found it in the street / on the path.

Why was Geeta crawling on the path in front of their houses.

Because she lost her bracelet! She was looking for her bracelet.

Why didn't Zandile wear the bracelet to school?

- Because she realised that the bracelet really belonged to Geeta.
- Because she didn't want Geeta to see the bracelet.
- Because she wanted to keep the bracelet!



Read 2

Why did Zandile pull down the sleeve of her jersey?

To cover the bracelet that she had found and was wearing.

What made Geeta's day?

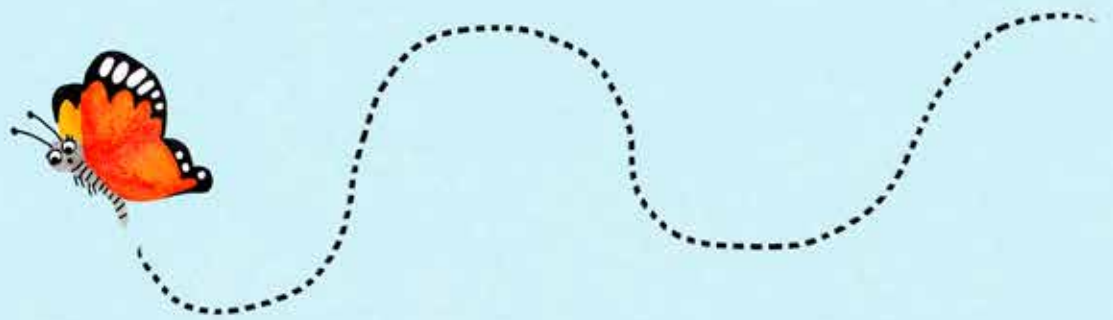
Getting her bracelet back.

How did Zandile know the bracelet belonged to Geeta?

- Because she saw Geeta searching for her bracelet.
- Because Geeta told her she lost a blue sparkly bracelet.

Why did Zandile decide to give the bracelet back to Geeta?

- Because she realised that the bracelet belonged to her friend.
- Because she realised she would only be able to wear the bracelet in secret.
- Because she realised that it would make her friend happy to have the bracelet back.
- Because it was the right thing to do!



STORY 6

THE HERDBOY WHO CRIED ‘LION’

Theme: We try to be honest



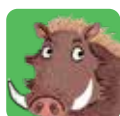
Background information

- This text is a fiction story.
- It is set in Botswana.
- It takes place in the present day.
- This story will help your learners to think about what it means to be honest – and what the consequences of lying could be.



Some points to share with your learners

- This story is a fable, a fictional tale that has a clear moral lesson. The lesson of this story is that there are consequences to lying.
- This story can help learners think about cause-and-effect. For example: if you lie a lot (cause), people may stop believing you when you're really in trouble (effect).
- This story can help your learners think about different perspectives. For example: Why does the herdboy in the story cry 'lion'? (Is he lonely, bored or scared?) In the end, why do the villagers not come to help him? (Do they think he is lying or untrustworthy?)



Comprehension Strategy: Make inferences

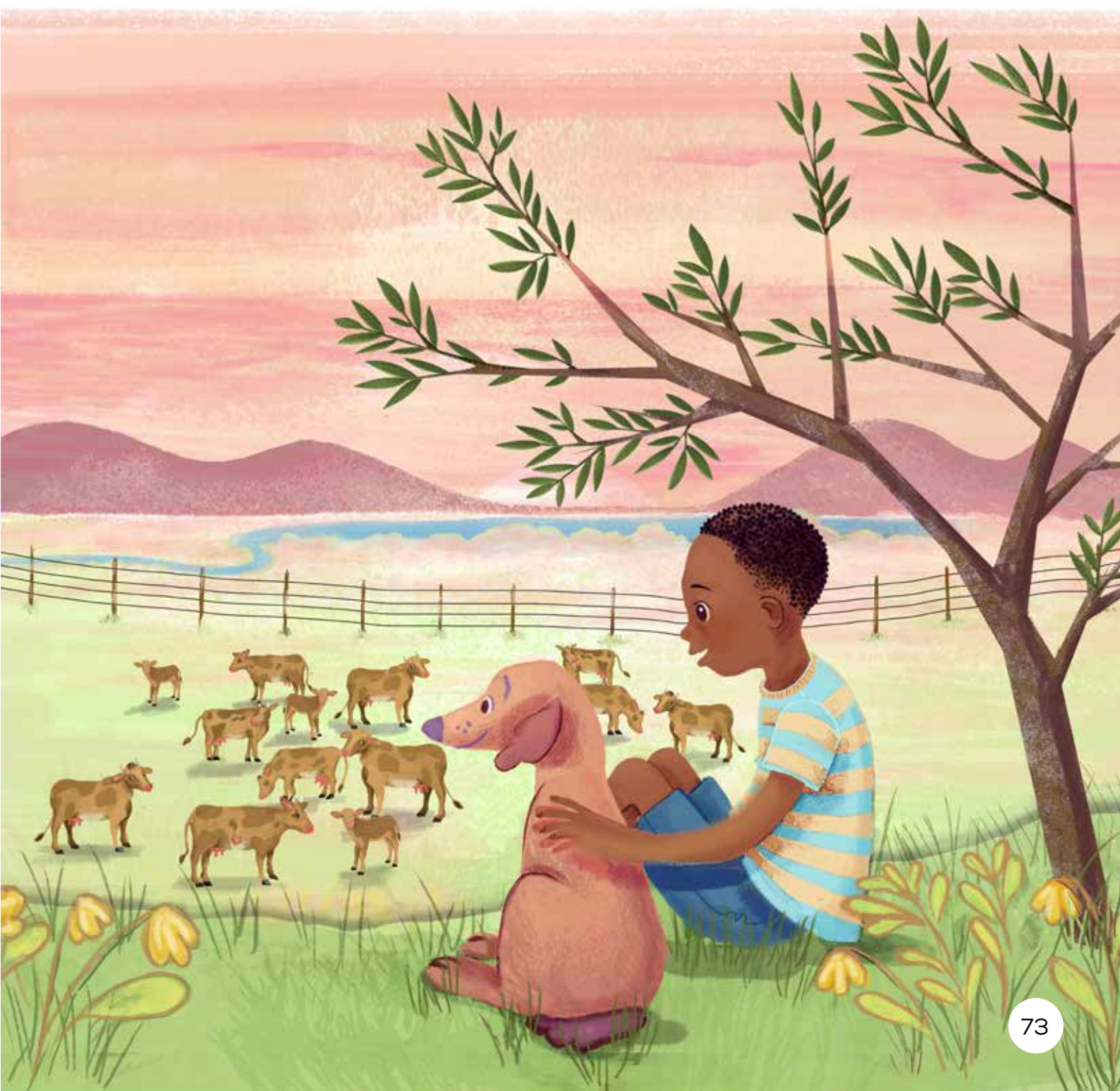
- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
75, 1	Then he wondered what would happen if one of the lions were to attack one of his precious cows. He shouted out, "Lion! Lion! There's a lion chasing my cows!"	I infer that Modise might feel scared or worried about what would happen if a lion were to attack his cows. I infer that he wants to know if people will come to help him.
80, 1	But this time, no one came running. The villagers thought that Modise was just trying to fool them once again.	I infer that when the villagers heard Modise shouting, they rolled their eyes and ignored him this time!

Every morning at dawn, Modise set off to find the greenest grass for his cattle to graze. All day, he lovingly watched over his cattle to protect them from any danger.



One evening, as Modise neared his house, he passed by a circle of villagers, sitting outside chatting about the news of the day.

“I heard that another lion escaped from the park and attacked a newborn calf!” one of the villagers exclaimed.

“I read about a scientist who wants us to paint eyes on the cows’ behinds to try to protect them from lion attacks!” another villager laughed.

“What will we do if a lion comes to attack the cattle of our village?” a third villager pondered.



The next morning Modise walked his cattle along the fence of the Makgadikgadi Pans National Park. He saw a giraffe eating from the tall trees. He wondered if lions attack giraffes. Then he wondered what would happen if one of the lions were to attack one of his precious cows.

He shouted out, “Lion! Lion! There’s a lion chasing my cows!”



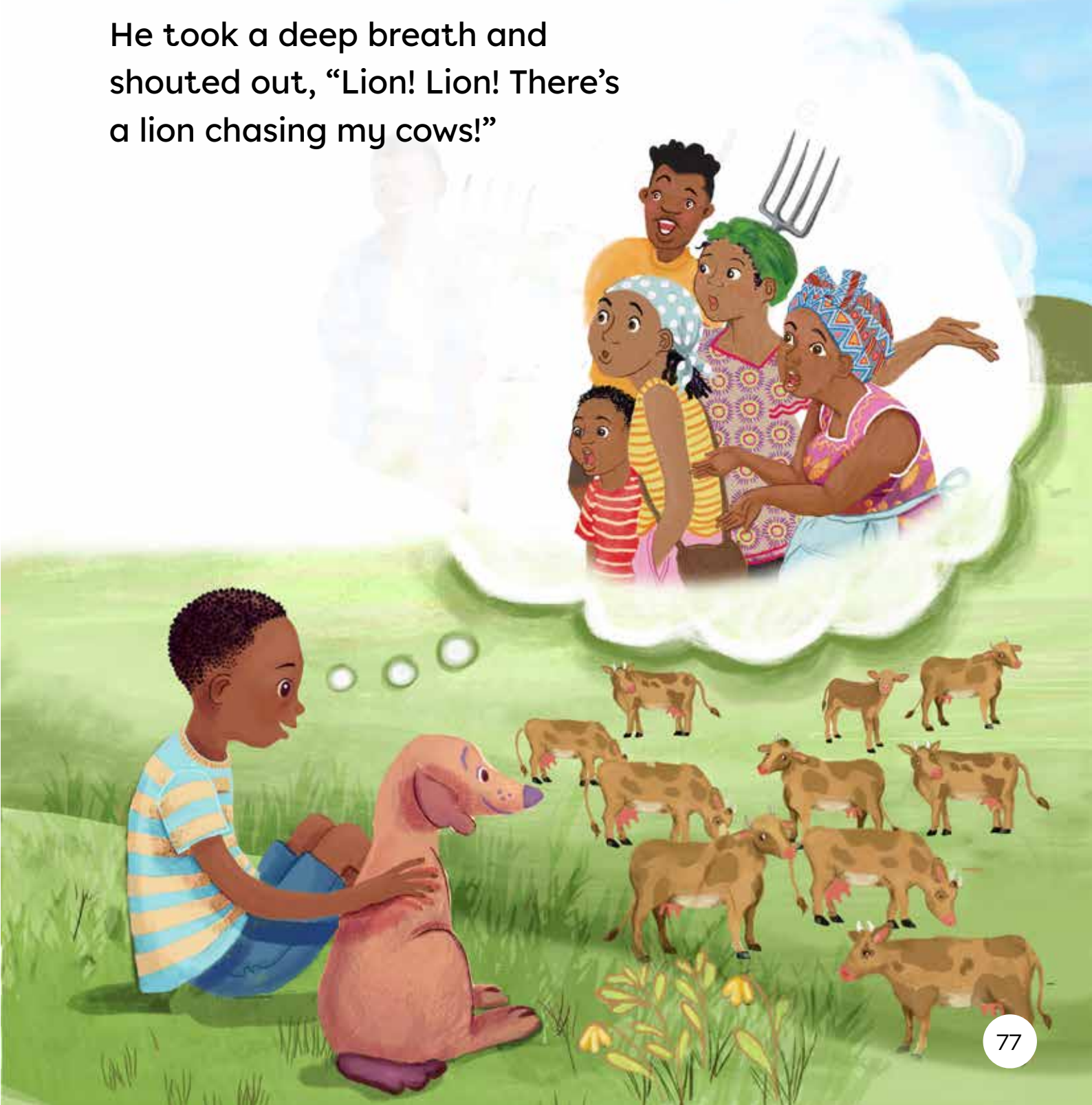
The villagers came running to help the boy to scare the lion away. But when they arrived at the edge of the park, they found no lion, and no sign of a chase. Modise couldn't help but giggle to himself at the sight of their confused faces.

“Don't cry ‘lion’ when there isn't a lion, Modise!” the villagers grumbled, as they walked away.



The next afternoon, Modise grew bored as he sat by the big baobab tree watching his cattle graze. He giggled to himself as he thought about the villagers' confused faces when they realised they had been tricked. He decided it would be funny to fool them again.

He took a deep breath and shouted out, "Lion! Lion! There's a lion chasing my cows!"



The villagers came running to help the boy scare the lion away. But when they arrived at the baobab tree, they again found no lion, and no sign of a chase. Modise laughed loudly this time at the sight of their irritated faces.

“You mustn’t cry ‘lion’ when there isn’t a lion!” a villager shouted.



“It is rude and disrespectful for you to trick us!” another villager yelled as she walked away.



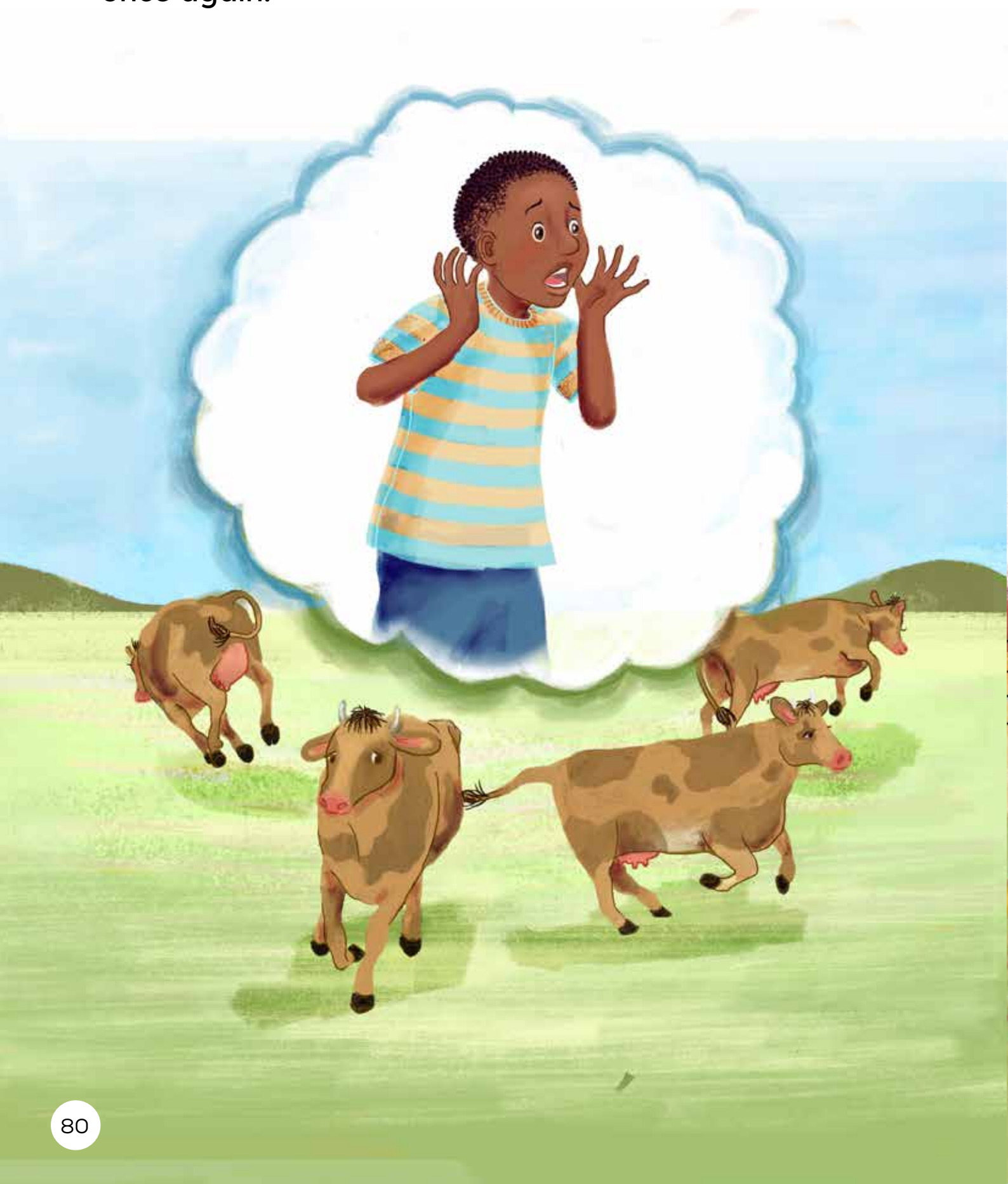
The next day, Modise took his cattle for a drink of water at the riverbed. He sat daydreaming about the funny tricks he had played on the other villagers.

But suddenly, something wasn't right. He was startled by his cows' loud mooing. Their bells rang furiously as they ran away in all directions. And then, a lioness jumped out of the bush toward his newest calf. Modise couldn't believe his eyes.

“Lion! Lion! There's a lion chasing my cows!” Modise screamed in distress.

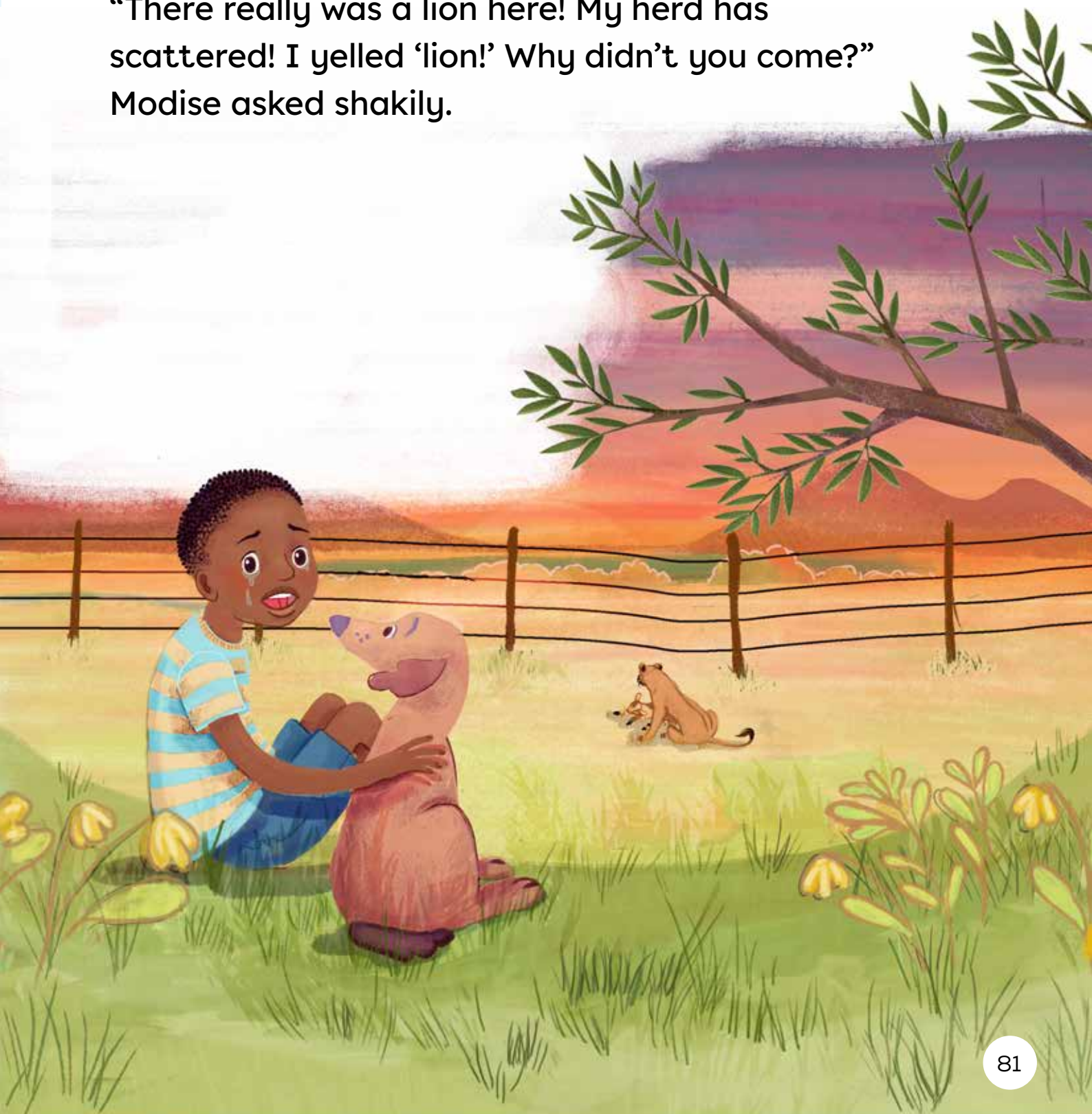


But this time, no one came running. The villagers thought that Modise was just trying to fool them once again.



At dusk, the villagers began to wonder why Modise hadn't returned home. They searched and searched until they finally found him weeping – too scared to move. The lioness sat over her catch, her face covered in blood.

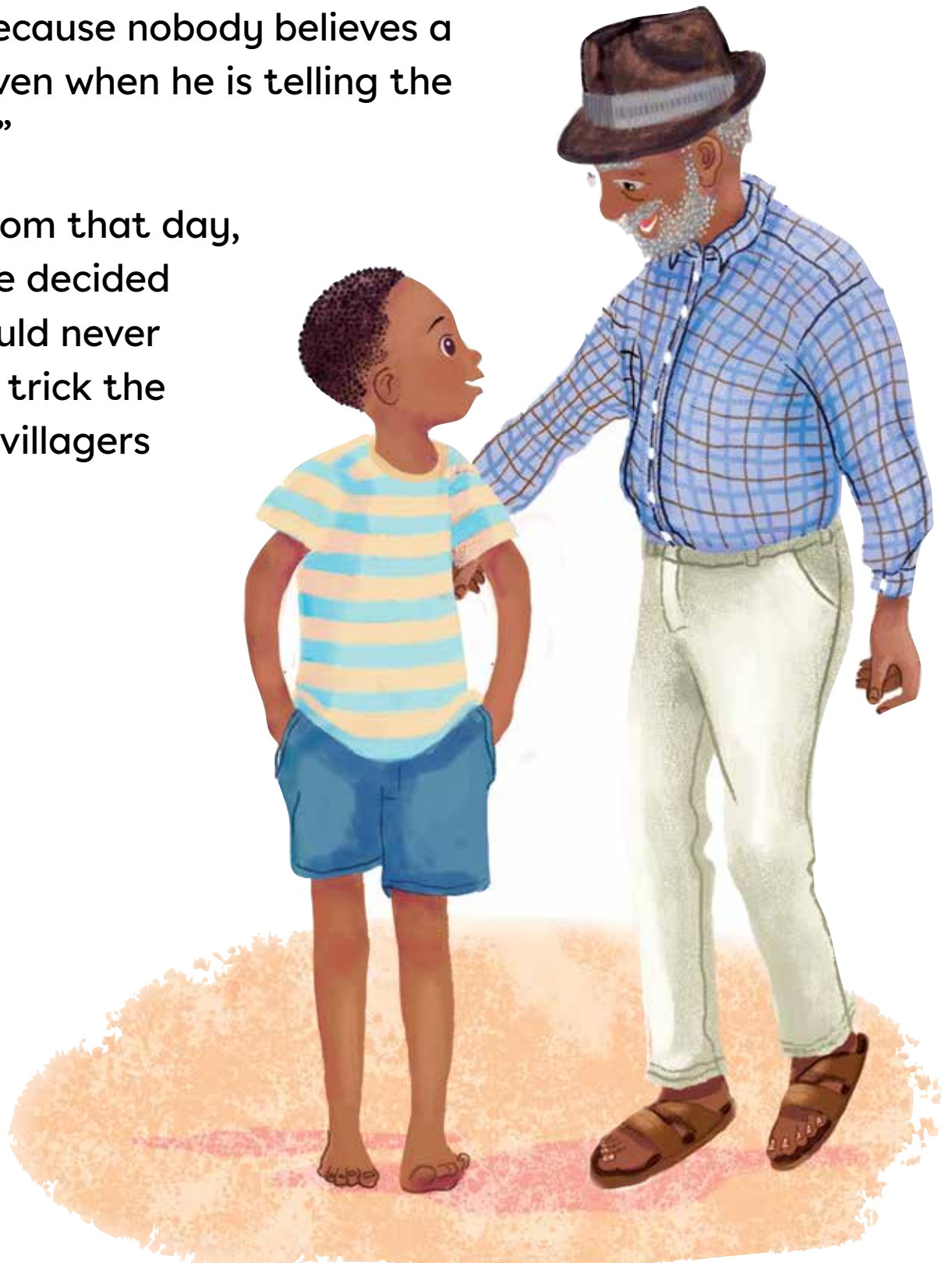
“There really was a lion here! My herd has scattered! I yelled ‘lion!’ Why didn't you come?” Modise asked shakily.



An old man tried to comfort the boy as they walked back to the village.

“We’ll help you find your lost cattle in the morning,” he said, putting his arm around Modise. “No one came to help you because nobody believes a liar...even when he is telling the truth!”

And from that day, Modise decided he would never try to trick the other villagers again.





Read 1

How many times did Modise trick the other villagers?

He tricked them twice.

What animal attacked Modise's cows?

A lion chased his cows.

Why didn't the villagers come running when a real lion came to attack Modise's cattle?

- Because Modise had called out 'lion' twice before, but there wasn't really a lion!
- Because Modise had tricked them twice and they didn't believe him anymore.
- Because it sounded the same when Modise was lying and when he was telling the truth.
- Because no one believes a liar – even when they are telling the truth.



Read 2

What lie did Modise tell?

He told the lie that there was a lion chasing his cows, even though there wasn't.

What national park can you infer Modise lives close to?

I can infer that Modise lives near Makgadikgadi Pans National Park, because he walks his cattle along the fence.

Why did Modise decide not to trick the other villagers ever again?

- Because he realised it made them feel disrespected / upset / annoyed.
- Because he realised that when he tricked them, it meant that they wouldn't come when he really needed them.
- Because he saw that tricking people had negative consequences.



STORY 7

A LIFE WITHOUT LIMITS

Theme: Our education



Background information

- This text is a fiction story.
- It is set in Tanzania.
- It takes place in the recent past.
- This story will help your learners to learn more about a real person named Rebeca Gyumi, who grew up knowing how important education is for all children.



Some points to share with your learners

- Rebeca Gyumi is a Tanzanian lawyer and children's rights activist who has worked to protect girls from child marriage. As a young woman, Rebeca led a successful court case that helped change laws so girls must be at least 18 to marry in Tanzania.
- Rebeca speaks up publicly and uses stories, schools, and community programs to help girls feel safe reporting problems and making their own choices.



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or the choices that characters made.
- Why we use it: To form your own opinions and understand the story on a deeper level.
- How it helps: It helps you think about the story's message and what you believe about it.



To use this strategy:

Page & paragraph	Read	Say
89, 3	“My mother said that marriage is more important than school, for girls,” another friend said.	Let’s evaluate the problem in this story: Not all people think that girls need an education.
92, 1	That night, Rebeca told her mother about all the girls who had left school. “Please let me stay in school!” Rebeca cried. “School is so important,” her mother repeated, “for girls and for boys!”	I make the evaluation that Rebeca’s mother thinks that education important for everyone – girls and boys. I don’t think that Rebeca’s mother will make her leave school.

Rebeca had been waiting to begin school her whole life! Since she was a tiny baby, her parents had told her how important her education was.

“School is so important,” her mother cooed.

“Your education will give you a life without limits!” her aunty sang to her.



As a young child, Rebeca loved school. She was friends with many bright, talented girls at Mazengo Primary School in Dodoma, her village in Tanzania.

“School is so important!” her mother told her every morning.

“Your education will give you a life without limits!” her aunty told her every afternoon.



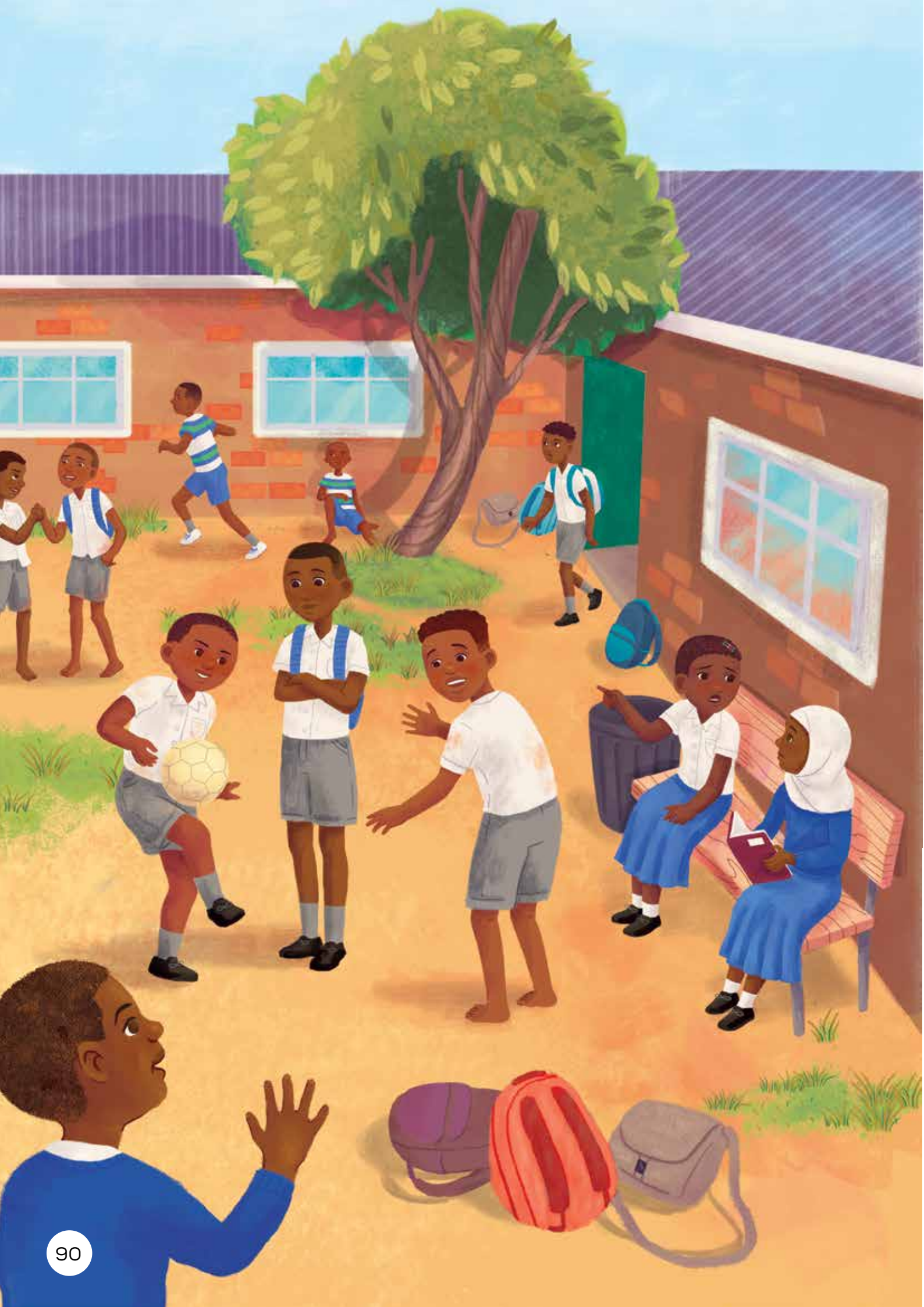
As Rebeca got older, she noticed that some of the girls in her class stopped coming to school. Rebeca felt like she could do anything with an education! But, she could see that not all of her classmates got the same message at home.

“My brother said that girls are not as smart as boys!” one of her friends told her.



“My mother said that marriage is more important than school, for girls,” another friend said.





There were fewer and fewer girls in her classes at Kilakala High School.

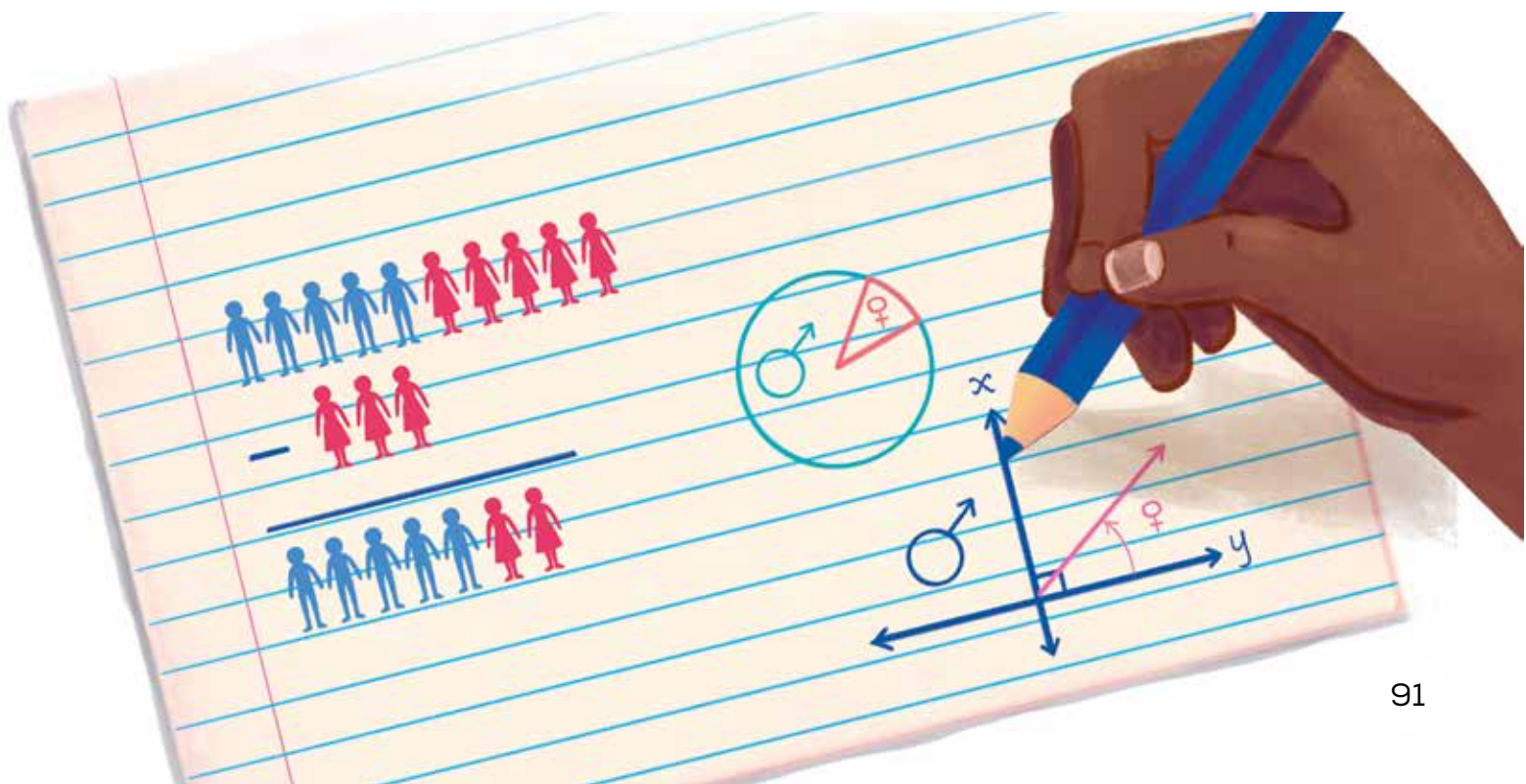
“Where did Adla go?” Rebeca asked her friend Joyce one day, as they walked home from school together.

“Oh, she has a husband now,” Joyce replied.

“And do you remember Zahra?” Joyce asked. “She’s also married, so she doesn’t come to school anymore.”

“Zahra was so good in Maths. I always thought she would become a doctor,” Rebeca said.

“Why haven’t any boys left school, but so many girls have?” Rebeca wondered.



That night, Rebeca told her mother about all the girls who had left school.

“Please let me stay in school!” Rebeca cried.

“School is so important,” her mother repeated, “for girls and for boys!”

“Your education will give you a life without limits!” her aunty repeated.

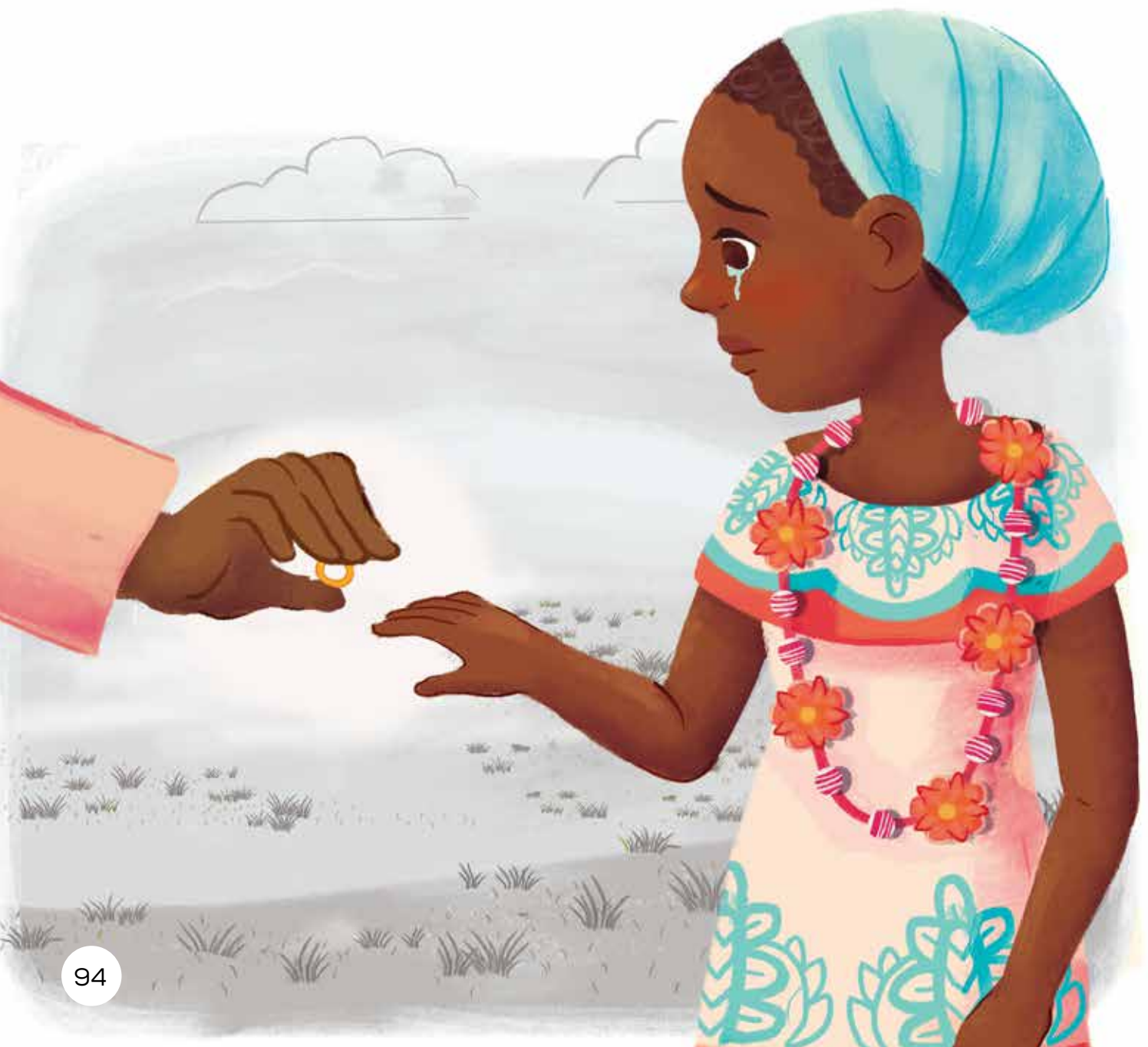


Rebeca felt so lucky. She wished all the girls in her class had the same kind of support at home. Rebeca decided she would use her education to help girls just like her.



At the University of Dar es Salaam, Rebeca decided to study law. She learned about Tanzania's law, which allowed girls to be married at a very young age – just 14 years old. But, the age for boys was 18!

“This must be why so many girls left school,” Rebeca thought. “I’m going to change this law!”



After graduating, Rebeca and her colleagues worked hard to try to change the law. Many people said that they were working against Tanzania's traditions. But Rebeca disagreed. "Any tradition that hurts girls is not a tradition we should keep!" she argued.



Rebeca and her colleagues presented their arguments in front of judges at Tanzania's High Court. The judges agreed with Rebeca's team and decided to change Tanzania's law. This meant that the age for girls to legally marry was changed to 18, the same age as boys!



Even though the law has been changed, Rebeca has not stopped working hard to fight for the rights of girls. Rebeca still works tirelessly to make sure all girls know that school is important, and that education will give them a life without limits!





Read 1

Where does this story take place?

In Tanzania.

What is the problem in the story?

- The problem is that girls are dropping out of school.
- The problem is that some people think education isn't that important for girls.

What did Rebeca do to try to solve the problem?

- She decided to become a lawyer.
- She fought against unfair laws.

Why do you think Rebeca stayed in school?

- Because she loved school.
- Because her family thought education was very important.
- Because her family wanted her to have a life without limits.
- Because she was always told that education was the most important thing – for girls and boys.



Read 2

Who tells Rebeca that education is important?

Her mother and her aunty / Her parents.

Why were girls dropping out of school before boys?

- Because they were getting married.
- Because the law said that girls could get married at a younger age than boys.

Can you make an evaluation about Rebeca? What kind of person do you think she is?

I think she is... because...

Why do you think Rebeca Gyumi was determined to change Tanzania's law?

- Because she was taught that education is the most important thing.
- Because she saw that the law meant more girls dropped out of school than boys.
- Because she wanted to make sure all girls got an education before getting married.
- Because she wanted girls to know that they could be anything they want to be!
- Because she saw that the law was having a negative impact on girls in her community.

STORY 8

MALALA'S FIGHT FOR EDUCATION

Theme: Our education



Background information

- This text is a fiction story.
- It is set in Pakistan.
- It takes place in the recent past (around 2012).
- This story will help your learners to learn more about a real person named Malala Yousafzai, who continues to fight for all girls to have an education.



Some points to share with your learners

- Around the world, more than 130 million girls are out of school because of gender discrimination.
- Malala Yousafzai (pronounced: mah-lah-lah yoo-sahf-zai) is a Pakistani girl who spoke up for all children's right to go to school, especially girls.
- She helps children by speaking, writing (her story is in a book called *I Am Malala*), and supporting programmes that send girls to school.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things you already know.
- How it helps: It makes the story more meaningful and easier to remember.



To use this strategy:

Page & paragraph	Read	Say
102, 4	“It is my job to make sure the girls of our village have every opportunity that boys have,” Malala’s father responded firmly. He watched his little Malala grow and learn with the other little girls of Mingora.	I can make a connection. Both Malala and Rebeca Gyumi had supportive families at home. Both families cared about making sure their daughters had good educations.
111, 1	When she was just 17 years old, Malala received the Nobel Peace Prize. She was the youngest winner ever! Malala continues to work to create a world where all girls can learn and lead.	Both Malala and Rebeca continue to fight for girls to go to school. They both care about girls having the same opportunities as boys.

Malala was born in Mingora, Pakistan on July 12, 1997.

“If only she were a boy!” one of the neighbours said to Ziauddin, Malala’s father.

“What will you do with a girl? She will never bring you good fortune!” said another, shaking her head.

“I will give little Malala every opportunity a boy would have,” her father responded, looking into the big eyes of his baby girl.



Ziauddin kept his promise to give Malala and girls like her every opportunity that boys would have. He started a school for girls in Mingora.

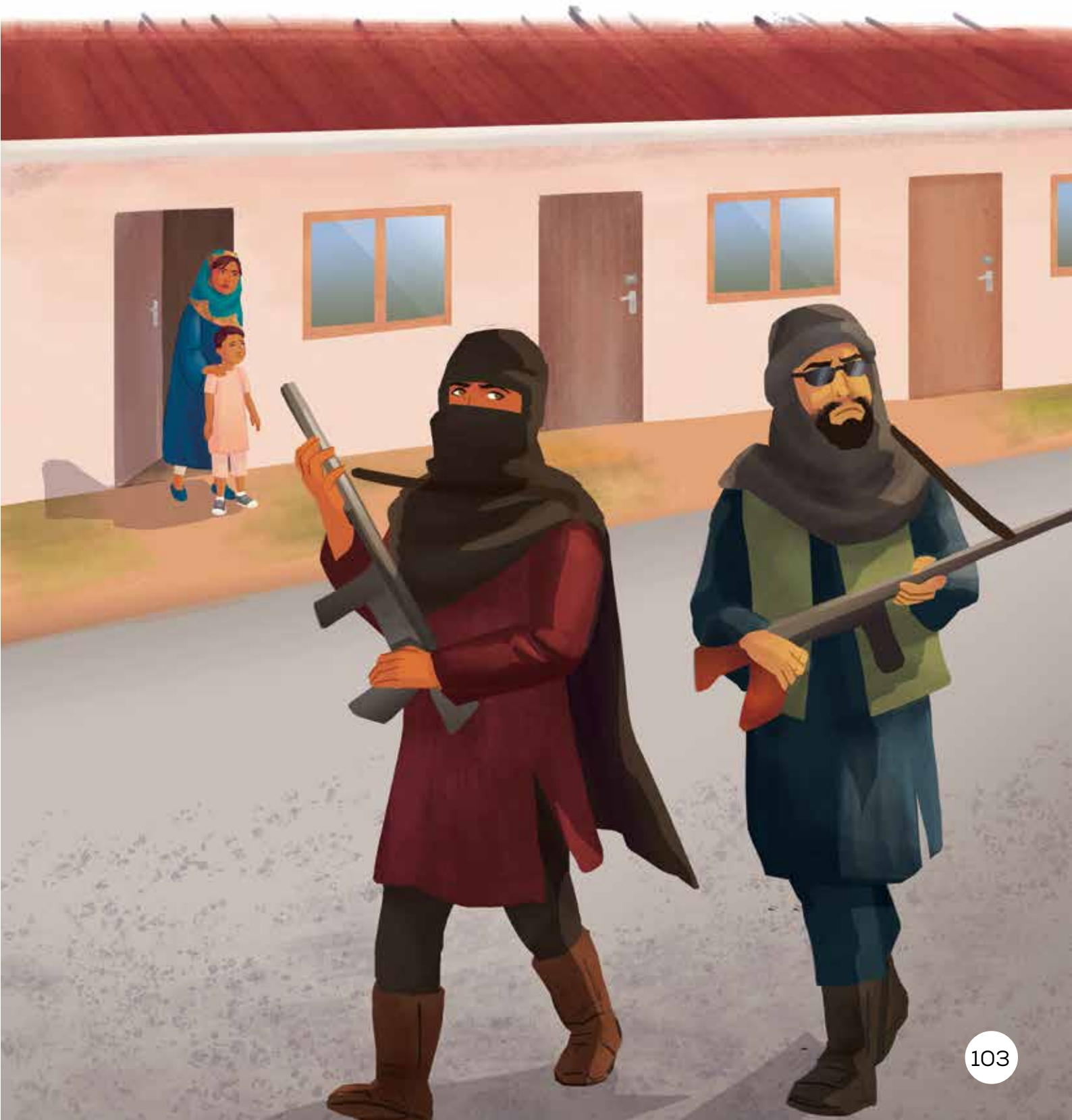
“Why run a school for girls?” one of the neighbours called to Ziauddin as he walked to work.

“What is the point of educating girls?” another said, shaking her head.

“It is my job to make sure the girls of our village have every opportunity that boys have,” Malala’s father responded firmly. He watched his little Malala grow and learn with the other little girls of Mingora.



But everything changed when the Taliban took over the village. Life changed in many ways. Owning a television was banned. Playing music was banned. And it was forbidden for girls to go to school.



The Taliban had already blown up more than 100 girls' schools by the time they told Ziauddin to close the doors of his school.

“I wanted to give Malala and the other girls every opportunity that boys have – but I can’t risk their safety,” Ziauddin thought.

Malala said goodbye to her classmates with tears in her eyes. She did not know if she would ever be in a classroom with her friends again.



Ziauddin continued to teach Malala many things at home. But Malala missed learning at school with other girls like herself.



In September 2008, Ziauddin took Malala to the Peshwar Press Club, an organization of journalists. There, Malala gave her first speech.

“How dare the Taliban take away my basic right to education?” Malala asked her audience. The next day, her words appeared in newspapers and on television channels throughout Pakistan.

Malala knew her words would anger the Taliban. But she decided that she would not stay quiet – even if it made her a target.



Malala continued to speak out for her right to an education. She wrote a blog, so that people all across the world could understand her struggle. She also appeared on television.

“How can you let Malala speak on television about girls’ education?” one of the neighbours whispered to Ziauddin.

“Just follow the Taliban’s rules!” scolded another, shaking her head.

“I have given Malala the same opportunities as boys and now, she is speaking up for herself,” her father responded proudly.



As Malala became more recognised, she became a target and received many death threats. Malala felt scared, but her fear did not stop her from speaking out on behalf of girls.



In October 2012, on her way home from taking an exam, a masked gunman climbed on to Malala's bus. "Who is Malala?" he asked. Then, he shot Malala on the left side of her head.

Malala was seriously wounded but she was still alive. She was airlifted from one military hospital in Pakistan to another, and was later flown to the UK for treatment.

When the Taliban found out that Malala had survived, they released a statement saying that they would target her again if she came back to Pakistan.



But Malala also received wonderful messages from around the world.

“Thank you for championing the education of girls,” one letter read.

“You have shown the world just how much some girls struggle to get an education. Thank you for helping to change the world,” a Facebook message read.

“It is my job to make sure all girls have every opportunity that boys have,” Malala decided.



When she was just 17 years old, Malala received the Nobel Peace Prize. She was the youngest winner ever! Malala continues to work to create a world where all girls can learn and lead.





Read 1

Where was Malala born?

She was born in Mingora, Pakistan.

Why did Malala have to stop going to school?

- She had to stop going to school because school was forbidden for girls.
- She had to stop going to school when the Taliban took over, because they forbade girls from going to school.

Why was Malala a target for the Taliban?

- Because she spoke out about her right to have an education.
- Because she was in the newspaper and on TV speaking about the importance of girls' education.
- Because the Taliban forbade girls from going to school, and Malala disagreed with them.
- Because of gender discrimination.



Read 2

What is gender discrimination?

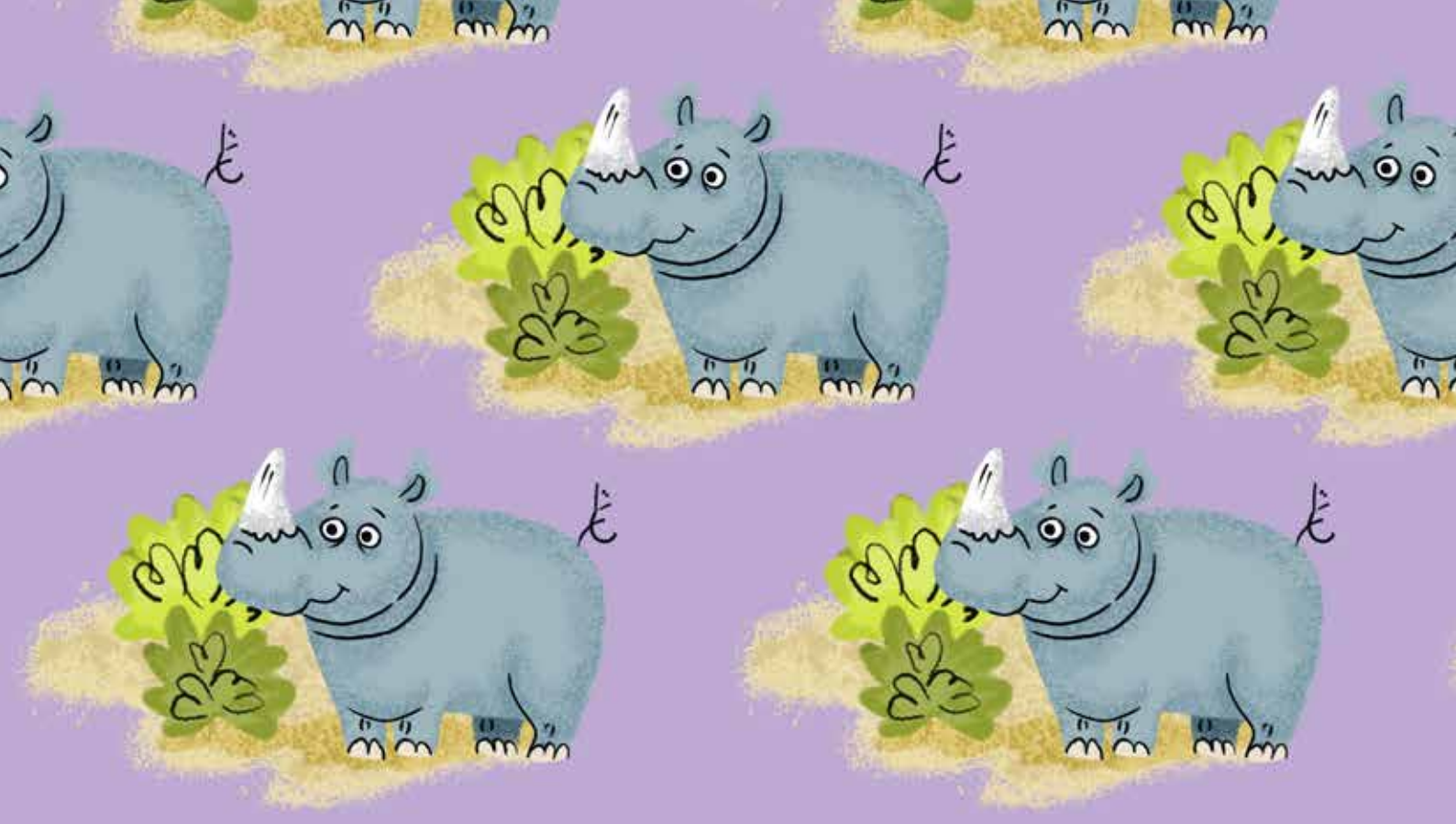
Gender discrimination is when boys and girls are treated differently. / Are not given the same opportunities.

How would you feel if someone discriminated against you because of your gender?

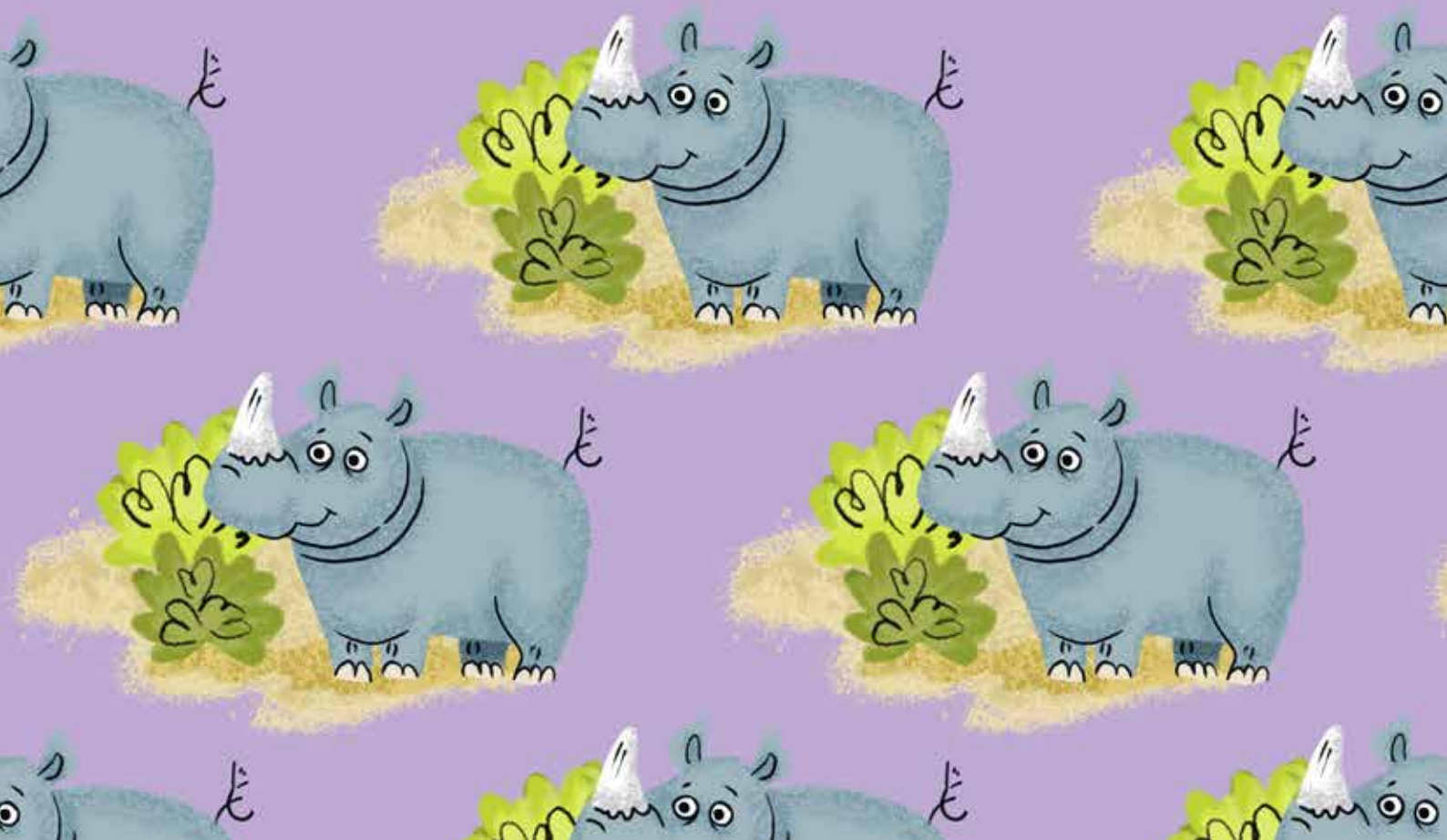
I would feel... because...

Why did both Rebeca Gyumi and Malala Yousafzai devote their lives to fighting for girls' education?

- Because they both believed that girls should have the same opportunities as boys.
- Because they both grew up in families that did not discriminate against them - they wanted all girls to be treated like them.



TERM 2



MAP OF SOUTH AFRICA



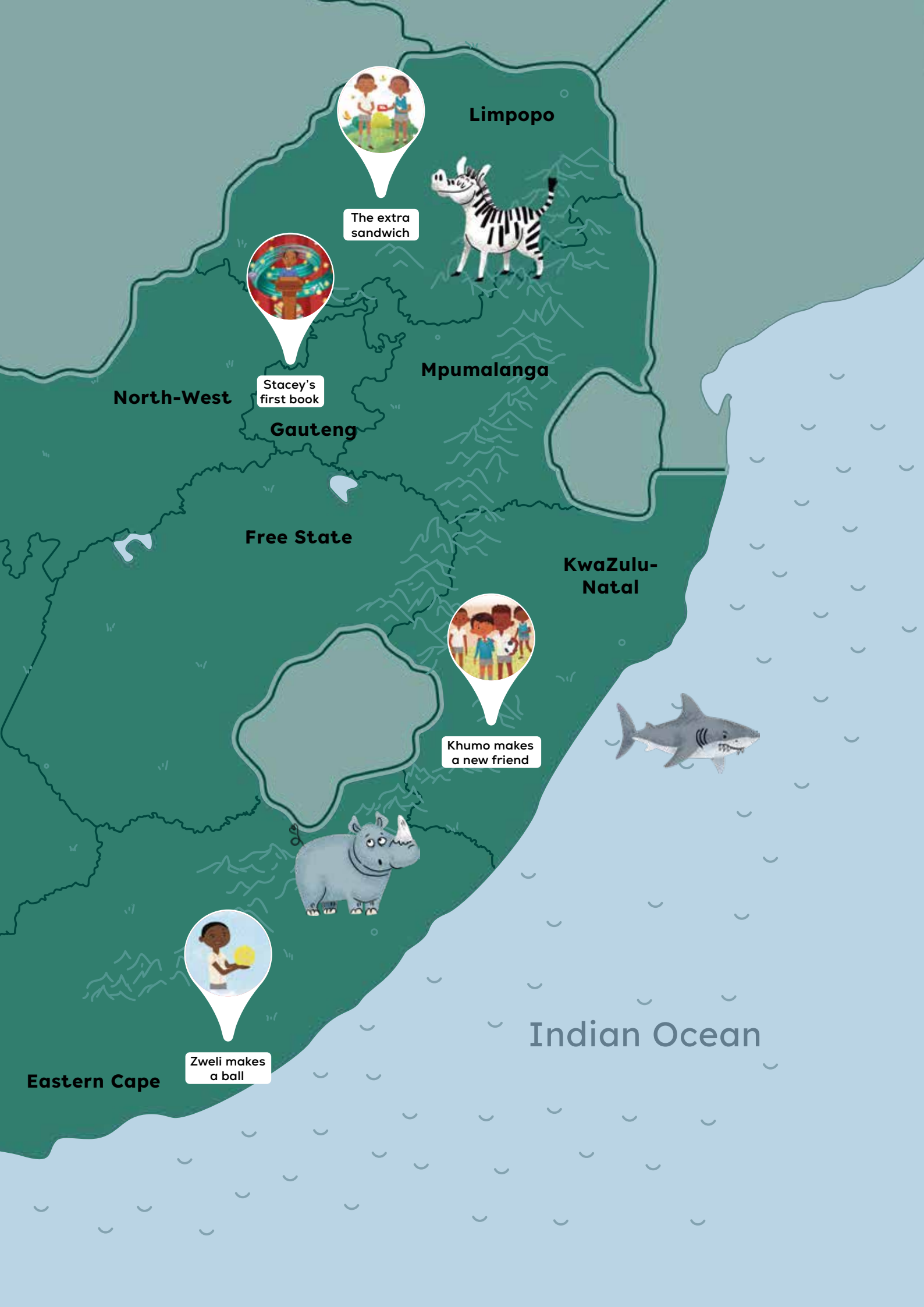
Northern Cape



Western Cape

Atlantic Ocean





Limpopo

The extra sandwich



Mpumalanga

Stacey's first book



North-West

Gauteng

Free State

KwaZulu-Natal



Khumo makes a new friend



Zweli makes a ball

Eastern Cape

Indian Ocean

MAP OF THE WORLD





Asia



Li Jie, the
fabulous and
talented archer



Europe



The world's
first writers



Africa



William's
brilliant
windmill



Pacific
Ocean

Indian
Ocean



Australia



Antarctica

TERM 2 STORIES



1. Zweli makes a ball

119



2. Li Jie, the fabulous and talented archer

131



3. Stacey's first book

145



4. The world's first writers

161



5. Khumo makes a new friend

175



6. The extra sandwich

189



7. William's brilliant windmill

203



8. Xochitl's solar water heater

219

STORY 1

ZWELI MAKES A BALL

Theme: We practise



Background information

- This is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to understand that practising helps us improve, even if we feel shy or make mistakes at first.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



Some points to share with your learners

- Everyone makes mistakes sometimes. In games like soccer, making mistakes might mean missing the ball or missing the goal. Even though it is normal to make mistakes, it can feel embarrassing.
- Practice means doing something again and again to get better. When we practise, we improve over time. Even a short practise every day can make a big difference.
- We don't always have the things we need. We can think of creative ways to solve problems. When Zweli doesn't have the ball he needs to practise soccer, he is creative and makes his own ball using things he can find at home.
- After practising, Zweli feels ready to play soccer with the older children. When we practise, it can make us more confident in our own abilities.



To use this strategy:

Page & paragraph	Read	Say
121, 2	The ball came his way. He tried to kick it back to the big kids. But he missed the ball. His face felt hot. He ran to his house.	I can infer that Zweli wants to play soccer, because he is watching the other kids play. When he misses the ball, it says his face feels hot and he runs away. So, I can infer that he feels really embarrassed when he misses the ball.
127, 1	Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He practised kicking the ball between the rocks.	I remember that Zweli missed the ball at the beginning of the story. I can infer he wants to practise and get better at soccer. That way, he won't miss the ball again!

Zweli saw the big kids playing soccer. He sat at the side of the field. He wanted to play but he was too shy to ask.

The ball came his way. He tried to kick it back to the big kids. But he missed the ball. His face felt hot. He ran to his house.



“I need to practise,” he thought. “I need a ball.”

Zweli searched his house for a soccer ball. He found a small, red, bouncy ball. He tried to kick it but it wasn't big enough. “I need to make this ball bigger,” he thought. Zweli thought and thought about how to make his small, bouncy ball into a big soccer ball.



Zweli began to search for something to make his ball bigger. He found an old newspaper next to the rubbish bin. He wrapped the small, bouncy ball in the newspaper. He tried to kick it. But the newspaper came off the small ball. “I need something to make the newspaper stay on the small, bouncy ball,” he thought.



Zweli walked into the kitchen. He found an empty Simba packet that no one was using. He wrapped the packet around the newspaper. He tried to kick it. The newspaper stayed in place. But, it still wasn't as big as a soccer ball.



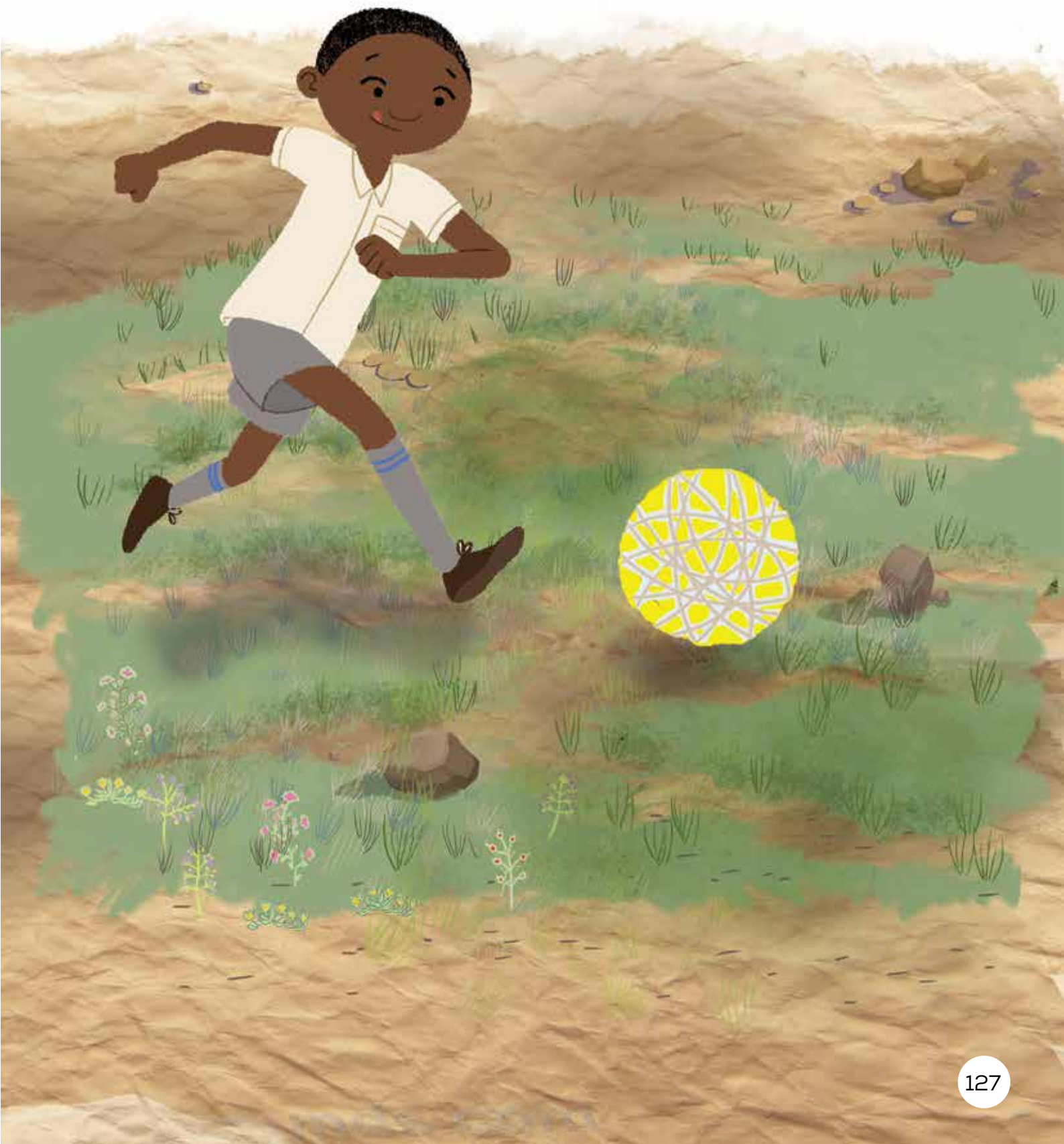
“How can I make this bigger?” he thought. He found his mother’s old handbag under the bed. He asked his mother if he could use it. “Yes,” said Mother. “I was going to throw it away.” Zweli cut up the handbag and wrapped it around his ball.



Zweli walked into the kitchen. He found a plastic bag that no one was using. He wrapped the plastic around the ball and tied it tight. Then, he found an old string. He tied it around his ball to hold the plastic in place. He looked at his new soccer ball. Finally, it was big enough!



Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He practised kicking the ball between the rocks.



A few days later Zweli sat by the field and watched the big kids play soccer. He had been practising a lot. One of the big kids came over to him. She said, “I saw you scoring goals outside your house! You can be on our team!”

Zweli stood up and walked onto the field, ready to play soccer with the big kids.





Read 1

What did Zweli find first?

He first found a small, bouncy ball.

What did Zweli find next?

He found an old newspaper.

What else did Zweli find?

He found a Simba packet, his mother's old handbag and a plastic bag.

Why did the big girl ask Zweli to play with the big kids?

- Because she saw him practising.
- Because Zweli made a ball and practised playing soccer.
- Zweli scored lots of goals when he practised.
- She saw him practising and scoring goals.
- Because he worked so hard to become better at soccer.



Read 2

Why did Zweli's face feel hot?

He was embarrassed because he missed the ball.

Why did Zweli feel embarrassed?

Because he missed the soccer ball in front of the big kids.

How do you think Zweli felt when the big kids asked him to play with them?

I think Zweli felt...

Why did Zweli work so hard to make a soccer ball?

- Because he really wanted to practise playing soccer.
- Because he was embarrassed that he missed the ball and he wanted to practise.
- Because he couldn't find a soccer ball to practise with and he wants to get better at soccer.
- Because he did not want to feel embarrassed again.
- Because he is determined to get better at soccer!



STORY 2

LI JIE, THE FABULOUS AND TALENTED ARCHER

Theme: We practise



Background information

- This text is a fiction story.
- It is set in China.
- It takes place long ago.
- This story will help your learners understand that skills improve with practise, and that anyone can develop impressive skills if they practise enough.



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or how the characters made choices.
- Why we use it: To form your own opinions and understand the story on a deeper level.
- How it helps: It helps you think about the story's message and what you believe about it.



Some points to share with your learners

- This story is based on a Chinese folktale. A folktale is a story that has been told over and over again for a long time. Folktales are often meant to teach us a lesson.
- This story is about an archer named Li Jie. An archer is a person who shoots arrows using a bow. Archery is a sport that needs focus, control, and practise.
- A skill (like archery) is something you learn to do well. No one is born with a skill like archery - it is something that is developed with lots of practise and hard work.
- The story teaches us that being good at something is not about being special. Rather, it is about practising again and again until you improve.



To use this strategy:

Page & paragraph	Read	Say
134, 2	“There is no one better than me!” he thought.	I make the evaluation that Li Jie is arrogant - he thinks he is better than anyone else, and walks with his nose in the air.
136, 1	When Li Jie’s arrow hit the center of the target, the crowd burst into applause. Li Jie turned around to see his admirers and to take a bow.	I make the evaluation that Li Jie loves all the praise he gets, because he turns around to watch his admirers clap for him.

Long ago in ancient China, there lived a young archer named Li Jie. He was known throughout the land for shooting arrows with incredible accuracy. Whenever he walked down the street, he heard whispers.

“There is no one better!” whispered the men.

“We’ve never seen such accuracy!” whispered the women.



Li Jie believed that he was fabulous. He walked with his nose in the air.

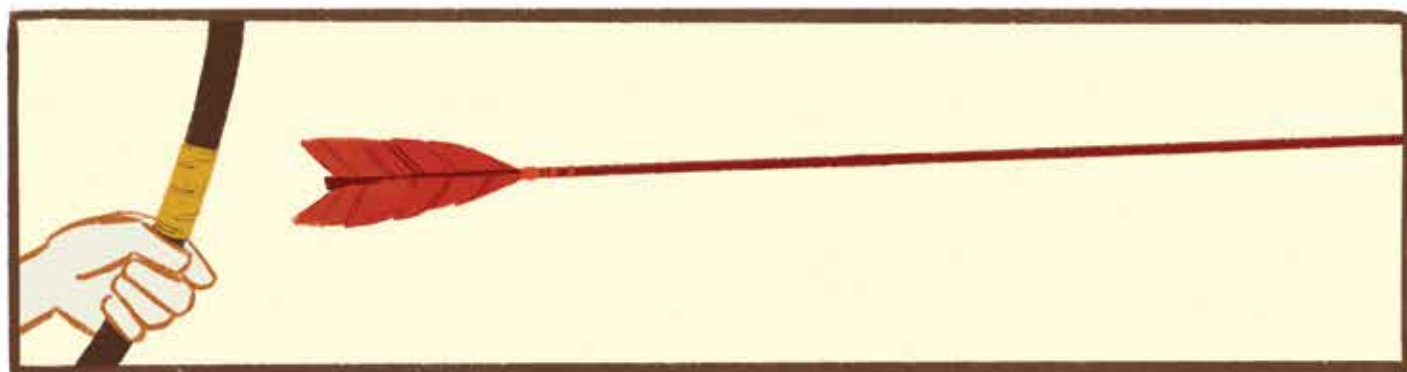
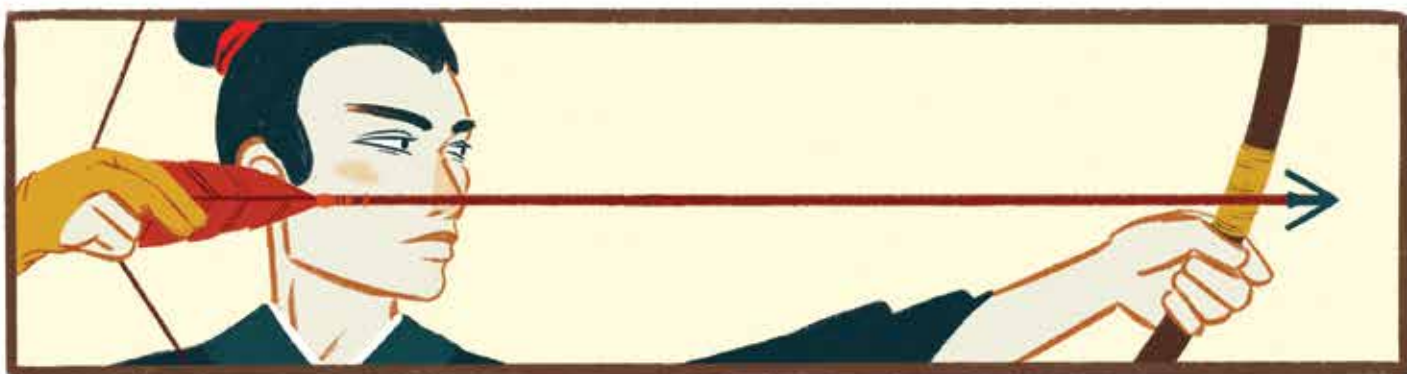
“There is no one better than me!” he thought.



One day he was practising shooting targets at the archery grounds. A crowd gathered to watch Li Jie. As he raised his arrow, he heard whispers.

“There is no one better!” whispered the men.

“We’ve never seen such accuracy!” whispered the women.



When Li Jie's arrow hit the center of the target, the crowd burst into applause. Li Jie turned around to see his admirers and to take a bow. But as he turned around, he noticed an old man selling oil. The old man watched, but he did not clap.



Li Jie believed that everyone must admire him. He walked over to the old man.

“I have seen you watching but not clapping. Have you ever seen a better archer than me?” he asked.

“No I haven’t!” replied the old man.

“Then why don’t you clap for me?” Li Jie asked angrily.



The old man paused for a moment.

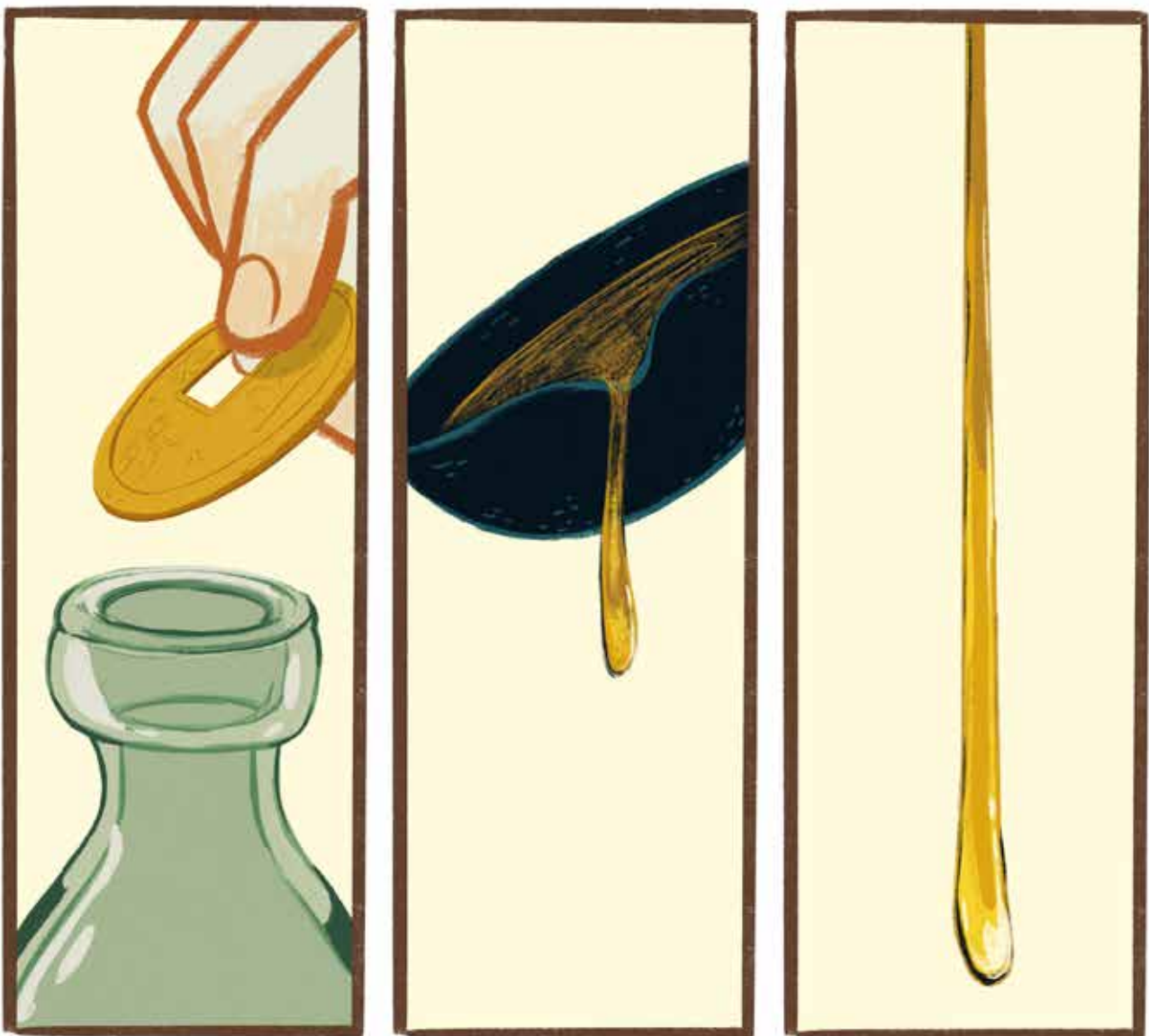
Then he replied, “You are not a superhero. You are not a god. You have become a skilled archer because you practise. I am impressed by your persistence more than your accuracy.”

Li Jie could not believe his ears. He believed that everyone must admire him.

“What can you do then? What skill do you have that you’re not impressed with me?” he asked, raising his voice slightly.



The old man said nothing. Instead, he took a bottle from his table and placed it onto the ground. Then, he took a copper coin and placed it over the opening. The old man then scooped out a ladle of oil from his big jar, held it high and began to fill the bottle through the tiny hole of the coin.



The crowd watched with amazement. As the oil filled the bottle, Li Jie heard whispers.

“There is no one better!” whispered the men.

“We’ve never seen such accuracy!” whispered the women.



But the old man did not believe he was fabulous. He did not walk with his nose in the air.

“This is nothing special,” he said. “I have this skill because I practise. If you practise persistently, you can become as accurate as me.” And with those words, he left.



Li Jie was left on the field, deep in thought. The crowd was left on the sidelines, whispering.

“I thought no man or woman could ever be as fabulous and accurate as me!” Li Jie thought.

“Maybe if we practised archery, we could be better!” whispered the men.

“Maybe we have never seen such accuracy because no one else has worked so hard!” whispered the women.

And from that day forward, the people of the land valued hard work and practise more than any skill.





Read 1

What is Li Jie an expert at?

He is an expert archer.

What does the old man value?

He values practise more than skill.

Why didn't the old man clap for Li Jie?

- Because he did not think Li Jie was a superhero or a god.
- Because he realised Li Jie was a good archer through practise.
- Because he was not impressed with Li Jie.
- Because everyone can be an expert at something if they practise.



Read 2

What is the old man an expert at?

He is an expert at pouring oil carefully.

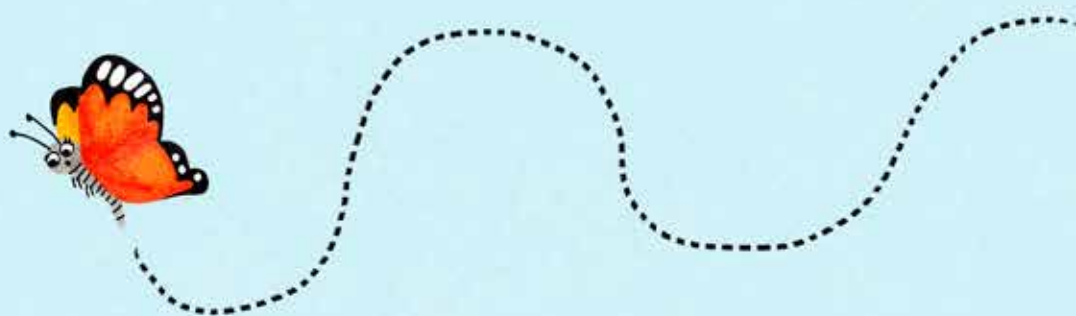
What evidence can we use to make the evaluation that Li Jie is an arrogant person?

We can make this evaluation because:

- He believed that he was fabulous.
- He walked with his nose in the air.
- He was angry when he saw the old man not clapping for him.
- He thought everyone should admire him.

Why is Li Jie surprised when the old man doesn't clap?

- Because everyone is always saying he is the best.
- Because he is used to everyone admiring his archery skills.
- Because he thinks he is the best.
- Because he can't imagine that the old man has ever seen a better archer than him.



STORY 3

STACEY'S FIRST BOOK

Theme: We are writers



Background information

- This is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners to believe that they can be writers too and that their ideas are important and worth sharing.



Comprehension Strategy: Find and Remember Details

- What it is: Looking for and recalling important details like characters, setting, and events.
- Why we use it: To keep track of what happened and understand the story better.
- How it helps: It helps you talk about the story and understand the sequence of events.



Some points to share with your learners

- An author is a person who writes books. Authors think of ideas and then write about them. Books are written by people - even children can be authors.
- To publish a book means to print it so other people can read it. Authors sometimes have a book launch to celebrate their book being printed and ready.
- A dream is something you hope to achieve. People can work hard to make their dreams come true. Even young people can have big dreams!
- Connecting to the previous theme: Writing a book takes time and practice. Writers plan, write, and edit (fix) their work. Writers need confidence and self-discipline.



To use this strategy:

Page & paragraph	Read	Say
151, 3	“She wrote a book?” her father asked, “What’s it called?” “It’s called Smelly Cats. She says she wants to publish it. I wonder if that is possible?” her mother wondered aloud.	What was the title of Stacey’s, first book? I learn here that it is called Smelly Cats.
152, 1	Stacey’s parents read the book. They were unsure. “I wonder if it could ever be published?” her father asked. “Stacey is so young! How could a seven-year-old publish a book?” her mother wondered aloud.	How did Stacey’s parents feel about Stacey’s book being published? I learn here that they feel unsure.

Stacey Fru was born in 2007 in Johannesburg, South Africa. As an infant, Stacey would sit in the laps of her parents as they read book after book to her. They pointed to the colourful pictures as Stacey cooed and giggled.



When she was a tiny toddler, she would sit on the floor in front of her big bookshelf, pulling out book after book.

She loved flipping through the pages, looking at the colourful pictures. She loved reading each and every word.



Stacey imagined that the books she was reading were written and illustrated by children, just like her. She decided she wanted to be like them. She wanted to write her own book, and so she did.



One day, when Stacey was just seven years old, Stacey's mother walked into her bedroom. "Look! It's the last page of my book!" Stacey announced, holding up her final page. Her mother saw the stack of completed pages sitting on Stacey's desk. "I want to publish it," Stacey said confidently, "so other children can read it!"

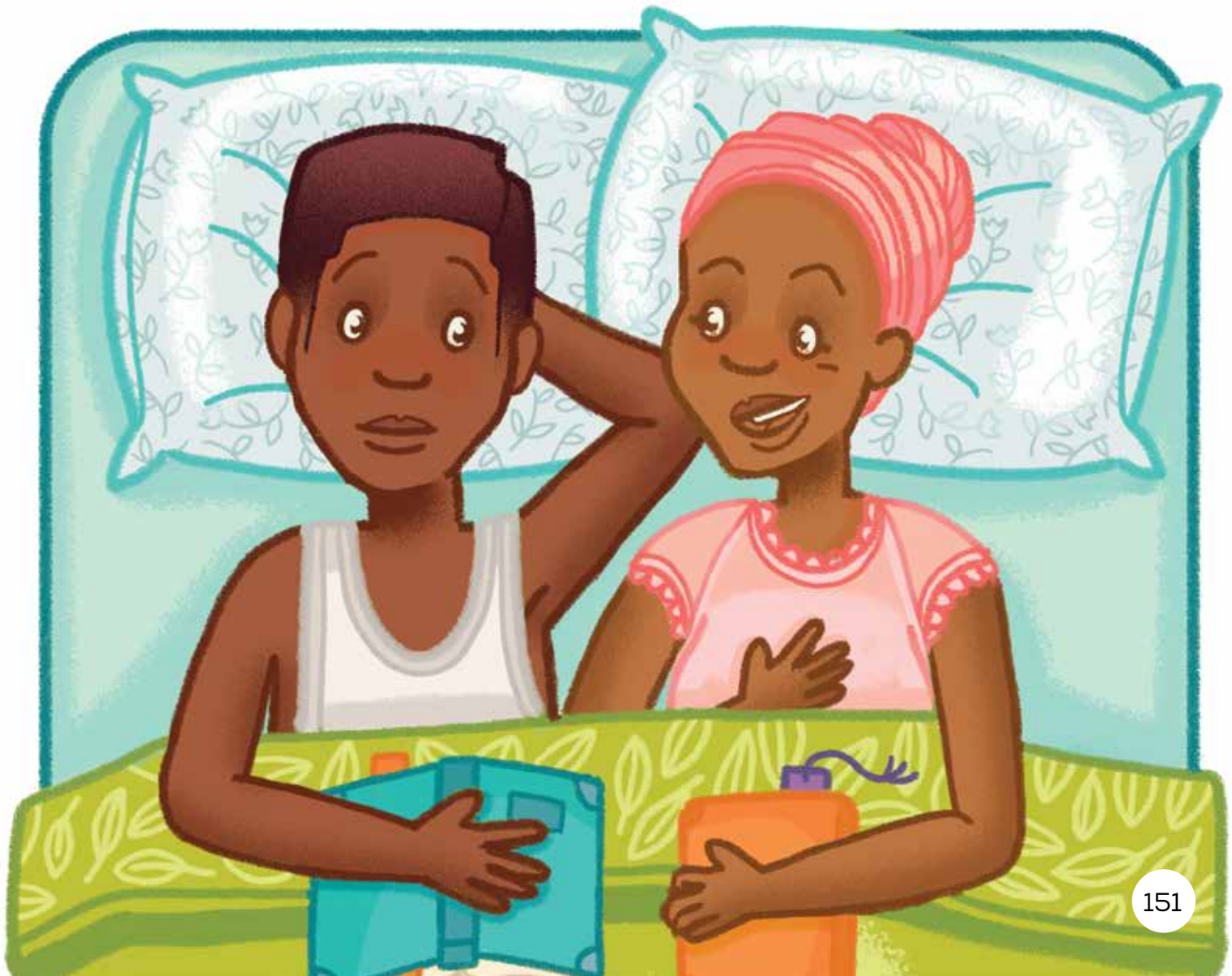


That night, Stacey's parents sat together in bed.

"Did you know Stacey wrote a whole book?" Stacey's mother asked.

"She wrote a book?" her father asked, "What's it called?"

"It's called Smelly Cats. She says she wants to publish it. I wonder if that is possible?" her mother wondered aloud.



Stacey's parents read the book. They were unsure.

"I wonder if it could ever be published?" her father asked.

"Stacey is so young! How could a seven-year-old publish a book?" her mother wondered aloud.



But, they wanted to help Stacey achieve her dreams.

Stacey's mother passed her work on to a professional editor.

The editor read each and every word of Smelly Cats.

“I think this should be published!” he said.

Stacey beamed with pride.



When Smelly Cats was finally published, Stacey helped organise a book launch, so she could tell other children and parents all about her book.

“I wrote this book all by myself,” Stacey told her audience.

“I think it is important for more children – especially African children – to express ourselves through writing!”





The attention that Smelly Cats received went far beyond the book launch. This book was approved by the South African Department of Basic Education, meaning that children are allowed to read this book at school! In 2015, Stacey won an award - the Best Early Childhood Development Publication. Her parents proudly watched Stacey go up on stage to accept her award.

“She’s so self-disciplined!” her mother said.

“We never should have doubted her!” her father said.

“We must never doubt her ideas again!” her mother agreed.

Stacey’s parents beamed with pride.

Since writing Smelly Cats, Stacey has continued to write books for children like her. But her work goes beyond writing. Stacey has become a philanthropist. She started her own Foundation, which works to donate books, computers, clothing and food to those in need.



Stacey has also used her success to become a motivator and an activist. In this role, she gives talks which she hopes will educate and inspire children, just like her.



At Stacey's first speech, she inspired hundreds of Matric learners.

“You are never too young or old to live your dream!” she said.





Read 1

What was the title of Stacey's first book?

The title of her book was Smelly Cats.

How old was Stacey when she wrote her first book?

She was just seven years old.

Why were Stacey's parents doubtful?

- Because they didn't know if Stacey was too young to write a book.
- Because they didn't know if her book could get published.
- Maybe they didn't know if her book was good enough to get published.



Read 2

How did Stacey's parents feel when she first wanted to publish her book?

- They felt doubtful.
- They felt unsure about whether she was too young to publish a book.
- They didn't know if anyone would publish her book.

Why did Stacey's parents feel proud of Stacey?

- Because she won an award.
- Because she published a book.
- Because she was so self-disciplined.

Why did Stacey tell the Matric learners, "You are never too young or old to live your dream"?

- Because she wanted to inspire them to live their dreams.
- Because she gives speeches to educate and inspire other children like her.
- Because she was very young and achieved her dream.
- The fact that Stacey published a book at age seven is proof that you are never too young to live your dreams. Stacey wants all children to know that!

STORY 4

THE WORLD'S FIRST WRITERS

Theme: We are writers



Background information

- This is a fiction story.
- It is set in what is now Iraq.
- It takes place long ago.
- This story will help your learners to understand that writing is an important human invention and that writers help record ideas, stories, and information for others.



Comprehension Strategy: Monitor Understanding

- What it is: Checking your own understanding as you read, and pausing if something isn't clear.
- Why we use it: To recognize when you don't understand and fix it.
- How it helps: It keeps you engaged and improves comprehension by addressing misunderstandings right away.



Some points to share with your learners

- What is writing, really? It is a way to record ideas using letters or symbols. We use writing to tell stories, send messages, and remember information. Writing is a kind of technology (a tool people created to help them).
- This story takes place over 5,000 years ago, which is a very long time ago - in what we can call 'ancient times'. In ancient times, people did not have books, computers, or even paper yet. The alphabet wasn't invented yet! That is why people wrote on clay tablets using pictures and symbols.
- Early writing used pictures to stand for objects. Over time, pictures turned into symbols. Our alphabet today developed from ancient writing systems.
- When people started to live together in cities, they needed a way to keep track and remember things. That's when writing was invented. Writing helped them remember and share information.



To use this strategy:

Page & paragraph	Read	Say
167, 1	Then, the clay tablet would dry in the sun. Once it was hardened, the tablets were kept as records that could be read days, weeks or even years later.	Let me stop and think. They are writing on clay, and then letting it dry so that they can keep it for a long time. Let me check that I understand: They are writing on wet clay. They have to let it dry in the sun in order to store it as a record. That seems more complicated than using paper and a pen. I wonder why they didn't use paper instead?
169, 2	So, the picture of a barley stalk developed into a symbol for barley that was easier to draw. This symbol became commonly understood as meaning barley, even though it no longer looked like the drawing of a barley stalk.	Let me stop and think. When they first started writing, they drew pictures. But over time, the drawing got simpler and faster to draw. I wonder why. Let me check that I understand: Over time, detailed pictures changed to be simpler - and look less like the item they were referring to.

Humans have created lots of different kinds of technology. We have created cars, computers and cellphones. We have created radios, robots, and refrigerators. But one of the most impressive human technologies is something that seems quite simple: writing.



Humans first began to write about 5,000 years ago. One of the places where writing was invented, was called Sumer. Sumer existed in modern-day Iraq. Sumer was one of the first places in the world where people began to live in cities. Having so many people in one place changed the way that people lived.



The people of Sumer built big temples inside their city walls to pray to their gods. However, the temples weren't just used for worship. The temples were also warehouses where a variety of goods were stored. The scribes of the temples had to create a system to keep track of what was being stored in the temples – so that they wouldn't forget. That is how writing was first born.



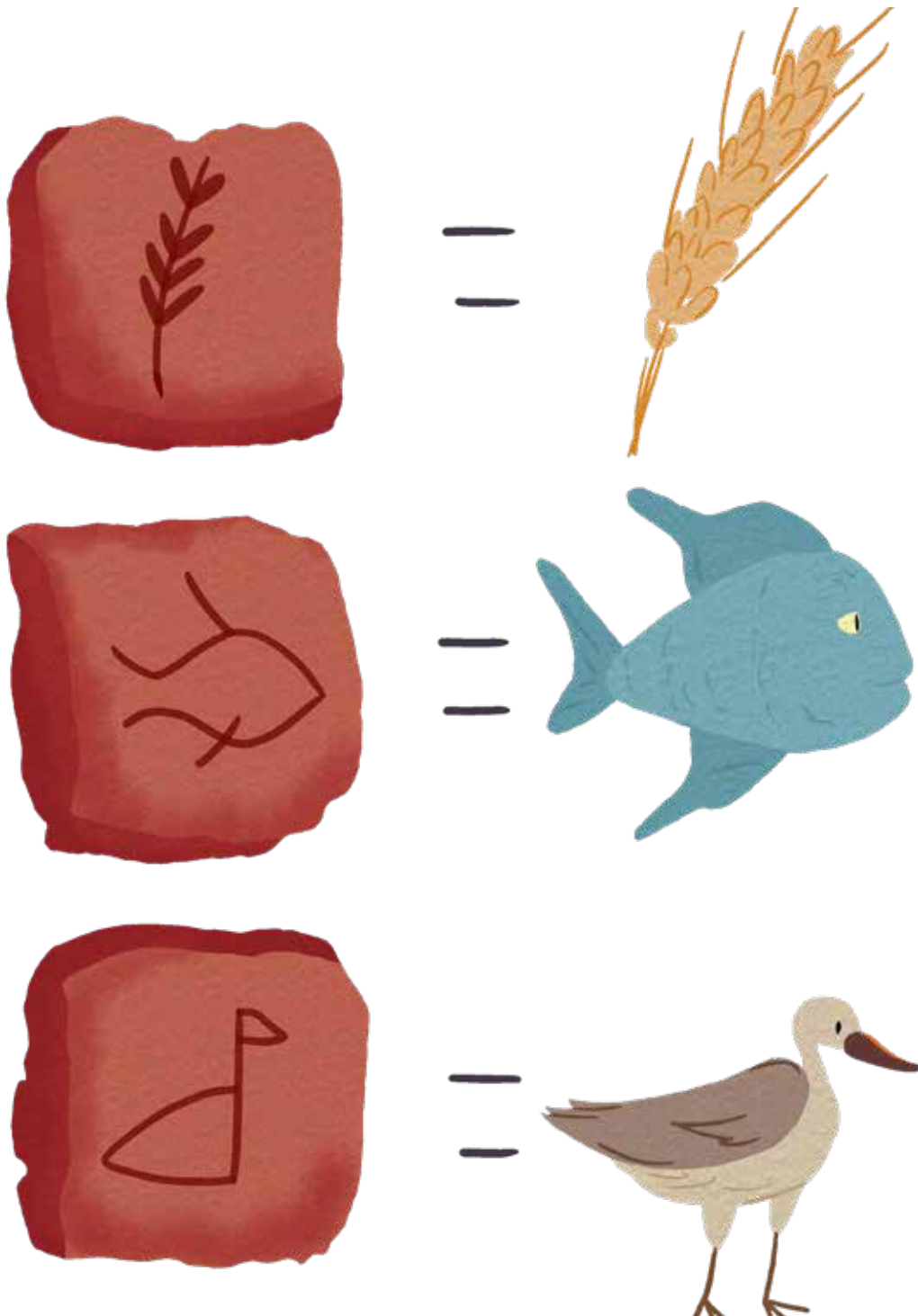
Imagine at the end of the harvest season, the priests wanted to store 10 baskets of barley in the temple storage room. The scribe would draw a small picture of a barley stalk, and then make 10 tally marks onto his clay tablet.



Then, the clay tablet would dry in the sun. Once it was hardened, the tablets were kept as records that could be read days, weeks or even years later.

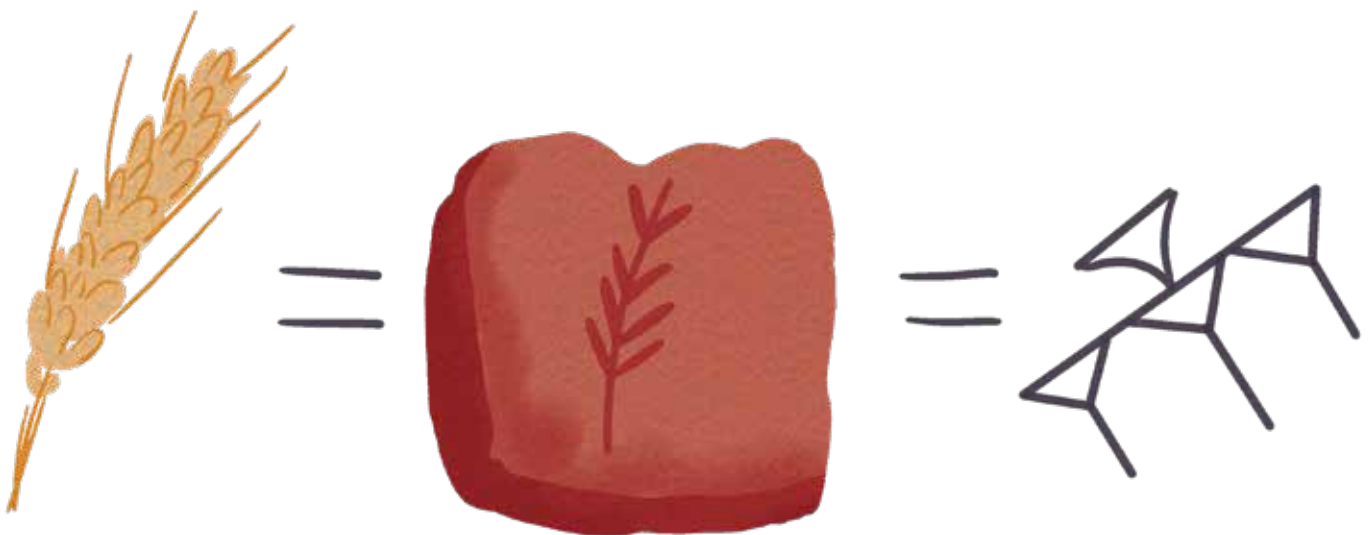


The first systems of writing were different from our alphabet. They were made up of small pictures to show different objects.



However, over time, as more and more goods were brought to the temple, pictures developed into symbols. As more and more different goods were stored in the city temples, scribes had to write faster. They didn't have lots of time to draw careful, detailed pictures of barley stalks, and other goods.

So, the picture of a barley stalk developed into a symbol for barley that was easier to draw. This symbol became commonly understood as meaning barley, even though it no longer looked like the drawing of a barley stalk.



The priests and scribes needed to be able to understand not only what was stored in their own temples, but what kind of goods they had altogether. So the scribes from different temples all over Sumer had to meet to decide on a common set of symbols that they would all use. This system of writing is now called Cuneiform.



This same kind of process happened in different civilisations throughout the world, in Egypt, Peru and China. Our modern writing is based on these different forms of ancient writing.



With the invention of writing, humans could record ideas and stories. We could build businesses and wealth. We could send messages to faraway places. The invention of writing changed what humans could do forever.





Read 1

Where was one of the places that writing was first invented?

In Sumer, modern-day Iraq.

What did the people in Sumer write on?

They wrote on clay.

Why was writing first invented?

- Because goods were being stored in temples, and the people who lived there needed a way to remember what was being stored.
- Because the scribes and priests needed to know how many goods they had altogether.



Read 2

How long ago was writing invented?

Writing was invented about 5,000 years ago.

Where was writing invented in Sumer?

It was invented in the temples.

Why did writing change over time?

- Because pictures took a long time to draw and scribes needed to write faster.
- The writing changed as more and more goods were brought to the temples. The scribes had to write more quickly.
- The scribes from different temples had to read each other's writing, so they sat together and designed symbols they could all use!



STORY 5

KHUMO MAKES A NEW FRIEND

Theme: We have compassion



Background information

- This is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that compassion means caring about how other people feel and including them when we play.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



Some points to share with your learners

- Compassion means noticing when someone feels lonely, sad, or left out. It means caring about their feelings and choosing to help or include them.
- We can make kinder choices when we imagine how we would feel in someone else's situation (by putting ourselves in someone else's shoes). Remembering times when we felt lonely or nervous can help us act with compassion.
- Friends often sit together at lunch and play together. New or shy learners may feel nervous to ask to join in, especially when others already have friends. Including someone, by inviting them to sit or play, can make a big difference.
- No one can force us to be kind. Kindness is a choice.



To use this strategy:

Page & paragraph	Read	Say
182, 1	But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. “Maybe I don’t have to,” Khumo thought, “but I want to.”	Khumo thinks about how lonely he felt when he didn’t have friends to sit with at break. That helps him make a connection to Thomas. He realises that Thomas must feel lonely, just like he felt. He knows how sad that feels. I think that is what helps Khumo decide to be kind.
184, 3	“Yes, you. Do you want to come sit with us?” Khumo replied. A smile came across Thomas’s face. “Okay,” he said.	I can make a connection. One time, I offered my seat on the bus to an older woman who was standing up. I really wanted my seat because it was a long ride, but I knew she needed it more than me. She looked so happy when I gave her my seat. I felt proud for choosing to be kind and make someone else feel good. I think Khumo must feel proud, too.

Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.



One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. The looked back at him. “I’ll meet you outside,” Khumo said.



“Khumo, I have called you to talk about one of your classmates,” Mr Ngoma said. “I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.”

Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.



When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. “Are you in trouble?” Bantu asked.

“No – Mr Ngoma found my pencil on the floor,” Khumo lied. He didn’t feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.



That night Khumo complained to his mother. “Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,” Khumo moaned. “He doesn’t have any friends and he doesn’t even talk to anyone. I don’t know why he asked me to play with him?”

Khumo’s mother looked at him thoughtfully. “Well you don’t have to. Mr Ngoma only asked you. There isn’t really anything Mr Ngoma can do to make you, if you don’t want to,” she said seriously.

That made Khumo feel better. “I don’t have to play with that strange kid,” he thought.



But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. “Maybe I don’t have to,” Khumo thought, “but I want to.”



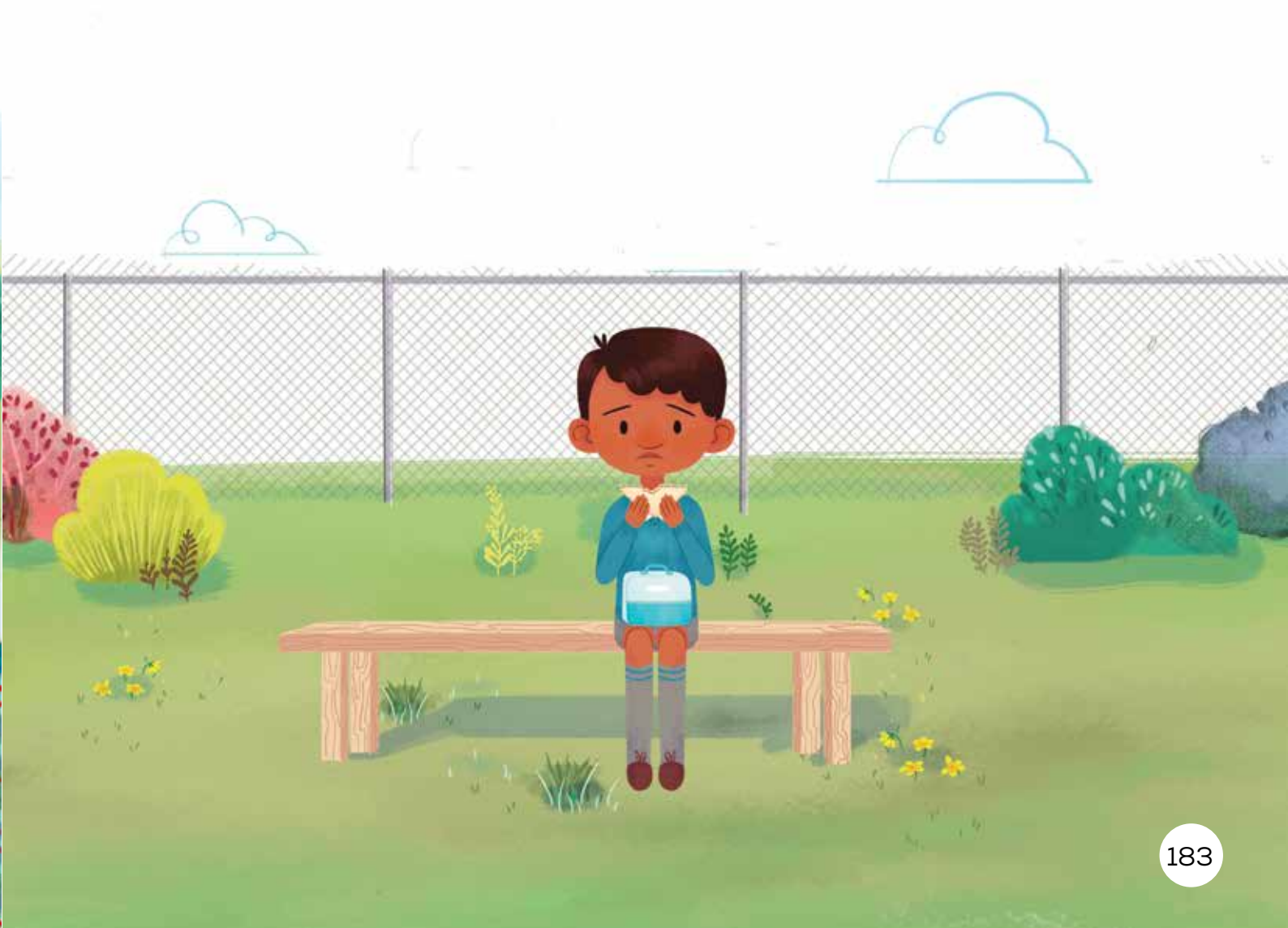
The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. “I think we should see if Thomas wants to sit with us,” Khumo said.

“Thomas? Why do you want to include him?” asked Bantu, laughing.

“Yeah, he doesn’t even seem fun!” said Bonga.

“I think he seems okay,” Khumo said. “And I feel sorry for him. None of us would like to sit alone at break. Plus, if we have a fourth friend, we can play teams.”

“Okay, fine,” Bantu and Bonga agreed.



Khumo went over to Thomas. “Hey! Do you want to come and sit with us?”

Thomas looked around. “Me?” he asked.

“Yes, you. Do you want to come sit with us?” Khumo replied.

A smile came across Thomas’s face. “Okay,” he said.



After eating, the boys used rocks to set up two goals. They played two-on-two. “That was the best soccer we have ever played!” Bantu said. “Come play with us again tomorrow!” Bonga said to Thomas.



“I’m proud of you, Khumo,” said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.





Read 1

Who is Khumo's teacher?

His teacher is Mr Ngoma.

What did Mr Ngoma ask Khumo to do?

He asked Khumo to include Thomas at break.

Who did Thomas usually sit with at break?

He usually sat alone.

Why was Mr Ngoma proud of Khumo?

- Because Khumo decided to ask Thomas to sit with him and his friends.
- Because Khumo was kind. He didn't have to be!
- Because Khumo included Thomas.
- Because Khumo did what Mr Ngoma had asked of him.



Read 2

How long did it take for Khumo to decide whether to include Thomas?

It took him one night.

How did Thomas feel when Khumo first asked him to play?

He felt surprised / happy.

At first, Khumo didn't want to include Thomas. Can you make a connection?

Have you ever wanted to exclude someone? Why?

Learner's own response.

Why did Khumo decide to include Thomas?

- Because he thought about what it was like to sit alone at break.
- Because he realised when he had to sit alone, he wished someone wanted to sit with him.
- Because he realised it was the kind and compassionate thing to do.



STORY 6

THE EXTRA SANDWICH

Theme: We have compassion



Background information

- This is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that compassion can mean helping others in need, even when it requires some sacrifice.



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or how the characters made choices.
- Why we use it: To form your own opinions and understand the story on a deeper level.
- How it helps: It helps you think about the story's message and what you believe about it.



Some points to share with your learners

- Compassion means noticing when someone is struggling or in need. It means caring about how they feel and choosing to help, even if it is not easy.
- Friends support each other in difficult times. Small acts of kindness, like sharing food, can make a big difference. Helping others can also make us feel happy and proud of ourselves.
- A promise is when you say you will do something and keep your word. Mokgadi promised not to tell anyone about Matuma not having lunch. Even though it would have been easier to explain everything to his mom, he chose to respect his friend's wishes and he keep his promise.
- Compassion is not always easy. Sometimes being kind means giving up something we want. We may have to share, wait, or go without something we want.



To use this strategy:

Page & paragraph	Read	Say
191, 4	Mokgadi broke his sandwich in two and handed half to Matuma. "I won't – promise," he said.	When we show compassion, we put ourselves in someone else's shoes. We treat them the way we would hope to be treated. I make the evaluation Mokgadi is a compassionate person, because he decides to share food with his friend on his own – he doesn't even need to be asked.
194, 2	"An extra sandwich again?" his mother asked curiously. "Uh...I have sports today so I need extra food," he lied.	Mokgadi is telling a small lie to keep a promise to his friend. I make the evaluation that he is trying to be a good friend. This is more evidence that Mokgadi is kind and compassionate – he makes up an excuse to get an extra sandwich, just so he doesn't break his promise to his friend.

One Monday, Mokgadi took his sandwich out of his bag. It was chicken mayonnaise – his favourite. He took a bite before he noticed Matuma wasn't eating.

“Where’s your lunch?” Mokgadi asked Matuma.

“I don’t have lunch today,” Matuma said. “My mom was in an accident and now she’s in hospital. We don’t have bread at home. But don’t tell anyone.”

Mokgadi broke his sandwich in two and handed half to Matuma.

“I won’t – promise,” he said.



On Tuesday morning, Mokgadi walked into his kitchen.

“Please Mama, can I have two sandwiches for lunch today?” he asked sweetly.

“Two? Why two?” she asked.

“Um...I am extra hungry today!” he said convincingly.

“Maybe he’s growing?” Mokgadi’s mother thought, as she put a second sandwich into his lunch bag.



At break, Mokgadi took the two sandwiches out of his bag and handed one to Matuma.

“For me?” Matuma said, looking surprised.

“I’ll bring you lunch until your mom comes home,” Mokgadi said, “don’t worry.”



On Wednesday before school, Mokgadi snuck into the kitchen early to make a sandwich for Matuma. He didn't want his mom to ask him about the extra sandwich again. But his mother walked in as he was spreading the peanut butter onto the bread.

“An extra sandwich again?” his mother asked curiously.

“Uh...I have sports today so I need extra food,” he lied.



At break, Mokgadi took the two sandwiches out of his bag – the ham and cheese sandwich his mother had made for him, and the peanut butter sandwich he had made himself. “Which one do you want?” he asked his friend.

“Can I have the ham and cheese?” Matuma said.

“Sure!” Mokgadi replied kindly, even though he really wanted the ham and cheese sandwich for himself.



On Thursday morning, Mokgadi purposefully took a long time to wash and dress so that he wouldn't have time for breakfast.

“Mokgadi! You're late!” his mother called.

“Sorry Mama,” he called back. “Please make me a sandwich for breakfast!”

As he walked to school, he put his extra sandwich in his lunch bag. He thought he could go just one day without breakfast.



By lunchtime, Mokgadi's stomach was grumbling, but he happily handed his extra sandwich to his friend.



That night, as Mokgadi played outside before dinner, his mother received a phone call.

“This is Matuma’s mother,” said the voice on the phone. “Matuma told me that you have sent lunch for him all week while I’ve been in the hospital. Thank you for taking care of him,” she said.

Mokgadi’s mother smiled to herself. She finally understood the two sandwiches.



Mokgadi's mother called him. "Mokgadi, I need to speak to you, come and sit down," his mother said.

"Oh no, she is going to yell at me for eating too many sandwiches!" he thought.

"I know why you've been asking for extra lunch," his mother smiled, "but why didn't you just tell me?"

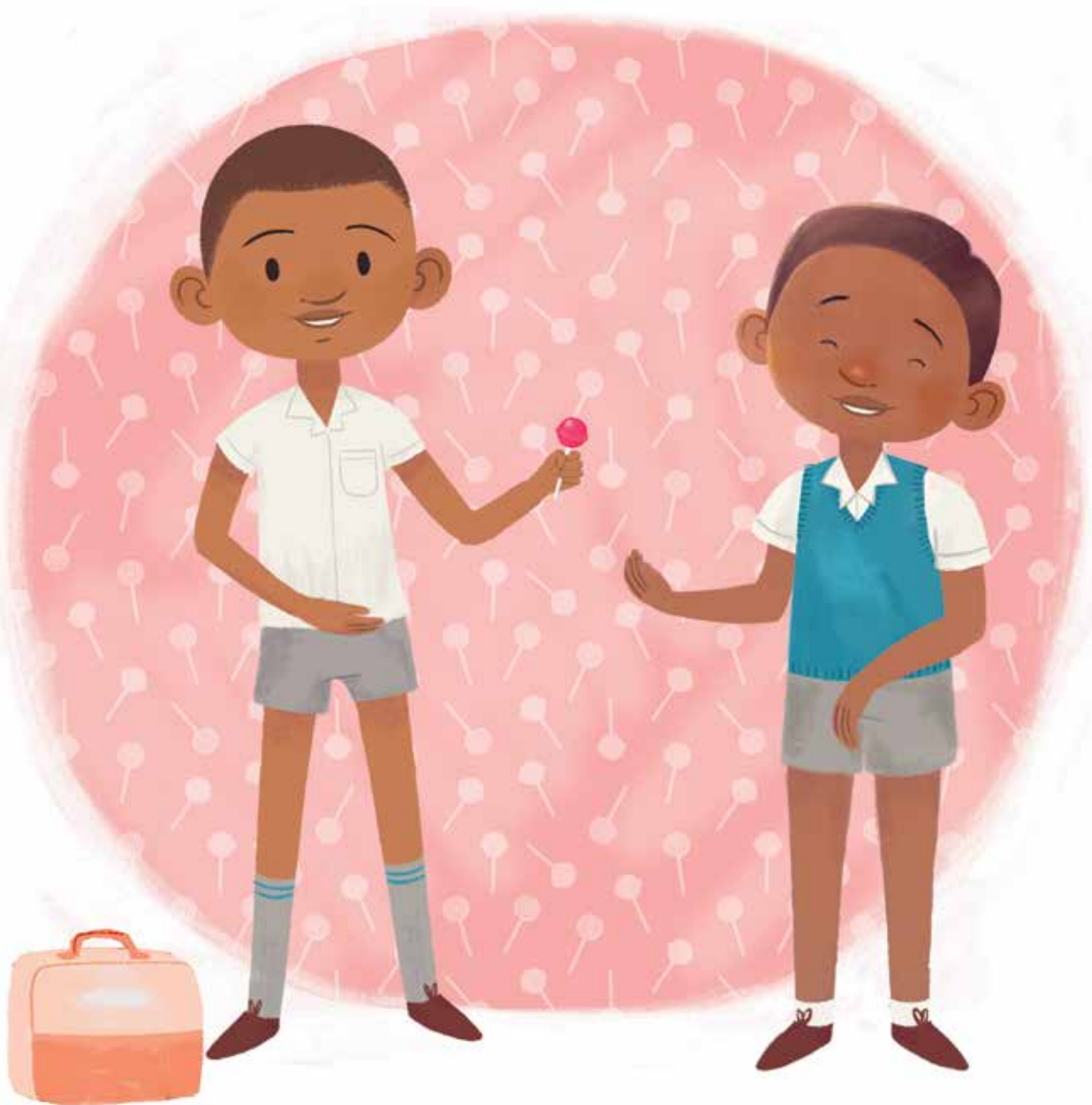
"Well, I promised Matuma I wouldn't tell anyone that he didn't have food at home," Mokgadi said.

"That was a very kind thing to do, Mokgadi. I'm proud of you!"



The next day at lunch, Matuma pulled a lollipop out of his lunch bag.

“This is for you, from me and my mom,” Mokgadi said.



As Mokgadi sucked on his lollipop, he thought about how nice it felt to help a friend.





Read 1

What kind of sandwich was Mokgadi's favourite?

Mokgadi's favourite sandwich was a chicken mayonnaise sandwich.

Who did Mokgadi bring extra sandwiches for?

He brought extra sandwiches for his friend Matuma.

Why didn't Mokgadi tell his mother that the extra sandwich was for Matuma?

- Because he promised his friend that he wouldn't tell anyone.
- Because he didn't want to break his promise to Matuma.
- Because he wanted to be a good friend.
- Because he is a compassionate/kind/thoughtful friend.



Read 2

What wasn't Mokgadi supposed to tell anyone?

He wasn't supposed to tell anyone that Matuma didn't have food at home.

Explain a time you have shown compassion to a friend, like Mokgadi.

I showed compassion to a friend when I...

How did Mokgadi show compassion for his friend?

- He brought him food everyday while his mother was sick and in the hospital.
- He kept his friend's secret.
- He made up excuses to get extra food, just to keep his friend's secret.
- He gave his friend the sandwich he wanted.
- He sacrificed his breakfast so his friend could have lunch.

STORY 7

WILLIAM'S BRILLIANT WINDMILL



Theme: We are engineers



Background information

- This is a fiction story.
- It is set in Malawi.
- It takes place in the recent past.
- This story will help your learners to understand how engineers can use creativity, materials, and problem-solving to make life better for people and solve real-life problems.



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or how the characters made choices.
- Why we use it: To form your own opinions and understand the story on a deeper level.
- How it helps: It helps you think about the story's message and what you believe about it.



Some points to share with your learners

- Engineers look for problems in the world around them and think of creative ways to fix them. They design and build things that help people.
- Engineers do not always use new or expensive materials. Sometimes they turn old or discarded objects into something new and useful. That kind of creativity is part of engineering!
- A windmill turns when the wind blows. This movement can be used to create electricity or pump water from the ground. In South Africa, windmills are often used on farms to pump water.
- Trying out new ideas can take courage and determination. When people try something new, others may laugh or not believe it will work. Engineers must keep trying even when things are difficult.
- Good inventions do not only help one person. They can improve life for many people by solving problems like lack of water or electricity.



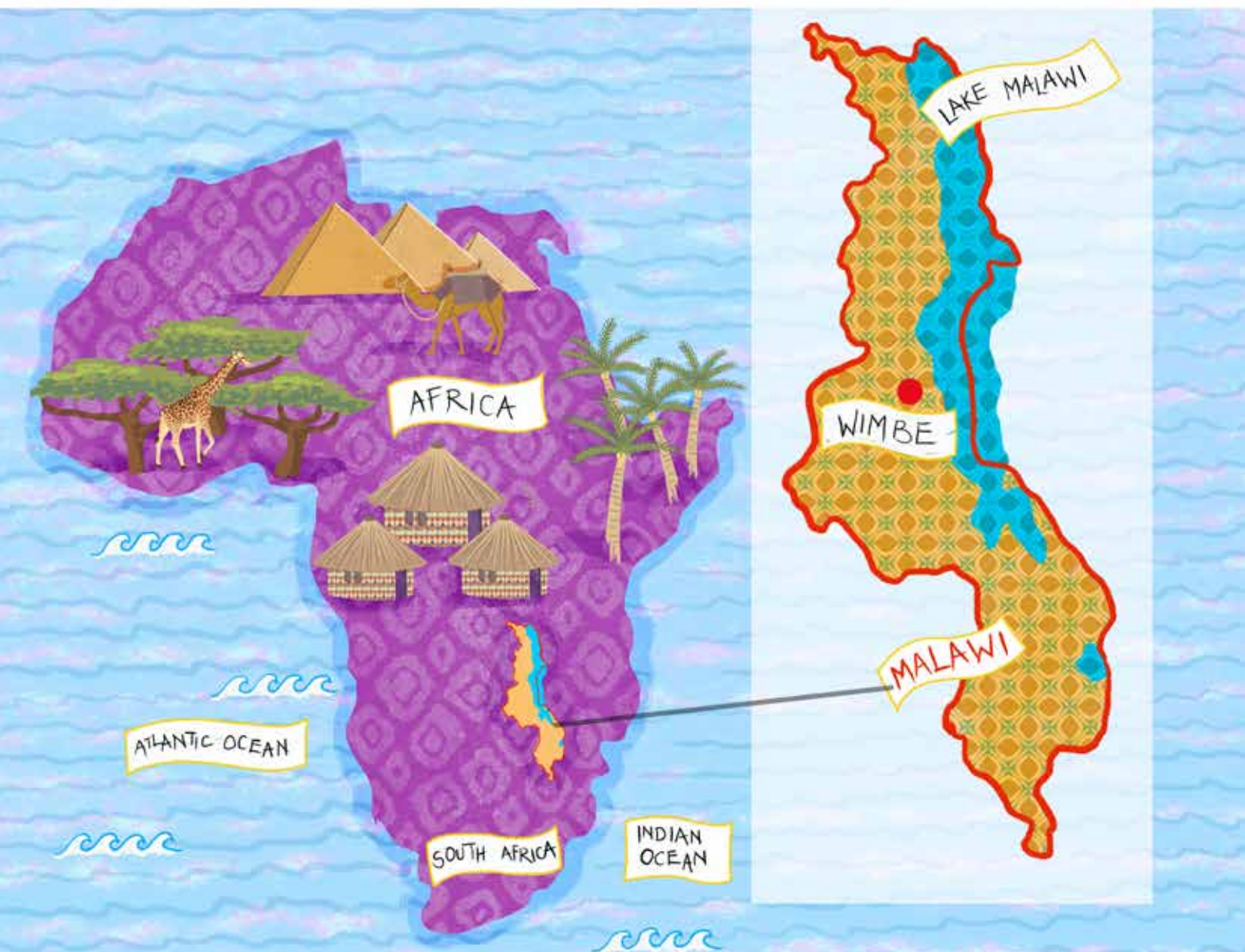
To use this strategy:

Page & paragraph	Read	Say
208, 1	In his free time, William liked to go to the library and read.	William couldn't go to school, but he still went to the library to learn on his own. I make the evaluation that William was determined to learn.
214, 2	William worked and worked to build a big windmill in the middle of Wimbe. With the power from his second windmill he pumped water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water for their crops!	William was determined not just to help himself but also to help others. I can make this evaluation because William built a windmill for everyone in the village.

This story is based on the true story of William Kamkwamba. William used his creativity to help other people during a very difficult time!



William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.



When William was 14 years old, Malawi experienced a terrible drought. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night.

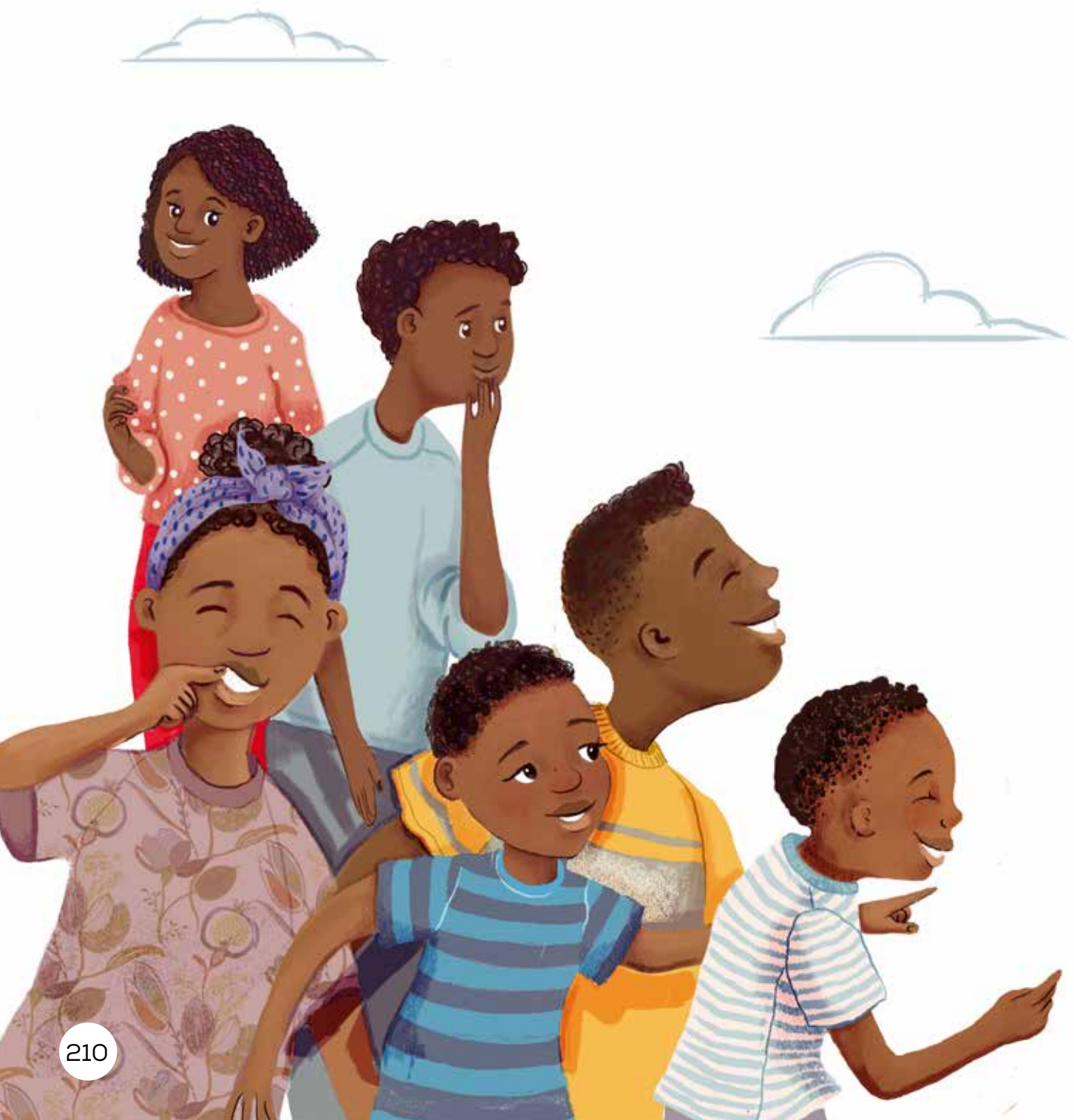
William was forced to drop out of school when his parents could no longer afford his school fees.



However, it was not easy for William to find all of the materials in the book. While the other children his age were in school, William searched for materials in the scrap yard. William found old tractor parts, pieces from an old bicycle frame, plastic pipes and even old pieces of metal.



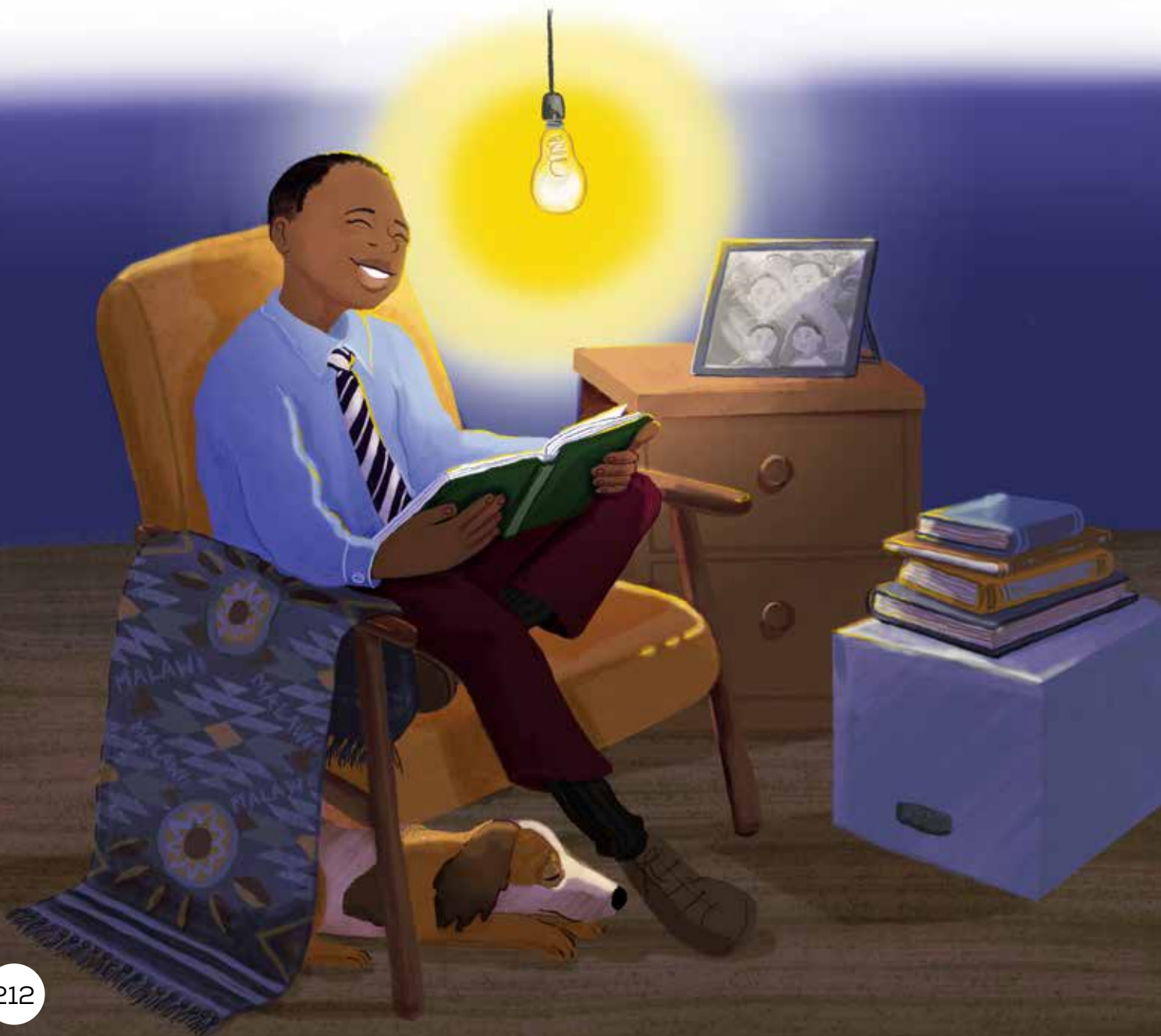
On the days that William searched in the scrap yard, people called him crazy. They mocked him. They laughed at him. But William didn't let these unkind words stop him, because he was determined to construct his windmill.

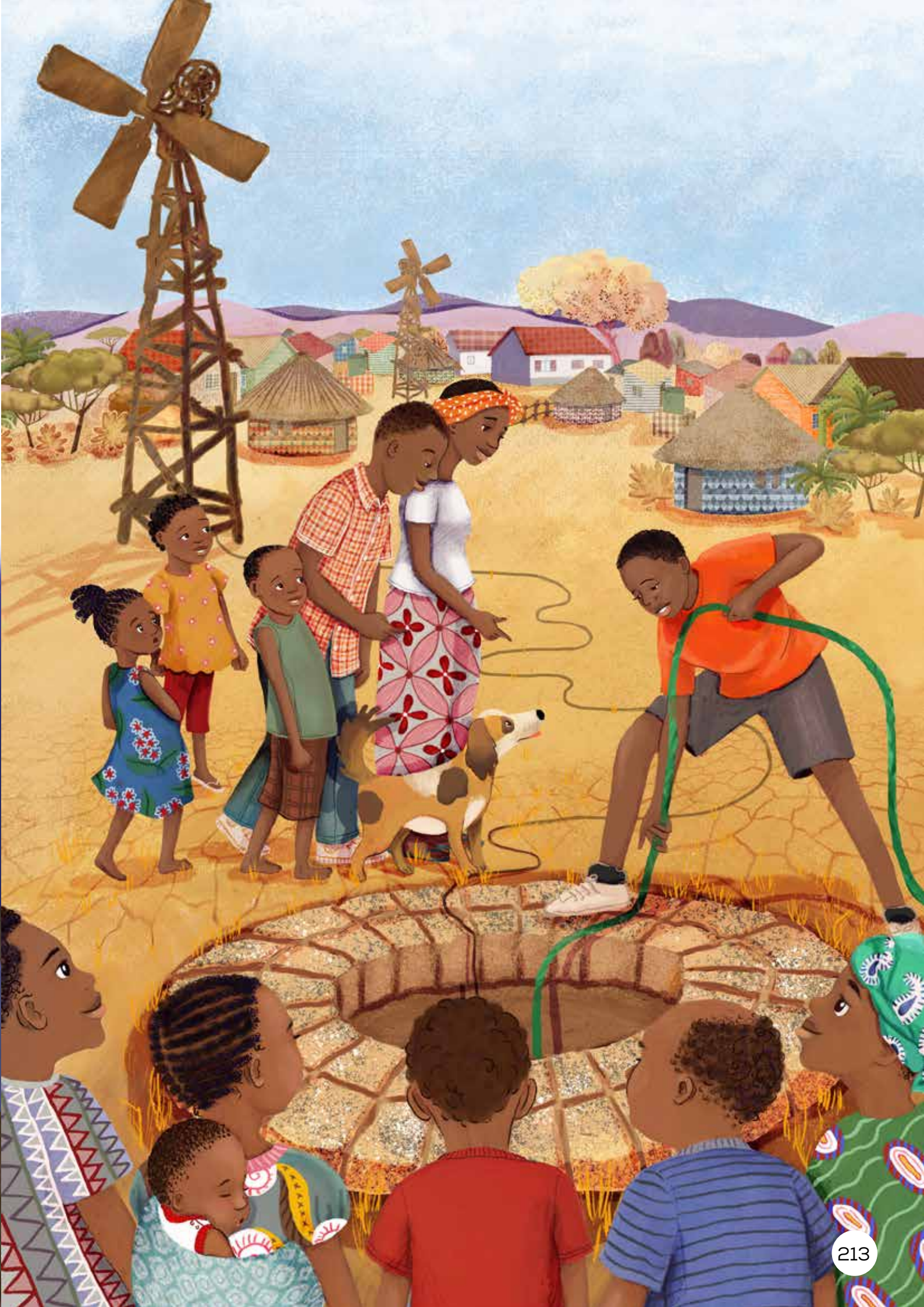


At home, William used the instructions from his book and all of the materials he found to construct a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.



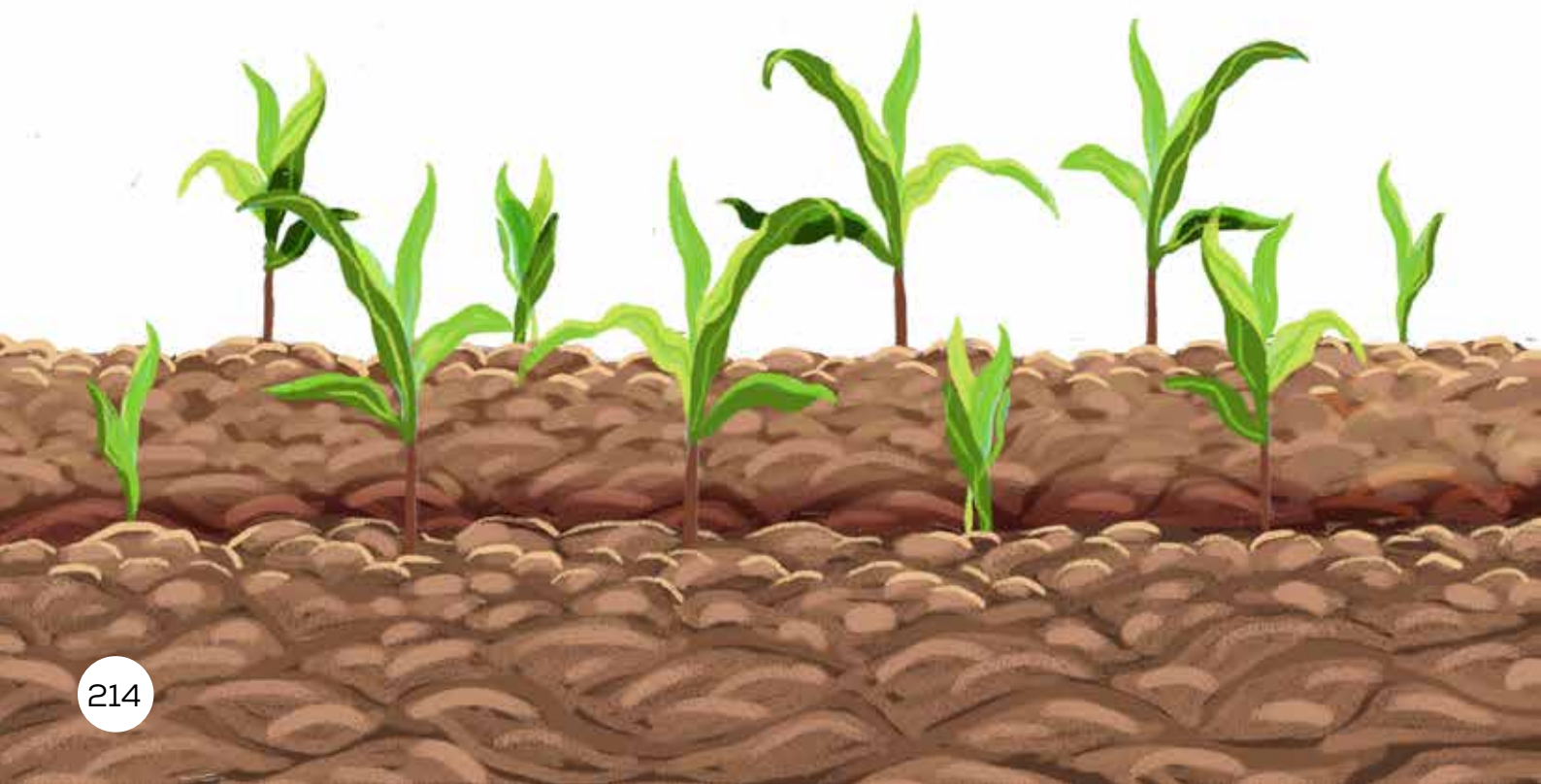
William's new invention made enough power to light the four lightbulbs and play the radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.





But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.

William worked and worked to build a big windmill in the middle of Wimbe. With the power from his second windmill he pumped water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water for their crops!



After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William's windmill. More and more people all around Malawi and the world began to read about William's amazing idea.

William gave a talk on video to explain what he had done, so that people all over the world could use his idea! In the end, strangers were so impressed with William's creativity that they paid for him to go to school, and even University!



William is still working hard to make sure all people have access to electricity and water.





Read 1

What did William's first windmill power?

It powered four lightbulbs and a radio in his house.

What did William's second windmill power?

It powered a deep well for the whole village.

Why did William want to fix the problem of electricity in his community?

- Because he wanted to read at night.
- Because he wanted to make sure all the farmers could have water for their crops.
- Because he wanted to help everyone in his community – not just himself.



Read 2

What were the problems that William faced in the story?

- His village didn't have electricity.
- There was a famine in his village.
- He had to drop out of school.
- He couldn't find the proper materials for his windmill.

How did William finally go back to school?

Strangers paid for his school fees when they read about his windmill!

What happened in the story that helped us make the evaluation that William is clever and determined?

- William continued to learn and read even though he dropped out of school.
- William saw a picture of a windmill and decided to make it.
- William searched for the materials for his windmill in the scrap yard.
- William searched in the scrap yard even though he was teased.
- William didn't stop with one small windmill, he made a big windmill to help everyone!



STORY 8

XOCHITL'S SOLAR WATER HEATER

Theme: We are engineers



Background information

- This is a fiction story.
- It is set in Mexico.
- It takes place in the recent past.
- This story will give your learners another example of how engineers can use creativity, materials, and problem-solving to make life better for people and the environment.



Comprehension Strategy: Make connections

- What it is: Thinking about how the story relates to your own life, other books, or the world.
- Why we use it: To understand the story better by linking it to things we already know.
- How it helps: It makes the story more meaningful and easier to remember.



Some points to share with your learners

- Engineers notice problems and try to solve them. Remember in the previous story, William built a windmill to help bring water and electricity to his village. Engineers look at problems around them and think of ways to help people.
- William used the wind to create power. In this story, Xochitl uses the sun as a source of energy. Both wind and sunlight are natural and free energy sources that people can use.
- Inventions can be made from recycled or discarded materials. Just like William used scrap materials to build his windmill, Xochitl used old plastic bottles, hoses, and wood to build her water heater. Engineers sometimes use old or unused materials to create something new and useful.
- People sometimes cut down trees for firewood. In some places, people burn wood to heat water or cook food. If too many trees are cut down, it can be harmful to the environment.
- Young people can make a difference! You do not have to be an adult to solve problems. William was a teenager and Xochitl was only eight years old. Both used creativity and determination to help their communities.



To use this strategy:

Page & paragraph	Read	Say
221, 1	One hot afternoon on her walk home from school, Xochitl noticed that the trees that usually provided her with shade, were gone. All along the path, trees had been cut down. "Where have all the trees gone?" she wondered.	I remember that William noticed people struggling to get water for their crops during the drought. Xochitl notices that the trees in her community are gone - and there is no shade along the path. I can make a connection: both William and Xochitl noticed a problem in their community and decided to help fix it.
223, 1	Then, she started collecting discarded plastic bottles, old glass, pieces of discarded hoses and scraps of wood.	Both William and Xochitl used and discarded materials to build. I can make a connection: both of them were creative and thought of new ways to use old materials.

One hot afternoon on her walk home from school, Xochitl noticed that the trees that usually provided her with shade, were gone. All along the path, trees had been cut down. “Where have all the trees gone?” she wondered.



The next morning, Xochitl watched as her father put logs onto their fire to heat up water for their morning baths. “Papa, we all cut down so many trees to heat up water for our baths!” Xochitl said. “Isn’t there another way for our community to get hot water?” she asked.

“Xochitl, we don’t have money to buy a fancy water heater – and neither do our neighbours!” her father answered.

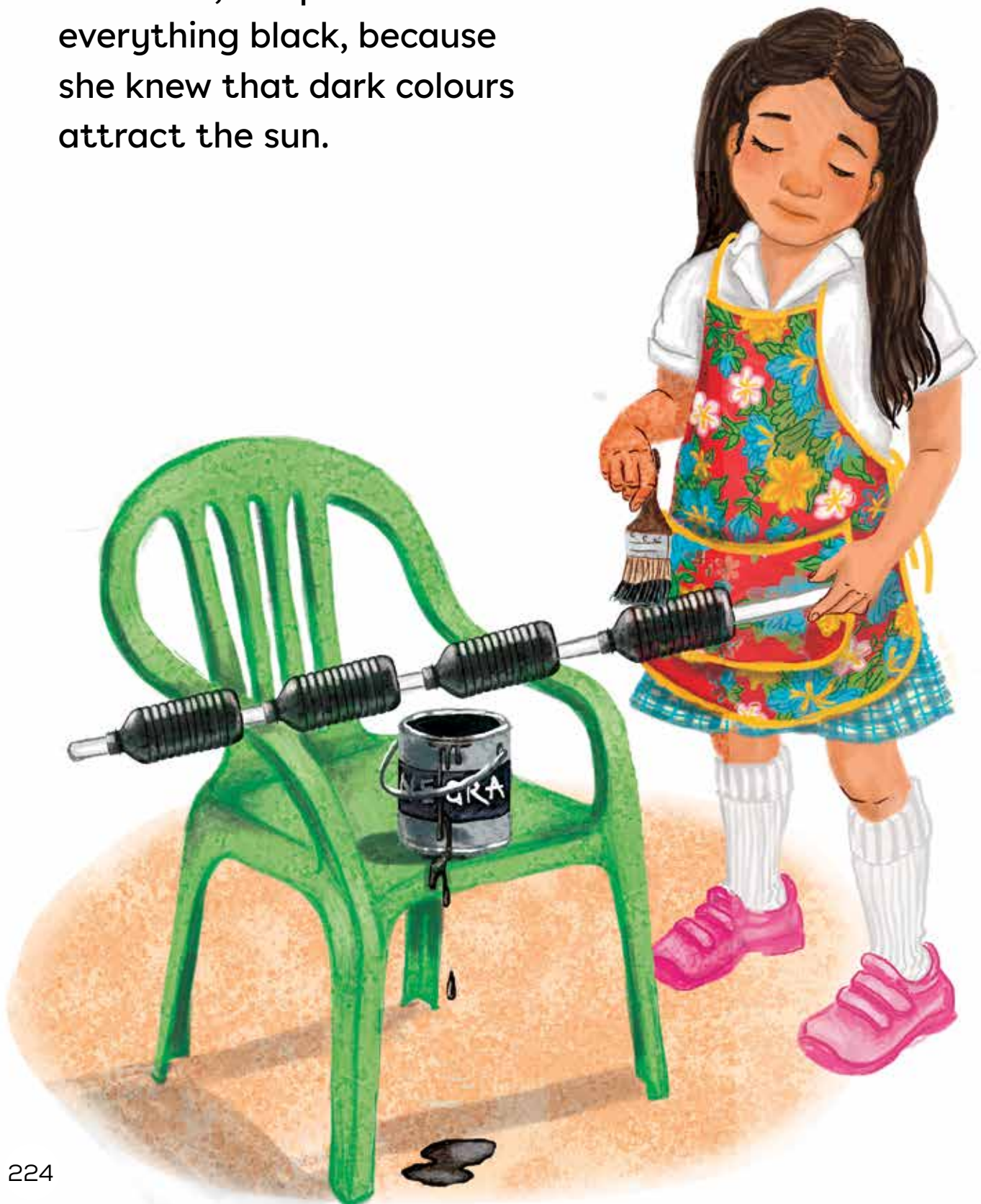
“Well, I have decided – I am going to make a heater that all the people in Chiapas can afford to have,” she said confidently.



When Xochitl got home from school that day, she began her project. First, she worked on her design. Then, she started collecting discarded plastic bottles, old glass, pieces of discarded hoses and scraps of wood.

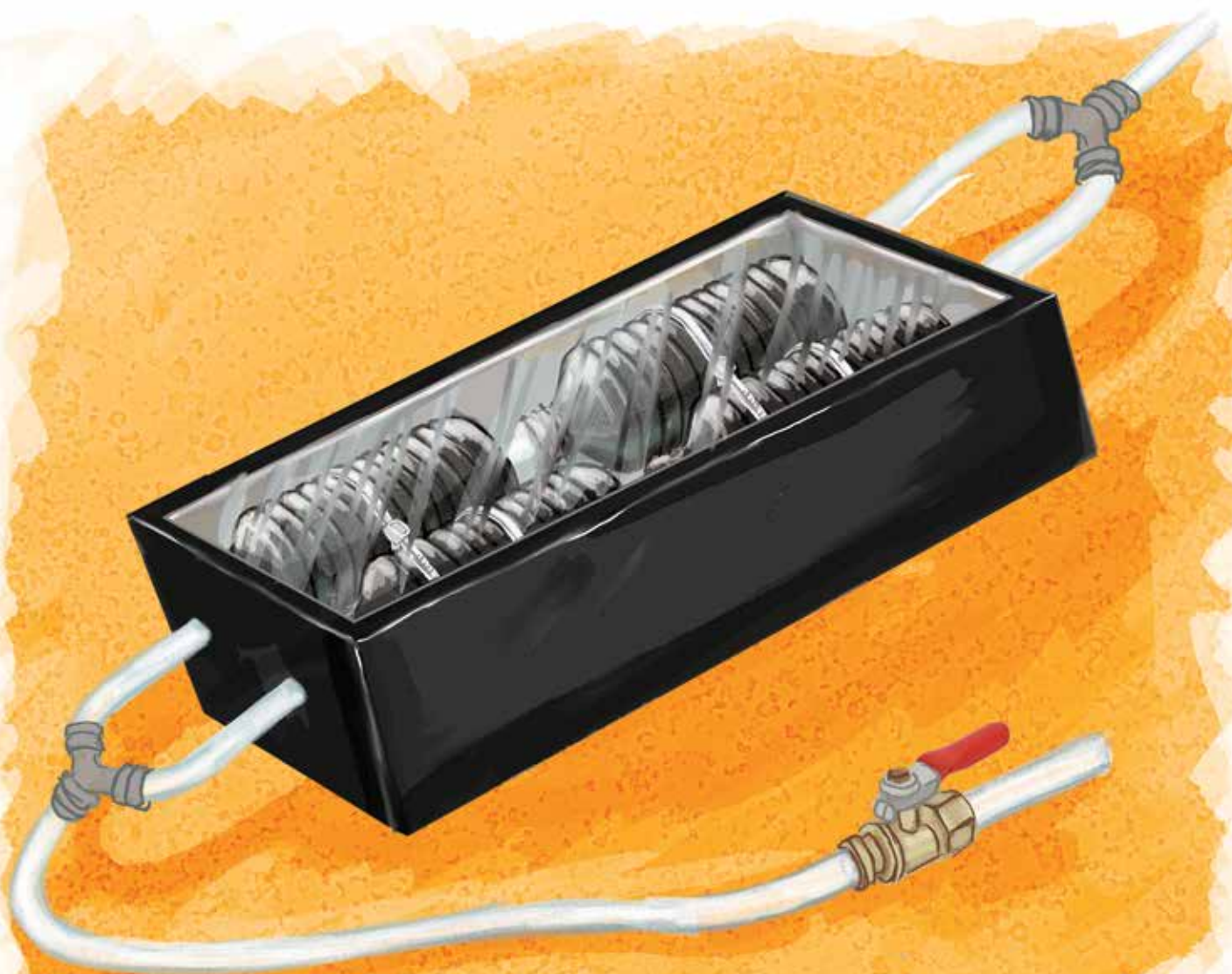


After several weeks, Xochitl finally had enough materials to get to work. She used cable ties to connect the hose and the plastic bottles so that water could sit inside the bottles and warm up in the sun. Then, she painted everything black, because she knew that dark colours attract the sun.

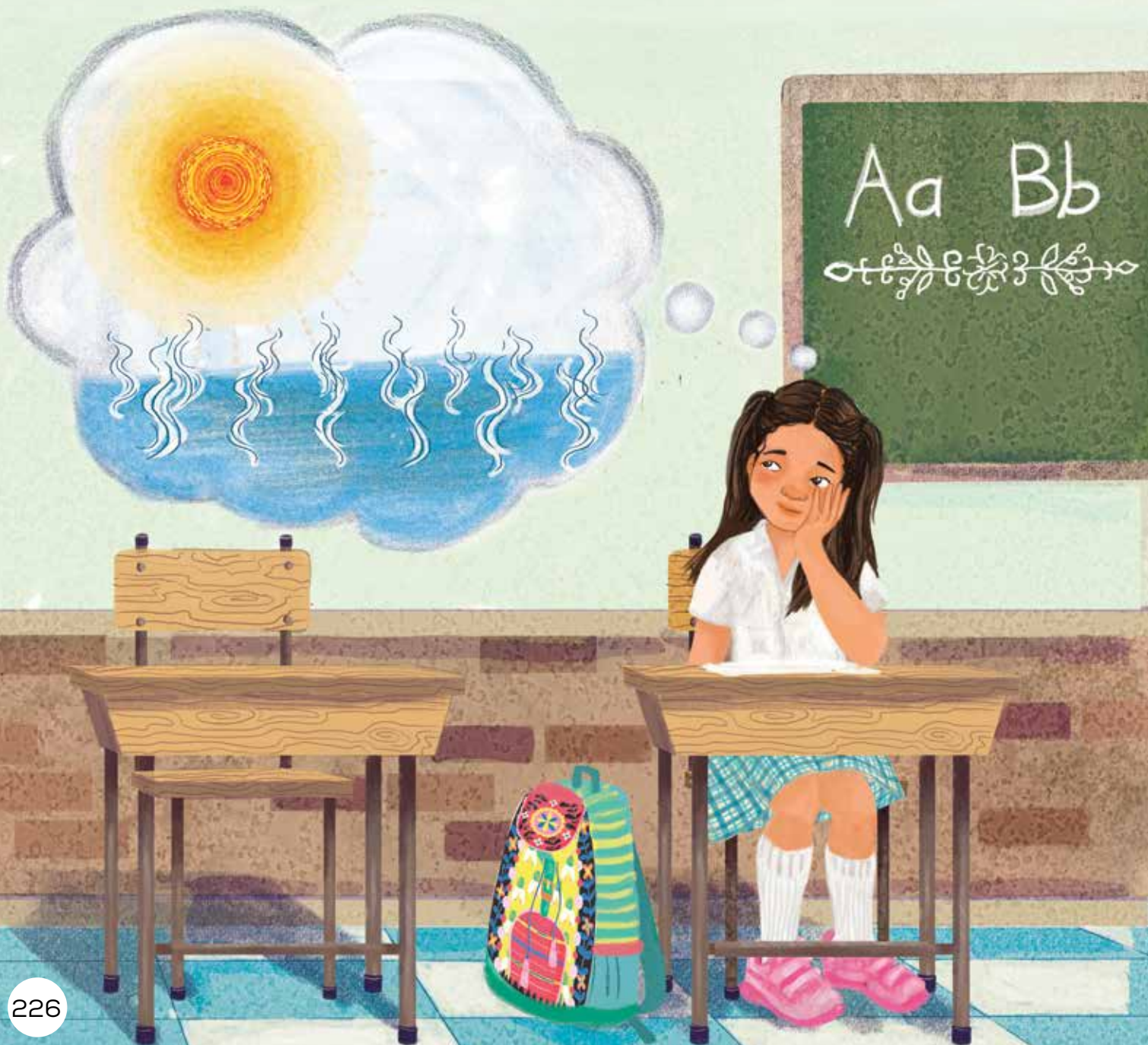


Finally, her father helped her to build a box for her invention. The box had a wooden frame and glass panels to trap the heat from the sun.

“I think that the sun will make the water inside the box hot enough to bath in!” Xochitl thought to herself.



The next morning before Xochitl went to school, she put water inside her solar water heater. All day at school, she wondered whether her invention would work.



After school, she raced home to check what had happened! Nervously, she opened the heater, and held her hand at the end of the hose. Steaming hot water gushed out! It was so hot she had to pull her hand away. “I did it!” she thought, calling for her father to come.



“Look Papa! It works! I made a water heater that doesn’t use fire and isn’t expensive. And it runs on a free and readily available energy source: the sun,” Xochitl beamed. She took her father’s hand and held it under the stream of steaming hot water.

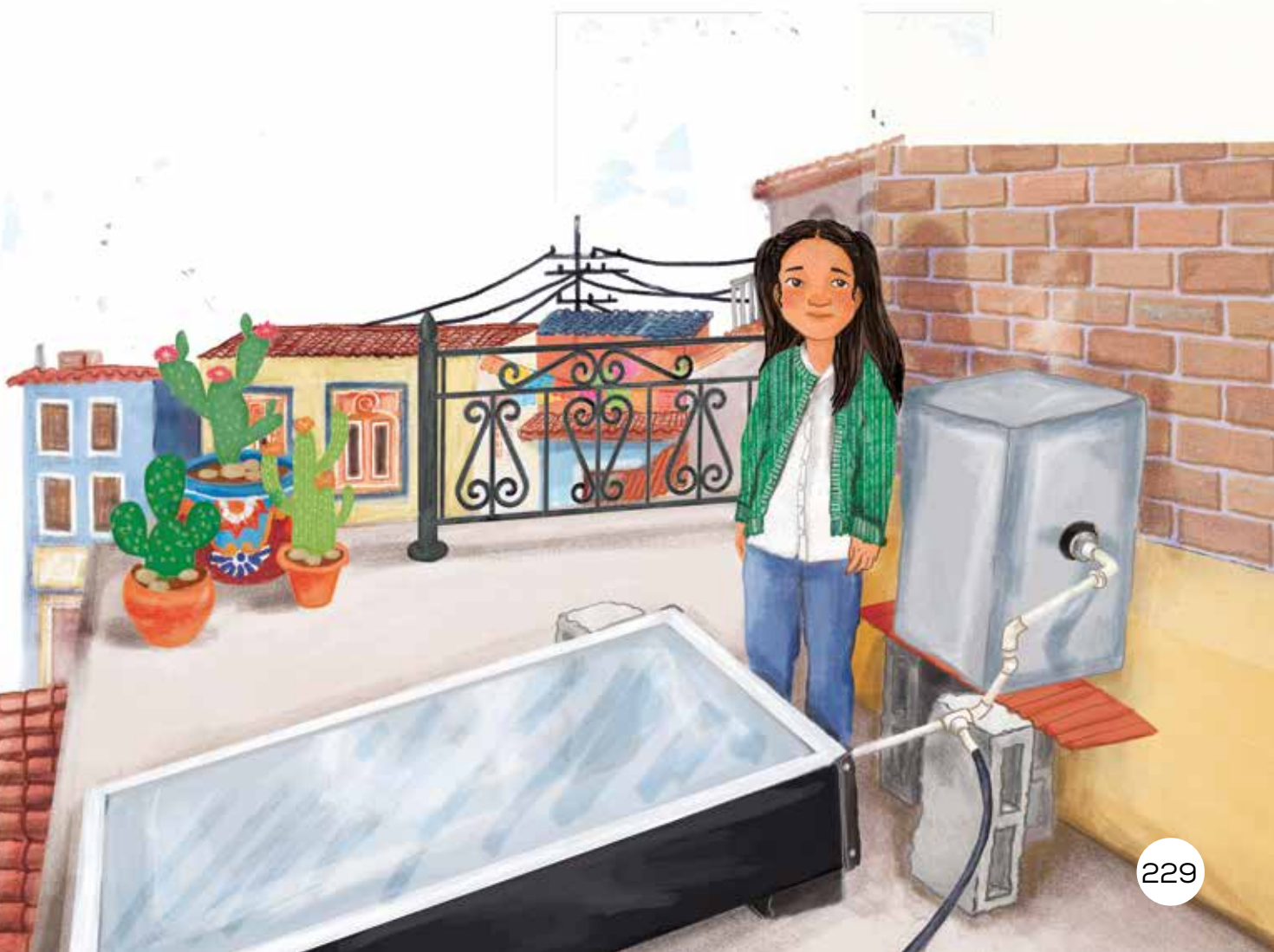
“Wow!” her father exclaimed. “This is impressive!”



Once Xochitl saw that her invention worked, she decided to make a bigger one – to give enough hot water for her whole family to bath.

“Where should we put it?” her father asked when the bigger version was finished.

Xochitl thought of the sunniest possible place. “I think we must put it onto the roof!” she said. “That way the water can heat up, and then run down into our house!” From that day on, Xochitl’s family had hot water for bathing, cleaning and washing the dishes.



The neighbours saw the contraption on Xochitl's family's roof. "What is that?" they asked curiously.

"That is a solar water heater!" Xochitl's mother announced. "Xochitl made it from parts she found. And it heats water from a free and readily available source: the sun!"

"I want one, too!" one neighbour said.

"I am tired of finding firewood!"



"We also want one, please Xochitl," asked another family, "this will keep the air in our home clean."

In March 2018, Xochitl won an award called the “Recognition of the Institute of Nuclear Science for Women”. This is an award usually given to adults. But, the University of Mexico, who presented her with the award, recognised that Xochitl had done something amazing. They wanted to inspire Xochitl to continue with her scientific inventions, and to continue to solve problems for the people in her community.





Read 1

What did Xochitl build?

She built a solar water heater. First she built a small one and then a bigger one.

What materials did Xochitl use to build a solar water heater?

She used plastic bottles, old glass, pieces of discarded hoses, scraps of wood and black paint.

What connections can you make between the materials Xochitl used to make her heater, and the materials William used to make his windmill?

They both used old materials - not new materials. They both used materials that were free. They both used materials that were discarded.



Read 2

What problem did Xochitl see?

- She saw that people in her community were cutting down trees to heat water.
- She saw that people in her community could not afford hot water heaters - they had to use firewood to heat water.
- She saw that the trees in her community were disappearing because people were cutting them down to heat up water.

How did Xochitl solve the problem?

- She made a hot water heater out of rubbish and black paint.
- She used her creativity to design a low-cost, solar water heater.

What connections can you make between Xochitl and William?

I can connect them because they both...

