

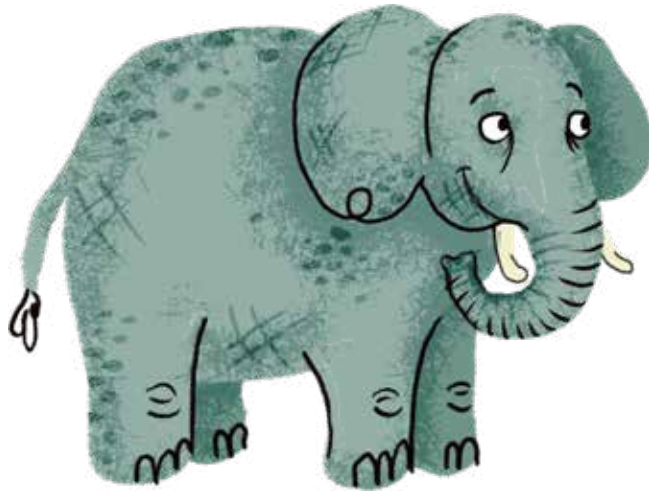
Anthology

ENGLISH
HOME LANGUAGE

TERM 3

GRADE
1





Anthology

GRADE 1 | TERM 3

ENGLISH

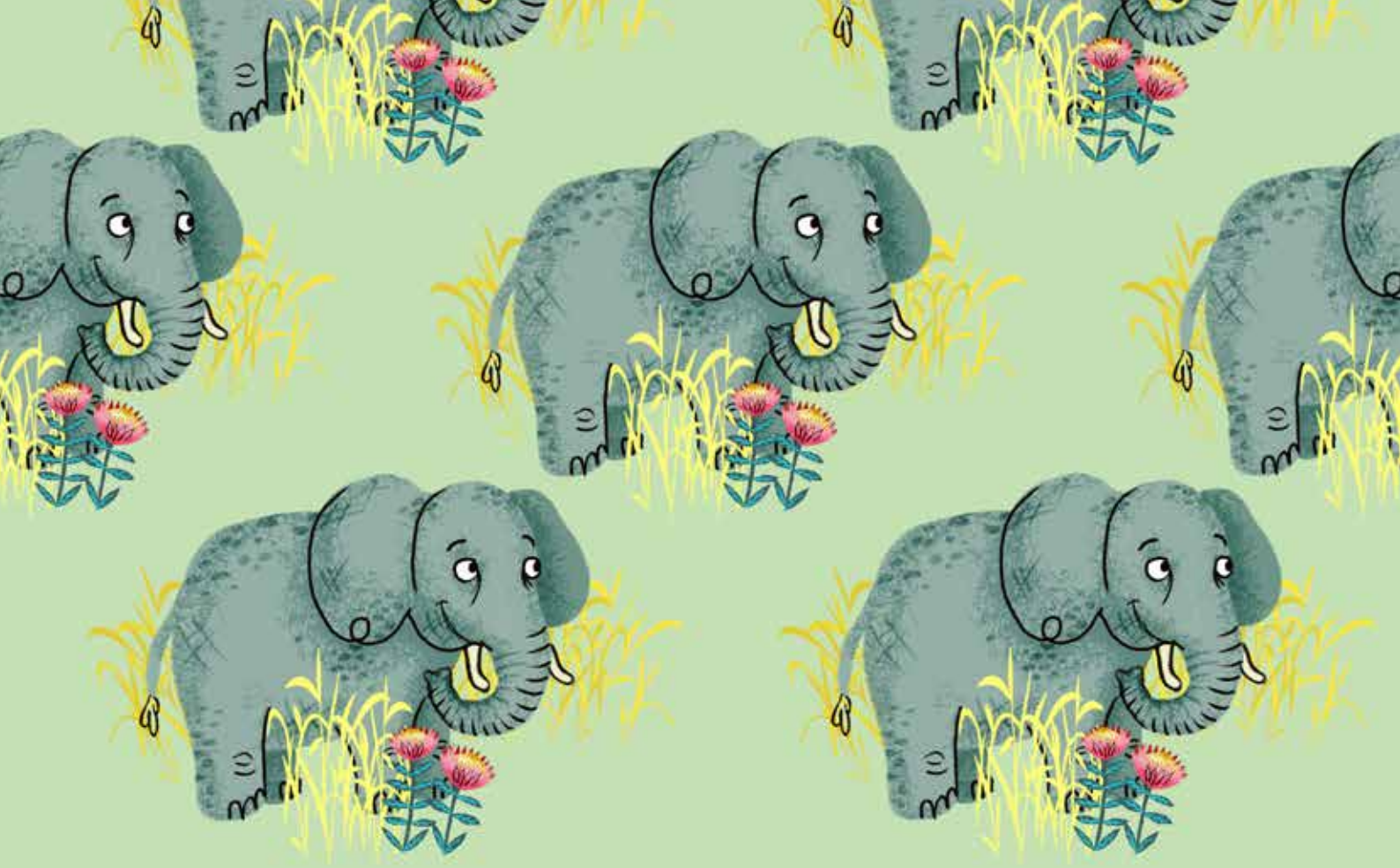
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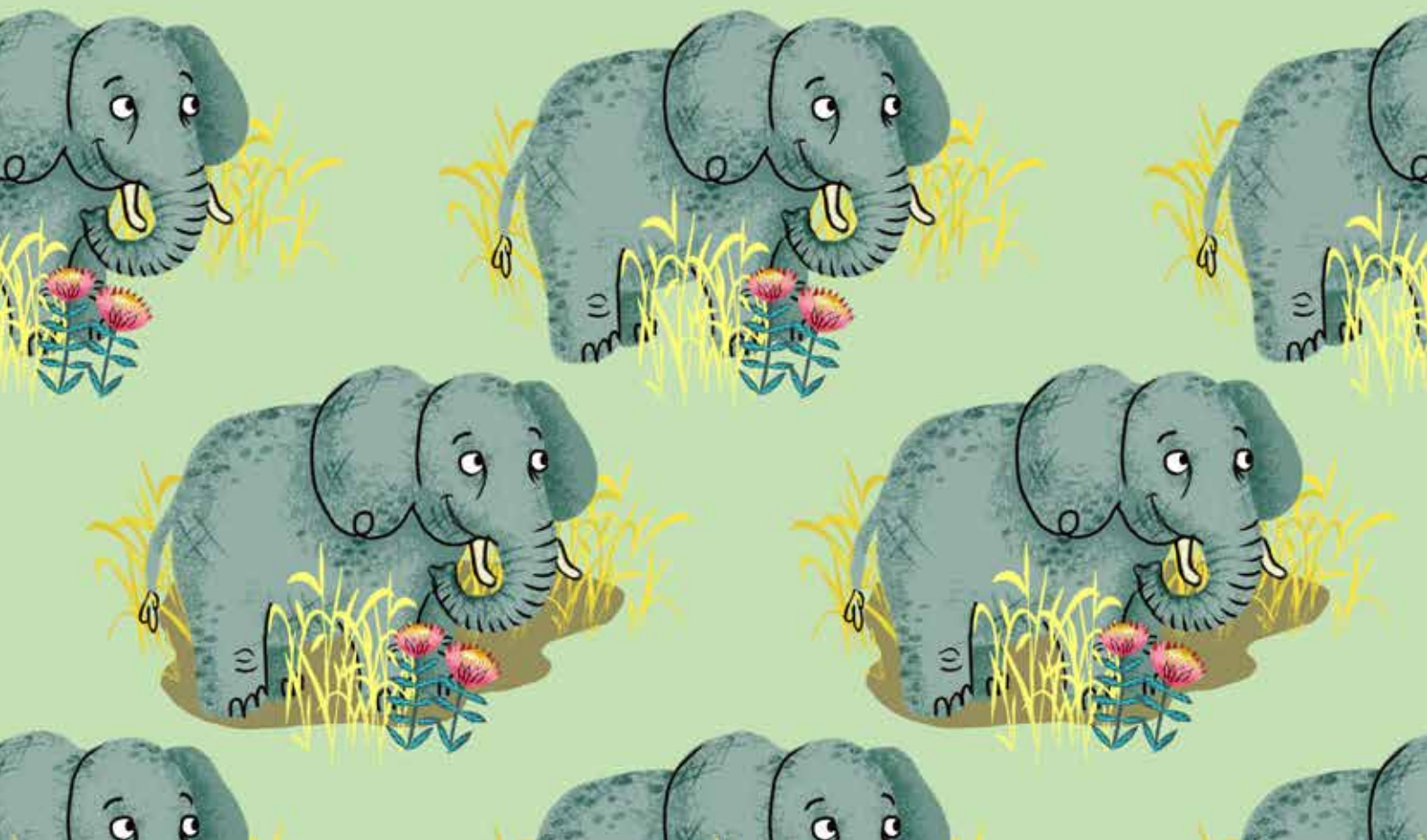
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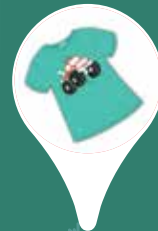




TERM 3



MAP OF SOUTH AFRICA



Bohlale's
new t-shirt



The perfect
pants

**Northern
Cape**



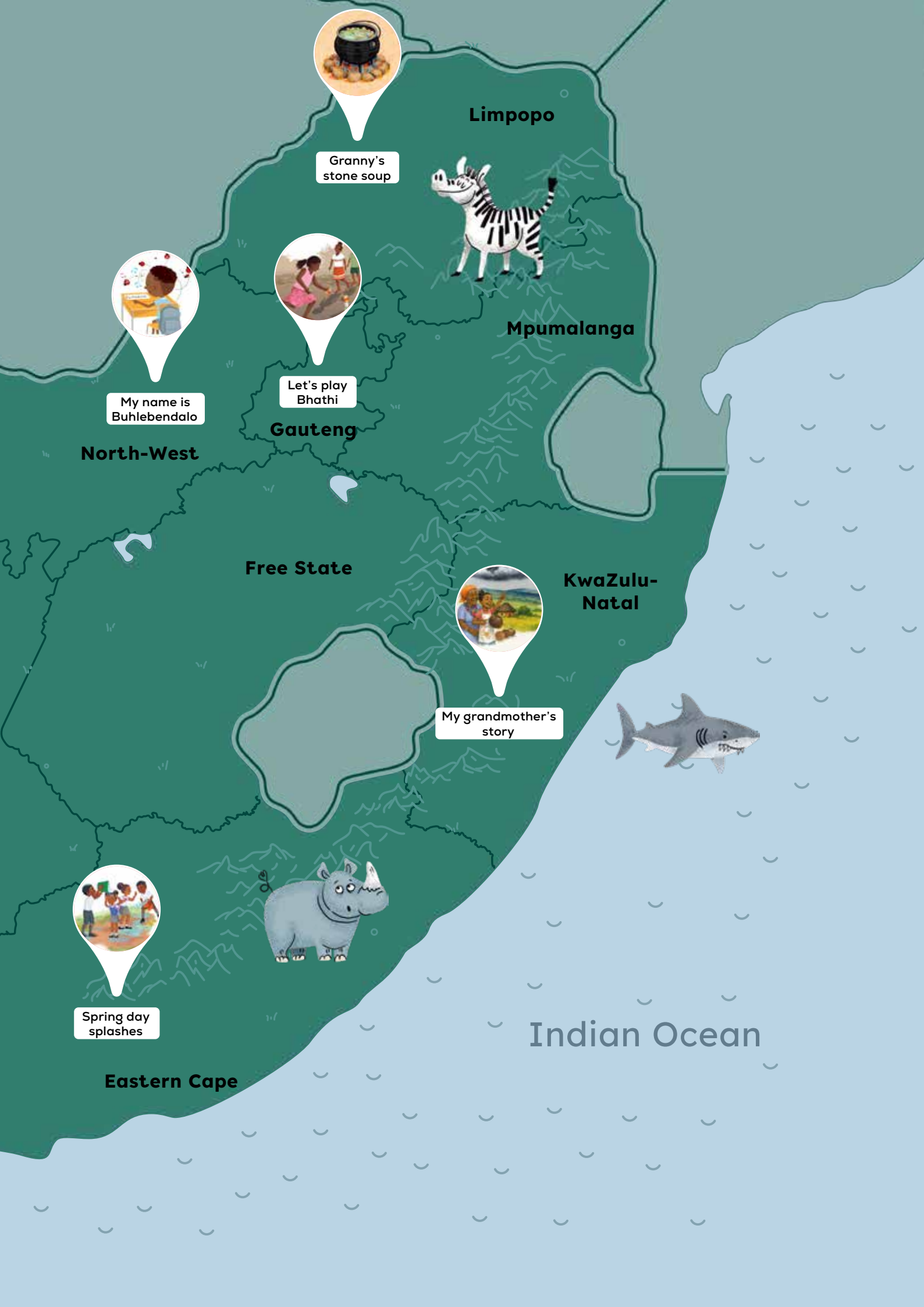
The jacket
is mine!



Western Cape

Atlantic Ocean





Limpopo

Granny's
stone soup



Mpumalanga



My name is
Buhlebendalo

North-West



Let's play
Bhathi

Gauteng

Free State



My grandmother's
story

KwaZulu-
Natal



Spring day
splashes

Eastern Cape



Indian Ocean

TERM 3 STORIES



The jacket is mine!

1



The perfect pants

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Let's play Bhathi

51



Spring day splashes

63



My name is Buhlebendalo

77



Bohlale's new t-shirt

91

STORY 1

THE JACKET IS MINE!

Theme: Our clothing



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help learners understand that children grow and outgrow their clothing. Often, when one child outgrows a piece of clothing, it is passed down to a younger sibling to wear. It can feel hard when we outgrow a piece of clothing that we love - and then see a sibling wearing it!



Some points to share with your learners

- In winter, we wear special kinds of clothes to keep warm, like hats, jerseys, jackets and socks.
- Children are always growing, and as they get bigger they outgrow their clothes.
- Clothes that are too small can feel tight and uncomfortable, and it can be difficult to move when we try to squeeze into them.
- Younger siblings sometimes wear hand-me-down clothes from older brothers or sisters.



Comprehension Strategy: Visualise

- What it is: Creating a mental picture of what is happening in the story.
- Why we use it: To make the story feel more real and interesting.
- How it helps: It helps you understand what the characters and places look like and makes the story more vivid.



To use this strategy:

Page & paragraph	Read	Say
4,1	Matshepo got out of bed. She put on her jeans. She put on a shirt and a jersey. She put on socks and shoes. She put on a fluffy hat.	I visualise Mashepo trying to get dressed as quickly as she can because she feels so cold!
10,3	“Matshepo, what are you doing in all of those old clothes?” her mother asked. “Those don’t fit you anymore!”	I can visualise the small, tight clothes looking so silly on Matshepo!

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



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



She put on a shirt
and a jersey.



She put on socks and shoes.



She put on a fluffy hat.

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

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



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



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



“Maybe Mama is with Mme Tsiki,” Matshepo thought. But before she could get to Mme Tsiki’s house, she saw her little sister Felleng running outside. Felleng was wearing a beautiful, yellow jacket with pink and red flowers, and big purple buttons. “Hey! That is my jacket!” Matshepo thought. Matshepo was freezing. She did not want to fight with her sister outside in the cold. She ran home. “Felleng is a thief! I wonder what else she has stolen from me,” Matshepo thought, angrily.



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



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



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

Matshepo tried to open the bottom drawer but she couldn’t bend over in all of her tight clothes. And at that moment, her mother walked into the bedroom.

Her mother began to laugh. “Matshepo, what are you doing in all of those old clothes?” her mother asked. “Those don’t fit you anymore!”



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

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



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



The next morning, Matshepo got dressed for church. She put on her brand new jacket and walked outside. Felling looked at her. “I want that jacket!” Felling said, “That is the most beautiful jacket I have ever seen!”

Matshepo put her arm around her sister. “Don’t worry, Felling. Someday it will be your jacket!”





Read 1

What was Matshepo looking for?

She was looking for her jacket.

Where did she find her jacket?

She found her sister Felleng wearing her jacket.

Why did Matshepo call her sister a 'thief'?

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



Read 2

What did Mashepo find when she opened Felleng's drawers?

She found her old clothes.

Have you ever outgrown a piece of clothing? What happened to it?

When I outgrew...

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

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

STORY 2

THE PERFECT PANTS

Theme: Our clothing



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that children grow and outgrow their clothing - just like the story from the week before: The jacket is mine. In both stories, the main characters outgrow clothing they once loved. They both find a new piece of clothing they love in the end.



Some points to share with your learners

- Children are always growing, and as they get bigger they outgrow their clothes.
- Different clothes fit and feel differently on the body (tight, loose, stiff, soft). Clothing is made from different kinds of materials that affect how they feel.
- Shops have fitting rooms where you can try clothes on before buying them, to make sure they fit and you like the way they look and feel.
- It is normal to change what we like as we grow and try new things.



Comprehension Strategy: Make connections

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



To use this strategy:

Page & paragraph	Read	Say
17,1	But the fact was, her pants just didn't fit anymore. She had been squeezing into them for months. That is, until one day when the button popped off.	I can make a connection between our two stories. Both Fadzi and Matshepo have outgrown a piece of clothing that they love.
18,1	Fadzi tried to cover it up, but when her mother noticed, she began to laugh. "That's it! It's time for new pants!" she announced.	I can make a connection between our two stories. Both Fadzi's mother and Matshepo's mother laugh when they see their children trying to squeeze into clothes that don't fit anymore. They laugh not to be unkind, but to show that the child looks funny trying to squeeze into clothing that is too small.

Fadzi hated new clothes. She loved the soft, comfortable feeling of her clothes that had been worn and washed day after day. But the fact was, her pants just didn't fit anymore. She had been squeezing into them for months. That is, until one day when the button popped off.



Fadzi tried to cover it up, but when her mother noticed, she began to laugh.

“That’s it! It’s time for new pants!” she announced.



A few days later, when Fadzi and her father went to the shops together, she sulked the entire way there. “I don’t want new pants!” she thought.



Fadzi's father helped her collect different styles of pants in her size. She took them into the fitting room.

"I'll be outside. Let me know when you find a pair of pants you like," he said.



First, Fadzi tried on a pair of cool, black pants.

“Maybe they’re not too bad?” she thought as she took them off the hanger. But when she tried them on, the material was uncomfortable. It felt rough and scratchy against her skin.

“I don’t want new pants!” she thought.



Next, Fadzi tried on some stylish, dark, blue jeans.

“Maybe I will look cool in these?” she thought as she took them off the hanger. But when she tried them on, the material felt stiff. She felt like she could barely move. When she tried to squat, the pants cut into her waist.

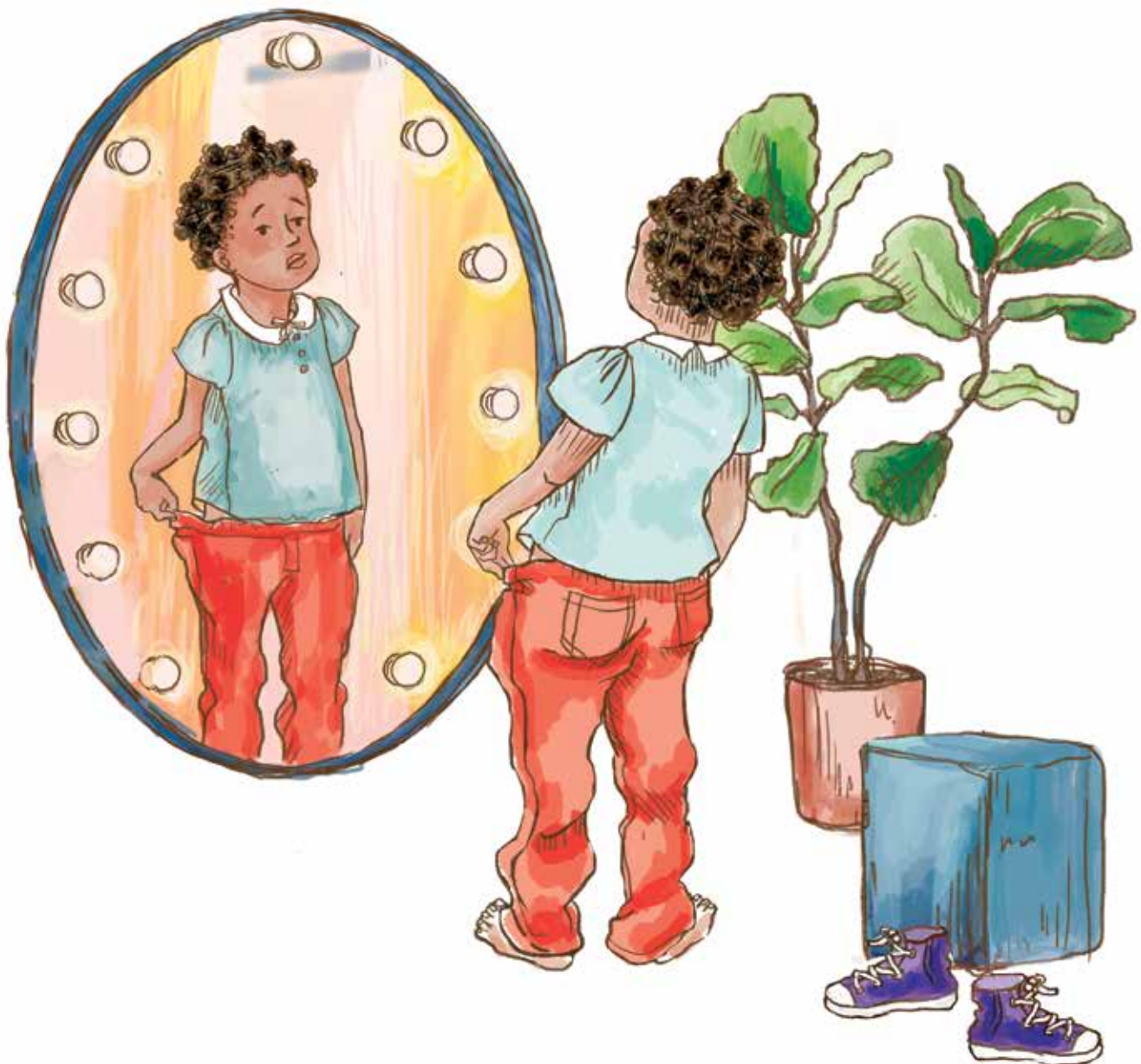
“I don’t want new pants!” she thought.



After that, Fadzi tried on a pair of bright, red pants.

“Maybe these will be comfortable?” she thought as she took them off the hanger. But when she tried them on, they felt too baggy. They felt heavy. And she worried that they would fall down as she ran and played in them.

“I don’t want new pants!” she thought.



“How’s it going in there?” Fadzi’s father called from outside the fitting room.

“I can’t find any pants I like,” she said, putting her old, perfect pants back on.



When Fadzi found her father, he was standing next to a rack of flowy, floral skirts. Fadzi's eyes lit up. "What about these?" she asked, "can I try some skirts?"

"You like them more than pants?" he asked. Fadzi nodded yes.



When Fadzi put the first skirt on, she knew it was right. The material was so soft. It felt silky against her skin. The skirt didn't feel stiff. When she sat down, it stretched perfectly in all the right places. It felt as comfortable as her old, perfect pants.

Fadzi hadn't found perfect pants, but she had certainly found the perfect skirt.





Read 1

What kind of pants did Fadzi try on?

She tried on black pants, dark blue jeans, and bright red pants.

What did Fadzi find at the shop?

She found a new, perfect skirt.

Why didn't Fadzi get new pants?

- Because she got a skirt instead.
- Because none of the pants felt comfortable, but the skirt felt comfortable.
- Because the black pants she tried on felt rough and scratchy against her skin.
- Because the blue jeans she tried on felt stiff.
- Because the red pants she tried on felt heavy and baggy.
- Because the skirt felt right when she put it on!



Read 2

How do you think Fadzi felt when the button popped off her pants?

I think she felt sad/upset/frustrated.

How do you think Fadzi felt when she finally found a skirt she liked?

I think she felt happy/relieved.

Why did Fadzi feel frustrated?

- Because the button popped off the pants she loved.
- Because she didn't want to go to the shop to get new pants.
- Because she missed her old, comfortable pants.
- Because she didn't want to get new pants – she wished she could wear her old, comfortable pants.
- Because none of the pants she tried on were like her old pants.
- Because none of the pants she tried on felt comfortable.
- Because the black pants she tried on felt rough and scratchy against her skin.
- Because the blue jeans she tried on felt stiff.
- Because the red pants she tried on felt heavy and baggy.



STORY 3

MY GRANDMOTHER'S STORY

Theme: Our grandmothers



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand how skills and traditions can be passed from one generation to the next through teaching, practice, and shared experiences.



Some points to share with your learners

- Families pass skills and traditions from one generation to the next. Sometimes grandparents teach children things that they learned from their own parents or grandparents. This helps keep traditions alive.
- People can use materials from nature to make useful things. Clay is a type of soil that can be shaped into pots and other objects.
- Pottery is a skill that takes practice to learn. People usually need to practise many times before they become good at it.
- When clay is wet, it is soft and easy to shape. When it dries, it becomes hard and keeps its shape. If wet clay gets rained on, it can become soft again and lose its shape.



Comprehension Strategy: Monitor comprehension

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



To use this strategy:

Page & paragraph	Read	Say
31,1	Lungi had never seen anything as beautiful as the pots her grandmother made. Her grandmother mixed the clay from the soil. It seemed like magic to Lungi. "I want to make pots just like you!" Lungi told her Gogo.	Let me stop and think...Let me check that I understand: What does Lungi think about her grandmother's pots? Oh, I understand. She thinks they are so beautiful that she wants to make pots too.
34,1	Then Gogo showed Lungi how to mix clay from the soil. She showed Lungi how to form the pot carefully by turning it round and round. She showed Lungi how to scratch designs onto her pots to make them beautiful. She showed Lungi how to put her pots out into the sun to make them dry.	Let me stop and think...Let me check that I understand: What steps does Lungi need to follow to make a pot? First, she needs to mix clay from the soil, then she needs to form the pot, then she needs to scratch a design on her pot, and finally she can put it out in the sun to dry.

Lungi had never seen anything as beautiful as the pots her grandmother made. Her grandmother mixed the clay from the soil. It seemed like magic to Lungi. “I want to make pots just like you!” Lungi told her Gogo.

Gogo smiled. “That’s a good idea!” she said, “I learned to make pots when I was your age!”



“When I was eight like you, I used to watch my mother make clay pots. She mixed the clay from the soil. She formed the pots with her hands, and then she put them in the sun to dry. The first time I made my own pot, she showed me how to form the pot carefully and turn it round and round. She showed me how to scratch a design onto the pot to make it beautiful! Then, she showed me how to put it out in the sun to dry. But that night, while I was asleep it began to rain!”

“When I woke up, I could not find my pot. All I could find was a trail of red soil running down the garden! My first pot was ruined!” Gogo laughed.



Lungi sat with her Gogo and tried to imagine her as a little girl. “Why didn’t you teach my mom?” Lungi asked.

“Oh Lungi, I tried!” Gogo laughed. “But, your mom never liked making pots! Your mom loved to dance – she carried on that tradition for us instead!”



Then Gogo showed Lungi how to mix clay from the soil. She showed Lungi how to form the pot carefully by turning it round and round. She showed Lungi how to scratch designs onto her pots to make them beautiful. She showed Lungi how to put her pots out into the sun to make them dry.

“You will need lots of practice!” Gogo explained. Lungi and Gogo made pots together all day.



Once all Lungi's pots were dry and shiny, Lungi picked out the one she was most proud of.

"Can I keep this one inside?" Lungi asked Gogo.

"Why do you want to bring it inside?" Gogo asked.

Lungi looked up at the sky. There were clouds in the distance. "I don't want it to melt in the rain, like your first pot!" Lungi explained.





Read 1

What is the most beautiful thing Lungi has ever seen?

Her grandmother's pots.

How old was Gogo when she learned to make pots?

Gogo was eight years old, like Lungi.

Why does Lungi want Gogo to teach her how to make pots?

- Because she thinks her Gogo's pots are beautiful.
- Because she admires Gogo – she wants to be more like her!
- Because Lungi's mother doesn't know how to make pots – she has to learn from her Gogo.
- Because making pots is not easy – someone must show you what to do!



Read 2

Who did Gogo learn to make pots from?

She learned to make pots from her mother.

Why didn't Lungi learn how to make pots from her mother?

Because her mother never learned how to make pots.

Why did Lungi want to bring her favourite new pot inside?

- Because Gogo's first pot was ruined in the rain!
- Because these are the first pots Lungi ever made! They are special for that reason.
- Maybe Lungi wants to show her mother that she can finally make a pot on her own.
- Because Lungi sees clouds. She remembers that Gogo's first pot got ruined in the rain. She doesn't want the same thing to happen to her first pot!

STORY 4

GRANNY'S

STONE SOUP

Theme: Our grandmothers



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help learners understand that people can use clever ideas and teamwork to help each other in difficult times.



Some points to share with your learners

- Grandparents and elders often use their wisdom, stories, and life experience to guide and help their families and communities.
- Rain is important for growing crops and feeding animals. When there is a drought (a long time with very little rain), people and animals may not have enough food.
- Soup is made by cooking different ingredients together in a pot, usually over a fire. Soup does not usually contain stones.
- People in communities can help each other by sharing what they have. When everyone contributes a little, it can make something big and helpful for everyone.



Comprehension Strategy: Make evaluations

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



To use this strategy:

Page & paragraph	Read	Say
40,1	Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. "Aha!" shouted Granny, "I have a plan! Tselane, it's time to make my famous stone soup!"	I make the evaluation that Tselane's grandmother is clever. I think she can always make a plan, even when times are hard!
43,1	"Granny is making her delicious stone soup!" she told the villagers.	I make the evaluation that Tselane is clever, like her grandmother. She has a plan to make all the villagers curious about Granny's special soup.

Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.



Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. “Aha!” shouted Granny, “I have a plan! Tselane, it’s time to make my famous stone soup!”



Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. “These stones will make delicious soup!” Granny said. Tselane and Granny laughed happily! Granny added the stones to the water.



“Run to the village and tell everyone about my delicious stone soup, Tselane!” said Granny. Tselane ran to the village.



“Granny is making her delicious stone soup!” she told the villagers.



“Stone soup?” said the teacher.
“I don’t know about that.”



“Granny is famous for her delicious stone soup,” said Tselane.

“Oh yes – I love that soup,” said Granny’s friend. “I definitely need to have a bowl.”

“Can I taste?” asked the farmer.

“It sounds delicious,” said the herder.

“It is,” said Tselane.



Tselane thought for a moment.
“But there isn’t enough to share,” she said sadly. Everyone looked sad. They were hungry too.

“I have an idea!” said Tselane, “I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!”

“I can bring potatoes,” said the teacher.

“Carrots will add flavour,” said the farmer.

“I have sweet onions we can add,” said the herder.

“I will slaughter my last chicken for the pot,” said Granny’s friend.

All the villagers rushed home to see what they could find to add to Granny’s special stone soup.



Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!



The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!



After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the villagers had sat down together to eat and talk.

“What a wonderful day we have had,” said the farmer.

“Thank you for the stone soup,” said the herder.

“You have shown us that sharing makes us all richer,” said the teacher.



Tselane and Granny shared a secret smile.





Read 1

What ingredient did the teacher bring?

She brought potatoes.

What did the farmer add to the soup?

He brought carrots to add to the soup.

Who brought onions for the stone soup?

The herder brought onions.

Why did the soup taste good?

- Because each of the villagers brought an ingredient.
- Because all of the ingredients tasted good together.



Read 2

Why was Granny worried?

Because she didn't have enough food for her granddaughter!

Where was Granny when she decided to make stone soup?

She was sitting in her rocking chair.

How do the villagers feel after the feast?

They feel happy / full.

How do we know that granny and Tselane are clever?

We know they are clever because...



STORY 5

LET'S PLAY

BHATHI

Theme: We play outside



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that people from different places may use different names for the same game. It can also help them to understand that playing together can help us discover what we have in common.



Some points to share with your learners

- Families often visit each other during the holidays. During holidays, many children visit family members such as grandparents, aunts, uncles, or cousins. They may make new friends while they are visiting.
- The same game can have different names in different places. Sometimes people in different towns, communities or countries play the same game but call it by different names.
- People can misunderstand each other easily. Sometimes people can think they disagree because they are using different words. But, when they ask questions and explain what they mean, they may discover that they are talking about the same thing.
- Games and sports can be a good way to make new connections and friends.



Comprehension Strategy: Make inferences

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



To use this strategy:

Page & paragraph	Read	Say
53,1	Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends.	I can infer that the children in the story all live in other places. They have just come to the same place for the holiday.
57,4	“This game is just like Toti! It must be the same game!” Bulelwa laughed. “It is just like Chicago, too!” Xihlala said. “Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?” “Yes!” Chinedu said. “That is just like Bhathi!”	I can infer that the children expected the games to be different because they had different names. I think they feel surprised when they realise they are all talking about the same game.

Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends.

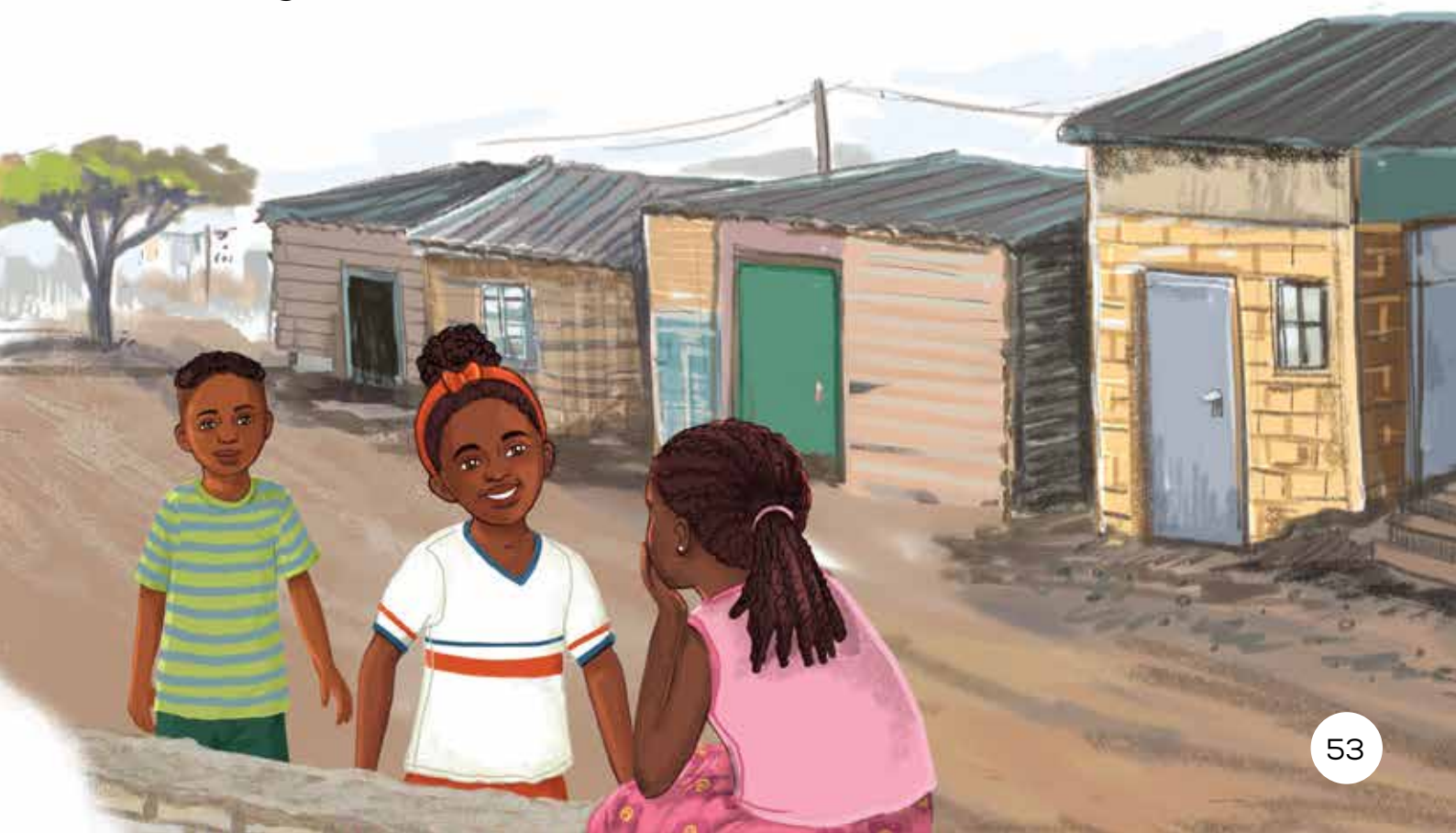
“I’m bored,” Bulelwa said, “let’s play Toti.”

“I don’t know that game,” Chinedu said, “let’s play Bhathi instead.”

“How about Chicago? That’s the most fun game!” Xihlala said.

“Chicago? That sounds like a city – not a game!” Bulelwa rolled her eyes.

They sat and argued about which game they should play. Back and forth, back and forth they went about which game was best.



“Fine!” Bulelwa finally backed down, “I guess we can play Bhathi if it is so great. How do we play?”

Chinedu stood up. “Okay, if we are going to play Bhathi, we need tins and a ball.”

“That sounds just like Chicago!” Xihlala said.

“You need tins and a ball to play Toti, too,” Bulelwa said.



“First we need to make two teams. One team is on, and the other team is the fielding team. The team that is on must run and try to stack their tins into a tall tower,” Chinedu continued. “Then, they must run to the home-zone!”

“That sounds just like Toti!” Bulelwa repeated.

“There is the same rule in Chicago too,” Xihlala repeated.

“Really?” Chinedu asked, “that’s strange!”

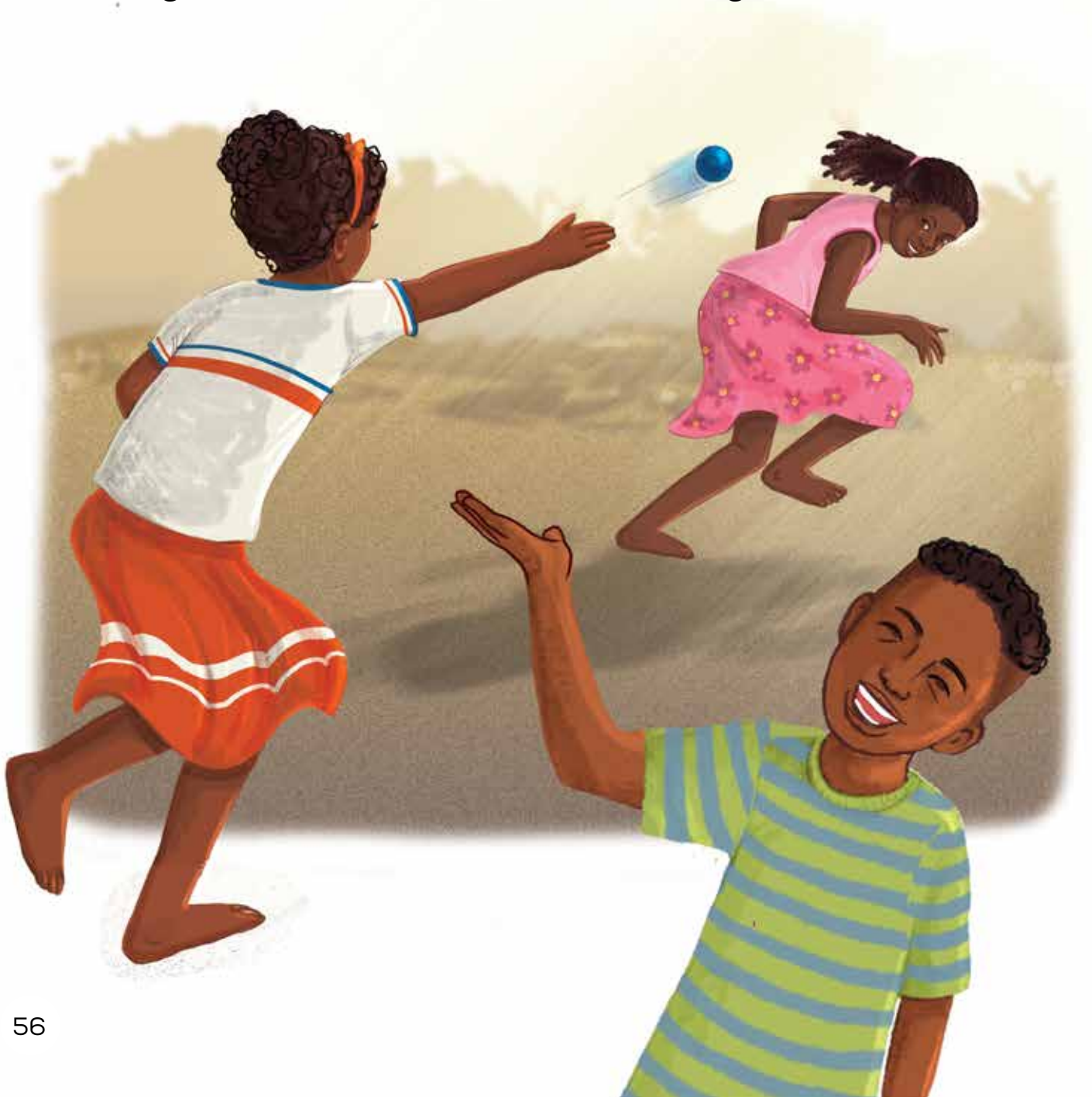


Chinedu went on. “The fielding team’s job is to hit the other team’s members with the ball. The other team’s members must try to duck and try not to get hit! If they get hit, they have to sit down.”

“That sounds just like Toti!” Bulelwa said, looking confused.

“There is the same rule in Chicago too,” Xihlala said.

“Really?” Chinedu asked, “that’s funny!”



“Okay so then, the fielding team must give the ball to the team in the home zone. Each member of the team has three chances to throw the ball and try to topple the stack of tins,” Chinedu explained.

“That sounds just like Toti,” Bulelwa said. “If the team topples the stack, do they get a point, and another chance to play?”

“Yes!” Chinedu said, looking confused. “How do you know?”

“This game is just like Toti! It must be the same game!” Bulelwa laughed.

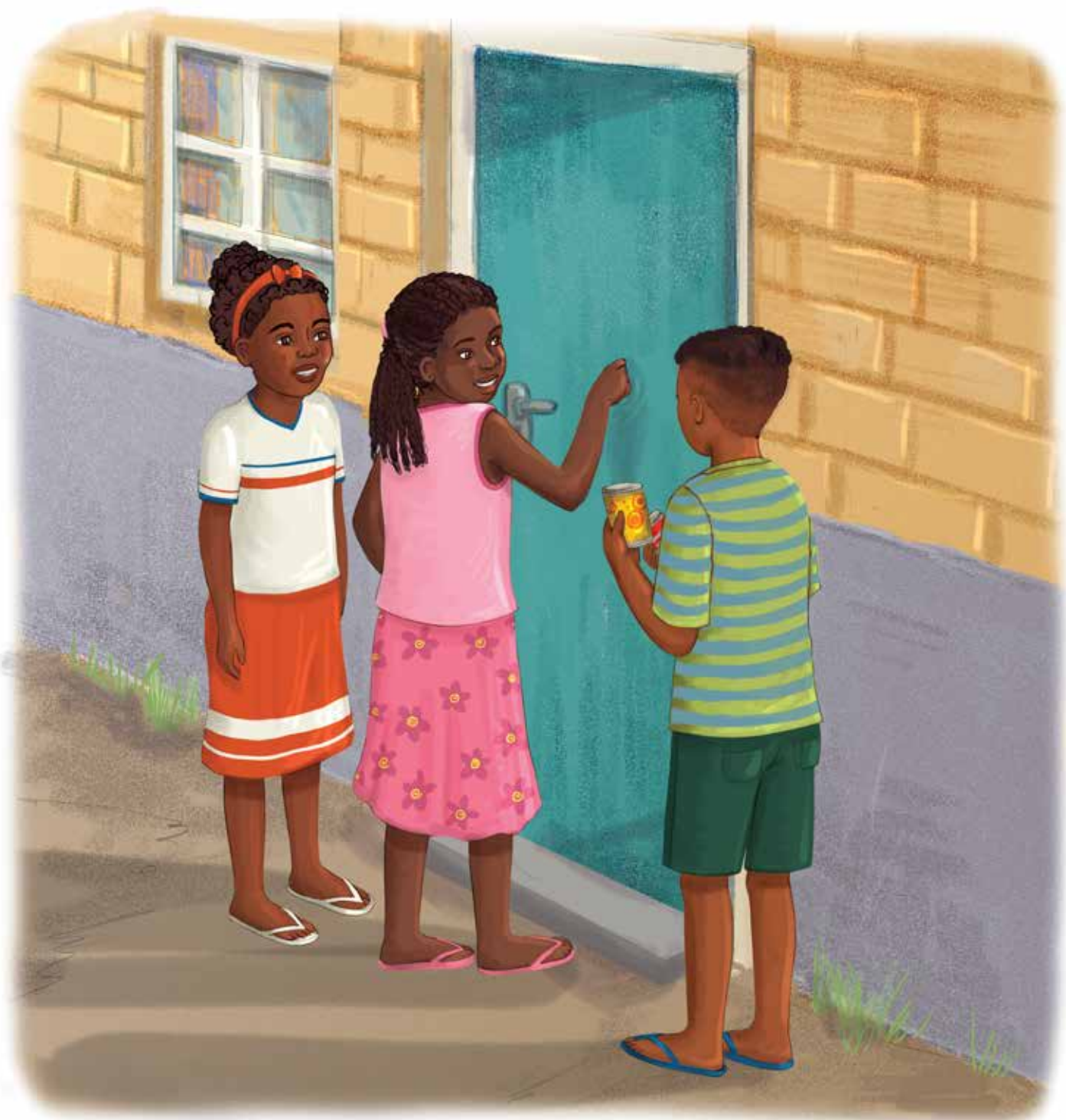
“It is just like Chicago, too!” Xihlala said. “Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?”

“Yes!” Chinedu said.

“That is just like Bhathi!”



“Okay, let’s go collect tins!” Bulelwa said. They went from house to house, asking their neighbours for tins.



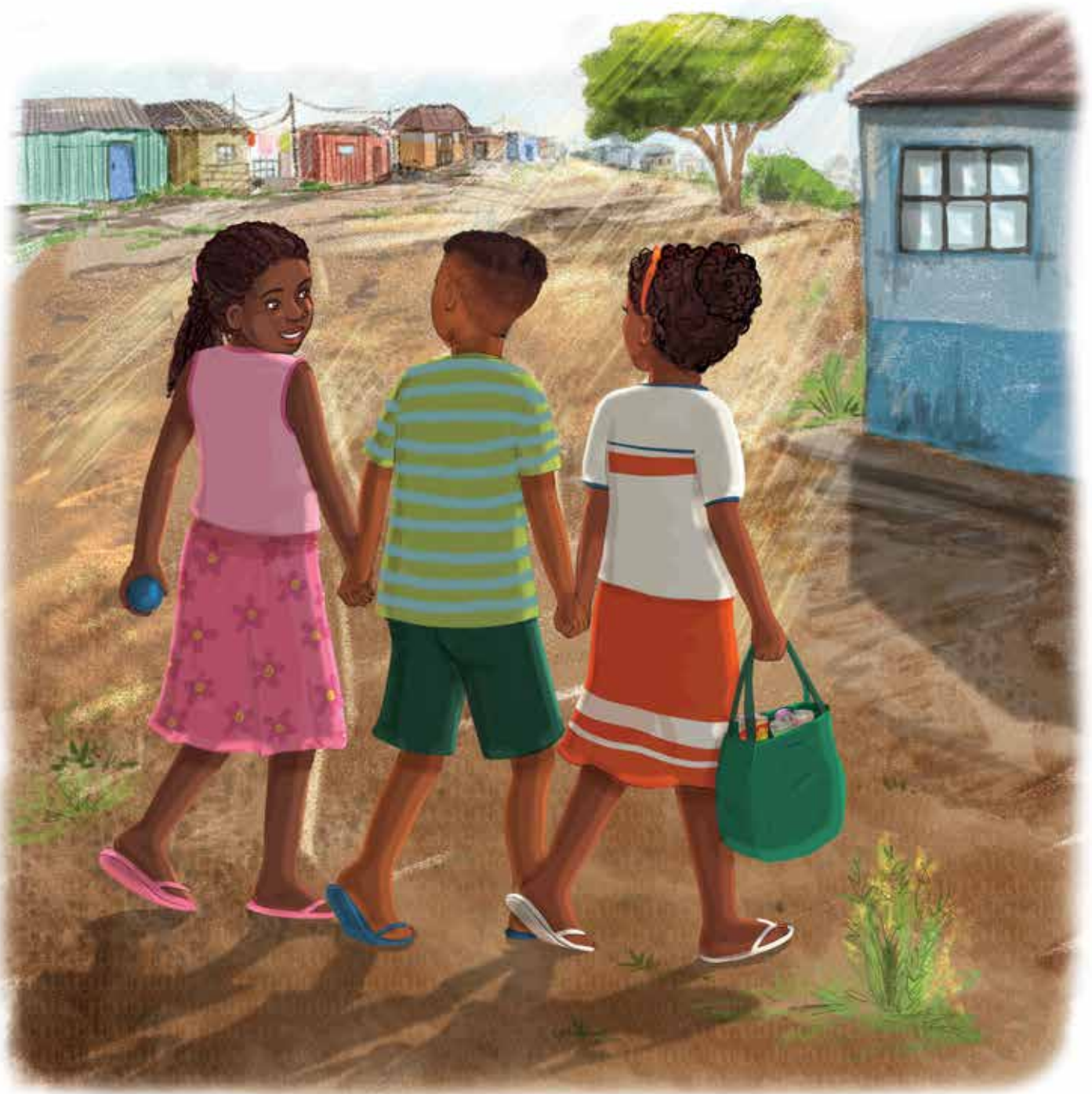
When they reached the last house on the street, Chinedu asked, “Can we please have some tins for Bhathi?”

The woman told them to wait. She came back with a whole bag of tins.

“Did you know that some people call that game Chicago?” she laughed, “and other people call it Toti! Imagine!”



They finally had enough tins. Chinedu, Bulelwa, and Xihlala looked at each other and smiled, “Let’s play Bhathi-Chicago-Toti,” Xihlala said, laughing.





Read 1

What is the setting of this story?

It is set in Soweto, during the Christmas holidays.

What are the three different names for the game?

Bhathi, Toti, Chicago.

Why were the characters in the story confused?

- Because they thought they were talking about different games, but they were really talking about the same game!
- Because they thought they were talking about different games, but then all the rules of the game were the same!
- Because they didn't know their favourite game could have different names.



Read 2

How can we infer that the characters all come from different places?

- Because they are all visiting family in Soweto.
- Because they have just become friends.
- Because they all have a different name for the same game.

What do the children need to collect before they can play?

They need to collect tins.

Why did the characters laugh at the end of the story?

- Because it took them so long to realise that they were all talking about the same game.
- Because they had spent so long being confused.
- Because Bhathi-Chicago-Toti is a long and funny name for the game.



STORY 6

SPRING DAY

SPLASHES

Theme: We play outside



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that playing outside allows us to explore nature, have fun with friends, and enjoy special traditions in our communities.



Comprehension Strategy: Visualise

- What it is: Creating a mental picture of what is happening in the story.
- Why we use it: To make the story feel more real and interesting.
- How it helps: It helps you understand what the characters and places look like and makes the story more vivid.



Some points to share with your learners

- Spring is the season that comes after winter. Spring means warmer weather, flowers blooming, insects appearing, and animals becoming more active. When spring comes, we may notice warmer days, new leaves on trees, butterflies flying, and birds building nests.
- Weather and seasons impact how people play outside. For example, in winter, people often hurry because they feel cold. When the weather becomes warmer, they may spend more time outside walking, playing, and exploring.
- The 1st of September is known as Spring Day in South Africa. One of the traditions that used to be practised in many townships was to pour buckets of water onto people coming home from work and school, and to shout 'Spring time!'. This tradition marked the end of winter, and the beginning of a new season. This still happens in some places, but has become less common.
- Sometimes brothers, sisters, and friends play harmless tricks on each other for fun. In this story, the water is part of a Spring Day tradition, not a punishment.



To use this strategy:

Page & paragraph	Read	Say
65,1	But today, the sun shone brightly. Katekani took off her jersey. "It's almost summer!" Katekani said, smiling.	I can visualise Katekani sweating as she walks in the warm sun.
71,1	But at that moment, Katekani heard her brother giggling. They turned around to see Kulani and his friends, drenched! They were all holding buckets of water.	I visualise Katekani's surprised face when she hears her brother giggling. She thought she was safe - but she isn't!

One Friday morning, Olwethu and Katekani walked to school together. For months now, they had been wearing hats and thick winter jerseys. But today, the sun shone brightly. Katekani took off her jersey.

“It’s almost summer!” Katekani said, smiling.





Olwethu and Katekani usually walked quickly to keep warm. But today, they walked slowly.

“Look!” Olwethu said, stopping to watch two bright orange butterflies.

“Listen!” Katekani said, pointing to the weaver birds building their nest in a big tree above.



“Smell that?” Olwethu said, taking a big breath in, “the flowers must be coming!”



When they got to school that morning, Ms Soko wrote the date on the chalkboard.

“Oh! Look at that! It’s the 1st of September – it’s Spring Day!” she said, smiling.

Katekani look at Olwethu.

“Oh no,” Katekani groaned, “my brother loves to get me on Spring Day! We have to run home as soon as the bell rings – so he can’t get us!”



But when the bell rang, Katekani and Olwethu's friends decided to stay and play.

"Come play with us!" Andiswa called as she ran to the swings with Thato.

"Come on, let's play!" Olwethu said.

Katekani forgot all about running home early as she ran to join her friends.



After the girls had been playing for a while, they saw Ms Soko leave the classroom. “Goodbye girls,” she called, “and Happy Spring Day!”

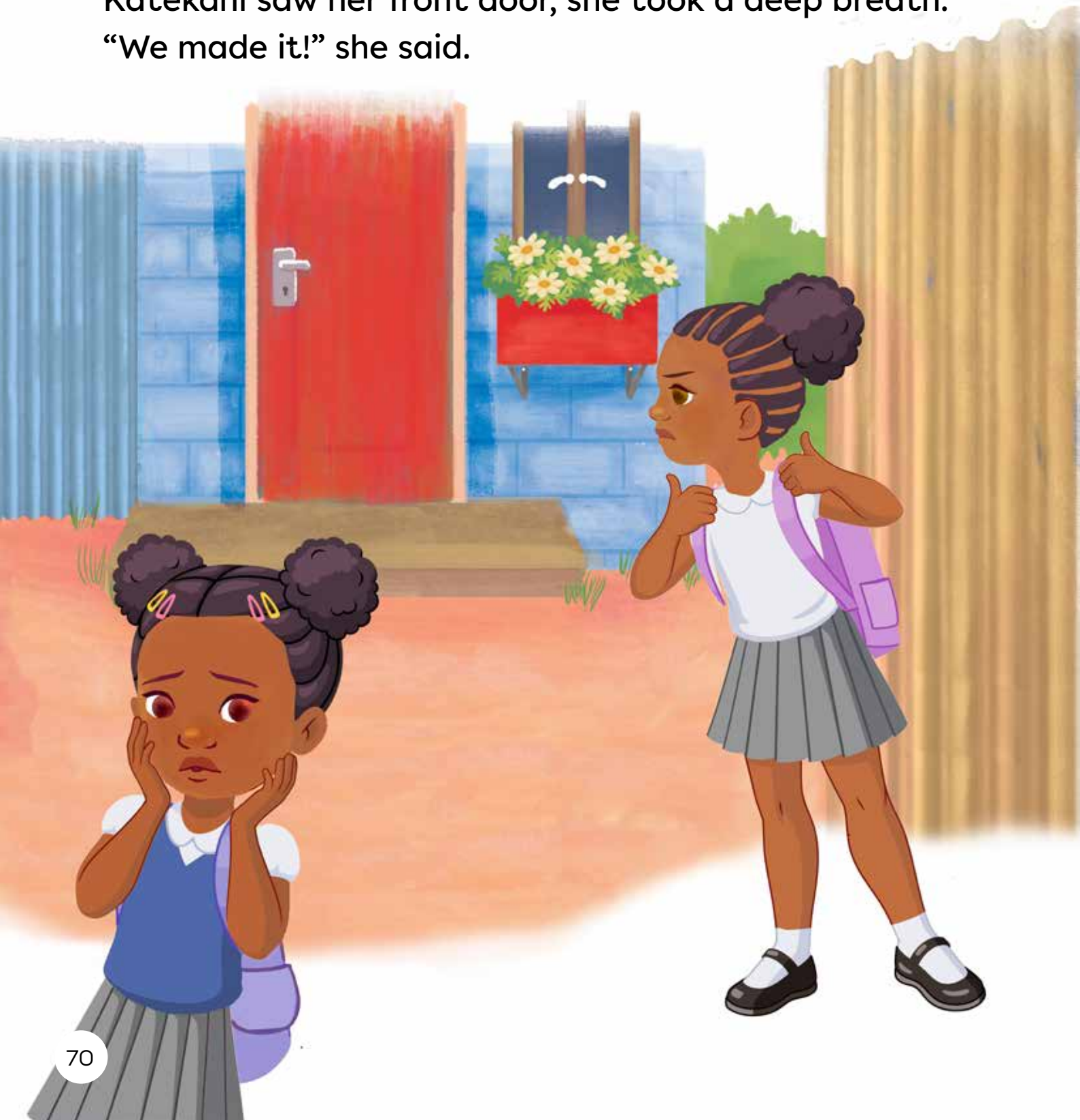
“Oh no!” Katekani groaned, “I forgot all about Spring Day! Let’s go Olwethu – but we will have to be careful!”



They began to run home, but Olwethu got tired quickly. “I can’t run this far!” she said, breathing heavily.

Katekani looked around nervously. “We have to be careful,” she said.

They walked quickly. They didn’t speak at all. Finally, Katekani saw her front door, she took a deep breath. “We made it!” she said.



But at that moment, Katekani heard her brother giggling. They turned around to see Kulani and his friends, drenched! They were all holding buckets of water.



Katekani lifted her arms, “Okay, okay, you’ve got us!” she laughed. “At least let us take our bags off.”



Once Olwethu and Katekani's bags were off, Kulani and his friends ran towards them. Olwethu and Katekani laughed and screamed as the boys drenched them with water.



“Happy Spring Day!” Kulani said. Everyone began to giggle.





Read 1

What did Katekani and Olwethu see on their way to school?

- They saw orange butterflies.
- They saw weaver birds making a nest.

On what date does this story take place?

It takes place on September 1st – Spring Day!

Why did Katekani and Olwethu walk to school slowly?

- Because they didn't need to try to keep warm.
- Because it was finally spring.
- Because they noticed the signs of the changing season.
- Because they stopped to watch the orange butterflies.
- Because they stopped to watch the weaver bird making a nest.
- Because they stopped to smell the flowers.



Read 2

What did Olwethu and Katekani do after school?

They played with their friends outside.

What reminded Katekani that it was Spring Day?

When her teacher left the classroom and said, "Happy Spring Day," that reminded her!

Why were Katekani and Olwethu drenched with water?

- Because it was Spring Day.
- Because it is a Spring Day tradition to pour buckets of water onto people in some places in South Africa.
- Because Katekani and Olwethu played with their friends after school instead of running straight home.
- Because Katekani's brother, Kulani, loves to get her on Spring Day.



STORY 7

MY NAME IS

BUHLEBENDALO

Theme: We speak up



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that names are an important part of a person's identity and that it is okay to respectfully speak up when something is important to you.



Comprehension Strategy: Make inferences

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



Some points to share with your learners

- Names are an important part of a person's identity. Names are special and often have meaning. Many families choose names carefully, with love and care. Many people feel proud of their names.
- Some people have nicknames or shortened versions of their names. For example, A child named Siphesihle might be called Sihle. Some people like shortened names, while other people prefer their full names. People should try to say your name correctly and call you by the name you want to be called.
- Sometimes adults make decisions that children do not agree with. An adult might think they are being helpful, but they may not realise that something is important to a particular child.
- Being respectful does not mean staying silent when something is important. You can be polite and respectful while still telling someone how you feel or what you need.



To use this strategy:

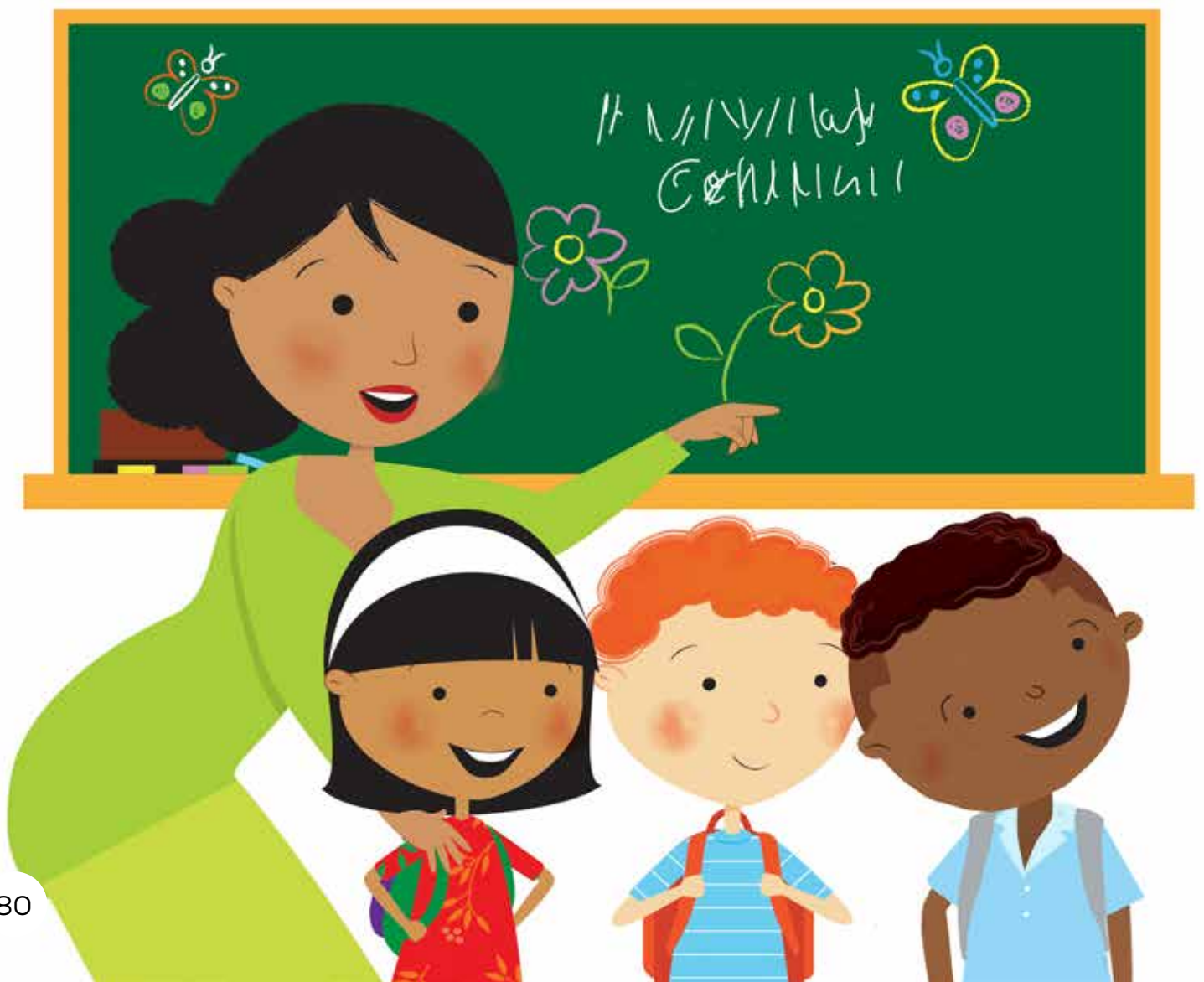
Page & paragraph	Read	Say
81,2	"I'm just going to call you Buhle," the teacher said, "Your name is very long!" Buhlebendalo didn't want to sound rude, so he didn't say anything.	I wonder why Buhlebendalo didn't correct his teacher? Oh, I infer its is because he was scared his teacher would get feel angry or upset with him.
84,1	Every day at school, Buhlebendalo missed the sound of his full name. Buhlebendalo thought about correcting his teacher, but he didn't want to sound rude.	I can infer that at school Buhlebendalo is always called Buhle, but at home he is called by his full name.

Ever since he was born, everyone in Buhlebendalo's family called him by his whole, beautiful name: Buhlebendalo. He loved the sound of his name. He loved to say it slowly, syllable-by-syllable. And, he loved to say it quickly. He loved everything about his name!



On his first day of school, Buhlebendalo's teacher told all of the learners to stand at the front of the room. Then, the teacher called each learner one-by-one and showed them where to sit. Taped to each learner's desk was a name tag.

Buhlebendalo couldn't wait to see his whole, beautiful name written on his very own desk.



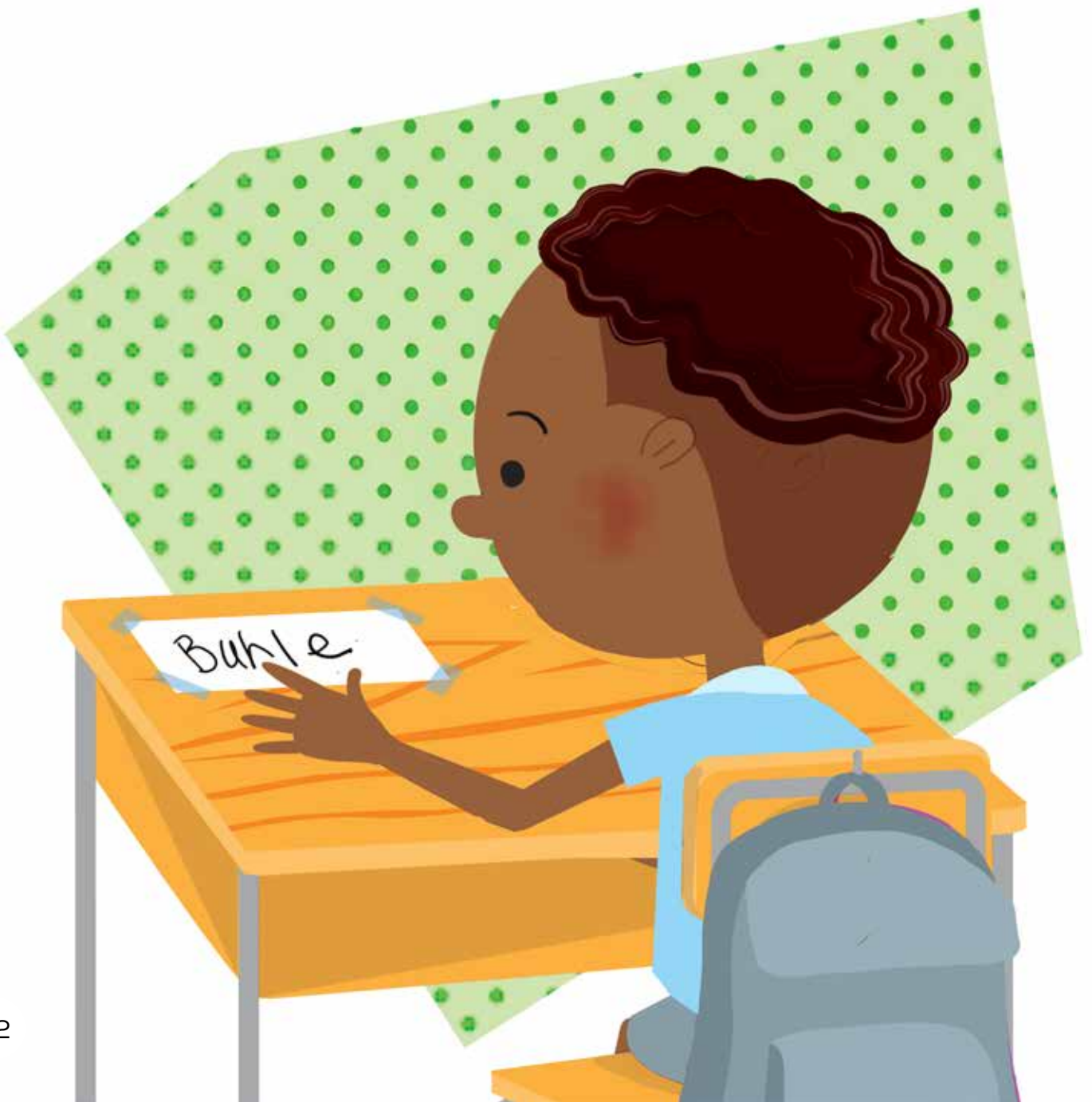
Finally, the teacher called his name. She said it slowly, syllable-by-syllable. Buhlebendalo smiled a big smile and raised his hand.

“I’m just going to call you Buhle,” the teacher said, “your name is very long!”

Buhlebendalo didn’t want to sound rude, so he didn’t say anything.



When he sat down at his desk, his name tag said Buhle. It didn't say his whole, beautiful name. Buhlebendalo's smile faded.



Later that day, Buhlebendalo's teacher called him to answer a question. "Buhle!" the teacher called.

But Buhlebendalo missed his turn, because he didn't realise that the teacher was calling him!



Every day at school, Buhlebendalo missed the sound of his full name. Buhlebendalo thought about correcting his teacher, but he didn't want to sound rude.



A few weeks later, Buhlebendalo brought home his favourite drawing from school to show his mother.

“Oh! Why have you changed your name?” asked his mother.

“Well I didn’t have a choice. My teacher said my name is too long. And I don’t want to sound rude!” Buhlebendalo said.

“If you want to be called Buhle, that’s okay. But if you don’t like it, you must tell your teacher. It’s not rude! You have the right to be called by your whole, beautiful name!” his mother said.

“I understand that you might be too scared to tell your teacher. I will come speak to her for you.”



The next day, Buhlebendalo's mother came with him to school. They got there early. Buhlebendalo went to play with his new friends while his mother went to speak to his teacher.



When the bell rang, Buhlebendalo felt scared. “What if the teacher hates me now?” he worried. But when he walked into the classroom, the teacher smiled at him.

“Good morning, Buhlebendalo,” she said.



When Buhlebendalo sat at his desk, his name tag had been replaced. His new name tag said his whole, beautiful name: Buhlebendalo.





Read 1

What did Buhlebendalo wait to see on his desk?

He waited to see his name tag, with his whole, beautiful name written on it.

What did Buhlebendalo's teacher call him?

She called him Buhle.

Why was Buhlebendalo disappointed?

- Because he thought his whole, beautiful name would be written on his desk.
- Because his teacher shortened his name.
- Because at school, he wasn't called by his whole, beautiful name.



Read 2

Why did Buhlebendalo's teacher call him Buhle?

Because she said that his name was too long.

How did Buhlebendalo's mother infer what Buhle felt?

She inferred that Buhle felt too scared to talk to his teacher.

Why did Buhlebendalo's teacher replace his name tag at the end of the story?

- Because Buhlebendalo's mother went to talk to his teacher.
- Because the teacher realised that he preferred to be called Buhlebendalo rather than Buhle.
- Because the teacher had written the wrong name, and she had to fix it!



STORY 8

BOHLALE'S NEW T-SHIRT

Theme: We speak up



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that people can have different interests and preferences, and that it is important to express who you are rather than feeling limited by what other people think you should like.



Comprehension Strategy: Make inferences

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



Some points to share with your learners

- Boys and girls are often given different toys, clothes, and colours. For example, some people think that pink is for girls and blue is for boys. Different people have different ideas about this.
- Sometimes people may tell children that they should only like certain things because they are a boy or a girl. For example, some people might say that only boys should like playing with cars. Different people have different ideas about this.
- In reality, children can have different preferences regardless of whether they are boys or girls. Children do not all like the same things. For example, some children like drawing. Some like animals. Some like dinosaurs. Being a boy or a girl does not mean you must like certain colours, toys, or clothes.
- Sometimes two people want different things. When this happens, they might not be able to both get exactly what they want. A compromise is a solution where each person gives up a little so that they can agree on something.



To use this strategy:

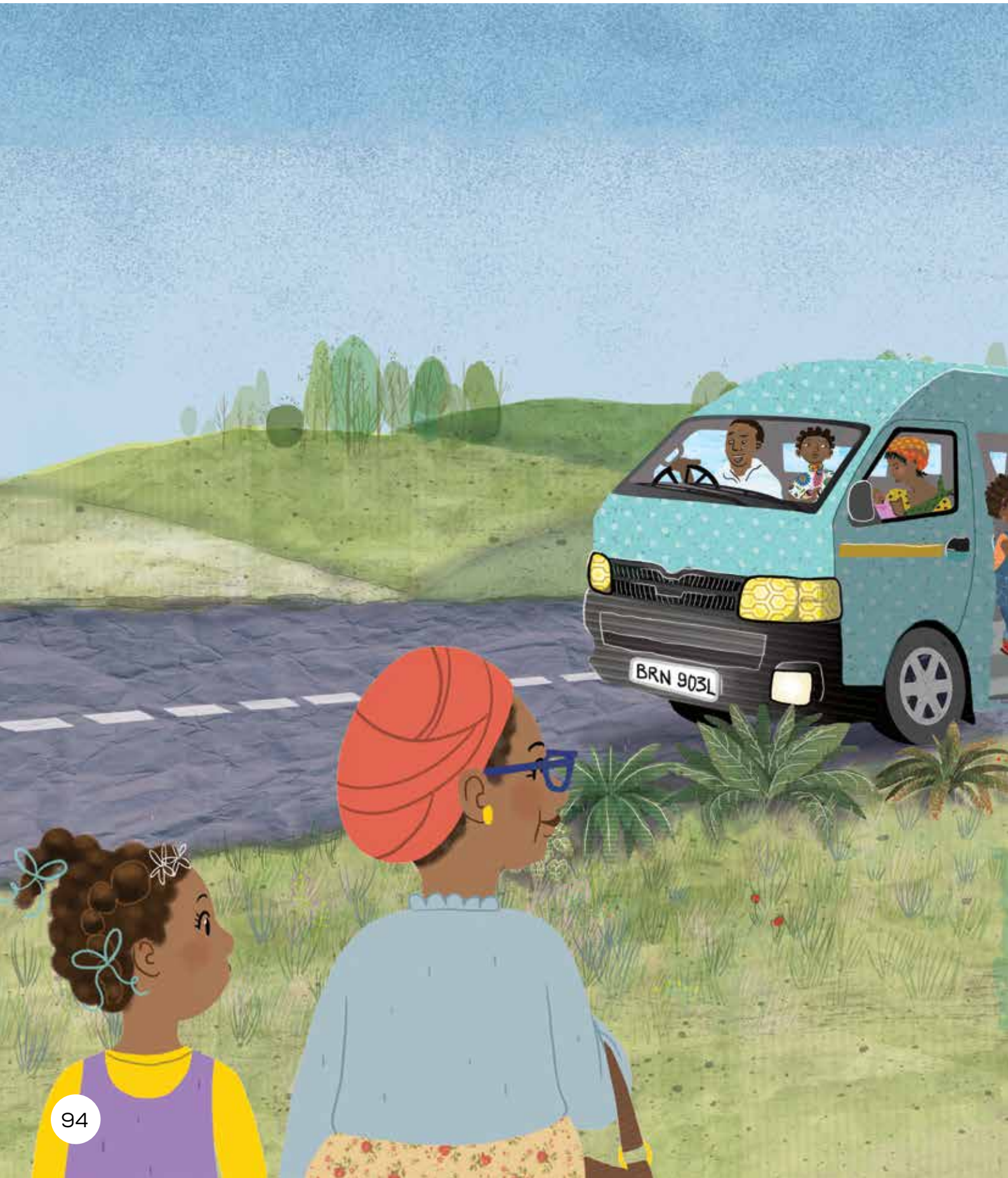
Page & paragraph	Read	Say
98,1	“What about this one?” asked Granny. “But Granny, I don’t like pink,” said Bohlale. “All girls like pink!” said Granny. “Well, I”m a girl and I don’t,” Bohlale thought. “Fine. We will just get you a plain, white T-shirt,” said Granny.	I can infer that Bohlale feels frustrated. I think she is frustrated because Granny told her she could choose a T-shirt, but then she says no to all the T-shirts that Bohlale likes.
98, picture	Point to the picture	Look at Bohlale’s face in the picture. This also helps me infer that she feels frustrated.

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

Bohlale and her grandmother walked past the pigs eating. They walked past some girls skipping. They walked past a woman hanging up her washing.



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



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



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

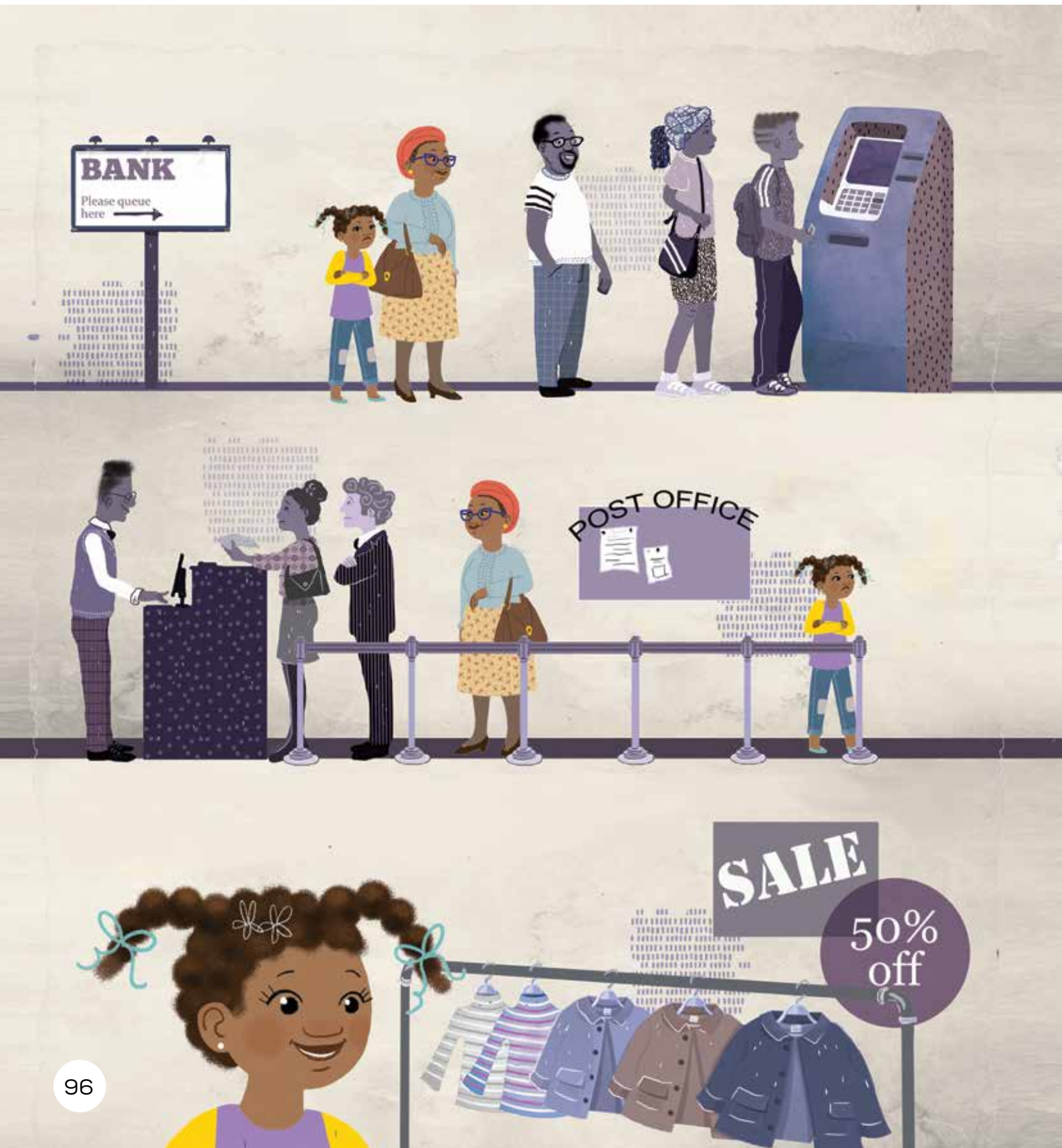


The taxi stopped. "Let's go!" said Granny.



First, they went to the bank. Then, they went to the post office. Finally, they went to the clothing shop.

“I will buy you something new. Go and choose, Bohlale,” Granny said.



“I like this one,” Bohlale said, pointing to a green T-shirt with a picture of a dinosaur on the front.

“That’s for boys,” said Granny.

“But I love dinosaurs,” Bohlale said.

“You are looking at the boys’ clothing!” Granny said.

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



“What about this one?” asked Granny.

“But Granny, I don’t like pink,” said Bohlale.

“All girls like pink!” said Granny.

“Well, I”m a girl and I don’t,” Bohlale thought.

“Fine. We will just get you a plain, white T-shirt,” said



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

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

“Is this what you chose?” she asked.

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



“I have an idea,” her mother said and left the room. She came back with some koki pens. “You can use these to draw your own picture on your new T-shirt!” she said. Bohlale thought about all the T-shirts she liked at the shop, and began to draw.



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



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





Read 1

What kind of T-shirt did Bohlale want?

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

Which shirt did her granny buy for her?

Granny bought a plain white T-shirt.

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

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



Read 2

What do Bohlale and her granny disagree about?

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

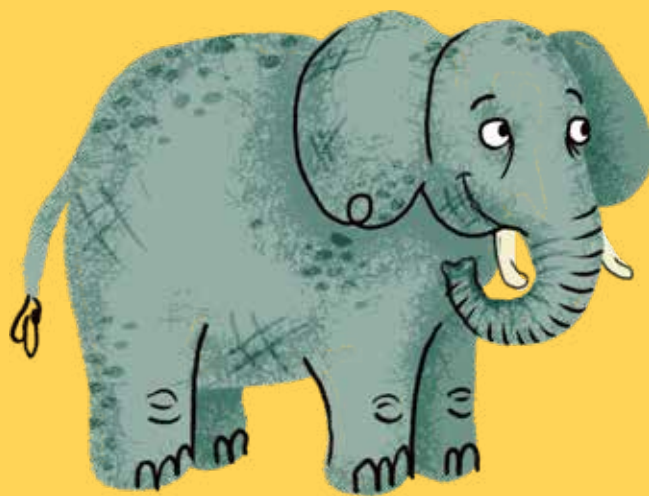
What does Bohlale's mother do to help her feel better?

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

Why did Bohlale feel frustrated?

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





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