

Core Reader

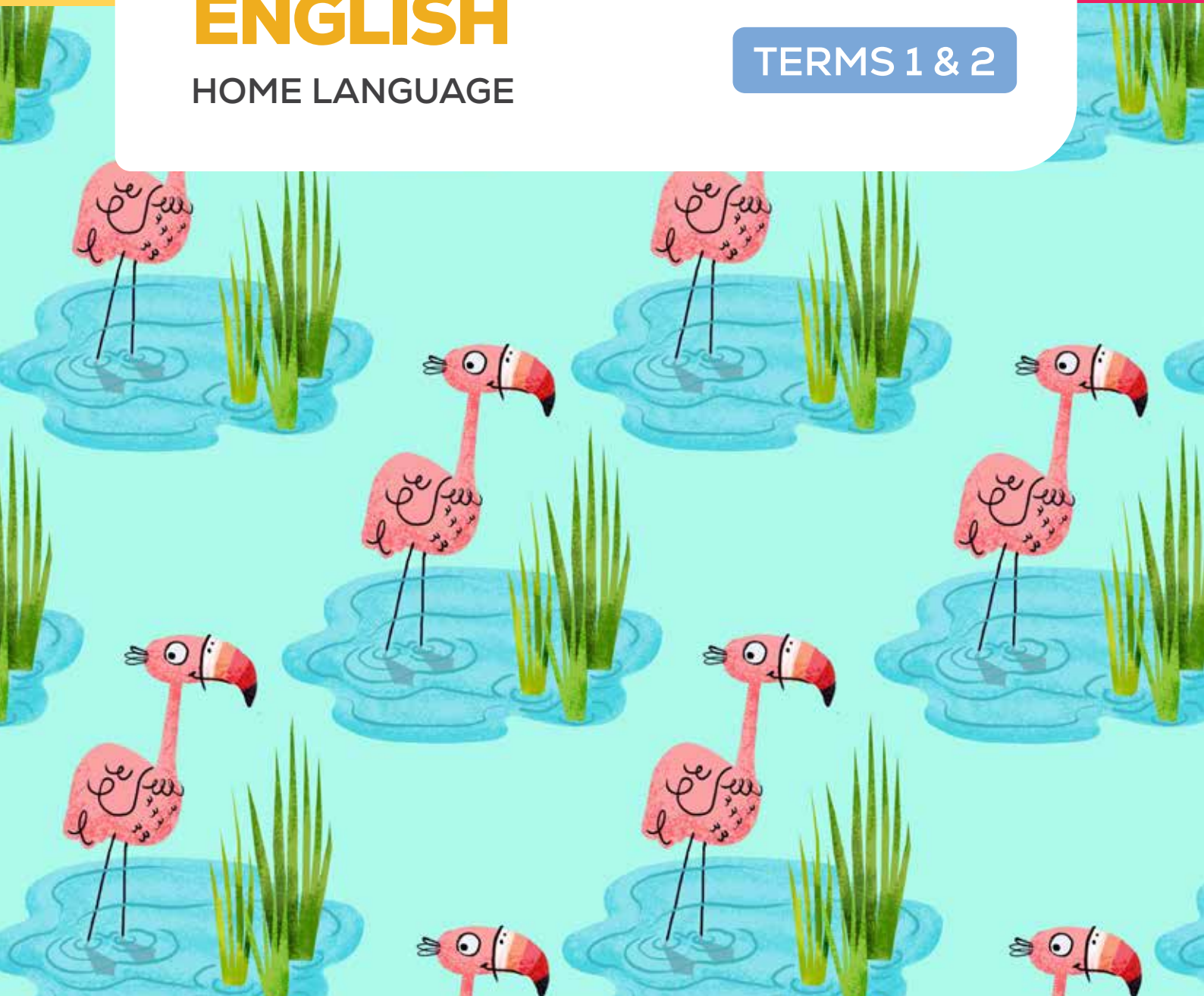
ENGLISH

HOME LANGUAGE

GRADE

3

TERMS 1 & 2





Core Reader

GRADE 3 | TERM 1 & 2

ENGLISH

Contents

Term 1.....	1
Theme: We travel	2
Week 1	2
Week 2	9
Theme: We fix things.....	17
Week 3	19
Week 4	27
Theme: We try to be honest	35
Week 5	37
Week 6	45
Theme: Our education.....	53
Week 7.....	55
Week 8	63
 Term 2.....	 71
Theme: We practise.....	72
Week 1	72
Week 2	82
Theme: We are writers	90
Week 3	90
Week 4	100
Theme: We have compassion.....	108
Week 5	108
Week 6	118
Theme: We are engineers.....	126
Week 7.....	126
Week 8	136



TERM 1



Theme: We travel

Language Enrichment:

Poem

A piece of writing that uses carefully chosen words to express ideas, feelings, or images. Poems often use rhythm, repetition, and descriptive language.

Oh, The Places You'll Go! By Dr Seuss

(excerpt)

You have brains in your head

You have feet in your shoes

You can steer yourself

In any direction you choose.

This means that where you choose to go in your life is up to you. You need to use your brain to think and make decisions. You need to use your feet (and the rest of your body) to do the work to take you places. This poem can be about going to different places in the world through travelling. But it can also be about where you decide to go in life, through the choices you make and the work you put in.

Stories:

Shamiso's big trip



Mashudu's travels



Vocabulary

travel: To go somewhere, usually by car, bus, train, or plane.

Zimbabwe: A country in Southern Africa, north of South Africa.

palace: A very large and beautiful house where a king or queen might live.

ancestors: People in your family who lived a long time ago, like a great-great-grandparent.

ancient: Very, very old; from long ago (like old buildings or stories).

Vocabulary

caption:	A short sentence under a picture that tells us what the picture shows.
visit:	To go to see someone or a place for a short time.
description:	Words that tell us what something looks like, sounds like, or how it feels.
enemies:	People or groups who are against each other and may try to fight one another.
emperor:	A type of leader, like a king.
journey:	The trip from one place to another.
suitcase:	A big bag you use to carry your clothes and things when you go on a trip.
pack:	To put your clothes and things into a suitcase or bag for a trip.
unpack:	To take your clothes and things out of your suitcase when you arrive or when you get back home.
ticket:	A piece of paper or digital pass that lets you travel on a bus, train, or plane.

Ask your family:



Where would you like to travel to?

What do you think is the best way to travel? Why?





Theme: **We Travel**



Fluency

Take turns to read aloud:

A letter to a pen pal

3210 1st St
Ennerdale
1830
2 August 2022

Dear Reem,

I hope you are well. This is Thabiso, your pen pal. My teacher said I must send a letter to you, but maybe it will be fun.

Can you tell me about Egypt, your home? I have never been there. I don't (do not) know much about it. I just know that in Egypt, there are big pyramids and that mummies come from there.

Let me tell you about myself. I am a nine year old boy. I have brown eyes and brown skin. My home is in a place called Ennerdale in South Africa. It is a big city. It is a loud place. My friends and I play soccer every day. We play in our street until it gets dark.

I am in Grade 3. I take a bus to school. I like to read. I like books about far away places. My teacher is Ms. Martin. She is so nice. She brings me cool books to read – and she lets me take them home. I like my teacher a lot.

Sunday is my best day. First, we go to church. Then, we go to the shop to get a treat. In the afternoon, we have a big family braai. A braai is when we grill meat on a fire outside.

Please send me a letter and tell me all about your life! Tell me what you like to do for fun!

From your pen pal,

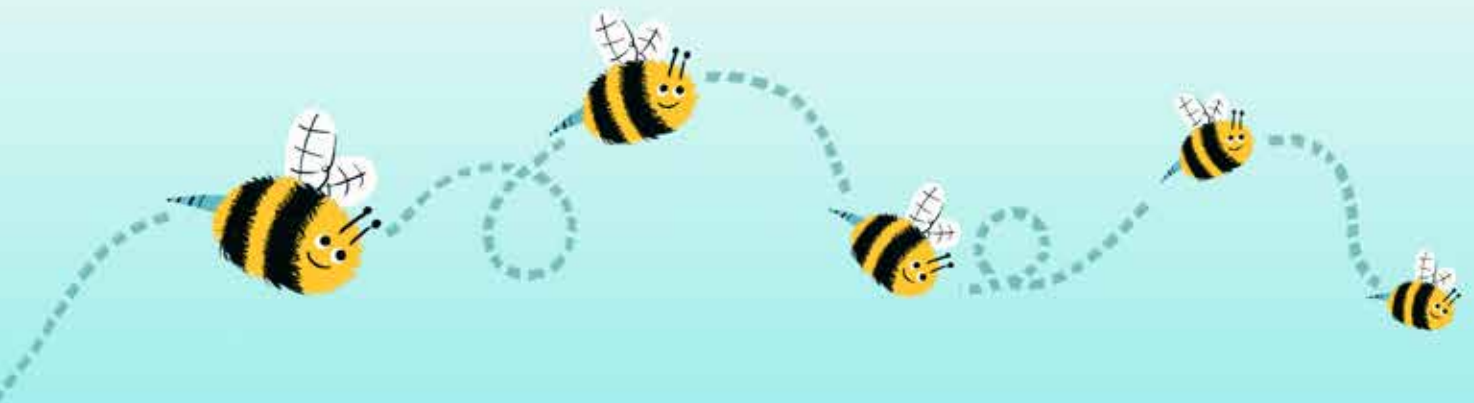
Thabiso



Comprehension

Write the answers in your exercise books:

- 1. This text is a:**
 - a. letter
 - b. poem
- 2. What do you think a pen pal is?**
 - a. A friend who has a pen.
 - b. A friend who sends you letters.
- 3. What did Thabiso ask Reem?**
 - a. What do you do for fun?
 - b. What do you like to eat?





Fluency

Take turns to read aloud:

- guide (the u is silent – gide)
- built (the u is silent – bilt)
- ancestors (say: an-ses-terz)

Shamiso's big trip

Shamiso and her family could not wait for the holidays. They were visiting family back in Zimbabwe. On the way, they would stop at Great Zimbabwe. Shamiso found it on the Internet. The Internet said it was a city from long ago.

“Wow! How cool!” thought Shamiso. She was excited to visit the place of her ancestors.

At Great Zimbabwe, her family met a guide. “Welcome to Great Zimbabwe,” he said. “This place was built hundreds of years ago.”

In the museum, Shamiso saw glass beads.

“The beads came all the way from China,” the guide said. “This tells us that the people of Great Zimbabwe traded with people from all over the world.”

Shamiso felt proud of her ancestors.

Next, the family visited a huge, round stone wall. The guide told them that this was built for the queens. The guide told them that ‘Zimbabwe’ means

‘big stone house’. The guide said that this place was where the name ‘Zimbabwe’ came from!

Later, Shamiso and her family saw people singing and dancing just like their ancestors.

Last, they walked up a steep hill to see where the people went to pray. Shamiso stood on the top of the hill and looked at the stone city below.



“Wow! How cool!” she said. “I’m proud of what our ancestors did!”

“Me too!” said her dad. He felt so glad that his family could see this place of their ancestors.



Comprehension

Questions

1. Where did Shamiso and her family visit on holiday?

Shamiso and her family were going to ... on holiday.

2. What did the glass beads from China show Shamiso about her ancestors?

The glass beads show that her ancestors...

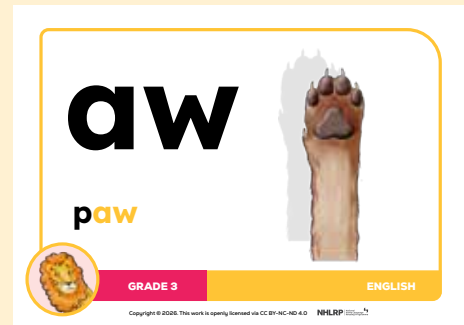
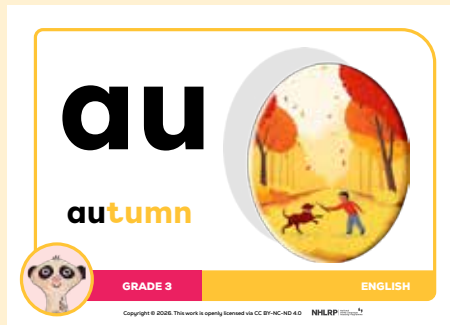
3. How did Shamiso’s dad feel at the end of the story?

Shamiso’s dad felt...



Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

taun	awn
faw	haun



Decoding

Blend sounds to read words.

aunt

yawn



Fluency

Take turns to read aloud:

I yawn. It is a big yawn. I want to sleep. I want to sleep but I must read. I must read a huge book. My teacher said I will get a badge when I finish my book. I want that badge. I saw that badge and now I want it! I want to get that nice, green badge. I will pin it on my shirt. I yawn and read and yawn and read. I will finish, but it will be late.



Review irregular words

friend want



Encoding

Find all the words from the story that use:

aw

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

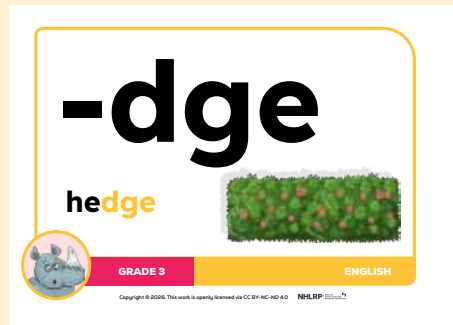
description

enemies



Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

edges	edge
age	ige



Decoding

Blend sounds to read words.

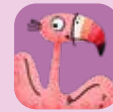
wedge
rage



Fluency

Take turns to read aloud:

My friend and I went to the bridge. We went to the bridge to fish. We sat on the edge of the bridge. We sat on the ledge. Our feet hung over the edge. We cast our line into the river. We sat and sat, but there were no fish! We did not budge for an hour! But it was no use! We went home without fish. My friend and I felt sad. We both felt sad and hungry. Next time, we will need a net.



Review irregular words

where were



Encoding

Find all the words from the story that use:

dge sh

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

emperor
journey



Creative storytelling



Decoding

Blend sounds:

slaw	age
shaws	idge



Decoding

Blend sounds to read words.

raw

ridge



Fluency

Take turns to read aloud:

I went to the bird park with my aunt. I saw lots of bright birds. I saw a nice, yellow bird in a huge cage. It was the biggest cage that I have ever seen! There was a huge tree inside the cage! There was a pond inside the cage! I saw a frog on a log in the pond. I saw a fish in the pond too. My aunt said it was the best cage she has ever seen. She said it was better than the zoo!



Review irregular words

what blue



Encoding

Use the sounds below to make words:

a	u	w	d	g	e
l	n	y	t	h	c

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

kick Kid



Fluency

Take turns to read aloud:

For this text you will need to read the words:

- mountain (say: mount – in)
- climb (say: clime)

Mount Kilimanjaro

Our continent, Africa, has a lot of mountains. Kilimanjaro is the name of the highest mountain in Africa. It is found in Tanzania. Do you know where Tanzania is on a map? It is in East Africa. Mount Kilimanjaro is so big that it is difficult to climb. You can't (cannot) climb it in just one day. You must sleep on the mountain in a tent. The higher you climb up, the colder it gets. You can often find snow and ice at the top.

Mount Everest

Mount Everest is the highest mountain in the world. It is higher than Mount Kilimanjaro. It is found in Nepal. Do you know where Nepal is on a map? It is not in Africa. It is in a different continent – Asia! Mount Everest is hard to climb. It has lots of ice and snow. It is so high that the air is thin. As you climb up, it gets difficult to breathe. It is so cold that it can kill you. It can be risky to climb Mount Everest. You must be an expert mountain climber. A lot of people try but can't make it to the top.

Would you like to climb one of these high mountains? Which one would you rather climb?



Comprehension

Write the answers in your exercise books:

1. **Mount Kilimanjaro is in:**
 - a. Nepal
 - b. Tanzania
2. **It can be _____ to climb Mount Everest:**
 - a. risky
 - b. quick
3. **What can you often find at the top of Mount Kilimanjaro:**
 - a. ice
 - b. sweets



Morphology

Copy the list of words into your exercise book.
Underline the morpheme that is included in every word.
What does this morpheme mean?

1. **cats**
2. **naps**
3. **picnics**
4. **bugs**



Fluency

Take turns to read aloud:

Mashudu's Travels

Mashudu's father brought home a book called 'The New Seven Wonders of the World'.

"We don't have money for plane tickets, but books can take us places! They can transport us to different worlds!" said Mashudu's father.

After dinner they sat on the sofa to read the book.

"Let's decide which of the Seven Wonders we want to visit most!" said Mashudu.

On the first page they read about The Great Wall of China. This wall was built to protect the Chinese people. "Wow! I think that is the Wonder I want to visit!" said Mashudu.

Next, they read about a very big concrete Jesus in Brazil. "Wow! I think that is the Wonder I want to visit!" said Mashudu.

The next page was about Machu Picchu, a city built a long time ago – kind of like Great Zimbabwe. They also read about a pyramid in Mexico that was used to look at the stars. When he saw these Wonders, Mashudu said, "Wow! I think that is the Wonder I want to visit!"



Next, they read about a place in Italy, where gladiators were made to fight to the death. "Wow! I think that is the Wonder I want to visit!" said Mashudu.

Then Mashudu's father turned the page. It showed a magnificent place in India. "Oh! said Mashudu. "It is the Taj Mahal. I think that is the Wonder I want to visit!"

On the last page, they saw Petra, an old city built from red rock. The big bank was made into the cliff! This city was made to collect a lot of water, which kept people alive in the desert. Mashudu said, "Wow! I think that is the Wonder I want to visit!"

In the end, Mashudu and his dad jotted down the place they most wanted to visit. But we did not get to see! Which place do you think Mashudu chose?



Comprehension

Questions

1. **What did Mashudu's father explain about what books can do?**
Mashudu's father explained that books can...
2. **Which Wonder is in India?**
...is in India.
3. **Which of these Wonders would you like to visit?**
I would like to visit...



Handwriting

Copy into your exercise book:

I kick Dick, a big kid.

Theme: We fix things

Language Enrichment:

Idiom

A phrase where the words have a different meaning to the literal meaning.

A stitch in time saves nine.

This idiom means that if you take care of a small problem as soon as it happens, you can prevent it from becoming a bigger problem later on.

Stories:

The ruined classroom



Mari Copeny: water warrior



Vocabulary

fix:	To make something work again or to repair it.
ruin:	To break or spoil something.
apologise:	To say "I'm sorry" when you hurt someone or make a mistake.
choir:	A group of people who sing together.
careful:	Paying attention so you do not make mistakes or get hurt.
Michigan:	A state in the United States famous for the huge lakes all around it.
warrior:	A person who fights bravely, especially in battles or wars.
crisis:	A very big problem that needs to be fixed quickly.
pollute:	To make the air, water, or land dirty and harmful.
toxic:	Poisonous or harmful to people, animals, or plants.
mend:	To fix something that is broken or torn so it looks and works like new.

Vocabulary

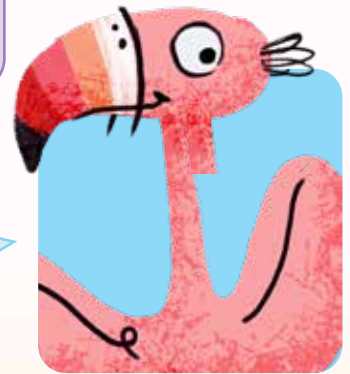
sew:	To join pieces of fabric together using a needle and thread.
needle:	A thin, sharp tool with a hole in it that helps you sew or stitch fabric.
thread:	A thin string used for sewing or fixing clothes.
hammer:	A tool with a heavy head on a stick, used to hit nails.

Ask your family:



What can we fix in our home?
How can we do this?

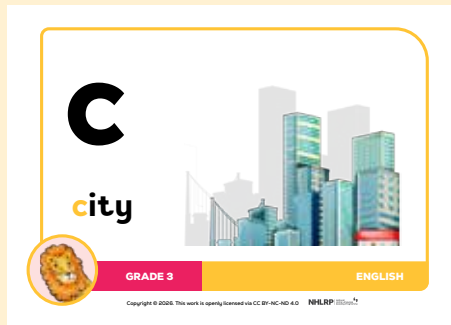
If I have a problem that I do not know how to fix, what should I do?





Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

centi	cen
germ	gent



Decoding

Blend sounds to read words.

circus
magic



Fluency

Take turns to read aloud:

I live in the city. I live in a huge city. My city is loud. There is a lot of traffic in my city. Sometimes, when my mom and dad drive in the city, they get mad. They hoot and hoot. They yell. They scream. They say rude things. My mom and dad get road rage. I think it is silly. I tell them to relax. I tell them not to have road rage. I am afraid they will go and get in an accident.



Review irregular words

listen thought



Encoding

Find all the words from the story that use:

g (soft) g (hard)

Write lists of these words in your exercise book.



Comprehension

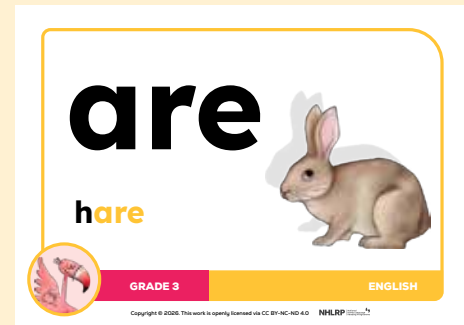
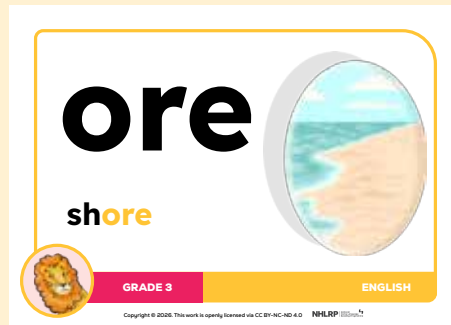
Discuss with your partner:
What do these theme words mean?

apologise
choir



Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

ores	are
hare	more



Decoding

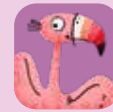
Blend sounds to read words.

share
bored



Fluency

Take turns to read aloud:



Review irregular words

hour our

Listen! I want to share something fun with you. There is a fairy in my yard. There is a magic fairy in my backyard. She has a red gem on her dress. She has a green gem in her hair. She has a magic stick with a star at the end. If you listen and look, you will see her. Oh! Look! There she is. Quick! Look! I just saw her! Did you see her too? Do you care to see?



Encoding

Find all the words from the story that use:

are g (soft)

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

careful
mend



Theme: **We fix things**



Decoding

Blend sounds:

age	spice
ice	go



Decoding

Blend sounds to read words.

gem
cement



Fluency

Take turns to read aloud:

Can you share with me? Can you share your rice with me? I thought I had my own rice, but I forgot it at home. I am so hungry and I have no rice to eat. I am so sad. It would be so nice if you could share your rice. I urge you to share with me. Yes, I can share my rice. I am nice. I like to share. You can have some of my rice.



Review irregular words

his oh



Encoding

Use the sounds below to make words:

c	g	o	a	r	e
t	n	d	h	s	m

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

Laura luck



Fluency

Take turns to read aloud:

Hulisani and Dakalo help to unblock a river

Hulisani enjoyed spending time with Makhulu. During the school holidays, Hulisani went to visit her makhulu. She took a bus from her home in the big city to her makhulu's home, which was in a rural place.

When she got there, she went to take a bath. She began to fill up the big tub. "No Hulisani. You can't use that much water," said her cousin Dakalo.

Hulisani was shocked. No one ever told her she must not fill up the bathtub in the city.

"Dakalo, can you explain to Hulisani how things work here. It's different from what she's (she is) used to at home," said Makhulu gently.

"We are short of water! We haven't (have not) had rain in a long time. You must be careful about how much water you use," Dakalo explained.

The next day, Dakalo and Hulisani went for a long walk. On the walk, they saw that part of the river was overflowing with water.

"This part of the river is full, but we don't (do not) have water in our homes. What is happening?" Dakalo said out loud.

Hulisani pointed to some big rocks in the river. "It looks like the big rocks are blocking the river. I think they must have fallen down from the mountain."

"Let's go tell Makhulu," said Dakalo. "We must move the rocks to unblock the river. If we do that, I think the water will flow."

Makhulu listened to Dakalo and Hulisani. "We need help!" Makhulu said. He went to get his friends. They all went down to the river. It was hard, but together, they lifted the rocks out of the river. Then, the river could flow again.

Makhulu said thank you to both his grandchildren. "My problem solvers," he said proudly.



Comprehension

Write the answers in your exercise books:

- 1. Why was there a problem when Hulisani went to bath?**
 - a. She wanted to use too much water.
 - b. The water was too cold for a bath.
- 2. What was the problem with the river?**
 - a. There were big rocks in the river.
 - b. The river was too dirty.
- 3. What made the problem better?**
 - a. The rocks were lifted out of the river.
 - b. Lots of rain fell.



Morphology

Copy the list of words into your exercise book.
Underline the morpheme that is included in every word.
What does this morpheme mean?

- 1. kisses**
- 2. lunches**
- 3. peaches**



Fluency

Take turns to read aloud:

The ruined classroom

On Friday, Zweli shared his story with his class. He showed them his drawing too.

Mr Maboya hung Zweli's work up on the wall. Zweli felt excited that his classmates would see it on Monday morning.

That night, Zweli told his mom that Mr Maboya had hung his story up on the classroom wall. All weekend, Zweli waited for his classmates to see his drawing on the wall.

But on Monday morning, the classroom was an awful mess. Zweli's story was not there on the wall! Mr Maboya explained that on Saturday, people had used their classroom. Someone had taken all the stuff off the walls. Mr Maboya felt upset. Zweli felt upset. It was a sad day.

That evening, Zweli told his mother, "My story was not on the wall. People came into our classroom on Saturday. Someone pulled all our work off the wall." Zweli felt very sad that his drawing was missing.



“Auntie Helen was there on Saturday, I think. I will speak to her,” said Zweli’s mom. She spoke to Auntie Helen and told her about the awful mess in Zweli’s classroom. She told her how sad they were that Zweli’s drawing was missing.

The next morning, Auntie Helen came to apologise to the class for the big mess.

“I am sorry about your work. Next time we use your classroom, we will be more careful,” Auntie Helen said.

After she left, the class made new drawings to hang up in the classroom. They were glad that it would not happen again!



Comprehension

Questions

1. **How did Mr Maboya feel about the awful mess on Monday?**
Mr Maboya felt...about the awful mess.
2. **Why did Zweli feel sad?**
Zweli felt sad that...
3. **Why did Auntie Helen come to school?**
Auntie Helen came to school...



Handwriting

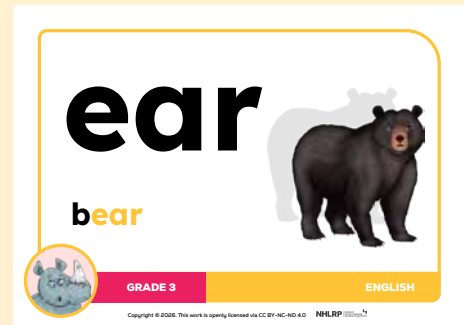
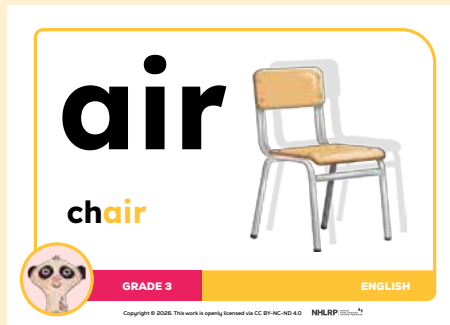
Copy into your exercise book:

Laura had an ice lolly. It fell.



Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

air	pair
ear	sear



Decoding

Blend sounds to read words.

stair

wear



Fluency

Take turns to read aloud:



Review irregular words

eight four

I am wearing a red shirt with a bear on it. I had a green shirt on, but it had a tear! I had to change my shirt. I had to take that green shirt off. I did not want to wear a shirt with a tear. I like to look clean and fresh, so I cannot wear a shirt with a tear. But I like that green shirt! I must mend that tear. I will mend it so that I can wear it next week. But this red shirt with a bear is so cool. I look clean and fresh in this shirt.



Encoding

Find all the words from the story that use:

ear ee

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

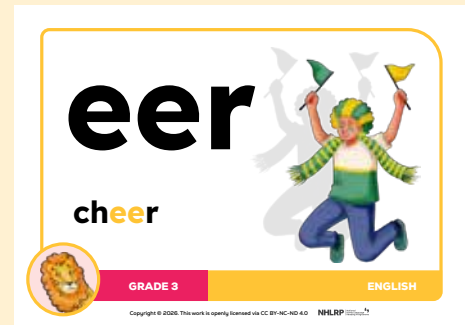
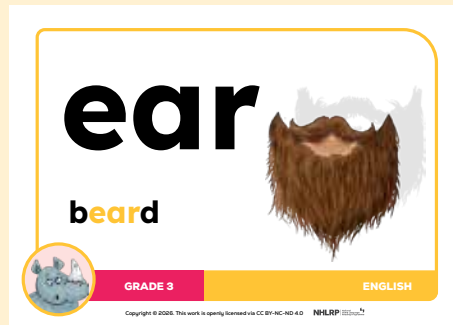
Michigan

warrior



Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

nee	ear
see	eal



Decoding

Blend sounds to read words.

dear
engineer



Fluency

Take turns to read aloud:



Review irregular words

one two

Eight deer in the road. Four deer in the yard. Two deer in the forest. There are fourteen deer in all. Count them, dear reader! Six sheep at the barn. Three sheep on the path. One sheep in a cage. There are ten sheep in all. Count them, dear reader! Nine ducks in the pond. Eight ducks in the lake. One duck on the grass. There are eighteen ducks in all. Count them, dear reader!



Encoding

Find all the words from the story that use:

ee th

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

toxic
pollute



Creative storytelling



Decoding

Blend sounds:

ear	eer
sea	lee



Decoding

Blend sounds to read words.

cheer

fear



Fluency

Take turns to read aloud:

There is a deer with a fawn on the lawn. A cute, sweet little fawn. What is a fawn? A fawn is a baby deer. A fawn has soft, brown fur. A fawn has white spots. A fawn has big, cute ears. A fawn has four thin legs. But that fawn will not stay a fawn for long. When that fawn gets big, it will be a deer!



Review irregular words

said your



Encoding

Use the sounds below to make words:

ea	i	ee	r	g	n
f	w	v	h	s	t

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

make Mike



Fluency

Take turns to read aloud:

Steps to fix a problem

Here are some steps you can follow when trying to fix a problem:

Step 1: Name the problem

A problem is anything that makes life hard. It can be something that makes us feel fear or anger. First, we need to identify, or name, what the problem is.

Step 2: Understand the problem

Ask:

How did this problem begin?

Why is this a problem?

This helps us understand the problem better. If we understand it, we can think about how to fix it.

Step 3: Come up with ideas

Try to come up with, or brainstorm, lots of different ideas that could fix the problem. The more ideas, the better!

Step 4: Try the best idea

Pick the idea you think is best and use it to try to fix the problem. See if it works! If not, try the next best idea.

Step 5: Ask for help

If a problem is too big for you to fix alone, ask an adult for help. You do not have to fix problems by yourself!

Remember, fixing a problem can be tricky. Use these steps, and you will get better at fixing problems on your own!



Comprehension

Copy and complete:

Step Number	Step
	Name the problem
	Ask for help
Step 3	
Step 2	
	Try the best idea



Morphology

Copy the list of words into your exercise book.
Underline the morpheme that is included in every word.
What does this morpheme mean?

1. **undo**
2. **undress**
3. **uncover**

**Fluency**

Take turns to read aloud:

Mari Copeny: Water Warrior

Mari is from a town called Flint. Many people in her town were getting sick. How? The water pipes were poisoning the tap water in Flint. People were getting sick from their own tap water. Mari was upset for the people in her town. She wanted to do something to help.

How could she help? Mari decided to write a letter to President Barack Obama. She invited the President to come and see the problems her town was having from the old water pipes.

Mari's mom told her that the President might never read Mari's letter, because he gets hundreds of letters every day, but Mari told her to send it.



A month later, Mari's mom got a call to say that President Obama had read Mari's letter and wanted to visit Flint.

"I have something to tell you! The President read your letter and he is coming to Flint!" Mari's mother said.

When he came to visit Flint, the President saw that the water had to be fixed.

However, Flint still had bad water for a while. Mari decided to help people in Flint get safe drinking water from the shop, so they would not need to drink the unsafe water from their taps.

But when Mari saw all the plastic rubbish, she decided she must help people get water filters instead.



Comprehension

Questions

1. What is Mari's town called?

Mari's town is called...

2. Who did Mari write a letter to?

Mari wrote a letter to....

3. What was making the people of Flint sick?

The...was making the people of Flint sick.



Handwriting

Copy into your exercise book:

Mike made a yummy muffin.

Theme: We try to be honest

Language Enrichment:

Song

Words written to be sung, usually with music. Songs often include rhythm, repetition, and rhyme to help tell a story or express feelings.

Honesty by Billy Joel

Honesty is such a lonely word
Everyone is so untrue
Honesty is hardly ever heard
And mostly what I need from you.

This song is written by someone who has been hurt or disappointed by lies. The writer says that honesty is a lonely word because people 'leave it alone', they don't engage with honesty. The writer says he needs to hear the truth about something.

Stories:

The blue bracelet



The herdboy who cried 'lion'



Vocabulary

honest:	To tell the truth and do the right thing.
dishonest:	The opposite of honest - to not tell the truth.
bracelet:	A piece of jewelry you wear around your wrist.
sparkle:	To shine and twinkle, like stars.
admire:	To be impressed by something and to like it a lot.
villagers:	People who live in a village, which is a smaller than a town.
attack:	To try to hurt someone or something.
trick:	To make someone believe something that is not true.

Vocabulary:

fool:	To trick someone as a joke or to be sneaky.
chase:	To run after someone or something to try to catch them.
trust:	Believing someone will tell the truth and do what they say.
truth:	What really happened or what is real.
lie:	Saying something that is not true on purpose.
break:	To hurt or damage something, or make it not work anymore. You can also break someone's trust in you by not telling the truth.
broken:	Something that is not working or is hurt or damaged.

Ask your family:



Sometimes we tell a lie to try and make things better. Do you think this is a good thing to do?

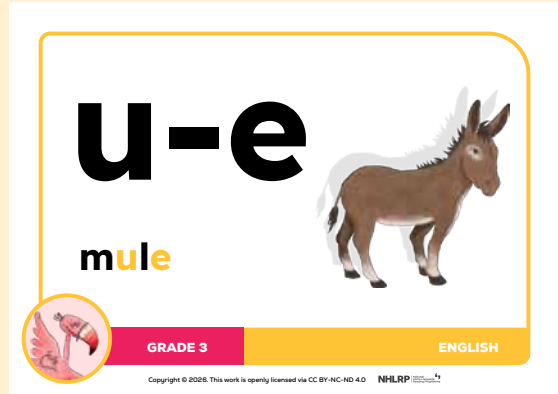
Do you think our leaders should be honest? Why?





Phonics

Take turns to read this sound:



Decoding

Blend sounds:

ume	uke
ute	ude



Decoding

Blend sounds to read words.

rude

flute



Fluency

Take turns to read aloud:



Learn new irregular words

go goes

I like to play the flute and I am good at playing it. I have a concert in June. I will play my concert on a huge stage in the big city. It would excite me if you could come and see me play my flute. I will show you how I can read music. I will show you how I can play on tune. I will show you that I am a flute expert. Will you come? Will you come to my concert in the city?



Encoding

Find all the words from the story that use:

u-e er

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

dishonest

sparkle



Phonics

Take turns to read this sound:



Decoding

Blend sounds:

lie	pie
ies	ied



Decoding

Blend sounds to read words.

die
tried



Fluency

Take turns to read aloud:



Review irregular words

you could

I tried to go to the shop, but there was a crack in the road! There was a huge crack in the road. I cried when I saw that crack. I thought, 'How will I get to the shop?' There was no way to get there. Oh! But then a helicopter came. That helicopter took me to the shop. I got a pie and some milk. Yum. But the helicopter left me there! There is no way to get home! I am stuck at the shop with a pie and milk.



Encoding

Find all the words from the story that use:

ie ck

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

admire
trust



Theme: **We try to be honest**



Decoding

Blend sounds:

ine	ule
spies	ume



Decoding

Blend sounds to read words.

June

fluke



Fluency

Take turns to read aloud:

My mom said I must not lie. My dad said I must not lie. But, I am sad to say, I lied to my friend. I lied about my age. I told my friend that I am nine , but I am not nine! I am an eight year old. My friend said, "You are not nine! You are just eight! I will tell your mom and dad that you lied!" Then, I cried. I felt bad for telling my friend a lie.



Review irregular words

should would



Encoding

Use the sounds below to make words:

u	e	i	d	t	f
k	l	r	n	j	s

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

Nick nine



Fluency

Take turns to read aloud:

The fake letter

Thabo was scared. He thought his mom and dad were in a big fight. “They are mad at each other,” he thought. “I must find a way to make them feel happy.”

Thabo saw some nice bright red and yellow flowers in the garden in Mr. Pike’s backyard. He decided to collect some.

“Good day, Thabo. How are you?” asked Mr. Pike.

“I am fine,” replied Thabo. He wanted to pick some of Mr. Pike’s flower. What could he do? How could he get some? He thought and thought.

Then, he lied: “My dad said I should ask you for some flowers.”

“I like your dad. Come and pick some flowers for him,” Mr. Pike said.

Thabo felt bad for telling a lie, but not too bad to pick flowers! He went into the garden and got ten bright red and yellow flowers. Then, he put a card on the flowers that said: “You are the best! Love, Dad.” on the inside.

That night when dad was out, Thabo gave his mom the flowers. He said, “Mom, here you go. It’s a note and flowers from dad.”

Thabo’s mom smiled with joy. “I love this gift. The flowers smell sweet and fresh.”

But when she read the card, she saw a clue that it wasn’t (was not) from Thabo’s dad. “Thabo, did you make this card?”

Thabo’s cheeks felt hot. His face was bright red like the flowers. “Why did you lie?” mom said.

“I wrote the fake letter to make you love dad again,” Thabo admitted.

“But why? Your dad and I love each other,” mom said.

“Then why did you and dad not speak to each other in the car yesterday?” Thabo asked.

His mother said, “Oh, Thabo! We were just listening to the radio!”

Thabo felt bad that he had lied. His mother gave him a hug, “I know you were just trying to help, but you must not lie. Even if you mean well, it is never the right thing to do.”



Comprehension

Write the answers in your exercise books:

1. What is this story about?

- a. A boy who tells a lie.
- b. A boy who steals.

2. What gift did Thabo make for his mom?

- a. Some flowers and a card.
- b. A cake and a muffin.

3. Why did Thabo think his mom and dad were in a fight?

- a. He saw them crying.
- b. They did not speak to each other in the car.



Morphology

Copy the list of words into your exercise book.

Underline the morpheme that is included in every word.

What does this morpheme mean?

1. worker

2. teacher

3. player

4. reader



Fluency

Take turns to read aloud:

The blue bracelet

One day on her way home, Zandile saw something on the path outside her house. It was a beautiful blue bracelet.

“Look what I found!” she said to her mom at home. She held it up for her mom to see.

“Where did you get that?” her mother said.

“I found it outside, so now it’s (it is) mine!” Zandile said.

The next morning, Zandile saw her new bracelet shine in the sun. She thought it was beautiful.

Then, she saw her friend, Geeta, on the path outside. She was looking for something.

“What are you doing?” Zandile asked Geeta. “I’m (I am) looking for my bracelet. I lost it,” said Geeta.

Zandile hide her bracelet under her shirt sleeve. “I hope you find it!” she said to Geeta. Zandile went inside and thought about her bracelet. It was so shiny and beautiful. “What if it is the bracelet that Geeta lost?” Zandile thought. She took the bracelet off and hid it.



The next day at school, Geeta was sad. “I lost my beautiful blue bracelet,” Geeta said. Zandile knew it was the bracelet she had found. “But I found it! It is mine now,” she thought.

At home, Zandile thought about how sad Geeta was that she had lost her bracelet. She put the bracelet in her pocket. Then, she went to Geeta’s house.

“Look what I found!” Zandile said, waving the bracelet in the air.

“Oh thank you, Zandile!” Geeta said.

Geeta was happy to have her bracelet back. Zandile felt happy too. She had done the right thing.



Comprehension

Questions

1. **Who found a bracelet on her way home?**
...found a bracelet on her way home.
2. **What colour was the shiny bracelet.**
The shiny bracelet was...
3. **Who was the owner of the bracelet?**
The owner of the bracelet was...



Handwriting

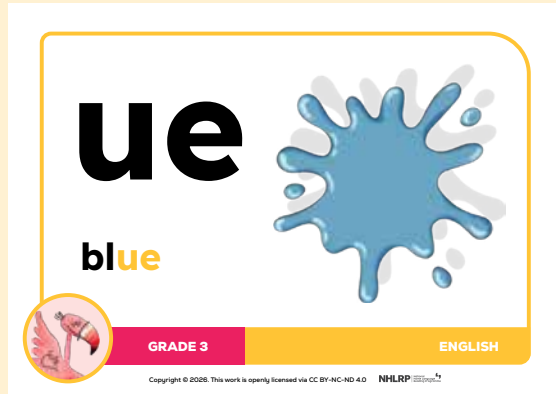
Copy into your exercise book:

Nick and Nan do a nice job.



Phonics

Take turns to read this sound:



Decoding

Blend sounds:

due	ues
cue	pue



Decoding

Blend sounds to read words.

true

glue



Fluency

Take turns to read aloud:



Learn new irregular words

does few

I like to cut and glue. I like to make art. I use glue and paper to make my art. I like to use blue paper for my art. I like to display my nice, blue art. A lot of my art is in my gallery. My friend said that my art has flair. My aunt said my art is cool. My dad said my art should get a prize. My mom said it is the the best art made with glue that she has ever seen. You should come see my art. I think you will like it.



Encoding

Find all the words from the story that use:

ue er

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

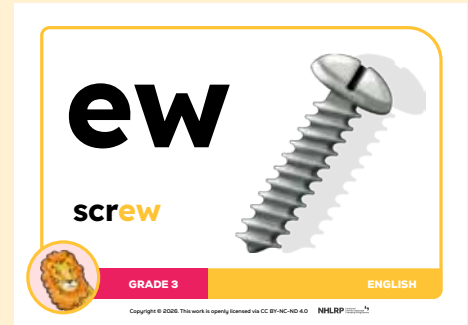
attack

trick



Phonics

Take turns to read this sound:



Decoding

Blend sounds:

new	ews
lew	plew



Decoding

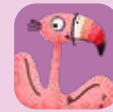
Blend sounds to read words.

blew
threw



Fluency

Take turns to read aloud:



Review irregular words

come some

This is my new, blue vest. I am wearing it. What do you think? It blew my mom away when she saw it on me. My mom said that I look good in blue. Do you think it is true? Do you think I look good in blue? I like to make stew. I make good beef stew. I like to eat it with white rice. I eat rice and stew in my new blue vest. I must eat carefully. I do not want stew on my new blue vest!



Encoding

Find all the words from the story that use:

ew ue

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

chase
break



Creative storytelling



Decoding

Blend sounds:

pue	ews
lue	few



Decoding

Blend sounds to read words.

clue

flew



Fluency

Take turns to read aloud:

Do you think red goes well with green? Do you think yellow goes well with blue? I have a new red skirt. I have a new green shirt. I have a new blue vest. I have a new yellow belt. What should I wear? Should I wear a red skirt with a green shirt? Should I wear a red skirt with a blue vest? Should I add a belt to my outfit? I am clueless about what to wear. Can you help me?



Review irregular words

of they



Encoding

Use the sounds below to make words:

u	e	w	d	n	t
b	l	r	g	i	j

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

Pam pig



Fluency

Take turns to read aloud:

For this text you will need to read the words:

- truth (say: true-th)
- honest (on-est) and honesty (say: on-est-ee)

Tell the truth

Our classrooms have rules, and often, ‘tell the truth’ is one of the rules. Is this a rule in your classroom?

What is lying?

Lying is when you says something that is not true. Sometimes, we tell lies to:

- Get something we want
- Try not to make someone cross
- Be funny or make a joke
- Try not to hurt someone’s feelings

What is honesty?

Honesty means telling the truth. It means not cheating, stealing or making things up. You must try to be honest even when it feels difficult.

Like, if you were to break a glass at home, but no one saw you – the honest thing to do is:

Tell your mom and dad, “I broke the glass,” not trying to hide it or saying you didn’t (did not) do it.

Remember that trust is important. Trust is made when you tell the truth.



Comprehension

Write the answers in your exercise books.

Complete each sentence:

1	A lie is	telling the truth.
2	Honesty is	try not to make someone cross.
3	We tell lies to	saying something that is not true.



Morphology

Copy the list of words into your exercise book.

Underline the morpheme that is included in every word.

What does this morpheme mean?

1. **endless**
2. **useless**
3. **careless**
4. **thankless**



Fluency

Take turns to read aloud:

The herdboy who cried 'lion'

Every day, Modise herded his cattle in the grazing field.

One evening, he heard people talking.

"I hear another lion escaped from the park," someone said.

"What will we do if a lion comes to attack our cattle?" someone else said.

The next morning, Modise went along the fence of the park. He wondered what would happen if a lion attacked one of his cows. He then shouted, "Lion! There is a lion chasing my cows!"

People came running to help him. But when they got to the fence of the park, there was no lion. Modise thought it was funny.

"Do not cry 'lion' when there is no lion," everyone said. The people felt angry. They walked away.

The next afternoon, Modise tricked them again.

"Lion! Lion! There's a lion chasing my cows!" he shouted.

People ran to him again. But when they got to him, there was no lion.

"It is rude of you to trick us," someone said.

The next day Modise sat at the riverbed. Suddenly, the cows made a noise. A lion jumped out and ran after his newest calf.

"Lion! Lion! There's a lion chasing my cows!" Modise shouted.



This time, no one ran to help. Later everyone wondered where Modise was. When they found him, a lion was eating his newest calf. Modise was crying, “There was a lion!” he cried.

As they went back home, an old man tried to comfort Modise feel better.

“We will help you in the morning, but you must not lie like that again,” said the old man. From that day, Modise never tricked people again.



Comprehension

Questions

1. What was the herdboy’s name?

The herdboy’s name was...

2. Where was Modise when the lion jumped out?

Modise was...when the lion jumped out.

3. Who tried to comfort Modise?

...tried to comfort Modise.



Handwriting

Copy into your exercise book:

Pam jumped in a big pool.

Theme: Our education

Language Enrichment:

Quotation

The original words that someone said about something. When someone says something particularly powerful or meaningful, we take note of their words, so that we can repeat them.

“Education is the most powerful weapon which you can use to change the world.”
President Nelson Mandela

Many people think that it takes weapons like guns and bombs to change things in the world. But President Mandela knew that the most powerful weapon is education. He meant that if we keep learning, we can use our knowledge and skills to change the world in a good way.

Stories:

A life without limits



Malala's fight for education



Vocabulary

Tanzania:	A country in East Africa with the highest mountain in Africa.
education:	Learning at school or from others so you know more and can do new things.
limit:	The greatest amount or farthest point that something can get to.
allow:	To say that someone can do something; to give permission.
lawyer:	A person who has studied the law and who helps people with legal problems.
Pakistan:	A country in South Asia, known for its tall mountains and tasty food.
opportunity:	A chance to do something good, like learn or try a new job.

Vocabulary

ban:	To make a rule that something is not allowed.
forbidden:	Not allowed or against the rules.
blog:	A place on the internet where someone writes their ideas and stories for others to read.
subject:	Something you learn about at school, like math, reading, or science.
study:	To spend time learning and practicing so you remember or understand something.
graduate:	To finish a big level of school (like finishing primary school or high school).
graduation:	A special celebration where people celebrate finishing school and get a certificate or diploma.
career:	The kind of work someone does when they grow up, like teacher, doctor, or artist.

Ask your family:



Do you think education is important? If so, why?

How can I make the most of my education?





Phonics

Take turns to read this sound:

ph

photo





GRADE 3

ENGLISH

Copyright © 2020. This work is openly licensed via CC BY-NC-ND 4.0. NHRP



Decoding

Blend sounds:

pho	phen
phill	aphs



Decoding

Blend sounds to read words.

graph

graphic



Fluency

Take turns to read aloud:



Learn new irregular words

guess learn

Have you ever seen an elephant? I saw an elephant in the park. It was huge! The elephant was not in a cage like at the zoo. This elephant was free to roam. The park ranger said the elephant goes everywhere it wants! I saw the elephant poop in the road! I took a photograph of the elephant on my phone. I have a photo of that elephant pooping. Do you want to see?



Encoding

Find all the words from the story that use:

ph oo

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

opportunity

limit



Phonics

Take turns to read this sound:



Decoding

Blend sounds:

augh	aughs
ough	ougher



Decoding

Blend sounds to read words.

rough
trough



Fluency

Take turns to read aloud:



Review irregular words

there was

This boat goes out to sea. Do you want to get on this boat with me? I want to try to see a whale and a dolphin at sea. Does that sound like fun to you? Come on! It will be fun! No! That does not sound like fun to me. Look at the sea! The waves are huge! The sea is rough. I want to see a dolphin, but the sea is too rough for me. If I go on that boat, I will get sick and vomit. Do not laugh at me. Do not laugh if I get sick. I will go try to see a dolphin next time.



Encoding

Find all the words from the story that use:

ph gh

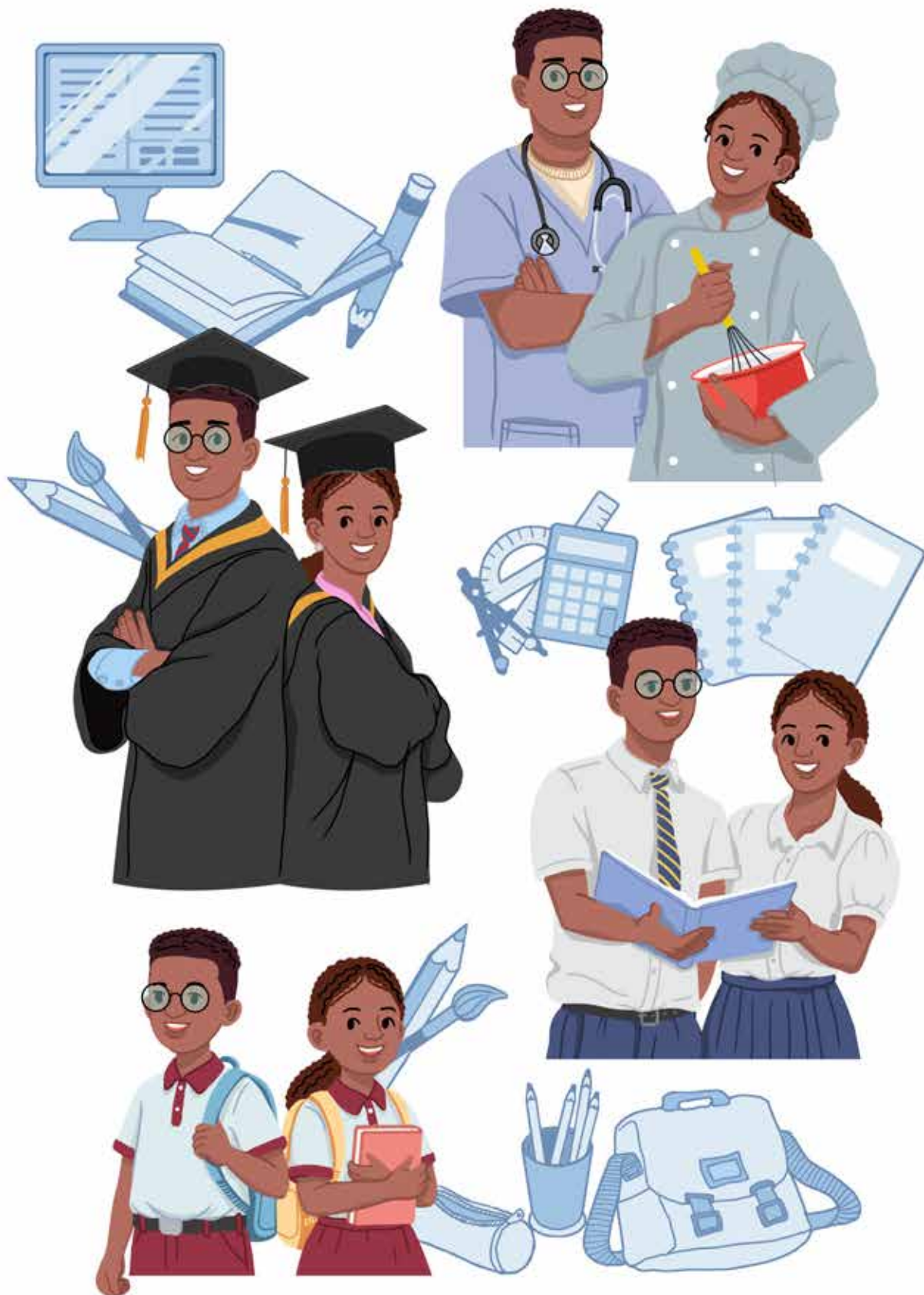
Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

lawyer
graduate



Theme: **Our education**



Decoding

Blend sounds:

phan	lough
phon	out



Decoding

Blend sounds to read words.

orphan

enough



Fluency

Take turns to read aloud:



Review irregular words

has have

You are in third grade. You must learn all the sounds of the alphabet. If you want to be an expert reader, you must learn all the sounds of the alphabet. You must learn how to spell the sounds too. Do you want to learn something new? Phoneme means sound. A phoneme is a sound. A grapheme is how you spell a sound. A good reader can say and spell all the sounds.



Encoding

Use the sounds below to make words:

p	g	h	o	u	a
l	r	t	n	e	g

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

Quinn quick



Fluency

Take turns to read aloud:

Fikile reads

Fikile was a 10 year old girl. She loved numbers and Maths. She was the top of the class in Maths. Fikile counted and added everything she saw.

One day, Fikile's friends gave her a play surname. "From today you are Fikile Numbers," they said, laughing. "You are the queen of all the numbers!"

Fikile was the best in Maths, but she had a secret. She could not yet read. When she tried to read, she said each sound in the word. A mean boy in Fikile's class made fun of her. He taunted her. He said, "You read like you are still in Grade R!" This made Fikile not want to read in class. She went to the bathroom whenever it was her turn to read.

Fikile's teacher spoke to her. She said, "I will help you. You can get better at reading. But, you must read a lot, and you must try to read in class."

Fikile cried. "I hate reading," she said. "I will not read in class. That mean boy will laugh and taunt me! Do not make me read in class!"

Fikile's teacher gave her a hug. "I hear you. I am here to help you," she said. "Come after school and we will read together. It will be a safe space for you to read."

For weeks and weeks, Fikile went to read with her teacher after the last bell rang. Slowly, she began to blend sounds together to read words: at, cat, sat, mat, rat. It was not easy, but she saw that she could do it if she tried and tried.

Then one day, the teacher asked her to read in class. She read from the board: "The pig is in the pen. The pig is in the mud." That mean boy did not laugh – he could not. She did it! With lots of time and hard work, she could read.



Comprehension

Write the answers in your exercise books:

- 1. What is the plot of this story?**
 - a. A girl is good at Maths but she cannot read.
 - b. A girl who is good at reading but cannot count.
- 2. What is the play surname Fikile's friends gave her?**
 - a. Numbers
 - b. Counting
- 3. What does it take to learn new things?**
 - a. A lot of good luck.
 - b. Time and hard work.



Morphology

Copy the list of words into your exercise book.
Underline the morpheme that is included in every word.
What does this morpheme mean?

- 1. walking**
- 2. talking**
- 3. making**
- 4. wearing**



Fluency

Take turns to read aloud:

- Education (Say: ej-yoo-KAY-shun)
- Court (Say: cort)

A life without limits

Rebeca was born in Dodoma in Tanzania. Rebeca grew up knowing that education is important. “School is very important,” Rebeca’s mother said. Her aunt would always add, “Education will give you a life without limits.”

As time went on, some of the girls in Rebeca’s school quit. Lots of girls were told that their education wasn’t (was not) important. “My siblings say girls are not smart like boys,” said one of Rebeca’s classmates. Another classmate said, “My mother said getting married is more important for girls than education.”

When Rebeca was in Kilaka Secondary School, she noticed that a lot of smart girls had left school. They became got married.

“Why are girls leaving school, but boys are not?” Rebeca thought.

In the evening, Rebeca cried, “Please let me stay in school.” She did not want to be a bride. Her mom and her aunt reminded her that education is important. They told her that education would give her the chance to have a life without limits.



Rebeca felt lucky to have a family that supported her education.

Rebeca studied law at the University of Dar es Salaam. She learned that the law in Tanzania let girls get married at 14. This law made a lot of girls quit school to become brides. Rebeca decided, “I will change this law.”

Rebeca and her team tried hard to change the law. She presented her case in the highest court in Tanzania. The judges agreed with her and her team and the law was changed. Now girls in Tanzania can only get married when they are 18.

Rebeca did not stop when she changed the law. She kept on helping girls in other ways.

Rebeca tries to help girls see the importance of their education. She says, "Education will you give you a limitless life."



Comprehension

Questions

1. **Where was Rebeca born?**
Rebeca was born in...
2. **Which secondary school did Rebeca attend?**
Rebeca attended...Secondary School.
3. **What did Rebeca study at university?**
Rebeca studied...at university.



Handwriting

Copy into your exercise book:

Quick Quinn! Go in!



Phonics

Take turns to revise these sounds:

ph

photo





GRADE 3
ENGLISH

Copyright © 2020. This work is openly licensed via CC BY-NC-ND 4.0. NHELP

ew

pew





GRADE 3
ENGLISH

Copyright © 2020. This work is openly licensed via CC BY-NC-ND 4.0. NHELP



Decoding

Blend sounds:

ophs	ews
phew	strew



Decoding

Blend sounds to read words.

trophy

newt



Fluency

Take turns to read aloud:

I am such a morning person. In the morning, it is like everything is new. I like to see the sun come up and make the sky bright. I like to see the fresh dew drops on the grass. I like the smell of the fresh wet grass. I like to sip nice, hot tea while I listen to the birds chirp in the garden. I like to dip a rusk into my tea and then chew it up. I feel so good in the morning. It's true, I am a morning person.



Review irregular words

guess learn



Encoding

Find all the words from the story that use:

ir ew

Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

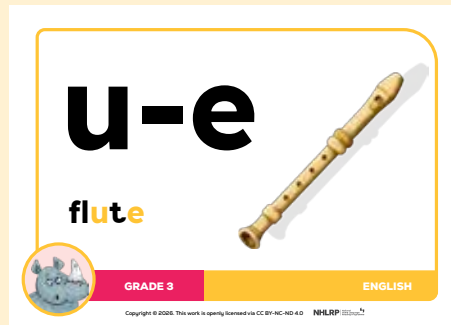
Pakistan

opportunity



Phonics

Take turns to revise these sounds:



Decoding

Blend sounds:

ude	ubes
tube	phute



Decoding

Blend sounds to read words.

rude
fume



Fluency

Take turns to read aloud:



Review irregular words

are is

I have a fun game for you. You must read the clues and guess what I am. Clue one: I am red with black spots. Clue two: I have six legs. Clue three: My body is called a thorax. Clue four: I am an insect. What am I? Can you guess? Yes, I am a ladybird. Do you want to play again? Does that sound fun to you? Clue one: My home is in the sea. Clue two: I have a big fin on my back. Clue three: I like to swim fast, jump and play. Clue four: I have a spout to breathe. I breathe air. What am I? Can you guess? Yes! I am a dolphin.



Encoding

Find all the words from the story that use:

x y

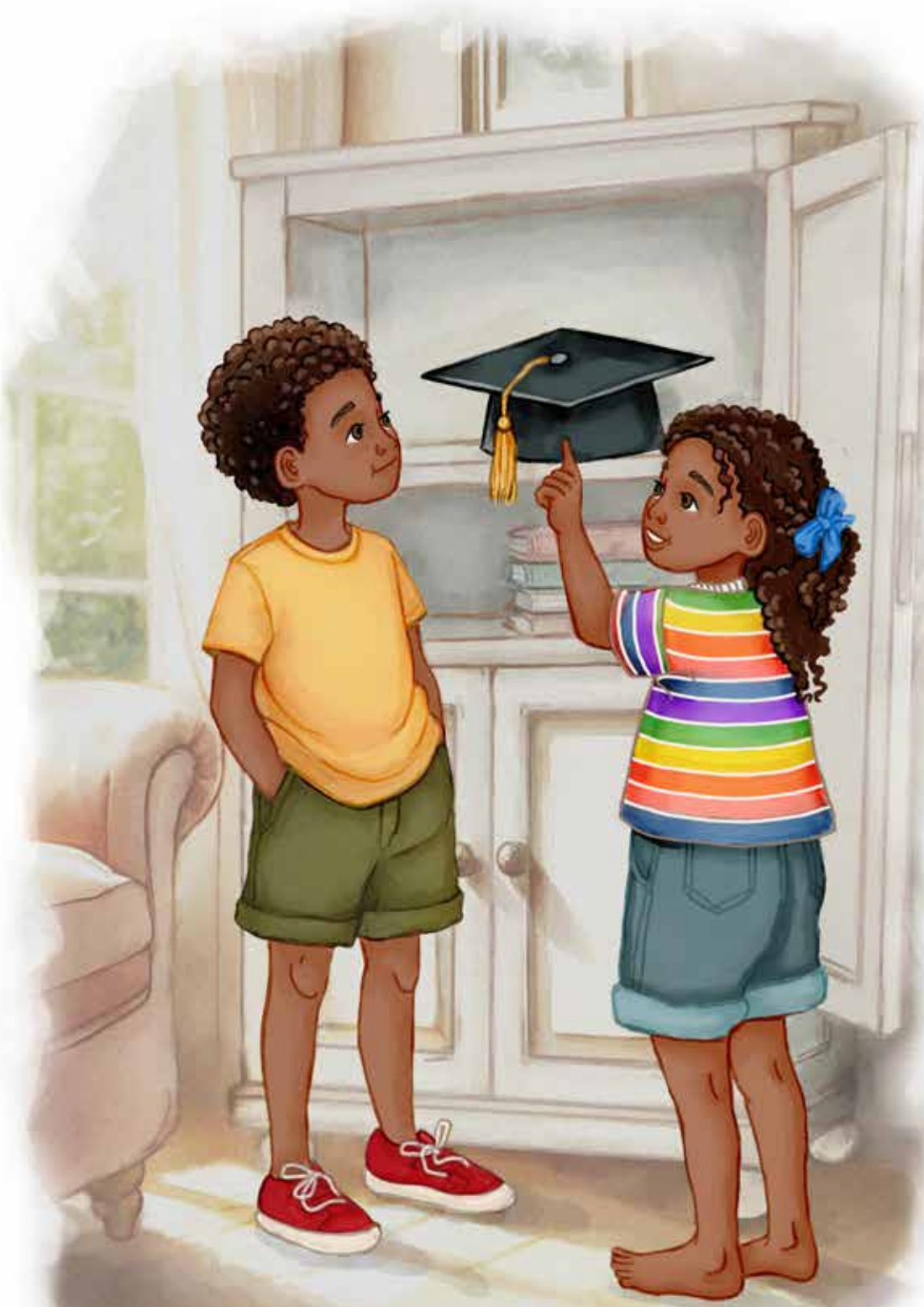
Write lists of these words in your exercise book.



Comprehension

Discuss with your partner:
What do these theme words mean?

blog
career



Creative storytelling



Decoding

Blend sounds:

ume	photo
new	spule



Decoding

Blend sounds to read words.

pharmacy

chewy



Fluency

Take turns to read aloud:



Review irregular words

could should

What does rude mean? Rude is a way of acting. Ignoring someone or not greeting them is rude. It is rude to say mean things or speak in a harsh way. It is rude to laugh at someone. It is rude to interrupt someone when they are speaking. You must try not to be rude. It can hurt a lot when someone is rude to you. It is not kind to be rude.



Encoding

Use the sounds below to make words:

p	h	e	w	n	t
c	r	o	y	u	s

Write these words in your exercise book.



Handwriting

Copy into your exercise book:

ram Roger



Fluency

Take turns to read aloud:

For this text you will need to read the words:

- write (say: rite)
- writing (say: rite-ing)

Why do we write?

Our teacher asked us, “Why do we write?” She told us to go home and think about why we write.

When I got home, I thought of one reason: “We write when we want to send a note – like when we want to tell our friend something!” Then I asked my brother. He said, “I write so that I can remember things. Sometimes, I write a list to remember what I must do.”

I asked my dad the same thing. He replied: “Writing is very important, my dear. We need writers in this world to keep a record of what we learn. We can learn by reading – and we read what others have written!” I added this to my list.

The next day, our teacher made us share our thoughts. “Okay, class, let’s share. Why do we write? Tell us your reasons!” she said.

Here are some of the things the class came up with:

- “We write to share.”
- “We write so that we do will not forget things.”
- “We write to keep a record of what we learn.”
- “We write to tell stories.”

Then our teacher added, “Writing can help us share our dreams.”

I think my dad and teacher had smart things to say. I want to write down everything I learn, so I can keep track of it. I want to write down my dreams, so I can share them.



Comprehension

Write the answers in your exercise books:

1. What is this text about?

- a. Why we write.
- b. Why we read.

2. We write to:

- a. remember things
- b. forget things

3. My teacher said:

- a. Writing can help us share our dreams.
- b. Writing can help us tell cool stories.



Morphology

Copy the list of words into your exercise book.

Underline the morpheme that is included in every word.

What does this morpheme mean?

1. cooked

2. walked

3. jumped

4. laughed



Fluency

Take turns to read aloud:

- Daughter (The gh is silent. Say: dau-ter)
- Taught (The gh is silent. Say: taut)

Malala's fight for education

Malala is the daughter of Ziauddin. She was born in Pakistan, on 12 July 1997. When Malala was born, some people thought she was not a blessing.

Her father said, “Malala will have everything a boy child can have.”

Ziauddin kept his word. He started a school just for girls in Mingora.

Some people were not happy with Ziauddin. They didn't (did not) think it was important for girls to go to school.

When the Taliban started to rule in Mingora, a lot of things changed. The Taliban did not let girls go to school.

Ziauddin was forced to close his school. “I want to give Malala and other girls the same education as boys. But I can't (cannot) put their lives in danger,” said Ziauddin.

Malala's father taught her at home, but she missed being in class with other girls.

In September 2008, Malala delivered a speech at the Peshwa Press Club. In her speech she asked, “How can the Taliban take away my basic right to education?”

People from the Taliban were cross when they saw Malala's speech in the news. But that didn't (did not) stop Malala from speaking up about her right to education.

Then, in October 2012, Malala was on a bus. She was shot by a man who was hiding his face. Malala was badly hurt. She was taken to a hospital in Pakistan.



Then, she was taken to a hospital in the UK to get treatment. When the Taliban found out that Malala was in the UK, they made a statement to say that they would shoot her if she came back to Pakistan.

Malala was in the news. Lots of people listened to the story of Malala. People all over the world found out about her fight for her education – and the education of all girls.

At the age of 17, Malala received the Nobel Peace Prize. She became the youngest person to win the it.

To this day, Malala has not stopped fighting for girls to get an education just like boys.



Comprehension

Questions

1. Where was Malala born?

Malala was born in...

2. Who was Malala's father?

Malala's father was...

3. What is Malala fighting for?

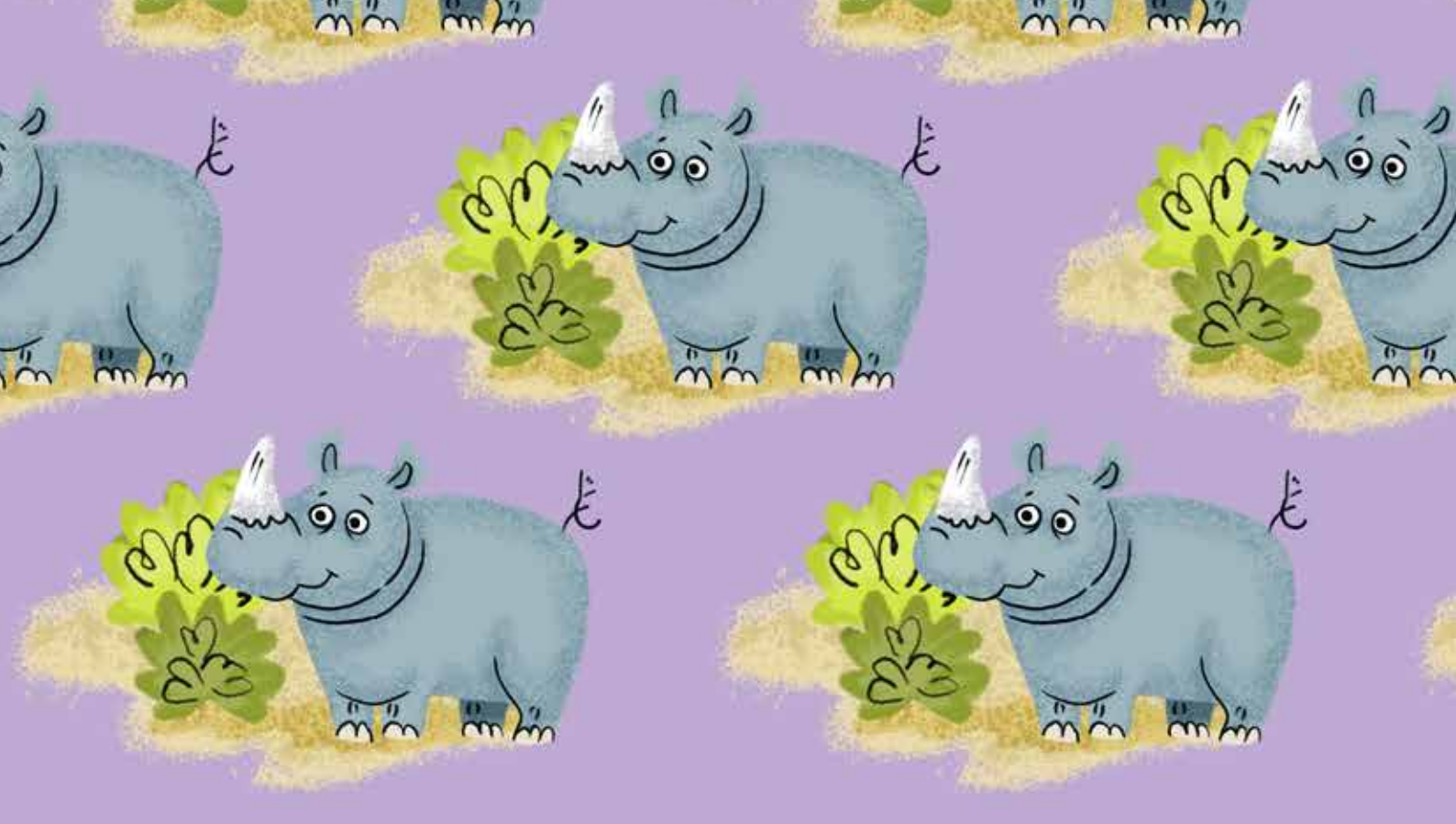
She is fighting for...



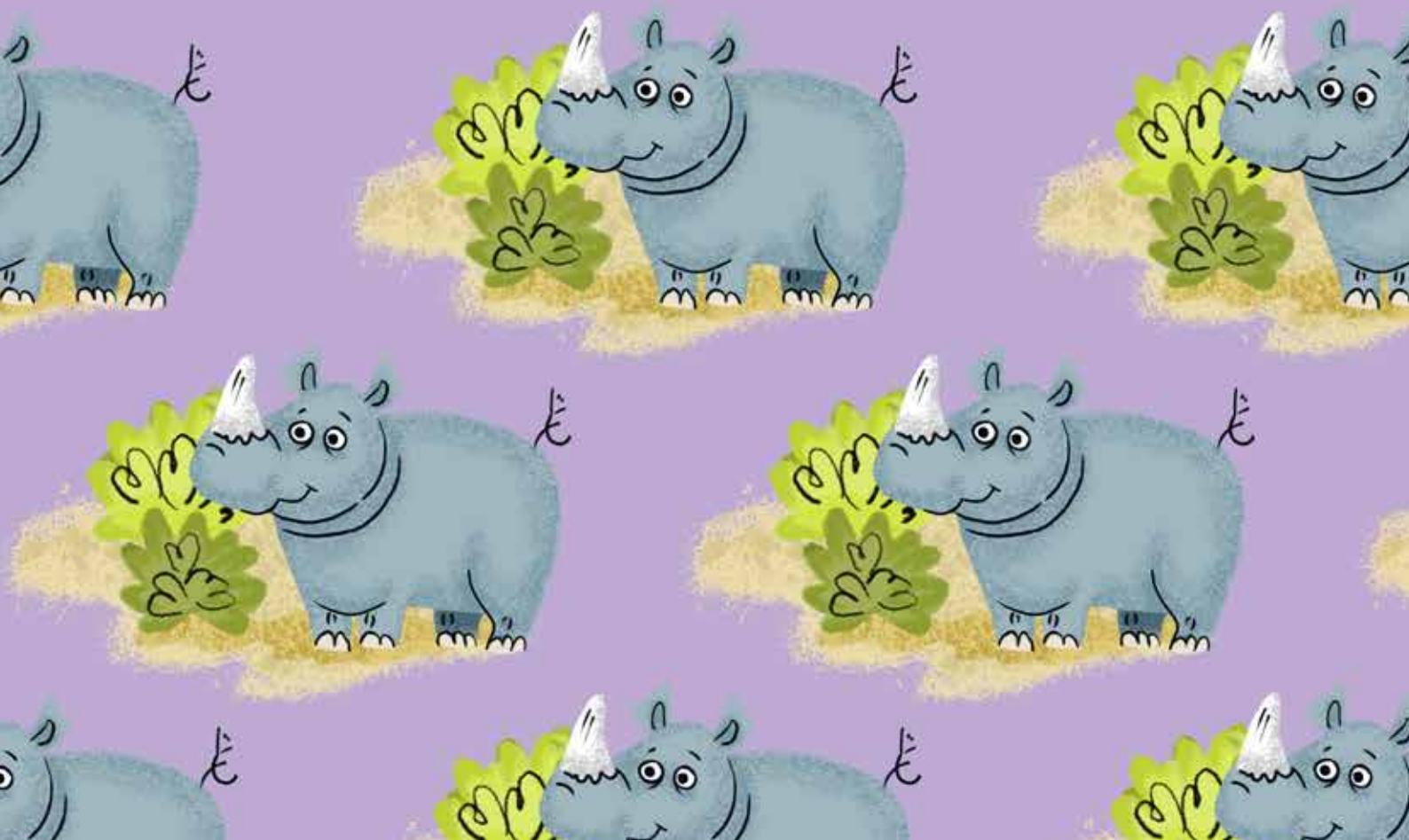
Handwriting

Copy into your exercise book:

I am Roger. I am a ram.



TERM 2



Theme: We practise

Language Enrichment:

Song

Words written to be sung, usually with music. Songs often include rhythm, repetition, and rhyme to help tell a story or express feelings.

"Practice makes perfect I can see
You gotta practice if you wanna be
The best
The best you can be
Practice makes perfect and you'll see
You can do anything eventually
Oh woah
Practice makes perfect
Try it and see"
(By Kidsongs)

This song means that if you keep practising something, you will get better at it. You may not be the best right away, but if you keep trying and don't give up, you can improve and learn to do many things.

Stories:

Zweli makes a ball



**Li Jie, the fabulous
and talented archer**



Vocabulary

bouncy:	Able to bounce up and down when it hits the ground.
wrapped:	To cover or enclose something with paper, plastic or cloth.
homemade:	Made at home using things you have, not bought from a shop.
scoring:	Getting a goal in soccer by kicking the ball between the goalposts.
embarrassed:	Feeling shy or uncomfortable because something did not go well.

Vocabulary

talented:	Being very good at doing something.
fabulous:	Very, very good or amazing.
archer:	A person who shoots arrows using a bow.
archery:	The sport or activity of shooting arrows at a target.
accuracy:	Being able to hit exactly where you are aiming without missing.
practice:	Doing something again and again to get better at it.
effort:	Trying your best and working hard at something.
improve:	To get better at something than you were before.
determined:	Not giving up and deciding to keep trying, even when something feels hard.
persistence:	Continuing to work at something again and again, even when it takes a long time to improve.

Ask your family:



What is something you got better at by practising?

What is something you wish I would practise more? Why?





Phonics

Take turns to read sounds that you should know:

m	o	p	g	l
s	ss	t	f	ff
h	w	j	n	a
d	y	sh	c	k
e	r	b	u	ch
x	ee	ck	l	ll
qu	z	zz	oo	wh
ng	th	ale	ine	eme
ope	ube	ea	ake	pr
ite	st	thr	dr	sp
sn	ome	sm	sk	sc
sw	pr	tr	br	fr

Discuss with your partner:

1. Which sounds didn't you know?
Write a list of these sounds in your book.
2. Which sounds do you need to practise reading?
Write a list of these sounds in your book.

Practice reading and writing the sounds:

- Make your own flashcards to use at home.
- Ask to take your Core Reader home. Practise reading from this page.
- Ask your family to call out different sounds to you. Write the sounds down.



Decoding

Take turns to read words that you should know:

got	get	had	him	big
ring	make	side	laid	saw
bright	farmer	burglar	judgement	swallowing
sat	gap	job	trap	grab
fight	hide	hidden	line	partner
interesting	difficulty	underneath	outsider	cartwheel
pay	paid	but	meat	pork
grown	church	family	float	bathub
excellent	university	cellphone	computer	sandwich
long	peach	help	drop	not
torch	backpack	helpful	understand	urban
together	whenever	birthday	sometime	firefly

Discuss with your partner:

1. Which words didn't you know?
Write a list of these words in your book.
2. Which words do you need to practise reading?
Write a list of these words in your book.

Practise reading and writing the words:

- Practise sounding out the words you do not know.
- Ask your family to call out different words to you. Write the words down.



Theme: **We practise**



Morphology

Do you remember?

We call a word part a 'morpheme'.

Every morpheme has meaning.

Discuss with your partner:

- Read the morphemes and words.
- What does each word mean?
- What does each morpheme mean?

ly

slowly

quickly

re

redo

reread

un

unfair

undo

ful

hopeful

helpful

Can you think of other words
that use these morphemes?





Fluency

Remember, fluency means:

- Reading the story without mistakes.
- Reading the story at a good pace, like you are speaking.
- Reading the story with expression.

Take turns to read aloud:

Harry's banana shoes

Harry was excited. It was time for him to go to Grade R. Harry had new school shoes, but he found it hard to run in his new shoes.

“These shoes don’t fit me. They are too small,” cried Harry.

Vicky looked at Harry’s feet. She held her hand over her mouth.

Then she said, “Harry, you are wearing your shoes the wrong way. They look like bananas on your feet.”

Vicky asked Harry to take off his shoes. Then she helped him to put them onto the correct feet.

“Thank you, Vicky. Now my shoes fit me. Who is going to help me put my shoes on tomorrow?” asked Harry.

“I’ll help you practise. When your feet hurt, it means you are wearing your shoes the wrong way,” said Vicky.

Every day, Harry put on his shoes. If they hurt his feet, he took them off. Then he put them on the other way around.

It took Harry a long time to know which shoe went on which foot. Practising every day helped him learn.

Harry no longer needs help to put his shoes on. Nowadays, he helps other children to put their shoes on!



Comprehension

Write the answers in your exercise books:

1. Who had new school shoes?

...had new school shoes.

2. Who helped Harry?

...helped Harry.

3. What did it mean if Harry's feet hurt?

If Harry's feet hurt, it meant...



Fluency

Take turns to read aloud:

Zweli makes a ball

Zweli wanted to play soccer with the big kids. He was too shy to ask. One day, the ball came his way. He tried to kick the ball, but he missed! He ran to his house. He decided he must practise, but he needed a ball to play with.

Zweli found a small, red ball in his house. He tried to kick it, but it was too small. Zweli looked for something to make the ball bigger. First, he tried to wrap the ball in newspaper, but it came off. Next, Zweli found things to help make his ball bigger. He wrapped it in a Simba packet. He cut up his mother's old handbag and wrapped it around the ball. Then, Zweli found some string and tied everything tight. The ball was big now! He could kick it!

Zweli went to practise outside. He made a goal with rocks. Zweli kicked and kicked the ball through the goal.

A few days later, Zweli watched the big kids play soccer. One of the girls said to him, "I saw you kicking goals. You can be on our team." After all of his practice, Zweli was ready to play with the big kids.





Comprehension

Write the answers in your exercise books:

1. Who did Zweli want to play soccer with?

Zweli wanted to play with...

2. What did Zweli use to make a goal?

Zweli made a goal with...

3. What did you learn from Zweli?

I learnt that...



Phonics

Take turns to read these sounds:



Note: At the end of a word, 'ed' can sound like /d/, /t/ or /id/.



Decoding

Blend sounds to read words:

filled

played

hummed

allowed

joined

used



Fluency

Take turns to read aloud:

Are you allowed to come to the shop?

I went to the shop. I filled up my trolley with things. First, I got some eggs. I opened the carton to check for cracks before putting them in my trolley.

Next, I collected milk, a tin of fish, and tea. I went to pay, but then I remembered that my mother told me to get samp! I almost forgot! I went to grab it before paying.



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. plays she basketball
2. joins the team Dan

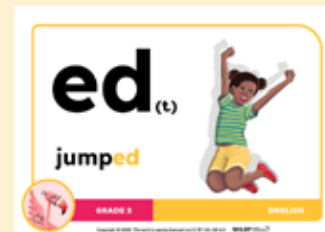
Can you see that these are present tense sentences?





Phonics

Take turns to read these sounds:



Note: At the end of a word, 'ed' can sound like /d/, /t/ or /id/.



Decoding

Blend sounds to read words:

asked

jumped

helped

looked

dressed

missed



Fluency

Take turns to read aloud:



Revise irregular words

write, writing, wrote

When I went on a trip, I missed my mom.

I asked my mom if I could go on a trip with my friend Dan and his dad. My mom allowed me to go. She helped me pack up my clothing in a bag. She gave me some money for my trip.

Then, I went camping with Dan and his dad. We slept in a tent, fished in a dam, and cooked on a fire. It was fun to camp with Dan and his dad, but I missed my mom. I felt glad to get back home.



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. mom to gran talked
2. chased my dog the cat

Can you see that these are past tense sentences?





Creative storytelling



Phonics

Take turns to blend these sounds:



+



+



Decoding

Blend sounds to read words:

flooded

unfriend

flowed

flashed

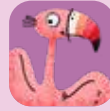
frail

freed



Fluency

Take turns to read aloud:



Revise irregular words

our, hour, your

The water flowed until the dam was flooded.

When it rains, it isn't (is not) safe to be near the dam. Last year, the dam flooded. There were some kids near the dam. They almost drowned, because the water flooded so quickly!



Encoding

Build words using these sounds.
Write the words in your book.

f-l-a-sh-ed
f-l-ow

ed	f	l	r	ow	sh
a	p	u	m	j	i



Handwriting

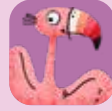
Copy into your exercise book:

Rick kicked a big rock.



Fluency

Take turns to read aloud:



Learn new irregular words

because, early

Dialogue: Don't give up, Vicky!

Harry and Vicky were walking home from school. Vicky was very quiet. She looked worried.

Harry: What's wrong Vicky?

Vicky: I don't feel like going to school tomorrow.

Harry: Why?

Vicky: It's Friday. They will ask us to sing the national anthem. I don't know the words.

Harry: I can practise with you. I know all the words.

Vicky: That's great. I will be happy if you can help me.

Harry and Vicky started singing in the afternoon.

Vicky: There are too many words in this song.

Harry: Don't worry. Let's keep on practising.

Vicky practised for hours until sunset. Harry helped her.

Harry: There you go – you can do it! Well done, Vicky! Tomorrow we will sing aloud at school.

Vicky: I'm so proud of myself. I practised until I could do it. Now I can't wait to go to school.

Harry: You see – practice makes perfect!



Comprehension

Write the answers in your exercise books:

1. **1. What song did Vicky need to learn?**
Vicky needed to learn...
2. **2. Who knew all the words?**
...knew all the words.
3. **3. How long did they practise for?**
They practised...



Morphology

We can break up words in different ways:
Discuss with your partner:

1 Into sound parts:	2 Into syllable parts:	3 Into meaning parts:
u-n-d-o	un-do	What is the meaning of do ? How does the word part un- change the meaning?



Now you try with these words: uncool, unhappy



Fluency

Take turns to read aloud:

Li Jie, the fabulous and talented archer

Li Jie lived a long time ago in China. He was a famous archer.

“There is no one better. He is the best archer,” whispered the men and women around him.

Li Jie believed he was fabulous. “There is no one better than me!” he thought.

One day, Li was practising archery. People came to watch him. Li Jie hit the centre of the target.

“There is no one better. He is the best archer,” they whispered and clapped. Li Jie gave a bow.

Li Jie saw an old man selling oil. The old man watched Li Jie but he did not clap.

“Why did you not clap for me? Have you ever seen a better archer than me?” Li Jie asked.

“You are not a superhero. You are a good archer because you practise hard,” said the old man.

Li Jie was angry. He thought everyone admired him! “What can you do then?” Li Jie asked.

The old man placed a bottle on the ground. He placed a coin with a small hole on top of the bottle. He filled a ladle with oil. Then he poured the oil through the small hole. He didn’t spill a drop!

The crowd whispered, “There is no one better!”

“I have this skill because I practise. I am not special.” said the old man.

The men and women began to think. Maybe if they practised, they could also become the best.





Comprehension

Write the answers in your exercise books:

1. What was Li Jie very good at?

Li Jie was very good at...

2. Why did Li Jie get angry with the old man?

Li Jie got angry with the old man because...

3. What did the old say is more important than skill?

The old man said that...is more important than skill.



Morphology

Use these word parts to build words:

un
Example: unfair

ly
Example: fairly

re
Example: reappear



Write lists of words in
your exercise books.

Theme: We are writers

Language Enrichment:

Quotation

The original words that someone said about something. When someone says something particularly powerful or meaningful, we take note of their words, so that we can repeat them.

“Fill your paper with the breathings of your heart.”

William Wordsworth

This means that when you write, you should write about your real thoughts and feelings. Your writing should show what you care about (what is in your heart).

Stories:

Stacey's first book



The world's first writers



Vocabulary

publish:	To print and share a book or story so other people can read it.
edit:	To check and fix writing to make it clearer, better, or to correct mistakes.
editor:	A person who helps a writer improve their work by checking spelling, grammar, and ideas.
book launch:	A special event where a new book is introduced and celebrated.
pride:	A happy feeling you have when you have done something well or worked hard to achieve something.
temple:	A special building where people go to pray to their gods.
warehouse:	A place where goods, food, or supplies are stored safely.
tablet:	A flat piece of clay that people long ago used to write on before paper was invented.
detailed:	Having many small parts or careful features included.

Vocabulary

symbol:	A mark or sign that stands for something else, like a picture or shape that has a special meaning.
author:	A person who writes a book or story.
writer:	Someone who shares ideas using words.
idea:	A thought or plan in your mind.
audience:	The people who read or listen to your writing.
inspire:	To encourage someone to try something or believe in themselves.

Ask your family:



What do you use writing for?

What do you remember about learning how to write?





Phonics

Take turns to read these sounds:



Note: At the end of a word, 's' can sound like /s/, /z/ or /iz/.



Decoding

Blend sounds to read words:

buzzed

rose

rise

maze

wise

plans



Fluency

Take turns to read aloud:

The wise owl is perched in a tree.

I went for a nighttime walk in the woods with my dad. It was dark and quiet. We heard leaves crunch under under our feet. We heard an owl say hoo hoo.

We could see hundreds of stars up in the sky - like a big, bright patch of stars. My dad said that it is called the milky way. We sat and stared into the sky for a long time. I really enjoyed that nighttime walk with my dad.



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. dad a trip plans
2. a seed the farmer plants

Can you see that these are present tense sentences?





Phonics

Take turns to read these sounds:



Note: At the end of a word, 'es' can sound like /iz/.



Decoding

Blend sounds to read words:

boxes

buzzes

saves

leaves

gives

goes



Fluency

Take turns to read aloud:



Revise irregular words

said, their, there

My sister saves lives at the hospital.

My sister rises early each morning to go to the hospital. She is a doctor, and she saves lives each and every day. Her job is difficult, but she loves it. She says that she feels proud of the work she does.

Last week, she saved the life of a child who could not breath properly. The child had eaten nuts, but has a severe nut allergy. My sister made sure he was okay. She reminded him to be extra careful not to eat nuts when he left the hospital.



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. the boxes opened the boy
2. chased the dog the cat

Can you see that these are past tense sentences?





Theme: **We are writers**



Phonics

Take turns to blend these sounds:



+



+



Decoding

Blend sounds to read words:

grateful

graze

grazed

grazes

globes

gloated



Fluency

Take turns to read aloud:

I am grateful for my family.

How many sheep can you see? I can see one sheep grazing grass. Now I can see two sheep grazing grass. The grass looks green and crunchy. The green grass looks tasty. Oh! Now I see eight sheep grazing the green grass. The sheep look happy and grateful.



Revise irregular words

friend, four, eight



Encoding

Build words using these sounds.
Write the words in your book.

s	ed	g	l	r	t
oa	b	ss	a	f	e

g-a-t-e
g-r-a-ss



Handwriting

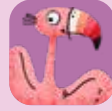
Copy into your exercise book:

Some kids like pigs and some like dogs.



Fluency

Take turns to read aloud:



Learn new irregular words

sure, heard

My grandmother's fables

Every night, my father reads a fable to me. He first covers me with a soft blanket, then he begins, "Once upon a time..."

Tonight, as usual, my father read to me. Grandma passed by my room and saw us.

"What are you doing?" she asked.

My father laughed and said, "We're reading a fable." Grandma looked surprised and walked away. My father continued reading. "The end! Goodnight, my child," he said.

"Thank you. That was an interesting fable," I yawned.

Grandma returned to my room. "It's not right to read fables. You have to tell them, like I do."

My father chuckled, "Nowadays, we also read fables. Some writers have written down the fables their grandmothers told them."

"I see," said Grandmother. "Writing fables is a good idea. If we write them down, many children will hear and know these stories."

Then Grandmother had an idea: "I want my own book of fables. You must listen to all of my fables and write them down."

My father smiled, "I will do as you wish. I will write a book of your fables." And he did...



Comprehension

Write the answers in your exercise books:

1. **What does father cover his child with?**
He covers his child with...
2. **Who wants their own book of fables?**
...wants her own book of fables.
3. **Why does grandmother think this is a good idea?**
Grandmother thinks this is a good idea because...



Morphology

We can break up words in different ways:
Discuss with your partner:

1 Into sound parts:	2 Into syllable parts:	3 Into meaning parts:
k-i-n-d-l-y	kind-ly	What is the meaning of kind ? How does the word part ly change the meaning?



Now you try with these
words: strongly, confidently



Fluency

Take turns to read aloud:

Stacey's First Book

Stacey Fru was born in Johannesburg in 2007.

From the time she was a baby, Stacey loved books.

When Stacey was seven years old, she wrote her first book.

The title of Stacey's book was 'Smelly Cats'. She told her parents, "I want to publish my book so that other children can read it."

Stacey's mom sent the book to an editor. He liked the book and had it published. Stacey felt so proud.

When 'Smelly Cats' was published, Stacey organised a party to celebrate her book.

"I wrote this book all by myself," Stacey told people at the party. "I want more African children to write books."

Stacey went on to win an award and to write more books.

She also collects books, clothing and computers for those in need.

Stacey gives talks to educate and inspire children. Her message is that children can do anything. "You are never too young or old to live your dream," is something she has told many young people.





Comprehension

Write the answers in your exercise books:

1. What do you think Stacey's first book was about?

I think Stacey's first book was about...

2. Would you like to read a book written by a child?

Yes, I would like to read a book written by a child.

No, I would not like to read a book written by a child.

3. If you write a book, what would it be about?

If I wrote a book, it would be about...



Morphology

Use these word parts to build words:

un

Example:
unpack

ly

Example:
softly

ing

Example:
singing



Write lists of words in
your exercise books.



Phonics

Take turns to read these sounds:



Decoding

Blend sounds to read words:

option

fiction

operation

potion

patient

patience



Fluency

Take turns to read aloud:

Do you like to read fiction or nonfiction?

A teacher asked her class, “Which books do you prefer: fiction or nonfiction?”

First, she called on Dan. Dan said, “I like to read fiction, because I like to read about monsters and dragons!”

Next, she called on Joy. Joy said, “I like to read nonfiction, because I like to read about different people and places in the world.”

When she called on Sam, he said, “I like faction!”

The teacher was confused. “What is faction?” she asked.

Sam said, “Faction is a story about something real, but it has parts that are not real. It is fiction and nonfiction at the same time!”

The teacher said, “Wow, Sam. Thanks for teaching us!”



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. milk the kitten drinks
2. chicken my mom roasts

Can you see that these are present tense sentences?





Phonics

Take turns to read these sounds:



Note: At the end of a word, /shun/ is written in different ways, like: 'sion' or 'tion'.



Decoding

Blend sounds to read words:

vision

mansion

version

tension

mission

Asian



Fluency

Take turns to read aloud:



Revise irregular words

because, blue, two

The doctor checked my vision.

Grant went to the doctor to get a check-up. The doctor checked his vision. Then, she looked in his ears and checked his hearing. She asked him to open his mouth wide and then she looked inside.

Then, it was time for Grant to get an injection. He felt scared. The doctor explained, "This injection will prevent you from getting very sick." Grant was scared but he understood that getting the injection was important. Grant was brave!



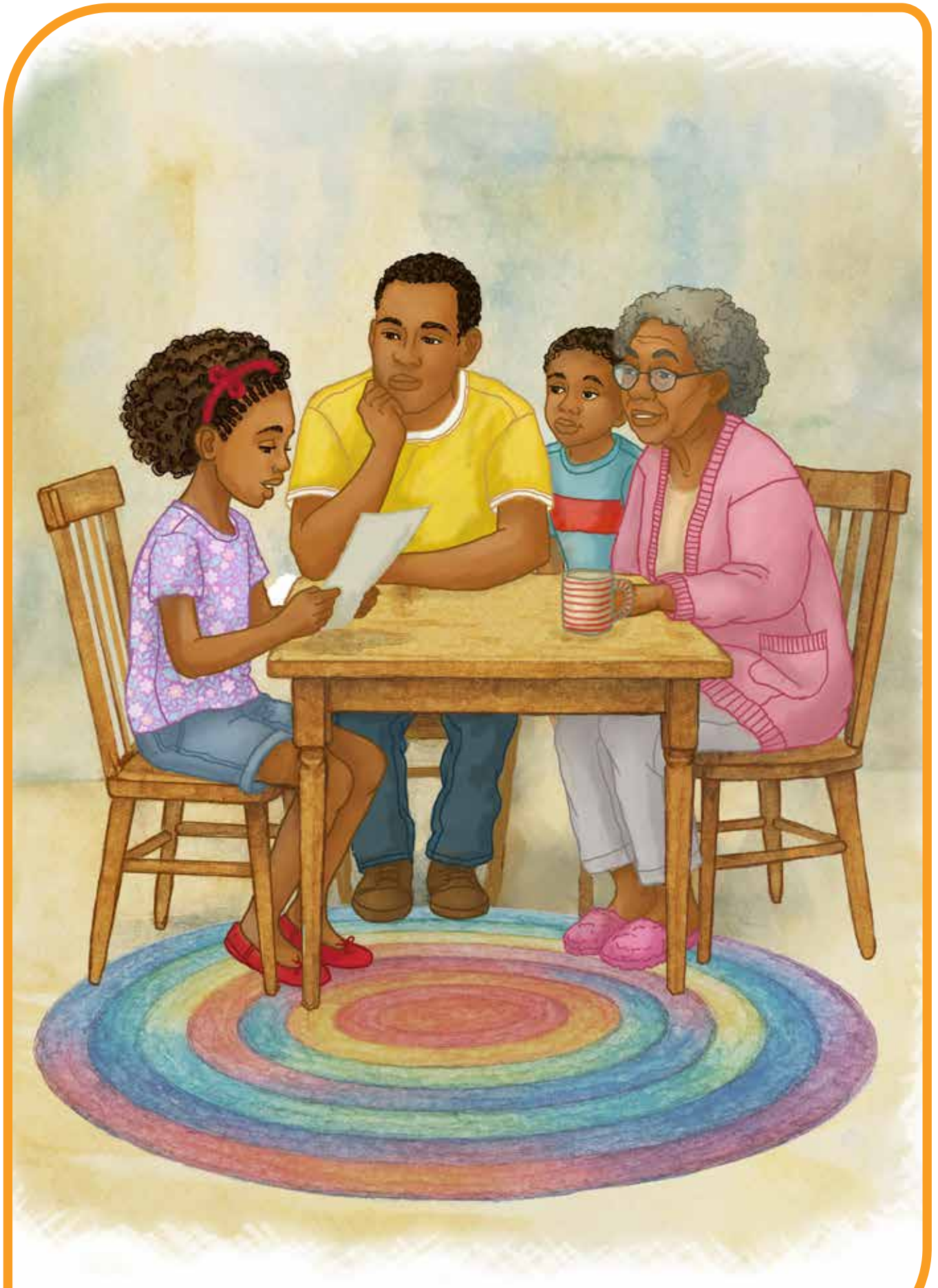
Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. drove a red car the man
2. chicken my mom roasted

Can you see that these are past tense sentences?





Creative storytelling



Phonics

Take turns to blend these sounds:



+



+



Decoding

Blend sounds to read words:

pumped

prism

smelled

stomped

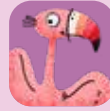
tempt

temptation



Fluency

Take turns to read aloud:



Revise irregular words

early, heard, word

Sal smelled the cake baking in the kitchen.

It was Sal's birthday. She was turning eight years old. Something smelled good in Sal's house. She went into the kitchen and saw a cake baking. "That must be a cake for my birthday!" she said.



Encoding

Build words using these sounds.
Write the words in your book.

p-o-tion
c-a-m-p

sion	tion	m	p	s	o
n	i	v	a	c	ar



Handwriting

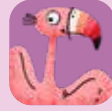
Copy into your exercise book:

Tom and Thili had a bright light.



Fluency

Take turns to read aloud:



Learn new irregular words

world, people

All about writing

Writing is important. It helps us in many ways.

1. Managing our feelings

We can write how we feel in a diary. This can help us to feel better. It can also help us to work out what to do about our feelings.

2. Sharing our feelings

We can write cards, letters and texts to our friends and families. This helps us to stay in touch. It also let's us say how we feel.

3. Sharing news

We can also use letters, emails and texts to share our news.

4. Telling stories

Like Stacey, we can write our stories, and draw pictures of them.

There are many ways to improve our writing.

1. Reading

The more we read, the better our writing will be.

2. Practise writing

The more we practise, the better our writing will be. Try writing for fun when you are at home.

3. Keep a notebook

Try to get a notebook for your own writing. Carry it with you and jot down any new ideas you have.

4. Share your writing

Show your writing to your friends and family. Or read your stories aloud to them.



Comprehension

Write the answers in your exercise books:

1. What do you like to write?

I like to write...

2. Do you have a diary or a notebook?

Yes, I have...

No, I do not have...

3. How can you get better at writing?

I can get better at writing by...



Morphology

We can break up words in different ways:
Discuss with your partner:

1

Into **sound** parts:

h-e-l-p-i-ng

2

Into **syllable** parts:

help-ing

3

Into **meaning** parts:

What is the meaning of **help**?
How does the word part **ing**
change the meaning?



Now you try with these
words: running, cooking



Fluency

Take turns to read aloud:

The world's first writers

Writing is one of the most important things humans have created.

About 5 000 years ago, humans began writing. One of the places writing began was in a city called Sumer.

The temples in Sumer were also used as warehouses. Warehouses were places where all kinds of goods were stored.

People who could write were called scribes. Scribes had to find a way to keep track of what was being stored.

The scribes used marks and pictures on clay tablets to keep count of all the goods.

The scribes wrote down their marks and pictures on wet clay tablets. The dry clay tablets were then kept as a record of all the goods in the warehouses.

Over time, the warehouses stored more and more goods. The scribes had to write more and write faster. They began using symbols rather than drawing detailed pictures.

Goods were stored all over the city. Once scribes began using symbols, they met to agree on symbols they would all use. This would help them understand what was written in different warehouses. This new writing was called Cuneiform.

The same thing happened in Egypt, Peru and China. Our modern writing is based on this.

Writing helped humans to remember ideas and stories.





Comprehension

Write the answers in your exercise books:

1. When did humans start writing?

Humans started writing...

2. What were the temples in Sumer used as?

The temples in Sumer were used as...

3. Pretend you are a scribe from Sumer. Make up symbols for: cat, water and apples.



Morphology

Use these word parts to build words:

ful
Example: careful

re
Example: retake

dis
Example: dislike



Write lists of words in your exercise books.

Theme: We have compassion

Language Enrichment:

Idiom

A phrase where the words have a different meaning to the literal meaning.

Put yourself in someone else's shoes.

If you put your feet in someone else's shoes, you are wearing the shoes that belong to another person. This expression doesn't really mean you are wearing someone else's shoes. It means you imagine how another person feels and try to understand their situation.

Stories:

Khumo makes a new friend



The extra sandwich



Vocabulary

shy:	Feeling nervous or unsure about talking to others or joining in.
strange:	Something that seems unfamiliar or different.
alone:	Being by yourself, without other people around you.
lonely:	Feeling sad because you do not have friends with you or feel included.
left out:	Not being included in a group or activity when others are.
accident:	Something bad that happens suddenly and is not planned, like when someone gets hurt by mistake.
hospital:	A place where doctors and nurses care for people who are sick or injured.
snuck:	Moved quietly and secretly so that no one would notice.
generous:	Willing to share or give to others, even when it means giving up something you like.

Vocabulary

grateful:	Feeling thankful because someone has helped you or been kind to you.
compassion:	Noticing when someone is hurt, sad, lonely, or in need, and choosing to help.
include:	Letting someone join in, so they don't feel left out.
exclude:	Leaving someone out or not letting them join in.
sacrifice:	Giving up something you want in order to help or support someone else.
comfort:	Helping someone feel better when they are sad, scared, or upset.

Ask your family:



Can you tell me about a time you did something kind?

Can you tell me about a time you helped someone?





Phonics

Take turns to read these sounds:



Note: At the end of a word, /l/ is written in different ways, like 'l' or 'le'.



Decoding

Blend sounds to read words:

turtle

pickle

little

paddle

purple

candle



Fluency

Take turns to read aloud:

A little turtle on a big log.

Kate went to the little pond. She sat at the edge of the pond. What did Kate see there? She saw a whole world inside that little pond.

Kate saw a little turtle resting on a big log. She saw a lilypad with a frog on top. When the frog made a little splash when it jumped into the water. Kate saw fish inside the pond and insects flying over the pond. Kate enjoyed seeing life in that pond.



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. the children toys play with
2. eat the sharks the fish

Can you see that these are present tense sentences?





Phonics

Take turns to read these sounds:



Note: At the end of a word, /l/ is written in different ways, like 'al' or 'le'.



Decoding

Blend sounds to read words:

animal

magical

dental

spatial

traditional

mammal



Fluency

Take turns to read aloud:



Revise irregular words

know, sure, again

A shark is not a mammal.

Life in the sea is interesting. A whale swims in the sea, but it is not a fish. A whale is a mammal, like me and you. Whales are related to hippos - and they are not related to sharks or fish.

While sharks and fish can breathe underwater, whales must breathe air. This means that they must come up to breathe air. Whales have something called a spout, which is where they breathe. If you go in a boat on the sea, you can sometimes see whales coming up to breathe!



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. a big trip dad planned
2. ate the fish the sharks

Can you see that these are past tense sentences?





Theme: **We have compassion**



Phonics

Take turns to blend these sounds:



+



+



Decoding

Blend sounds to read words:

prize

price

planted

present

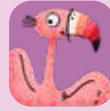
protect

protection



Fluency

Take turns to read aloud:



Revise irregular words

people, instead, thought

Trees are important and need protection.

I plant a tree in my backyard. Trees are important. Trees help clean the air, and help us breathe better. I am planting a tree to help our environment.



Encoding

Build words using these sounds.
Write the words in your book.

le	al	p	l	r	t
i	a	n	m	igh	ng

a-n-i-m-a-l
p-l-a-n-n-i-ng



Handwriting

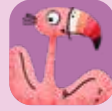
Copy into your exercise book:

Vicky sat in a van and ate veal.



Fluency

Take turns to read aloud:



Learn new irregular words

whole, water

Shy Peter and the chalk board

Peter was a shy boy. Thobile was his only real friend. They sat together at the back of the class.

One morning, Mr. Mbali walked in holding a small box. “Good morning, class,” he greeted. Then, Mr. Mbali showed the class what was in the box. It was full of colourful chalks. “Wow! Rainbow chalks,” said Julia.

“Today I will write with these beautiful colours!” said Mr. Mbali. The learners took out their books and pens, ready to write.

However, Peter felt sad and rubbed his eyes. “What’s wrong, Peter?” whispered Thobile.

Peter whispered back, “I can’t see the board. Some of the colours are hard for me to see.”

Thobile looked worried. “Why don’t you tell Mr. Mbali?”

Peter’s eyes were painful and red as he replied, “I’m afraid.”

Thobile spoke up for Peter. “Mr. Mbali, Peter can’t see the writing on the board.” Peter added, “I had my eyes tested and I’m short-sighted.”

Julia raised her hand. “Mr. Mbali, Peter can take my front seat. I can sit at the back.” Mr. Mbali was proud of Thobile and Julia’s kindness towards Peter.

As Peter took his new seat, he smiled and said, “Thank you! I can see now.” The whole class cheered. They were happy for Peter.



Comprehension

Write the answers in your exercise books:

1. **Where did Peter and Thobile sit?**
Peter and Thobile sat...
2. **What was inside Mr Mbali's box?**
Inside Mr Mbali's box were...
3. **Who offered their front seat to Peter?**
...offered their front seat to Peter.



Morphology

We can break up words in different ways:
Discuss with your partner:

1 Into sound parts:	2 Into syllable parts:	3 Into meaning parts:
r-e-n-ew	re-new	What is the meaning of new ? How does the word part re change the meaning?



Now you try with these words: rewatch, redraw



Fluency

Take turns to read aloud:

Khumo's new friend

Khumo was best friends with Bonga and Bantu. They did everything together. One day, during break time, Mr. Ngoma asked Khumo to stay behind. "I'll meet you outside," said Khumo to his friends.

"Khumo, I have noticed that Thomas is shy and always alone. I am hoping that you can play with him," Mr. Ngoma said. Khumo didn't know what to say. He thought Thomas was strange...

Khumo then joined his friends. Bantu asked if he was in trouble. "Mr. Ngoma just found my pencil on the floor," Khumo lied. He needed time to think about the task Mr. Ngoma had given him.

That night, Khumo complained to his mother, "Ugh, Mr. Ngoma wants me to play with the strange quiet boy. I don't know why."

"You don't have to, Mr. Ngoma only asked. He can't force you," said Khumo's mom.

Later, when Khumo was in bed, he thought about how lonely he felt when he started school. He decided he would play with Thomas.

The next day he told Bonga and Bantu, "Let's include Thomas."

"But why?" the other boys asked. "I feel sorry for him and if we are four, we can play in teams," Khumo said.

Khumo asked Thomas to play with them. Thomas was unsure, but then he smiled. They played two-on-two soccer, and it was so much fun. "Come play again tomorrow!" said Bonga.

"I'm proud of you, Khumo," Mr. Ngoma said later. Khumo felt proud of himself too.





Comprehension

Write the answers in your exercise books:

1. Who are Khumo's best friends?

Khumo's best friends are...and...

2. Who did Mr. Ngoma want Khumo to play with?

Mr Ngoma wanted Khumo to play with...

3. What game did the boys play?

The boys played...



Morphology

Use these word parts to build words:

un

Example:
unhappy

re

Example:
resend

dis

Example:
disappear



Write lists of words in
your exercise books.



Phonics

Take turns to read these sounds:



Note: At the end of a word, /l/ is written in different ways, like 'il' or 'al'.



Decoding

Blend sounds to read words:

pencil

fossil

evil

civil

lentil

basil



Fluency

Take turns to read aloud:

I wish I could dig up a fossil in my backyard.

Do you know what a fossil is? Fossils are the remains or marks of plants and animals that lived long ago. Sometimes fossils are bones, teeth, or shells. Other times, they are marks left in the ground, like footprints.

Fossils are found in rocks. Over a very long time, the remains of plants and animals are covered by sand and mud. These layers become hard and turn into rock. Fossils are cool because they help us learn about life before people were on earth.



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. like to eat I lentils
2. basil grow I

Can you see that these are present tense sentences?





Phonics

Take turns to read these sounds:



Note: At the end of a word, /us/ is written in different ways, like: 'us' or 'ous'.



Decoding

Blend sounds to read words:

joyous

dangerous

nervous

famous

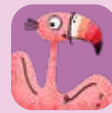
jealous

generous



Fluency

Take turns to read aloud:



Revise irregular words

world, whole, water

When I went on a trip, I missed my mom.

I asked my mom if I could go on a trip with my friend Dan and his dad. My mom allowed me to go. She helped me pack up my clothing in a bag. She gave me some money for my trip.

Then, I went camping with Dan and his dad. We slept in a tent, fished in a dam, and cooked on a fire. It was fun to camp with Dan and his dad, but I missed my mom. I felt glad to get back home.



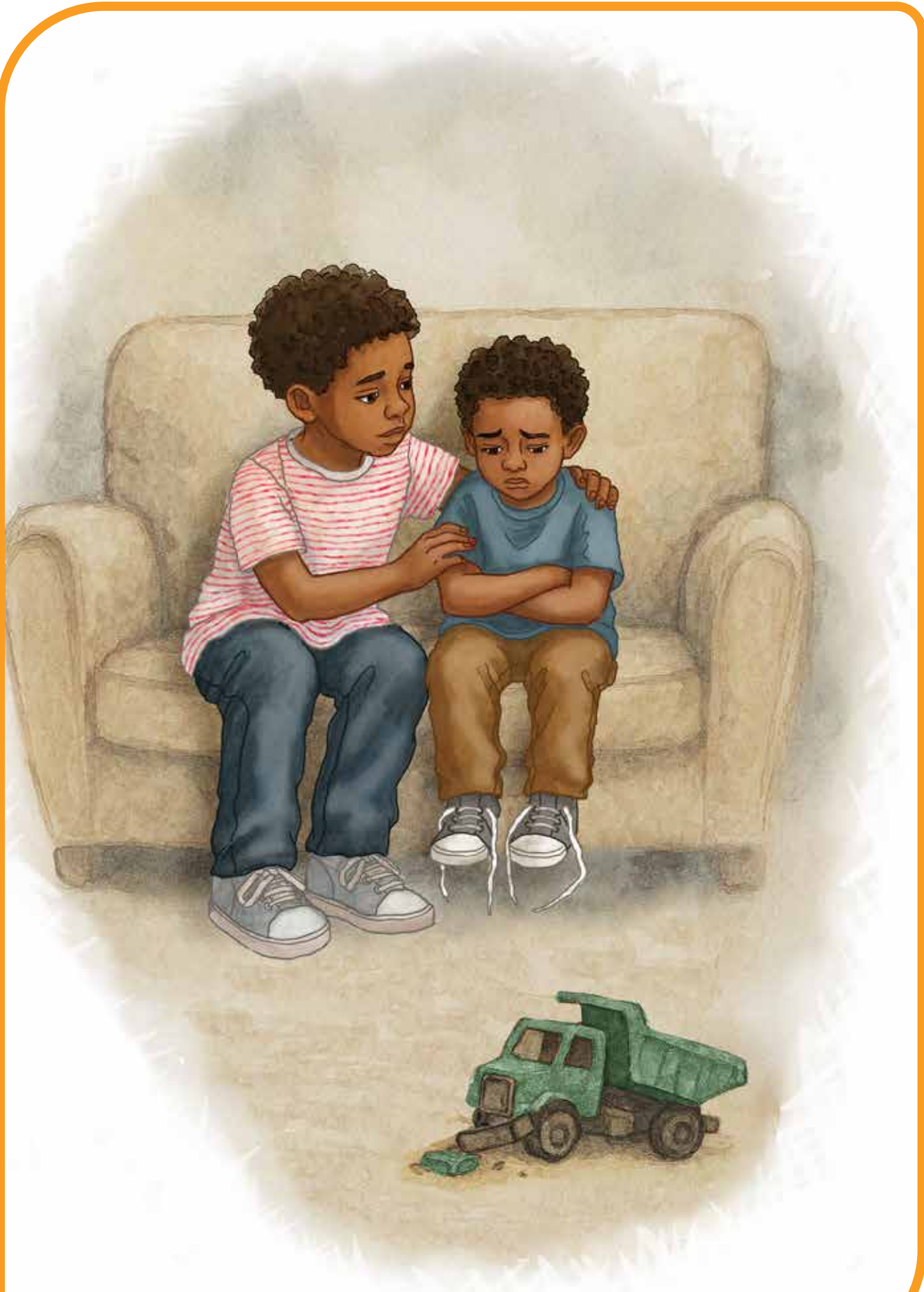
Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. grew basil I
2. felt nervous the boy

Can you see that these are past tense sentences?





Creative storytelling



Phonics

Take turns to blend these sounds:



+



+



Decoding

Blend sounds to read words:

spelled

kelp

spent

gulped

helped

spoken



Fluency

Take turns to read aloud:



Revise irregular words

could, should, would

I saw lots of kelp on the beach.

Kelp is a sea plant. It is a kind of seaweed. Kelp grows in forests called kelp forests. Kelp is important because it gives animals like fish, crabs and sea otters food and a safe place to live.



Encoding

Build words using these sounds.
Write the words in your book.

il	ous	s	p	l	e
n	c	t	a	m	v

e-v-il
s-p-e-n-t



Handwriting

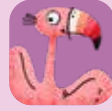
Copy into your exercise book:

What happened to Will's new
cool bike?



Fluency

Take turns to read aloud:



Learn new irregular words

says, earth

Peter's glasses

P.O. Box 599
Malalane
Mpumalanga
1320
2023/03/05

Dear Mr and Mrs Smith,

I am Peter's teacher. Today, I used different colours to write on the board. Peter does very well in class, but today, he could not see the writing on the board.

Peter has been struggling to see the board. He finally told me that he is short-sighted.

Peter's classmate, Julia, kindly swapped seats with him. Peter now sits at the front, so he can see the board. He is much happier in his new seat.

The school can help Peter to get glasses. Peter can get a free eye test from Dr. Eyes. He is the eye doctor who visits the clinic on Thursdays. Dr. Eyes has helped many children to get glasses.

If you agree to let Peter see Dr. Eyes, please send a letter of permission. The school secretary will be with Peter the whole time. Please call me if you have questions.

Many thanks,

Mr. Mbali



Comprehension

Write the answers in your exercise books:

1. Who is this from? Who is it written to?

The letter is from...to...

2. What do Peter's parents need to send?

Peter's parents need to send...

3. Do you think Dr. Eyes is a real name?

Yes, I think it is a real name.

No, I do not think it is a real name.



Morphology

We can break up words in different ways:

Discuss with your partner:

1

Into **sound** parts:

r-e-s-e-n-d

2

Into **syllable** parts:

re-send

3

Into **meaning** parts:

What is the meaning of **send**?
How does the word part **re**
change the meaning?



Now you try with these
words: rehear



Fluency

Take turns to read aloud:

The extra sandwich

One Monday morning, Mokgadi took his favourite sandwich out of his bag. He noticed that Matuma wasn't eating.

"Where is your lunch?" Mokgadi asked Matuma. "I don't have lunch. My mother is in hospital, but don't tell anyone," Matuma said. Mokgadi shared his sandwich with Matuma.

On Tuesday, Mokgadi asked his mom for two sandwiches. "Why?" she asked. "I'm extra hungry today," he said. His mother gave him two sandwiches and he gave one to Matuma at school.

On Wednesday, Mokgadi made an extra sandwich. His mother saw him and asked, "An extra sandwich again?"

"I have sports today, so I need extra food," he lied. At school he gave Matuma a ham and cheese sandwich.

On Thursday, Mokgadi was late for breakfast. "Please can you give me a sandwich for breakfast?" he asked his mom. At break, he was very hungry, but he still gave his extra sandwich to Matuma.

That night, Matuma's mother phoned Mokgadi's mother. "Thank you for making lunch for Matuma this week. I was in hospital," she said. Mokgadi's mother smiled to herself. She finally understood why her son needed the extra sandwiches.

"Mokgadi, I need to speak to you," Mother called him. "I know why you asked for extra lunch, but why didn't you tell me?"

"I promised Matuma I wouldn't tell," Mokgadi said. His mother said to him, "That was very kind. I am proud of you."





Comprehension

Write the answers in your exercise books:

1. Where was Matuma's mother?

Matuma's mother was...

2. What sandwich did Mokgadi give Matuma on Wednesday?

On Wednesday, Mokgadi gave Matuma a...sandwich.

3. Why didn't Mokgadi tell his mother the truth?

Mokgadi didn't tell his mother the truth because...



Morphology

Use these word parts to build words:

ly

Example:
coolly

ful

Example:
painful

in

Example:
incomplete



Write lists of words in
your exercise books.

Theme: We are engineers

Language Enrichment:

Quotation

The original words that someone said about something. When someone says something particularly powerful or meaningful, we take note of their words, so that we can repeat them.

“Children are born engineers – they are fascinated with designing their own creations, with taking things apart, and with figuring out how things work.”

Dr. Christine Cunningham

This means that children are naturally curious about building and discovering how things work. They enjoy creating, designing, and exploring, just like engineers do.

Stories:

William’s brilliant windmill



Xochitl’s solar water heater



Vocabulary

windmill:	A machine that uses the wind to make electricity or pump water.
drought:	A long time with very little or no rain, which makes it hard to grow food.
scrap yard:	A place where old or broken things, like metal, pipes, and bicycle parts, are kept so that people can reuse them to build or fix new things.
scrap materials:	Old or leftover items, like metal, pipes, or bicycle parts, that can be reused to make something new.
pump:	A machine that moves water from one place to another, like from a borehole to crops.
solar:	Using the power of the sun to make electricity or energy.
afford:	To have enough money to buy something.

Vocabulary

discarded:	Something that was thrown away or not wanted anymore.
invention:	A new thing that someone has made to solve a problem or help people.
beamed:	Smiled happily because you are proud of what you or someone else has done.
engineer:	A person who thinks of ideas and builds tools, machines, or systems to solve problems.
design:	A plan or drawing that shows how something will be made.
pulley:	A wheel with a rope or belt that helps to lift or move heavy things more easily.
tower:	A tall structure.
collapse:	When something falls down or breaks because it can't hold itself up.

Ask your family:



What have you built or made before?

What is something you would build or make if you could?





Phonics

Take turns to read these sounds:



Note: /or/ is written in different ways, like: 'our' or 'or'.



Decoding

Blend sounds to read words:

colourful

favour

humour

honour

journal

journalist



Fluency

Take turns to read aloud:

Can you do me a favour?

Can you do me a big favour? Can you tell me if you write in a journal? What kind of things do you like to write in your journal? When you write in a journal, does it make you feel good?

If I were going to get my own journal, what kind of journal should I get? Should I get a plain one or a colourful one? Should I get pages with lines on them or blank pages? Can you tell me what you think?



Encoding

Unjumble the words to make sentences.
Add punctuation marks and write the sentences in your book:

1. journalists newspapers write
2. meat my dad grilled

Can you see that these are present tense sentences?





Phonics

Take turns to read these sounds:

Note: The sound /E/ can be written in different ways like: 'ie' or 'ee'.



Decoding

Blend sounds to read words:

field

chief

thief

piece

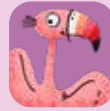
cookie

niece



Fluency

Take turns to read aloud:



Revise irregular words

earth, world, would

Auntie Dot made a cookie for her niece.

“Would you like a piece of my cookie?” Joy asked her friend Thembi.

“Oh, yes! Yum - that cookie looks good!” said Thembi.

“My Auntie Dot made these cookies for me!” Joy said. “They are my favourite cookies ever!”

“What flavour are these cookies?” Thembi asked, as she took a big bite.

“They’re snickerdoodle cookies. Have you ever heard of snickerdoodle cookies?” Joy asked.

Thembi’s mouth was too full for her to speak. She shook her head. “I have never heard of them, but they’re my new favourite!” she said.

v



Encoding

Unjumble the words to make sentences.

Add punctuation marks and write the sentences in your book:

1. kevin his little sister played with
2. took a piece of my cookie the thief

Can you see that these are past tense sentences?





Theme: **We are engineers**



Phonics

Take turns to blend these sounds:



+



+



Decoding

Blend sounds to read words:

shield

yield

milk

bulky

silk

shielded



Fluency

Take turns to read aloud:



Revise irregular words

says, people, because

I got my mom a silky new scarf for her birthday.

I went to the shops to get my mom a birthday gift. I wanted to find something special for her. I looked and looked, until I found a yellow, silk scarf. "This is perfect," I thought. "My mom's favourite colour is yellow and it is so soft and silky!"



Encoding

Build words using these sounds.
Write the words in your book.

f-a-v-our
m-i-l-k

our	ie	l	d	k	f
a	v	m	i	ch	ed



Handwriting

Copy into your exercise book:

Xavier went the extra mile
to study for his exam.



Fluency

Take turns to read aloud:



Learn new irregular words

special, ocean

Stop the fires!

Marang and his mother lived outside Cape Town.

His uncle built them a small house from metal sheets. It had a door and two windows.

The house was small but Marang had his own bed and a cupboard to put his clothes and things. His mom worked hard to make their house nice.

In their block of little houses, Marang had many friends. It was fun to play after school.

But every year around December, the wind grew very strong.

Everyone watched out for fires. The wind made the flames grow strong and travel fast.

The boys decided to do something. They wanted to stop the fires from burning their houses.

Every day, they collected the rubbish and buried it away from their block.

On Saturdays, they dug up the grass around their block, and carried it away.

Soon, other families noticed what the boys were doing.

They saw that the boys' block looked neat and tidy.

They also saw that they were safer from fires.

Before long, many people copied Marang and his friends. And from then on, there were less fires.



Comprehension

Write the answers in your exercise books:

1. Where did Marang live?

Marang lived...

2. What did the wind do to fire?

The wind made...

3. What did the boys do to try and stop fires?

The boys...



Morphology

We can break up words in different ways:

Discuss with your partner:

1

Into **sound** parts:

s-k-i-l-l-f-u-l

2

Into **syllable** parts:

skill-ful

3

Into **meaning** parts:

What is the meaning of **skill**?
How does the word part **ful**
change the meaning?



Now you try with these
words: fearful, hurtful



Fluency

Take turns to read aloud:

William's brilliant windmill

William grew up in a village called Wimbe, in Malawi. There was no electricity in Wimbe. The villagers depended on rain to water their crops.

When William was 14, there was a drought in Malawi. The farmers couldn't water their crops, so there was not enough food.

William's family could only eat one small meal at night. William had to leave school. His parents couldn't afford to pay for his school fees.

Since William no longer went to school, he spent lots of time in the library. One day he found a book called 'Using Energy'. The book explained that you could use windmills to create energy.

William decided that he would use a windmill to bring energy to his village.

William searched in the scrap yard to find materials he could use to make a windmill. Some people laughed at him, but he carried on.

One night, William finally got the windmill to turn. The windmill made enough energy to power four lights and the radio. William used the lights to read at night.

William wanted to bring electricity and water to his whole village. He worked hard to build a big windmill. He used his new big windmill to pump water from a well. Now the farmers could water their crops!

A few years later, a man came to write William's story in the newspaper. Many people around Malawi and the world, read William's story. Some people were so impressed by his story that they paid for William to go to school and university.





Comprehension

Write the answers in your exercise books:

1. Where did William live?

William lived in...

2. Where did William spend time when he left school?

William spent time in the...

3. What did William build?

William built a...



Morphology

Use these word parts to build words:

un
Example: undress

ly
Example: loudly

er
Example: teacher



Write lists of words in
your exercise books.



Decoding

Change the sentences to past tense:

Remember, when we change a sentence to past tense, we:

- *Change the verb to show that the action has already happened.*

1. Copy the sentence into your exercise book:

Sally eats toast with jam.

2. Find and underline the verb:

Sally eats toast with jam.

3. Write the verb in the past tense:

ate

4. Write the sentence in the past tense:

Sally ate toast with jam.

5. Repeat with sentences:

- a. Sam plays outside.
- b. Mom cooks meat.
- c. Granny punishes the silly dog.



Syntax

Unjumble the past tense sentences:

1. Copy the sentence into your book:

ate peter a cake

2. Find and underline the subject:

ate peter a cake

3. Find and circle the verb:

(ate)peter a cake

4. Find and shade over the object:

ate peter a cake

5. Write the sentence as follows:
subject + verb + object

peter ate a cake

6. Add punctuation marks:

Peter ate a cake.

7. Repeat with sentences:

- a. sang a dad song
- b. the dog the car chased
- c. painted a painting mary



Syntax

Change the sentences to past tense:

- Lee plays one the playground.
- I swim in the lake.
- Jon smiles for the camera.



Syntax

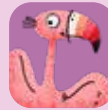
Unjumble the past tense sentences:

- ezra his sister hugged
- jumped baby on the bed
- baked scones mom



Fluency

Take turns to read aloud:



Revise irregular words

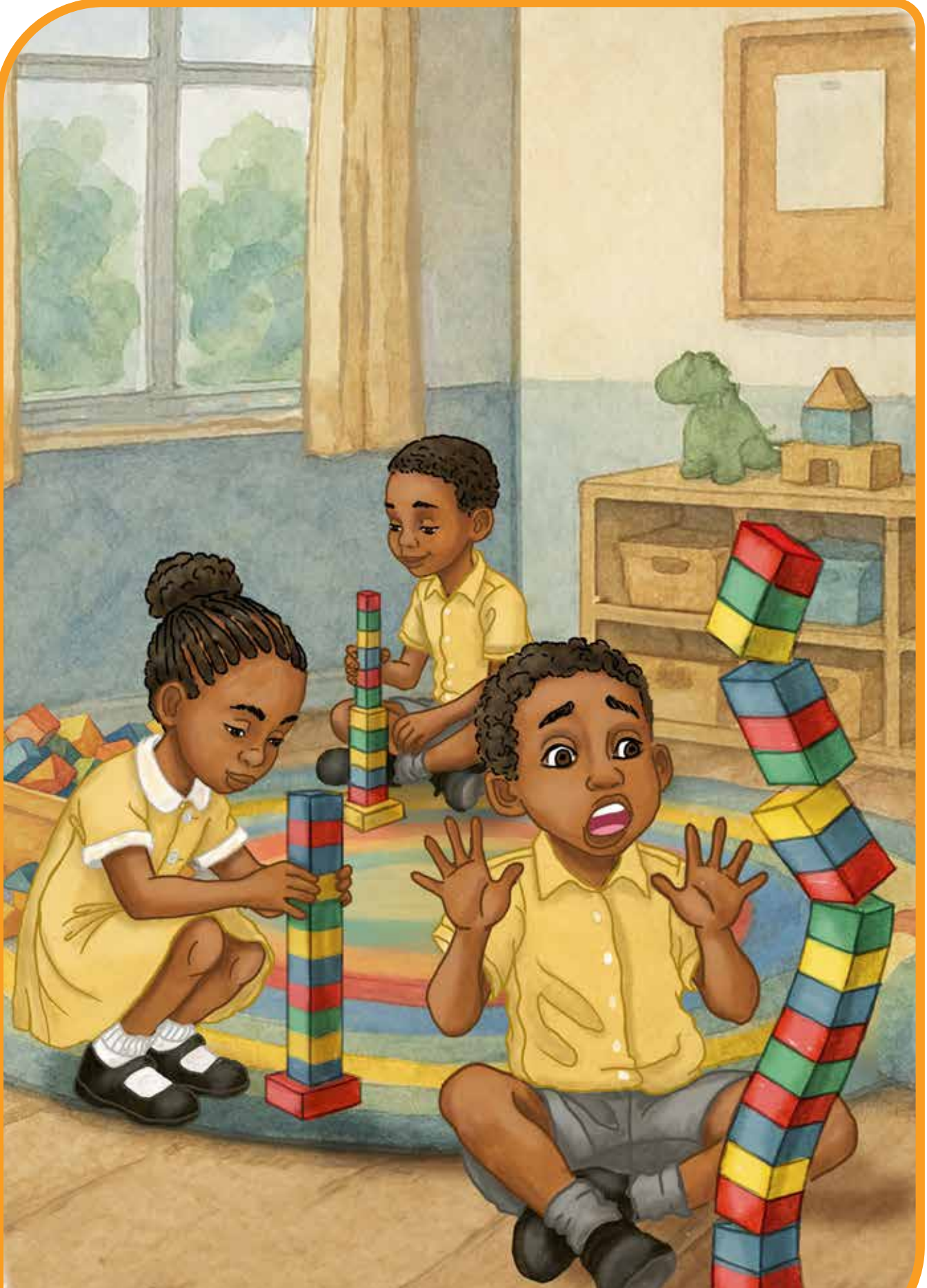
earth, ocean, people

My favourite treats are cookies and brownies.

I like to bake

I am an expert baker. My favourite things to bake are cake, cookies, and brownies. When I bake these treats, my whole kitchen smells sweet. It might make your mouth water if you come into the kitchen when these treats are baking.

I like to bring freshly made treats to special people in my life. It makes me feel happy to see the people I love enjoying the treats that I make. I like the taste of the treats I make, but the real reason I like baking is because I get to share yummy foods with my family and friends. Baking is a way to show love and care.



Creative storytelling



Syntax

Change the sentences to past tense:

- Gavin feels sad.
- Ben speaks to his granny on the phone.
- Amanda jumps up and down.



Syntax

Unjumble the past tense sentences:

- ollie afraid the big dog was of
- listened to the little girl her mother
- apples chopped up some I



Fluency

Take turns to read aloud:



Revise irregular words

special, friend, listen

My family has traditions for birthdays.

Traditions

Traditions are special things that people do again and again. Families and communities share traditions to celebrate, remember, and have fun together. Traditions can be old or new. They help people feel connected to each other and to their past. Traditions can help make us feel like we belong.

Some traditions happen on holidays or special days. People may cook special foods, wear special clothes, sing songs, or tell stories. For example, a family might have a big meal together every Sunday, or light candles on a special day.



Fluency

Remember, fluency means:

- Reading the story without mistakes.
- Reading the story at a good pace, like you are speaking.
- Reading the story with expression.

Take turns to read aloud:

Palesa Masuku: problem solver

Who is Palesa Masuku?

Palesa Masuku is a South African scientist. In 2011, she won a prize for her stove design. This is the story of how Palesa used her design skills to solve a problem that she saw.

The problem

Palesa saw that there were many people who couldn't afford coal or paraffin to cook and keep warm. She wanted to design a cheaper stove.

Investigate

Palesa found out that the nuts of the Marula tree are useful, because they burn well and slowly.

Design

Palesa designed a stove. Instead of using coal, she designed it to burn Marula nuts.

Make

Palesa made her stove that used Marula nuts and shells instead of coal.

Test

Palesa tested her stove. It produced heat, boiled water and cooked food. It passed her test!

Share

Palesa shared her design. She entered a competition and won!

Why did Palesa win?

In many places, Marula nuts and shells can be found on the ground for free. This means that many people have a cheap way to cook and keep warm.



Comprehension

Write the answers in your exercise books:

1. What problem did Palesa want to solve?

Palesa wanted to...

2. Why are Marula nuts useful?

Marula nuts are useful because...

3. Are there Marula trees where you live?

Yes, there are Marula trees where I live.

No, there are not Marula trees where I live.



Morphology

We can break up words in different ways:

Discuss with your partner:

1

Into **sound** parts:

r-e-p-l-a-y

2

Into **syllable** parts:

re-play

3

Into **meaning** parts:

What is the meaning of **play**?
How does the word part **re**
change the meaning?



Now you try with these words: retell, reroute

**Fluency**

Take turns to read aloud:

Xochitl's solar water heater

One day, Xochitl (So-cheel) was walking home. She saw that the trees were gone. She wondered where all the trees had gone.

The next morning, she saw her father putting logs on the fire to heat water. She realised that the trees were being cut down to make fire to heat water. Xochitl decided she would try to make a water heater that did not kill trees or cost a lot of money.

When Xochitl came home from school, she started working on her design. She collected plastic bottles, glass, hose and wood. When she had enough materials, she put them together. She connected the hose to the plastic bottles. She painted the bottles black. Her father helped her to build a box for the water heater.

The next day before school, Xochitl put water in the bottles. Then she put her heater into the sun to see if it would work.

After school, she ran home to test her heater. She opened the hose and steaming hot water came out! "Look Papa! It works!" Xochitl told her father. "Well done!" said Xochitl's father.

Xochitl made a bigger heater to heat enough water for her family to bath. She put it up on the roof so that it could get a lot of sun. Everyone saw the heater and they all wanted one. Once everyone had Xochitl's heater, they could heat their water with the sun. People no longer had to cut down trees for firewood.



Xochitl won an award from the University of Mexico for her solar water heater design.



Comprehension

Write the answers in your exercise books:

1. **What did Xochitl decide to make?**
Xochitl decided to make...
2. **What did Xochitl's father help her build?**
Xochitl's father helped her build...
3. **What problem in your community would you like to solve?**
I would like to solve the problem of...



Morphology

Use these word parts to build words:

dis
Example: disappear

un
Example: unlock

ly
Example: bravely



Write lists of words in your exercise books.

**Copyright © 2026 National Educational
Collaboration Trust (NECT)**

This work is licensed under a **Creative Commons
Attribution–NonCommercial–NoDerivatives 4.0
International License (CC BY-NC-ND 4.0)**.

Additional permissions beyond the scope of this license
may be available. For further information, please
contact the publisher at **materials@nect.org.za**.

First edition, 2026





NHLRP

National
Home Language
Reading Programme

