

Anthology

ENGLISH
HOME LANGUAGE

TERM 3



GRADE
2





Anthology

GRADE 2 | TERM 3

ENGLISH

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TERM 3



MAP OF SOUTH AFRICA



Northern Cape



Western Cape

Atlantic Ocean



Linden's easy
math test





MAP OF THE WORLD



North America

Dolphins to
the rescue

Atlantic
Ocean

Dancegod
Lloyd

Pacific
Ocean

South America



Asia



Europe



Africa



Indian Ocean



Australia



Pacific Ocean



Antarctica

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STORY 1

CHUCK THE TRUCK

Theme: We feel envy



Background information

- This text is a fiction story.
- It is set in an undetermined place.
- It takes place in the present day.
- This story will help your learners understand that everyone has unique strengths and that comparing yourself to others can stop you from seeing what makes you special.



Some points to share with your learners

- Different vehicles are designed for different jobs. For example, a bus carries people, a boat travels on water, and a tipper truck carries heavy loads.
- Sometimes, we compare ourselves to others. We might look at what other people have or can do and wish we were the same. This can make us feel unhappy about ourselves.
- Everyone has different strengths. People are good at different things. One person may run fast, while another may be good at drawing or helping others.
- Sometimes a problem cannot be solved in the usual way, and people need to think of a clever solution.



Comprehension Strategy: Monitor understanding

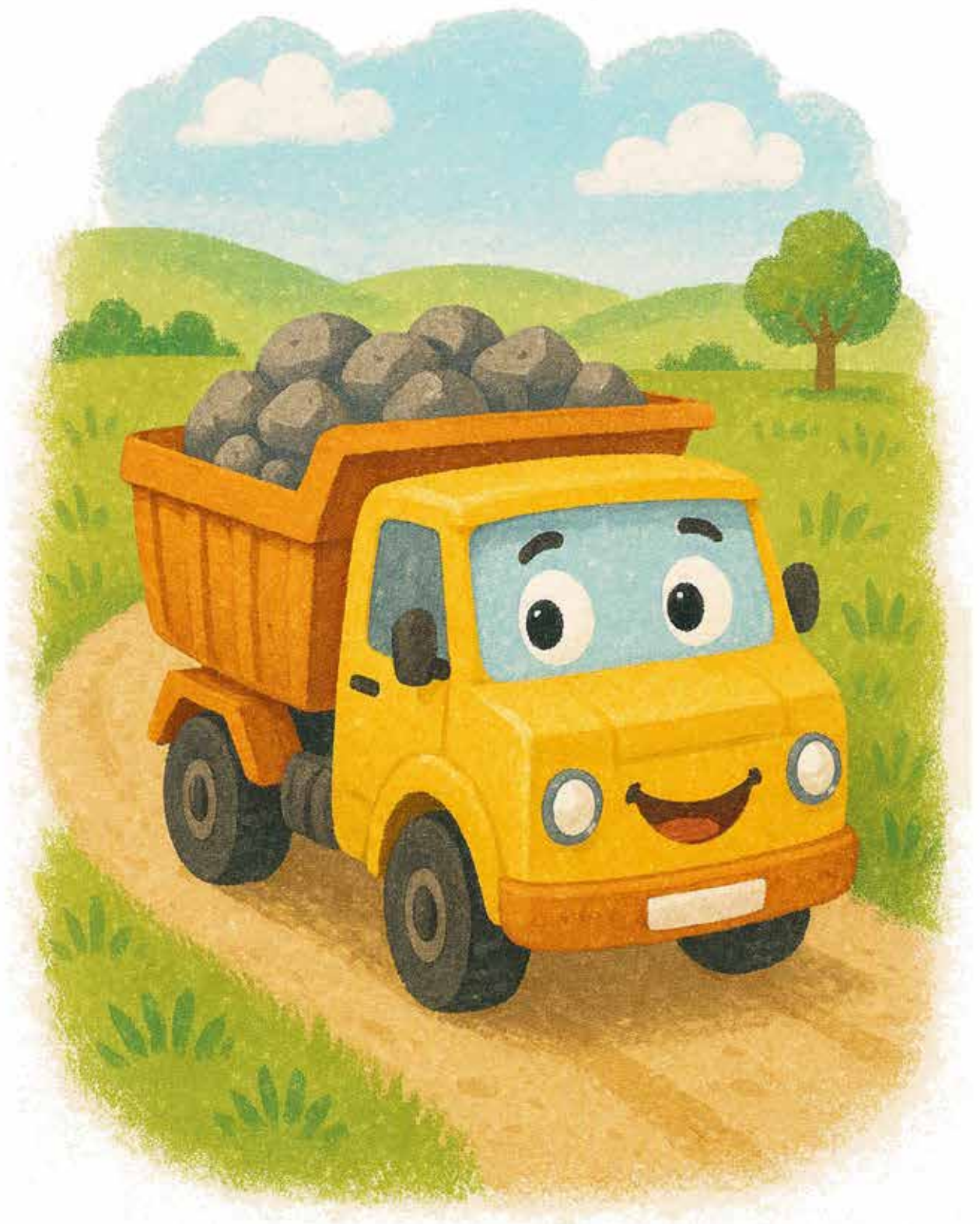
- What it is: Checking your own understanding as you read and pausing if something isn't clear.
- Why we use it: To recognise when you don't understand and fix it.
- How it helps: It keeps you engaged and improves comprehension by addressing misunderstandings right away.



To use this strategy:

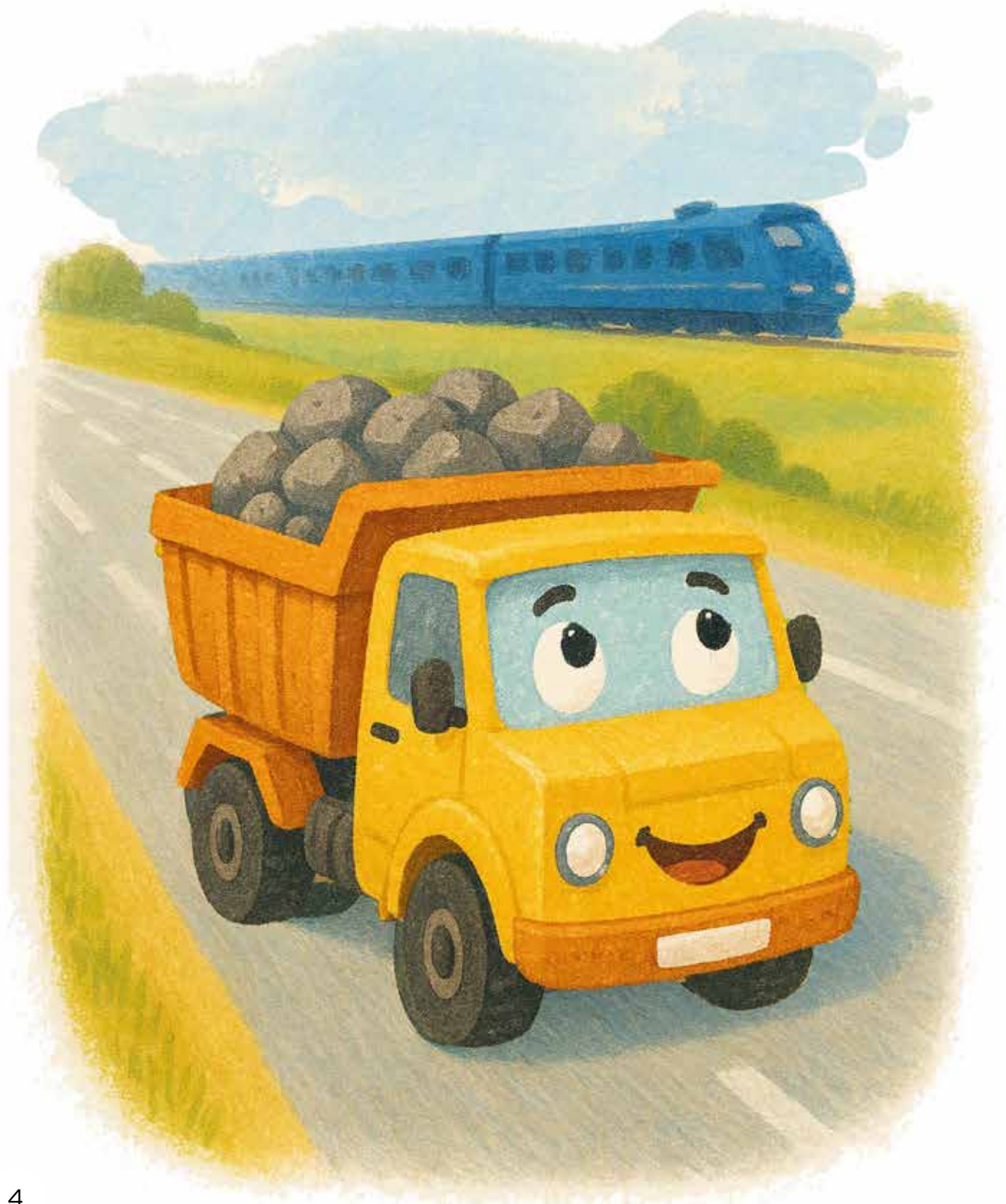
Page & paragraph	Read	Say
4,1	Chuck looked at a fast, blue train that was speeding past. "I wish I was as fast as a train," thought Chuck. Chuck looked at a big, orange bus driving by. "I wish I was as big as a bus," thought Chuck.	Let me stop and think...Let me check that I understand: I understand that Chuck is not happy with himself and thinks other vehicles are better than him in different ways.
8,1	Chuck sat by the river, feeling sad. "Everyone else is faster or bigger or cooler than me!" thought Chuck sadly. "I am so small. I am so slow. I am not good at anything!" he thought.	Let me stop and think...Let me check that I understand: I understand that Chuck comparing himself to others is making him feel unhappy. I think that this is setting up a problem in the story.

Chuck was a little, yellow tipper truck. One day, with a big load full of stones, Chuck drove out onto the big road.



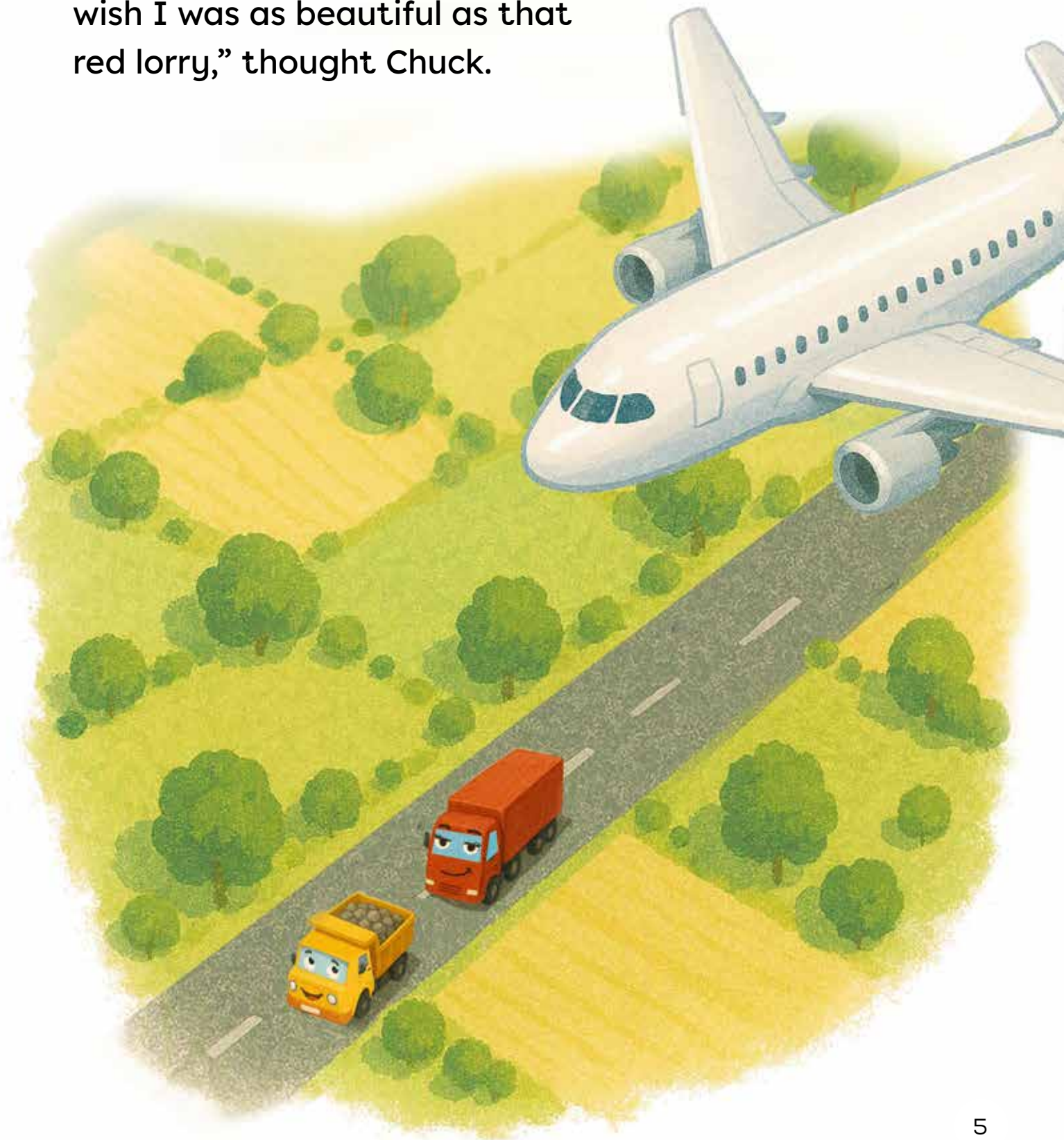
Chuck looked at a fast, blue train that was speeding past. “I wish I was as fast as a train,” thought Chuck.

Chuck looked at a big, orange bus driving by. “I wish I was as big as a bus,” thought Chuck.

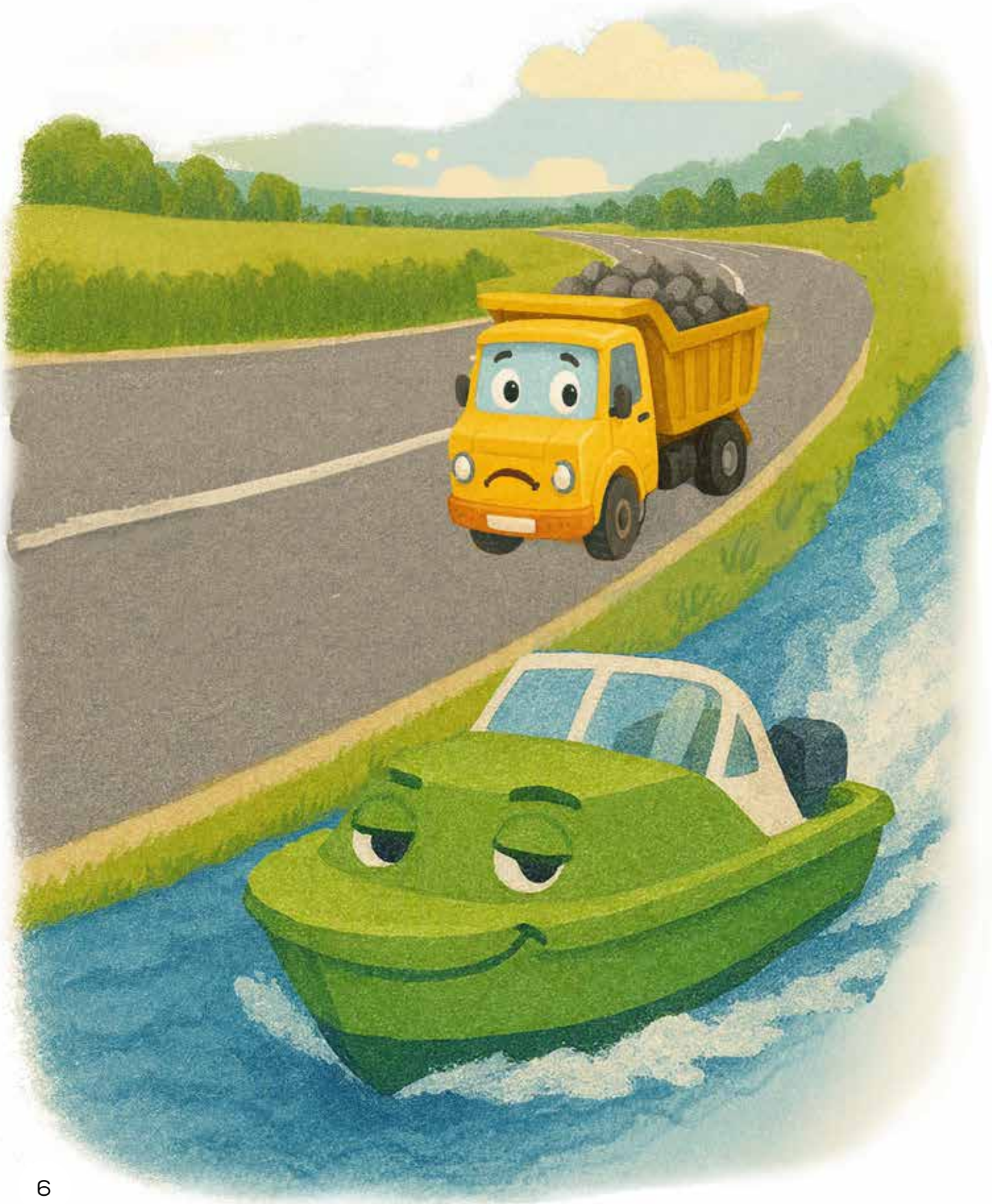


Chuck saw a big, shiny, white aeroplane flying high in the sky. “I wish I was shiny like an aeroplane,” thought Chuck.

Chuck saw a beautiful, red lorry on the road. “Oh, I wish I was as beautiful as that red lorry,” thought Chuck.



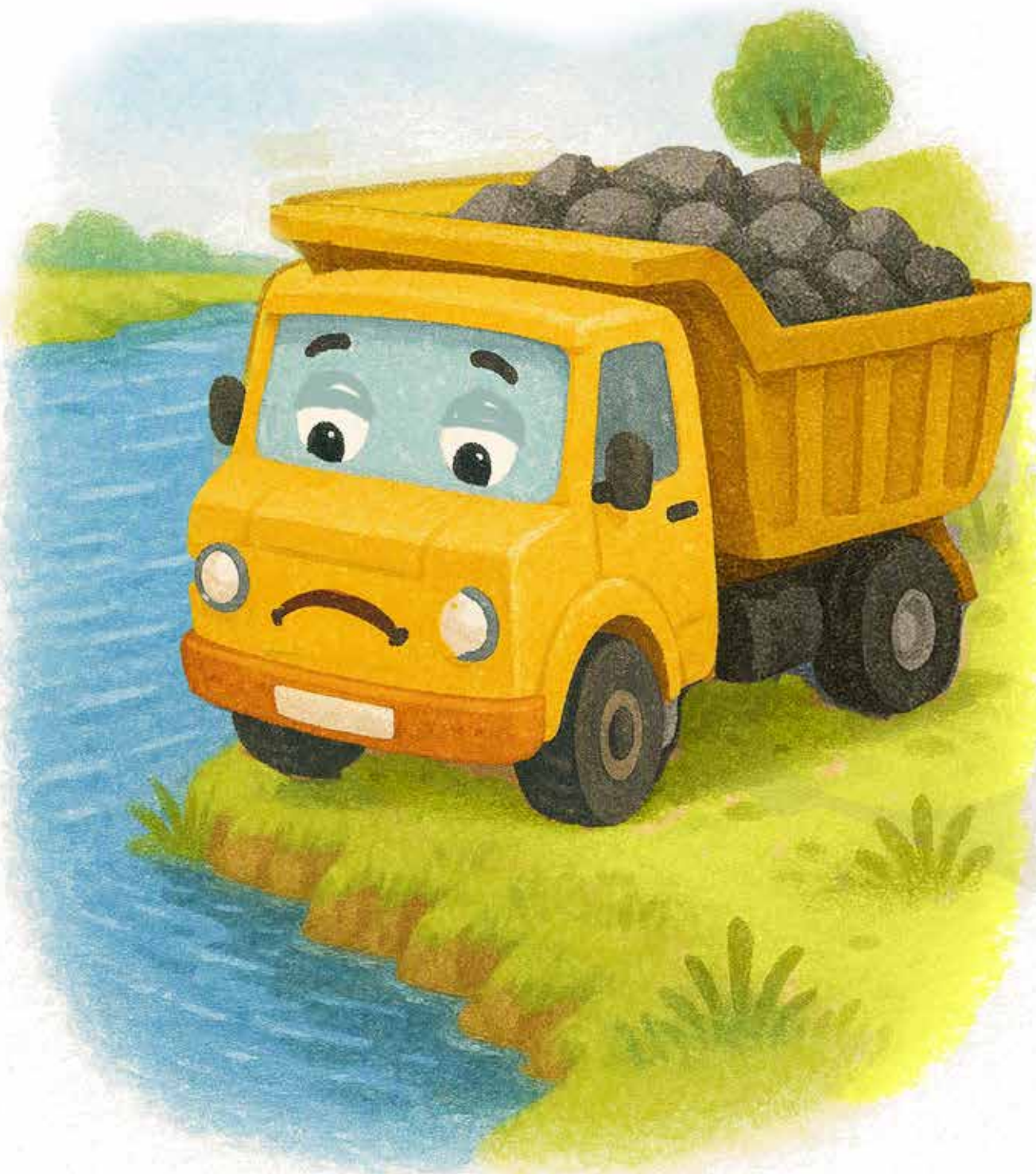
Chuck saw a bright, green boat speeding down the river. “I wish I was as bright as that green boat,” thought Chuck.



Chuck saw a cool, new, red racing car. “I wish I was as cool as that new, racing car,” thought Chuck.



Chuck sat by the river, feeling sad. “Everyone else is faster or bigger or cooler than me!” thought Chuck sadly. “I am so small. I am so slow. I am not good at anything!” he thought.



Suddenly, Chuck saw a little boy fall into the river.

“Help! Help!” shouted the boy. “Someone please help me! Who can help me?”

“I can’t.” said the train. “I am too fast to stop.”

“I can’t.” said the bus. “I can only stop at bus stops.”

“We can’t.” said the lorry and the racing car. “We can’t go into the water.”

“I can’t.” said the aeroplane. “I am too high.”

“I can’t.” said the boat. “The wind is too strong to turn.”



Chuck couldn't go in the water. But Chuck was so smart. He had an idea!

"I will help you!" said little Chuck. He tipped out the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water. "Thank you!" shouted the little boy. "I am safe!"



“Thank you brave, yellow truck!” said the boy.

Chuck drove home after saving the little boy. “I might not be big or fast or beautiful,” thought Chuck, “but I am important too! I like myself just the way I am.”





Read 1

What is Chuck?

Chuck is a little, yellow tipper truck.

What does Chuck want to be?

- a fast train
- a big bus
- a shiny aeroplane
- a beautiful lorry
- a bright boat
- a new, cool racing car

Why did Chuck sit by the river feeling sad?

- Because he wished he was big.
- Because he wished he was fast.
- Because he wished he was shiny.
- Because he wished he was bright.
- Because he wished he could fly.
- Because he wished he could go in the water.
- Because he wished he was like the other transport that he sees.



Read 2

Who did Chuck save?

He saved the little boy who fell in the river.

What did the little boy say to Chuck after he saved him?

He said “thank you” and he called Chuck brave.

Why does Chuck decide he is important at the end of the story?

- Because he has a smart idea.
- Because he can do something no one else can do.
- Because he is the only one who can save the little boy.
- Because he feels good about what he did.
- Because he realises he is special in his own way.

STORY 2

THE WINTER HOLIDAYS

Theme: We feel envy



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 feeling envious of other people's experiences can make us overlook the special moments in our own lives.



Some points to share with your learners

- When children return to school after a holiday, they often tell their friends about what they did and where they went.
- Different families spend their holidays in different ways. Some people travel to new places, and some people stay at home and spend time with family.
- Sometimes, people compare their experiences to other people's experiences. Sometimes we hear about something exciting that happened to someone else and wish it had happened to us.
- Spending time with family can be special, even if you don't travel. You do not have to travel far to have a good holiday. Spending time with people you love can also create happy memories.



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
17,4	"Wow!" said Zweli. "I want to go."	Wow, those waterfalls look amazing! I can make a connection with Zweli. My best friend went on safari. She showed me all the pictures from her trip. When I saw those pictures, it made me want to travel too!
20,2	"Mr Maboya stayed home, just like me!" thought Zweli.	Zweli makes a connection with Mr Maboya. He feels better because he and Mr Maboya did the same thing over the holiday.

Tomorrow would be the first day back at school after the winter holidays. Zweli polished his shoes. He packed his school bag. Zweli couldn't wait for the morning to come.



In the morning, Zweli ran to school.

When he arrived, he saw Simone on the swings.

“Hi Zweli! Where did you go in the holidays?” she asked him.

“I stayed at home.” Zweli said. “Where did you go?”

“I went to visit my auntie in Maputo.” she said. “Have you even been there?”

“No,” said Zweli, “what is it like?”

“There are tall buildings.” she said. “And the beach is nearby! I even saw the ocean!”

“Wow!” said Zweli. “I want to go.”



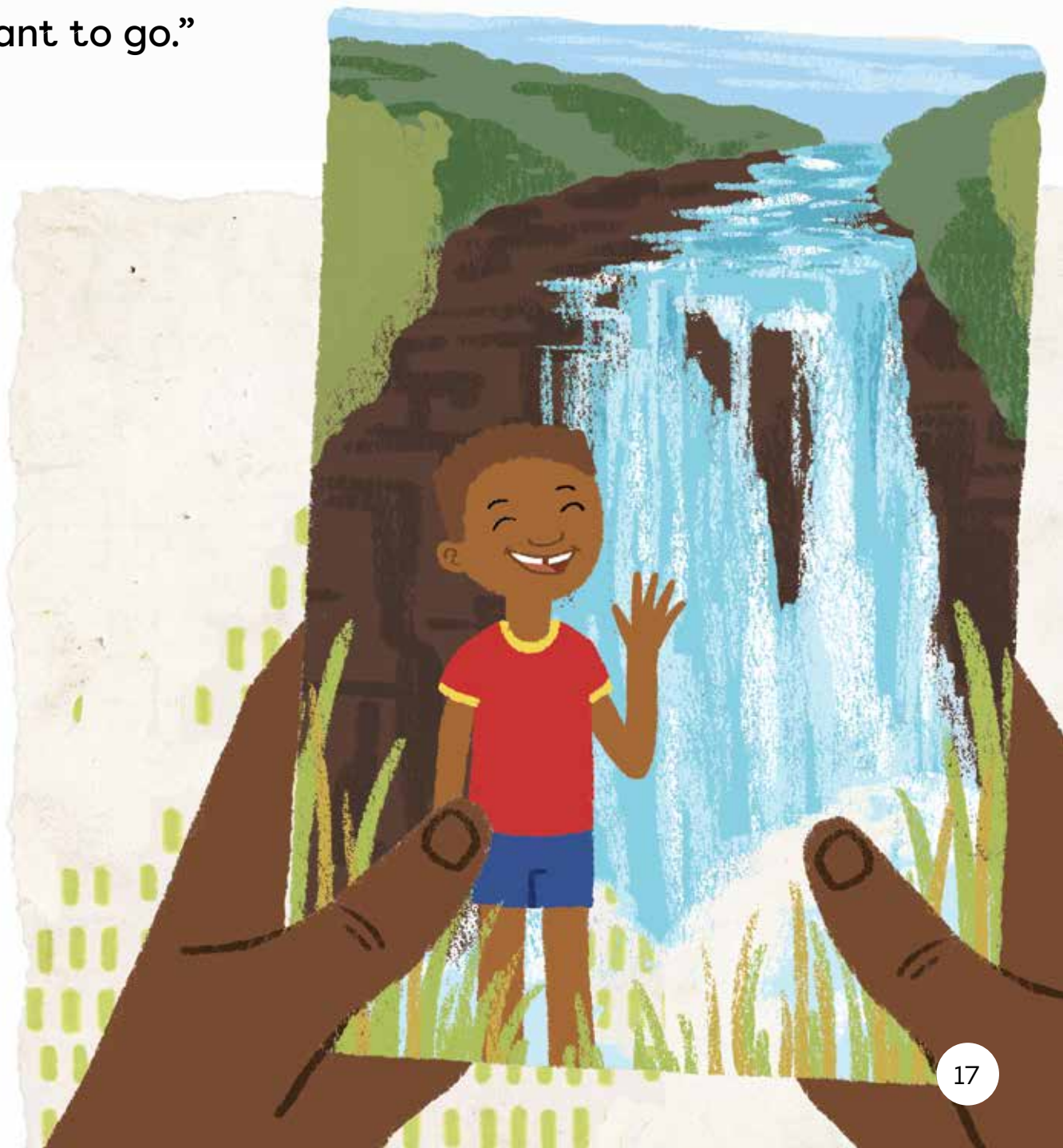
Then Tafadzwa ran over to the swings. “Hi guys!” he said.

“Where did you go in the holidays?” asked Zweli.

“I went to Zimbabwe.” said Tafadzwa. “I visited my granny. We took a long bus ride. We went to see the big waterfalls.” he said. “They are called Victoria Falls!”

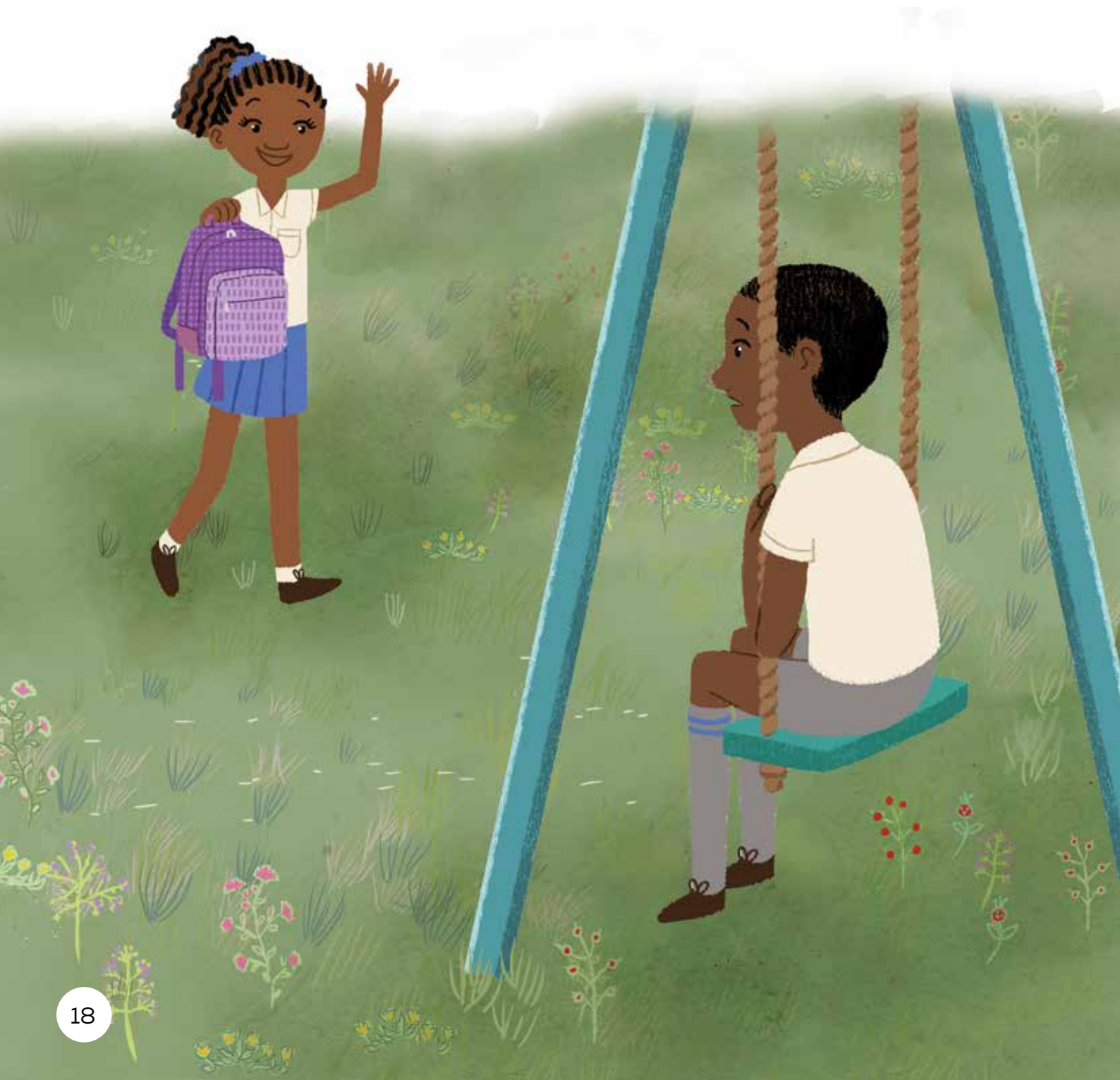
“Wow!” said Zweli.

“I want to go.”



Finally, Ayanda came over to the swings, carrying a new backpack. “Look at the new bag I got in Johannesburg.” she said. “There are so many shops there!” she said. “And there are big malls!”

“Wow!” said Zweli. “I want to go.”



Zweli wasn't feeling so good about being back at school after all. "I wish I had gone somewhere new," Zweli thought. "All I did was stay at home." The bell rang.

It was time for Creative Writing. "Today we will write about what we did during the holidays!" said Mr Maboya.

Zweli felt upset. "What do I have to write about? I don't want anyone to see my boring paper," he thought.



Mr. Maboya showed the learners what to do. He drew himself on the chalkboard. He told all the learners about his holidays. “I stayed at home and read lots of books,” Mr Maboya said. “I planted new tomatoes in my garden. I spent time with my family,” he said.

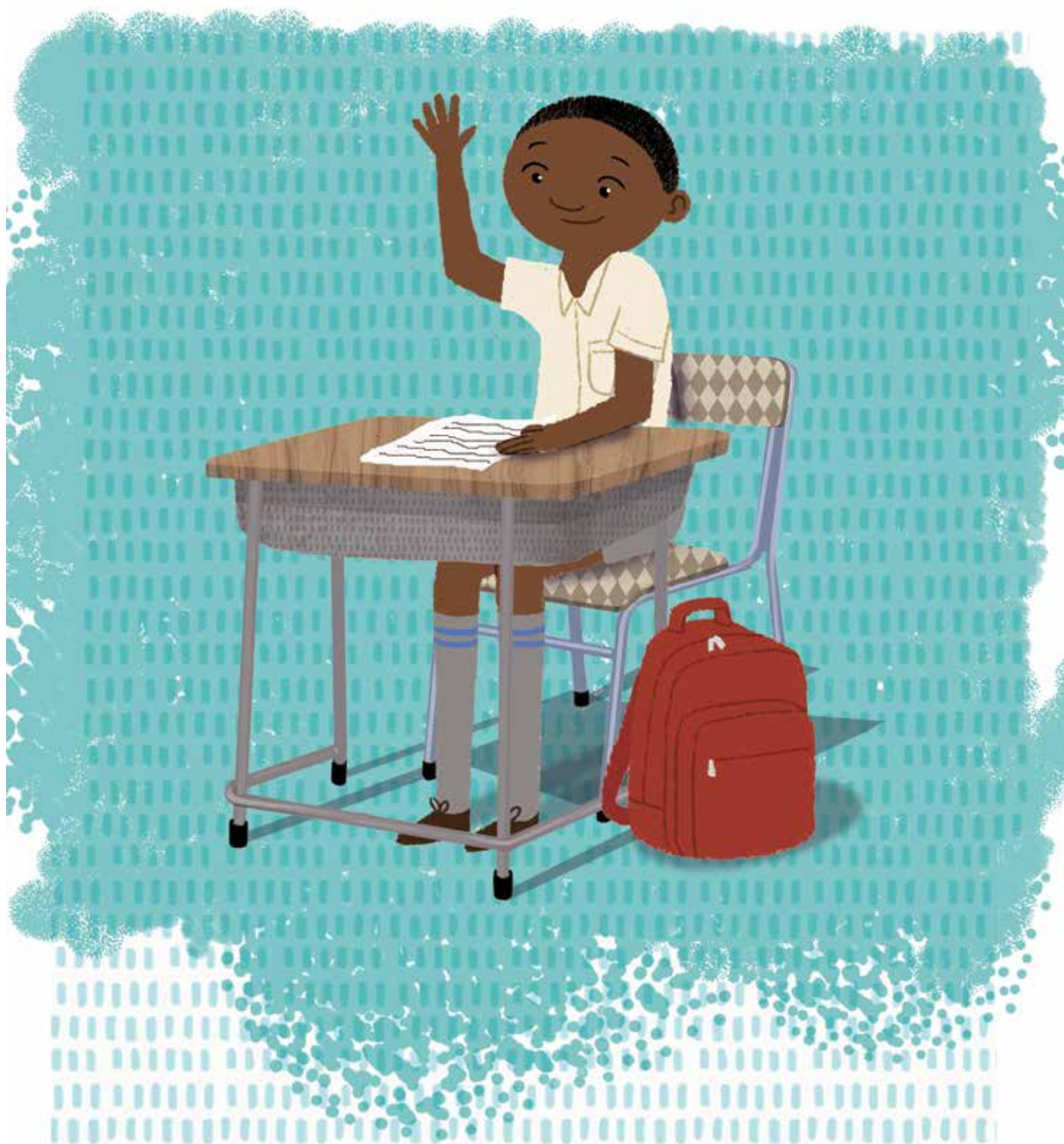
“Mr Maboya stayed home, just like me!” thought Zweli.



Then, Mr Maboya told the learners to think about their holidays. Zweli closed his eyes. He thought about sitting with his mother and reading. He thought about spending hours drawing with his baby sister. He thought about the day his older brother came home and played soccer with him.



At the end of writing Mr. Maboya asked who wanted to share. Zweli's hand was the first one up in the air.





Read 1

Where did Simone go for the winter holidays?

She went to Maputo.

Where did Tafadzwa go for the winter holidays?

He went to Zimbabwe. He went to Victoria Falls.

Where did Ayanda go for the winter holidays?

She went to Johannesburg.

Can you make a connection? How do you think you would feel if all of your friends went to exciting places for the holidays?

- I think I would feel...
- If my friends went away, I would...



Read 2

Where did Zweli want to go?

He wanted to go to all the places his friends went. He wanted to go to Maputo, Zimbabwe and Johannesburg.

What did Mr Maboya do on his holiday?

He stayed home. He planted tomatoes in his garden. He read lots of books. He spent time with his family.

How did Zweli feel when he found out Mr Maboya stayed home like him?

He felt better. He didn't feel so bad about staying home, just like his teacher.

Can you make a connection? Zweli felt jealous of all the new things his friends did. Can you think of a time when you felt jealous?

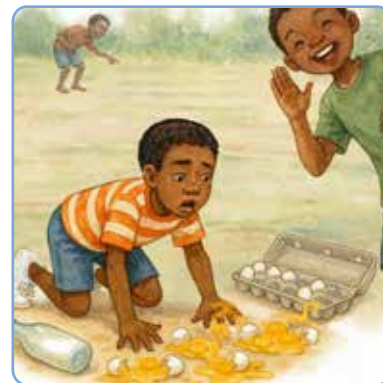
- I felt jealous like Zweli when...
- That reminds me of...



STORY 3

JABU SCRAMBLES EGGS

Theme: We make mistakes



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 distractions can lead to mistakes and why it is important to stay focused when we have a responsibility.



Some points to share with your learners

- Sometimes it is difficult to stay focused when something fun is happening. People can get distracted when they see or hear something exciting, even when they are trying to do an important job.
- When we make choices, there can be consequences. Sometimes a mistake happens because we stop being careful.
- Everyone makes mistakes sometimes. Sometimes we make mistakes, even when we are trying to do the right thing.
- This story also encourages us to think about our mistakes in order to stop repeating them. Jabu's mother and the shopkeeper warn him to be careful. This could mean that he has made careless mistakes before.



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
28,2	“Thank you! Carry these carefully so you don’t break the eggs.” said the shopkeeper. “Don’t worry Mr. Gumede, I am always careful.” Jabu replied as he walked out the door.	Let me stop and evaluate Jabu’s character: I think that Jabu must break things often, because everyone reminds him to be careful. I make the evaluation that he might not be such a careful person.
30,1	“Well, maybe just one kick! Mom will never know!” Jabu thought, as he ran towards his friends. He tried to run carefully. He didn’t want to break the eggs!	Let me stop and evaluate Jabu’s character: I can make the evaluation that he isn’t very careful. Everyone in the story reminded him to be careful...but now, he is running with eggs! That is not a careful thing to do!

Jabu's mother was busy preparing dinner.

"I'm going to play soccer with my friends!" Jabu called, running out the door.

"Wait!" Jabu's mother called. "Please go to the shop and buy a dozen eggs and a bottle of milk." said his mother as she handed him a shopping list and some money.

Jabu didn't want to go to the shop, but he smiled and said, "Okay Mom!"

"Thank you! Please be careful not to break the eggs." said his mother.

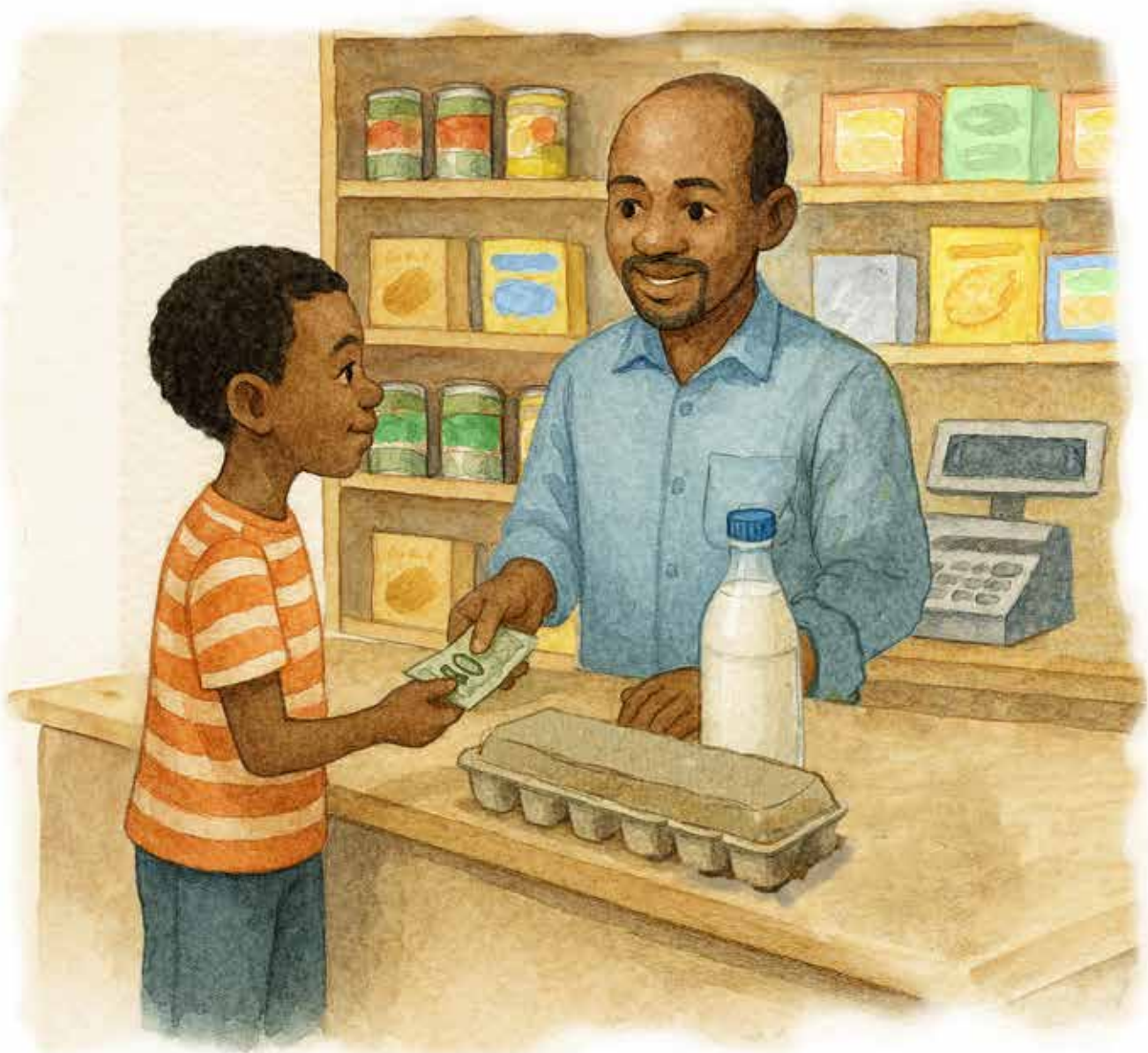
"Don't worry Mama, I am always careful." Jabu replied as he walked out the door.



Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper.

“Thank you! Carry these carefully so you don’t break the eggs.” said the shopkeeper.

“Don’t worry Mr. Gumede, I am always careful.” Jabu replied as he walked out the door.



Jabu walked very carefully towards his house. He didn't want to break the eggs!

But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.

“As soon as I drop off the eggs and milk, I will come back to play,” Jabu thought.

Jabu kept walking very carefully towards his house. He didn't want to break the eggs!

But then Jabu heard his friend Sam call his name. “Jabu, come and play! We need you!” Sam called.

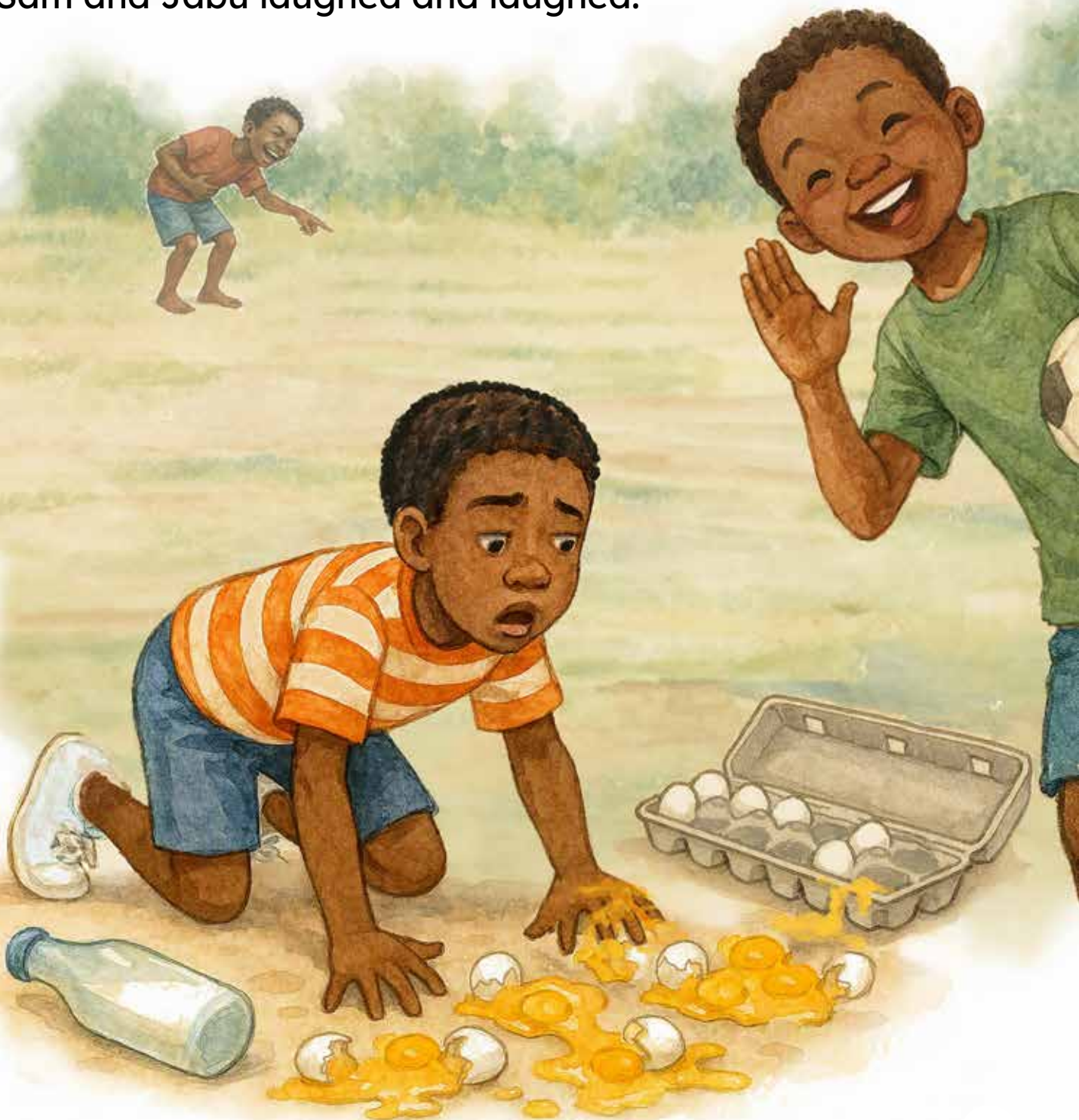


“Well, maybe just one kick! Mom will never know!” Jabu thought, as he ran towards his friends. He tried to run carefully. He didn’t want to break the eggs!



But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs!

“Oh no!” Jabu cried. “What will I tell my mother?”
“Just tell her you made scrambled eggs!” Sam joked. Sam and Jabu laughed and laughed.





Read 1

What must Jabu buy at the shop?

He must buy eggs and milk.

Who called Jabu to play soccer?

His friend Sam called him to come and play.

Why did Jabu decide to play soccer?

- Because his friend Sam called him to come and play.
- He thought he could play soccer without breaking the eggs.
- He thought he would just go and take one kick.
- He thought his mother would never know!



Read 2

How do you think Jabu's mother will feel when he gets home?

I think she will feel...because...

How do you think Jabu feels when he drops the eggs? Why?

I think he feels...because...

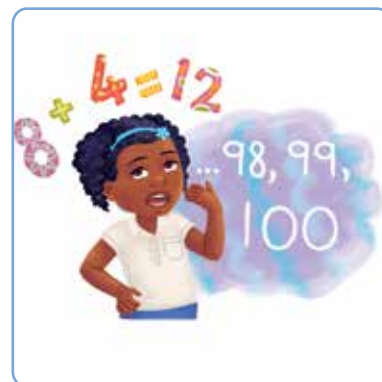
Do you think Jabu is a careful person? Explain your answer!

- No, I think he is not a careful person. I think this because his mother and the shopkeeper both tell him to be careful. If they thought he was careful, they would not need to remind him.
- No, I think he is not a careful person because he decides to play soccer while he still has the eggs!
- I do not think he is a careful person because he runs towards his friends with the eggs!
- If Jabu were a careful person, he would have taken the eggs home first. I don't think he is careful because he doesn't go home first – he goes to play soccer.

STORY 4

LINDENI'S EASY MATH TEST

Theme: We make mistakes



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 confidence without practice can lead to mistakes, and that learning comes from effort and persistence.



Some points to share with your learners

- Math skills need practice to improve. To get better at maths, we need to practise regularly. Practice helps us remember and understand new skills.
- Teachers give homework to help learners learn. Homework is work given by the teacher to help learners practise what they learned in class.
- Tests are used to help check what learners do and do not understand. A test helps the teacher see what learners know and what they still need to learn.
- Being overconfident can lead to problems because when we think something is easy, we may not practise or prepare enough, and then we can make mistakes when we are tested.



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
36,1	While the other learners in Lindeni's class wrote the problems into their books, Lindeni doodled.	I infer that Lindeni thinks she is so good at maths that she does not need to try hard or pay attention in class.
43,1	When Mrs Ndlovu handed out the test, Lindeni's classmates quickly worked through the problems, But Lindeni wrote slowly. She began to sweat. "This test is hard! This test is unfair!" she thought.	I infer that Lindeni did not practise enough, so the test feels difficult for her.

Lindeni had always done well in maths. She could count forever. She could add up numbers in her head. She thought that maths was easy.

When Mrs Ndlovu taught the class subtraction, Lindeni thought it was easy.



Mrs Ndlovu wrote some problems on the board. She instructed all the learners in the class to copy them down. While the other learners in Lindeni's class wrote the problems into their books, Lindeni doodled.

“I am good at maths. Maths is easy. I don't need practice!” she thought.



When Mrs Ndlovu went through the problems with the class, Lindeni looked out the window. She thought about all the things she wanted to do outside.

“I am good at maths. Maths is easy. I don’t need practice!” she thought.



“Go through your mistakes and make sure you understand where you went wrong!” Mrs Ndlovu told the class. While Lindeni’s classmates looked over their mistakes, she went to the toilet.

“I am good at maths. Maths is easy. I don’t ever make mistakes!” she thought.



Mrs Ndlovu handed out a worksheet. “Do these problems for homework! We learn through lots of practice!” Mrs Ndlovu told the class. Lindeni shoved the worksheet into her bag.

“I am good at maths. Maths is easy. I don’t need homework!” she thought.



That night, while Lindeni's classmates worked hard on their subtraction, Lindeni watched TV.

"Do you have any homework?" Lindeni's father asked.

"No," she lied.

"I am good at maths. Maths is easy. I don't need to do that homework!" she thought.



The next day at school, Mrs Ndlovu collected the homework. “Lindeni, where is your homework?” she asked.

“I forgot it at home.” Lindeni lied. “But don’t worry – I am good at maths!” Lindeni said.

“Lindeni, everyone needs to practise maths! Anyone can be good at maths if they work hard,” Mrs Ndlovu said.

But Lindeni wasn’t listening. “I am good at maths. Maths is easy. I don’t need to work hard!” she thought.

A few days later, Mrs Ndlovu announced there would be a test the next day in class. Lindeni didn’t feel nervous.

“I am good at maths. Maths is easy. I can pass any test!” she thought.



That night, while Lindeni's classmates studied their subtraction, Lindeni watched TV.

"Don't you have a test tomorrow?" Lindeni's father asked. "You should study!"

"I already studied." she lied.

"Plus, I am good at maths. Maths is easy. I don't even need to study!" she said.



When Mrs Ndlovu handed out the test, Lindeni's classmates quickly worked through the problems, But Lindeni wrote slowly. She began to sweat.

“This test is hard! This test is unfair!” she thought.

When Mrs Ndlovu announced, “Time's up!” Lindeni had only made it through half of the problems.





When Mrs Ndlovu handed the tests back the next day, Lindeni had failed.

After school, when all Lindeni's classmates had left the classroom, she found Mrs Ndlovu. "I made a mistake Ma'am." she admitted. "I thought I was good at maths. I thought maths was easy. I didn't practise and I didn't study." she cried.

Mrs Ndlovu looked at Lindeni seriously. "We can only be an expert at something when we practise." she said. "You have always been good at maths because you have done your homework and studied."

"I promise to work hard in maths," Lindeni said.

After that day, Lindeni changed her thinking, "I am good at maths, and maths feels easy when I study!"



Read 1

What did Lindeni do while her classmates copied down their maths problems?

Lindenì doodled.

What did Lindeni do while her classmates studied their subtraction?

Lindenì watched TV.

Why did Lindeni fail her maths test?

- Because she didn't study.
- Because she thought maths was easy.
- Because she didn't practise her problems in class or do her homework.
- Because she thought she was good at maths so she didn't need to study.
- Because she didn't have enough time to finish her test.
- She didn't practise her problems, so she couldn't do her maths quickly enough to pass the test.



Read 2

What mistake did Lindeni make?

- She didn't practise her maths or study for her test. That was a mistake!
- She failed her test. That was a big mistake!

What did Lindeni learn?

She learned that she is good at maths and maths feels easy when she practises and studies!

Why didn't Lindeni think she needed to practise her maths?

- Because she thought she was good at maths.
- Because she thought maths was easy.
- Because she thought that she couldn't make any mistakes.
- Because she thought that if you are good at something, you don't need to practise.
- Because she didn't realise that it takes hard work and practice to be good at something.
- She made the mistake of thinking that being good at something means you don't need to work hard.

STORY 5

DANCEGOD

LLOYD

Theme: We dance



Background information

- This text is a fiction story.
- It is set in Ghana.
- It takes place in the recent past.
- This story will help your learners understand how following your passion can lead to success and how talented people can help others achieve their dreams.



Some points to share with your learners

- Dancing is not just for fun - it is also an art form. People use dance to express feelings, tell stories, and entertain others. It can also be performed on stage or in a video.
- Some people believe certain activities are more important than others. For example, sometimes people think that math or science are more important than dancing or other kinds of art.
- Social media is used to share pictures and videos with many people. Social media platforms like Instagram allow people to share videos and pictures with others around the world.
- “Going viral” means many people watch and share a video, photo or article very quickly.



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
50,4	Laud felt pressure to stop dancing, but he knew he could not live a happy life without dance. He decided to make it his life's work to change peoples' perceptions of dance.	Let me stop and evaluate Laud's character: I think Laud is determined and confident, because he does not give up on what he loves even when others discourage him.
53, 1	However, he realised he didn't just want to dance – he wanted to help other young dancers reach their dancing dreams too.	Let me stop and evaluate Laud's character: I think Laud is generous and caring, because he uses his success to support other young dancers.

Dancing had always made Laud Konadu feel happy. He danced as he walked to school. His feet danced under his desk all through the school day. He even danced as he ran down the soccer field.

Whenever Laud danced, he couldn't help but smile.



But when Laud was young, people discouraged him from dancing.

“Laud – people will think you are silly if you dance all the time,” his family said.

“Laud – dance is not respected! You must choose something else to do!” his teachers said.

“Laud – soccer is more important than dancing!” his friends said. Laud felt pressure to stop dancing, but he knew he could not live a happy life without dance. He decided to make it his life’s work to change people’s perceptions of dance.



Laud decided to choreograph a dance routine. He spent hours on social media watching dances from all across the African continent and putting his own dance together. Then, he asked a friend to record his dance routine using his phone. Finally, he posted his own video to Instagram.



Laud's video went viral. Thousands of people from all over the world watched Laud dance.

"Amazing!" one person commented.

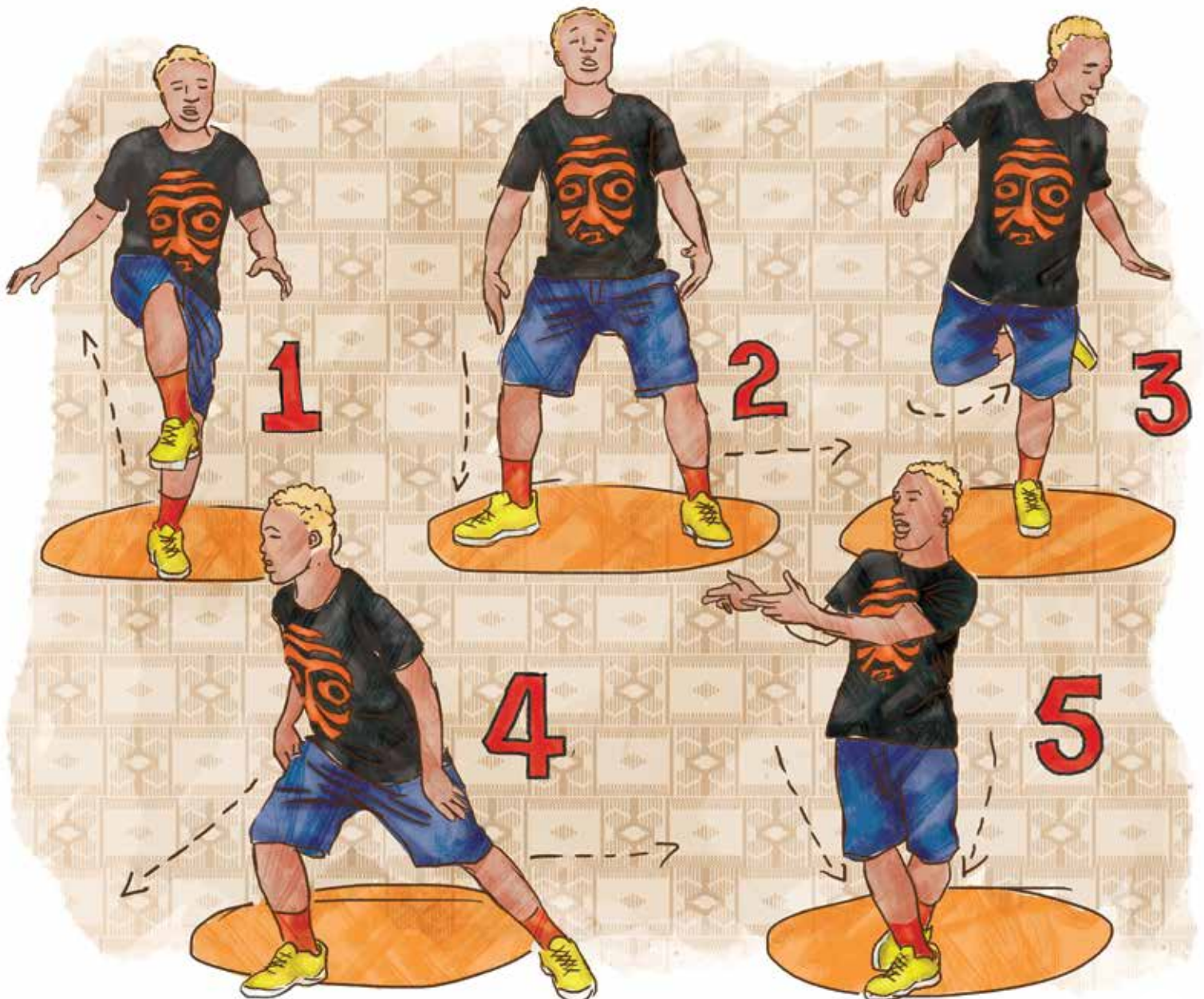
"You're a star!" another person wrote.

"This video made my day!" a third person said.

From that day on, Laud was known as "Dancegod Lloyd".



Dancegod Lloyd loved the attention he was getting on social media from his dance videos. However, he realised he didn't just want to dance – he wanted to help other young dancers to reach their dancing dreams too. Dancegod Lloyd began posting tutorials to teach his viewers how to do his dance routines.



Then, Dancegod Lloyd sat down with two of his closest friends.

“When I began dancing, I only thought about performing on big stages. But now, all I can think about is inspiring other young Ghanaians,” he said.

Together they opened a dance school, the “Dance with a Purpose Academy”. They called it DWP for short.



Dancegod Lloyd and his friends wanted to make sure that DWP was open to any young, talented dancer.

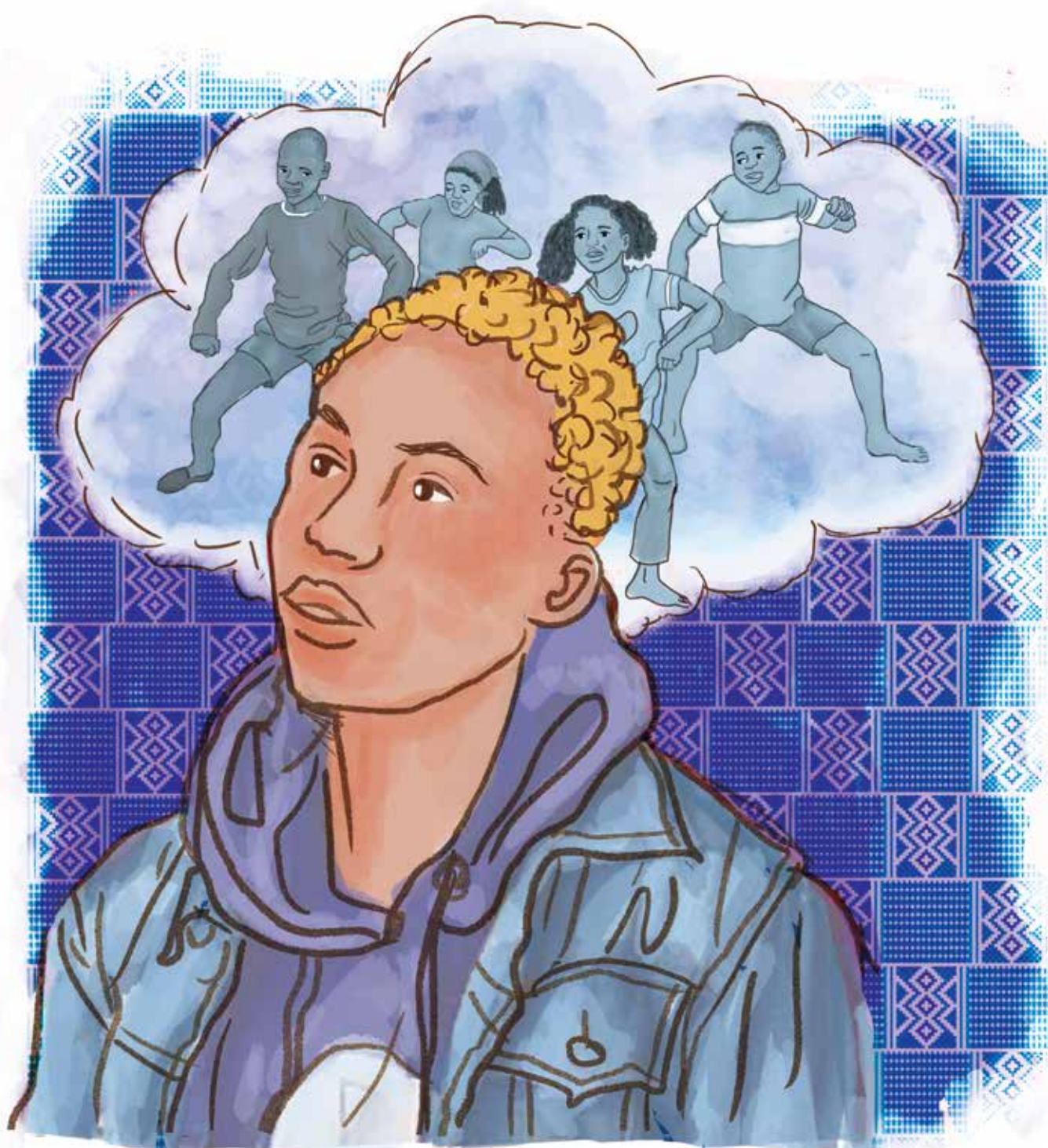
So, they decided to cover all the costs for any dancer that was talented enough to be accepted to the school.



One day, Dancegod Lloyd was scrolling on Instagram after posting a new dance tutorial. He noticed a video posted by a young boy named Hubert. Hubert followed all the dance moves from the tutorial with creativity and flair. Laud decided Hubert was a perfect candidate for DWP. When Dancegod Lloyd met with Hubert, they sat and chatted. Laud found out that Hubert was just 10 years old. He had lost both of his parents when he was a very small child. Dancegod Lloyd made a plan for Hubert to move to Accra, to attend DWP. He organised school, food and housing for Hubert.



“This is my dream,” Dancegod Lloyd told his friend, “to help build a generation of expert dancers – no matter how little money they have.”



Dancegod Lloyd began to offer free workshops to young people throughout Ghana, to spread happiness and to change peoples' perceptions of dance. As he moves throughout Ghana, he keeps his eyes out for fresh, creative dancers like Hubert to join his dance academy.





Read 1

What was Laud nicknamed after he posted his video on social media?

He was named “Dancegod Lloyd”.

Who was Hubert?

- Hubert was a student at DWP.
- Hubert was a dancer who Laud first saw on Instagram.

Why did Laud decide to open DWP?

- Because he wanted to help other young Ghanaians become dancers.
- Because he wanted to change the perceptions of dance for others too – not just for himself.
- Because he wanted to teach dance to other young Ghanaians.
- Because it helped him reach his goal of changing peoples’ perceptions of dance.



Read 2

What was the name of the dance school Laud opened?

It was called Dance with a Purpose Academy (DWP for short).

What is your perception of dance? (What do you think about becoming a dancer?)

My perception of dance is...

Why did Laud want to change peoples’ perceptions of dance?

- Because he wanted young people to be able to dream of becoming dancers.
- Because people gave him such a hard time when he was young – he wanted it to be easier for other people.
- Because he loved to dance, and he wanted people to see the importance of dancing.
- Because he wanted young people to be able to achieve their own dreams of becoming a dancer.



STORY 6

MUSA MOTHA: A GRAVITY DEFYING-DANCER



Theme: We dance



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the recent past.
- This story will help your learners understand how resilience, creativity, and determination can help people overcome challenges and achieve their dreams.



Some points to share with your learners

- People have dreams that change over time. People can have different dreams when they are young, and sometimes those dreams change because of life experiences.
- Sometimes people get very sick or injured, and doctors help them through tests and treatments. Some illnesses can affect how the body works.
- People with disabilities can use tools and adaptations to move and participate in activities. Some people use devices like crutches or wheelchairs. Some people manage to adapt and still take part fully in activities. Other people change the way they do activities so they can still take part fully.
- People with different physical abilities can do amazing things, reach their goals, and inspire others through their talents.



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:

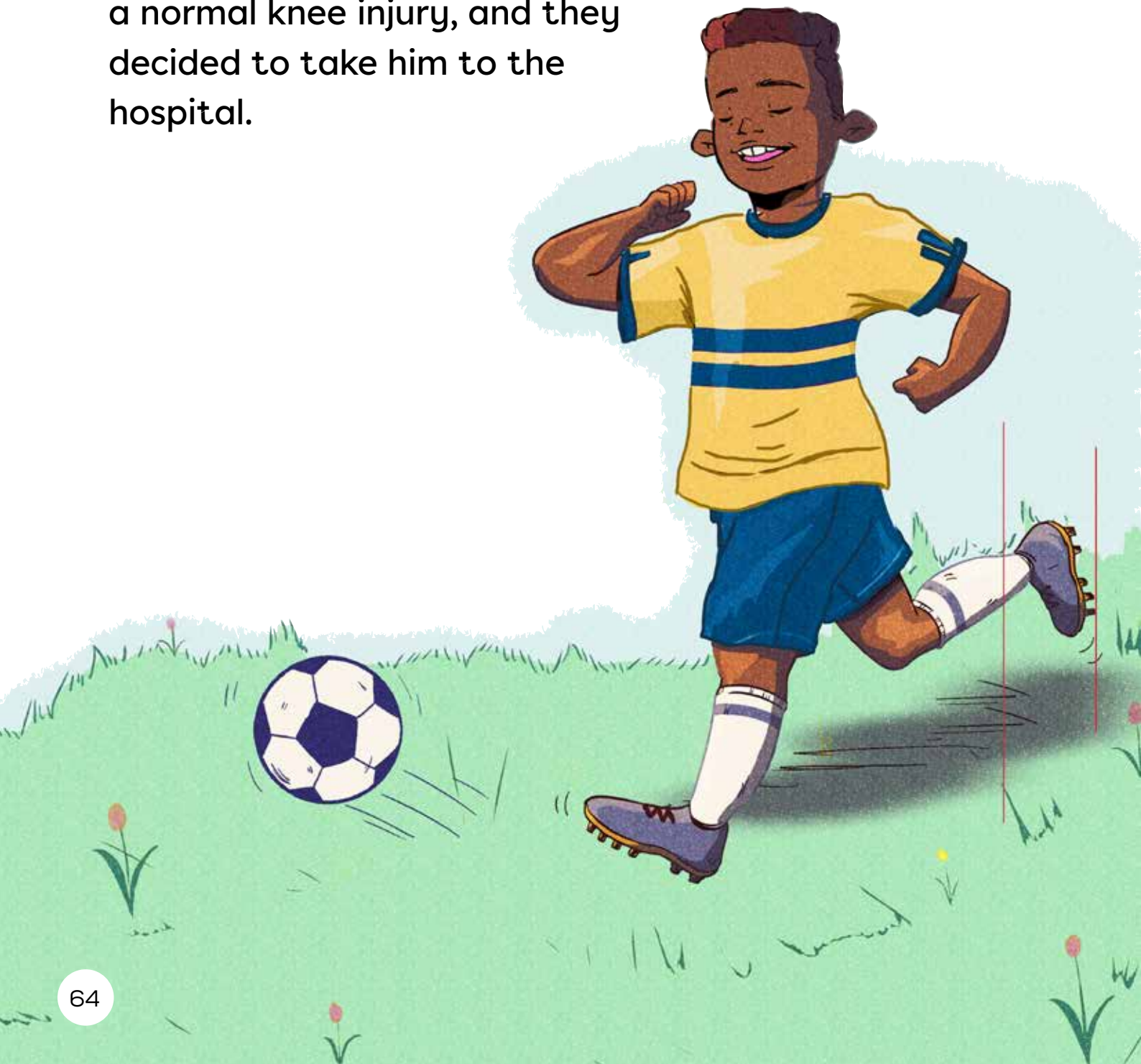
Page & paragraph	Read	Say
65,2	Musa made the difficult decision to have his leg amputated to stop the cancer from spreading.	Let me stop and evaluate Musa's character: I think Musa is brave and determined, because he makes a hard choice to save his life, even though it changes his future.
69,1	He realised that being a dancer with one leg meant working to defy gravity, through strength and balance. Throughout his training, he worked on building a positive relationship with gravity.	Let me stop and evaluate Musa's character: I think Musa is extremely determined and hardworking, because he does not give up. He adapts and keeps improving his dancing despite challenges.

This is the story of Musa Motha, an incredible South African dancer.



When Musa was very young, he didn't imagine he would become a dancer. His dream was to become a star soccer player. He loved to run down the field, dribbling and kicking the soccer ball.

But one day, when Musa was 9 years old, someone kicked his knee in a soccer match. Every night, for weeks after the injury, his knee would swell up. His parents realised that this wasn't a normal knee injury, and they decided to take him to the hospital.



For six months, no one could figure out what was wrong with Musa's knee. He travelled from hospital to hospital. He met with doctor after doctor. They ran test after test, but they couldn't figure out what was causing Musa's knee to swell.

Finally, one of Musa's many doctors decided to do a small surgery called a biopsy. When the result came back, it showed that Musa had Osteosarcoma - a type of cancer that affects the bones. Musa made the difficult decision to have his leg amputated to stop the cancer from spreading.



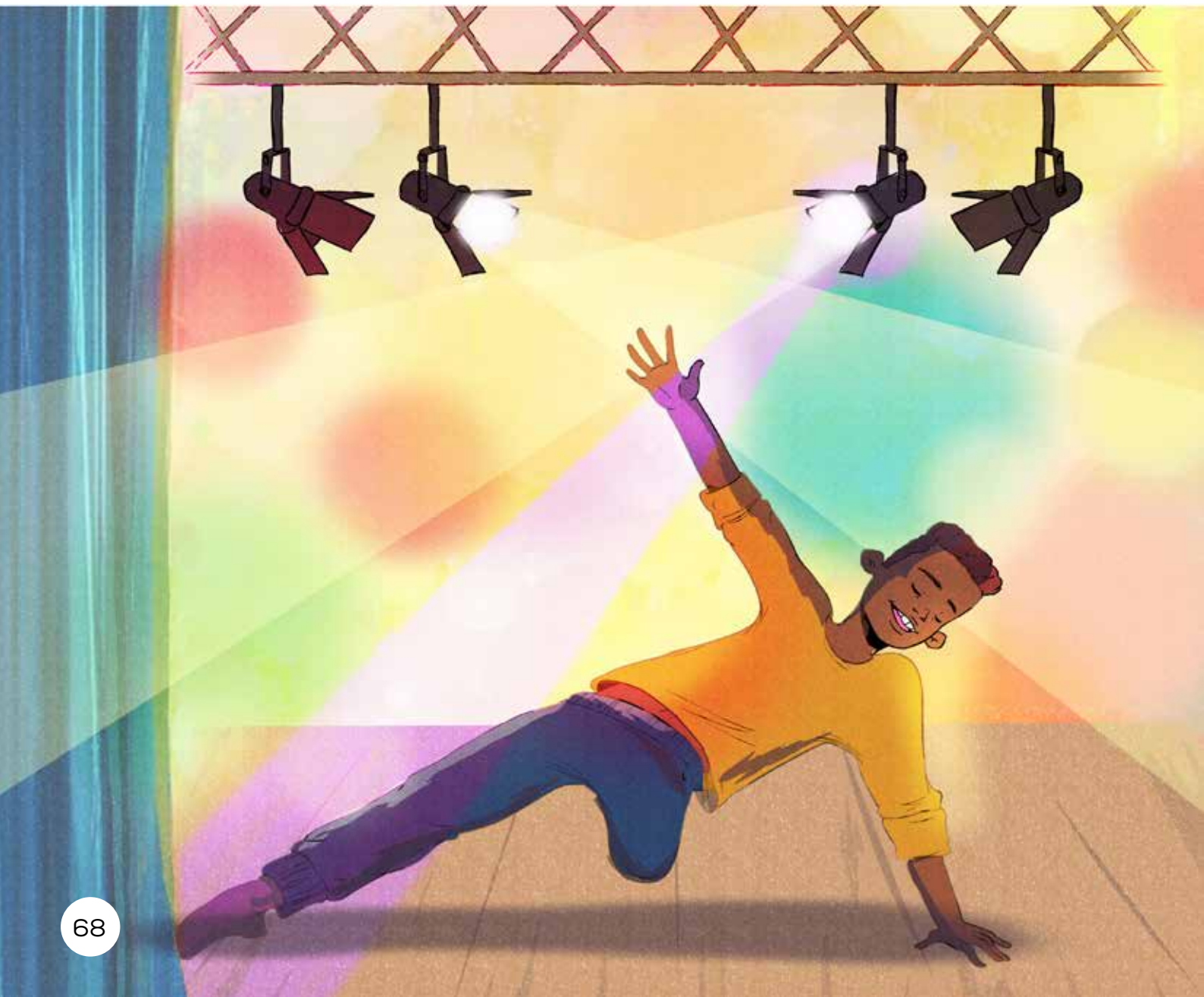
Musa's amputation meant that he was cancer-free. However, it also meant that his dreams of becoming a soccer star were dashed. He could no longer run down the field, or dribble and kick the ball. But, Musa decided to focus on all the things that his differently-abled body could do.



An organisation called “Reach for a Dream”, which helps children who are suffering from life-threatening diseases, bought Musa a sound system. Musa fell in love with music. Through his love for music, Musa realised that there were other ways he could move his body. He began to practise dance.



In 2017, Musa auditioned for the Vuyani Dance Company. He was accepted because of his superb dancing abilities, and because of the unique style he could bring to the stage.



At Musa's training for the Vuyani Dance Company, he was the only differently-abled dancer. However, Musa accepted every challenge. He realised that being a dancer with one leg meant working to defy gravity, through strength and balance. Throughout his training, he worked on building a positive relationship with gravity.



After his training, Musa became one of the lead dancers at the Vuyani Dance Company. However, Musa still has to work hard every day. It is not always easy for choreographers to design dance routines to fit Musa's style of dancing. Musa also has to help, to figure out how to adapt dances designed for able-bodied dancers, to fit him.

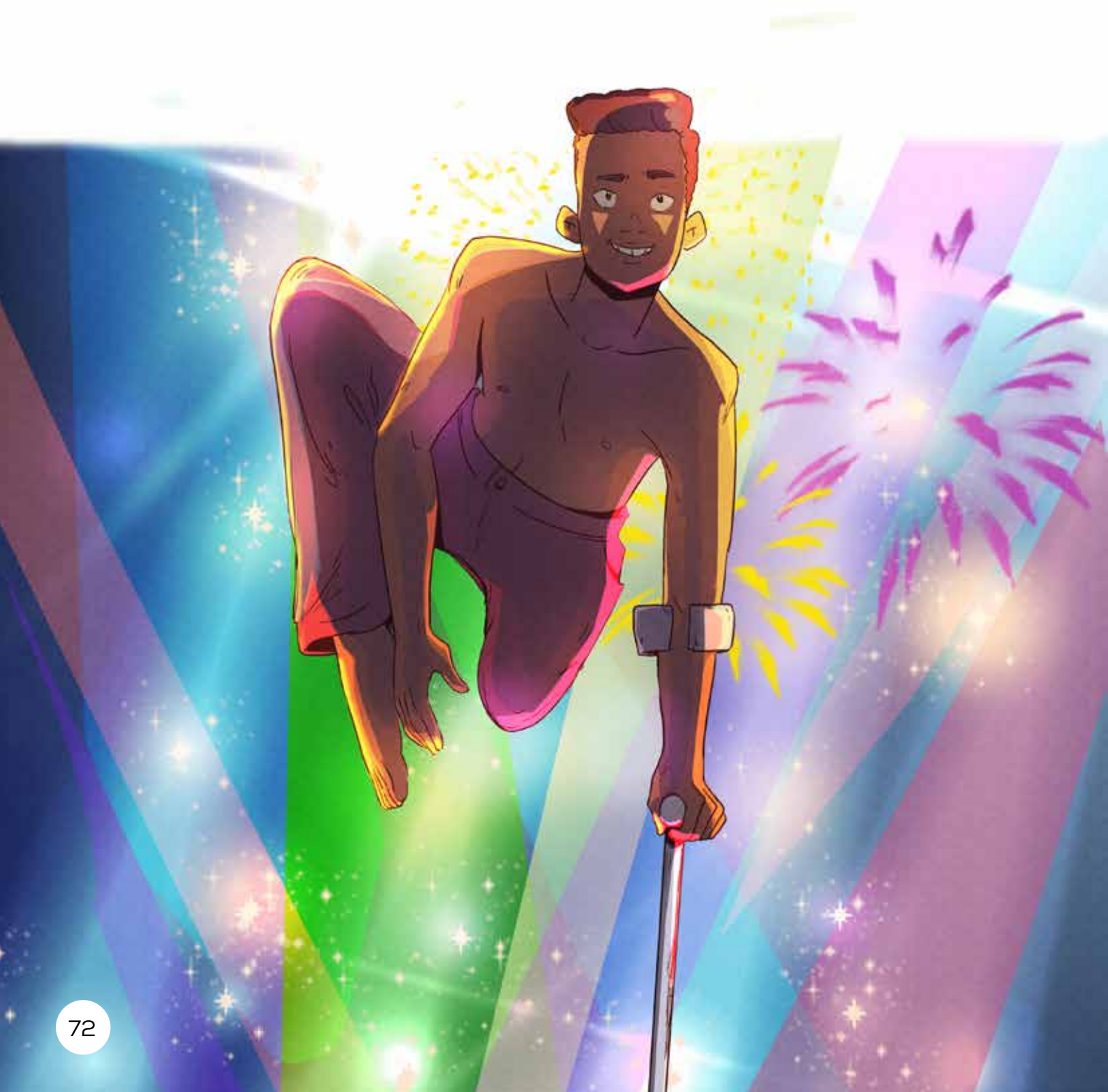


When Musa performs on big stages, most people in the audience have never seen a professional dancer on crutches. People walk away amazed and inspired by the beauty and grace of his dancing.

Musa inspires his audiences to think about people with different abilities. His achievements on stage help to expand people's minds and break down prejudices about what is possible! He shows people that differently-abled bodies are strong and beautiful.



Through his dancing, Musa Motha wants to show that nothing is impossible. Sometimes, Musa works so hard that his whole body aches. But, he still finds the strength to get up and keep dancing.





Read 1

How old was Musa Motha when he got cancer?

He was nine-years-old.

What did Musa decide to do instead of play soccer?

He decided to become a dancer.

Why did Musa Motha become a dancer?

- Because he could no longer be a soccer player.
- Because he fell in love with music.
- Because music helped him realise that there were other ways he could move his body.
- Because he wanted to focus on all the things his body could do.
- Because he practised and practised until he was accepted into the Vuyani Dance Company.



Read 2

Do you feel inspired by Musa Motha? Explain.

I feel inspired by Musa Motha because...

How is Musa different from other dancers?

He is different from other dancers because he only has one leg.

Why can we say that Musa Motha is a determined person?

- Because he found something his body could do after his leg was amputated.
- Because he must have been disappointed that he couldn't be a soccer player, but he decided to find something he could do!
- Because he focused on the things his body could do.
- Because he worked hard to become a dancer.
- Because dancing is more difficult for someone with one leg, and Musa must work extra hard. But he tries everything!
- Because Musa is a lead dancer. He must work very hard to have become one of the best dancers.
- Because people can sometimes think unkind things about differently-abled people, but Musa does not let those beliefs stop him from being a great dancer.
- Because Musa works to adapt dances so they can fit his style of dancing.

Musa Motha: <https://youtu.be/0E4COuKljAM>



STORY 7

DOLPHINS TO THE RESCUE

Theme: We get help



Background information

- This text is a fiction story.
- It is set in the recent past.
- It takes place in California, USA.
- This story will help your learners understand that sometimes help can come from unexpected places, and that it is important to never give up hope.



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

- Dolphins are mammals, which means they belong to the same group as humans and dogs. They are not fish. For example, dolphins breathe air just like we do - they cannot breathe underwater like fish. Dolphins must come up to the surface to breathe.
- Dolphins are some of the ocean's friendliest and smartest creatures. There are many stories of dolphins protecting humans from sharks. They do this by swimming in circles around the human.
- Surfing is a sport and a way to enjoy the ocean. Surfing is a sport where a person stands or lies on a special board and rides on ocean waves. Surfers use their balance and skill to stay on the board as the waves move towards the shore.
- On average, about 15 - 30 surfers are attacked by sharks per year. Most attacks take place in the United States, followed by Australia and then South Africa.



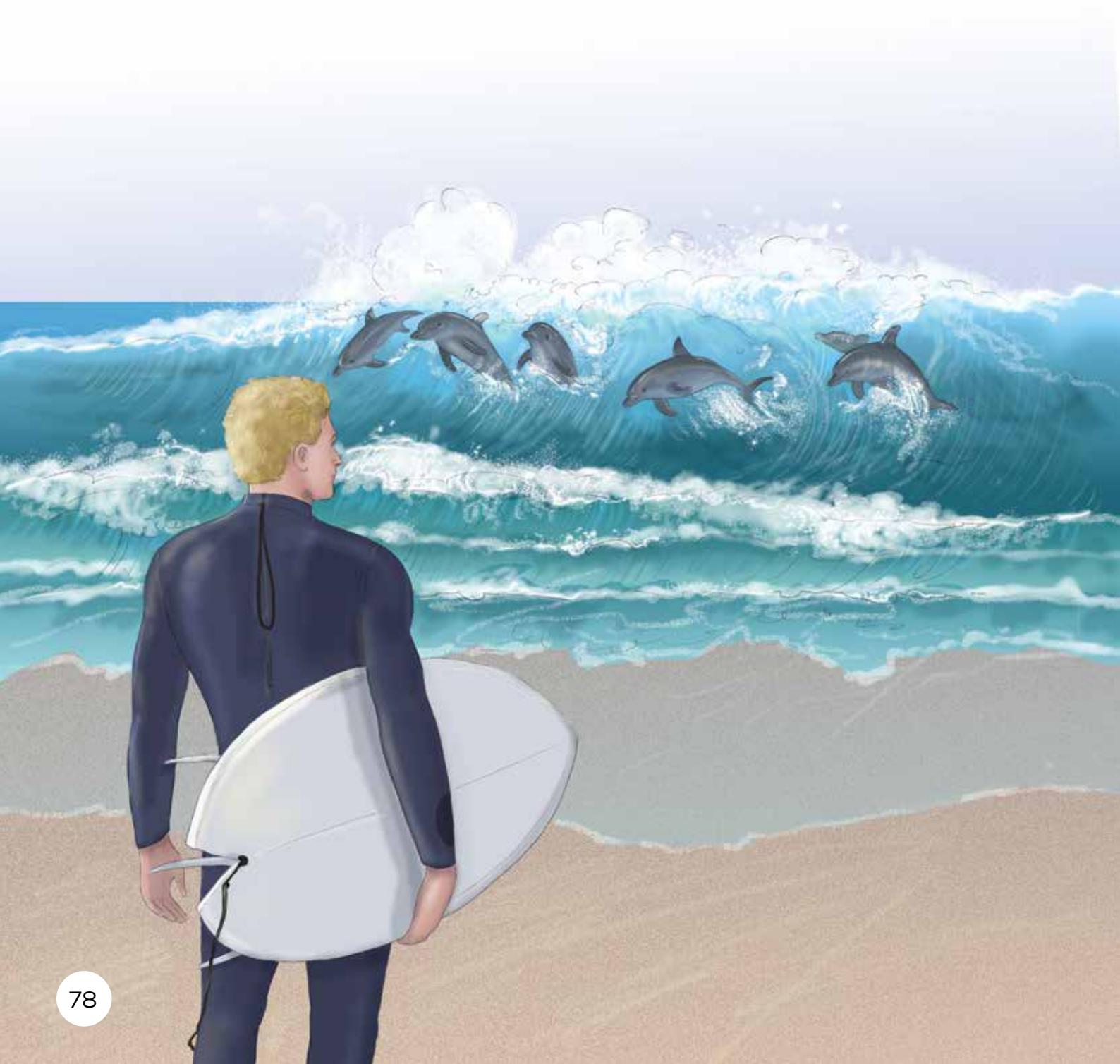
To use this strategy:

Page & paragraph	Read	Say
81,1	All of a sudden, something smashed into Todd's surfboard from below! Todd and his surfboard flew five metres up into the air. As he landed back in the water, Todd began to panic. "There must be a shark nearby!" he thought. His heart was racing.	This must be so scary for Todd. I can visualise Todd's look of shock when he gets thrown into the air.
84,1	As the shark held Todd's leg between its razor-sharp teeth, Todd used his other leg to try to kick the shark as hard as he could. But the shark held on tight.	I can visualise Todd moving and kicking, trying to kick the shark away. He must feel scared that the shark will take his whole leg!

This story is based on the true story of a professional surfer named Todd Endris. The story takes place in Monterey Bay, California in the United States.



One misty August morning, Todd walked onto the beach. He zipped up his wet suit and grabbed his surfboard, just like he did every morning. As he entered the water, he saw six beautiful dolphins playing in the waves. “What a rare sight!” he thought. He stopped for a moment to admire them.



Then, Todd climbed onto his surfboard and began to paddle out to where the waves were breaking. He caught a big wave in, then he paddled out to find another, just as usual. “What a great day to surf!” Todd thought. “Hurry up!” he called to his friend Brian, who was putting on his wet suit on the beach.



Whilst he waited for Brian to join him, Todd lay on his surfboard and paddled out past the waves.



All of a sudden, something smashed into Todd's surfboard from below! Todd and his surfboard flew five metres up into the air. As he landed back in the water, Todd began to panic. "There must be a shark nearby!" he thought. His heart was racing.



Todd frantically yanked at his leash to pull his surfboard back towards him. He climbed onto his surfboard and began to paddle as quickly as he could towards the shore. As he paddled, he scanned the water for fins.

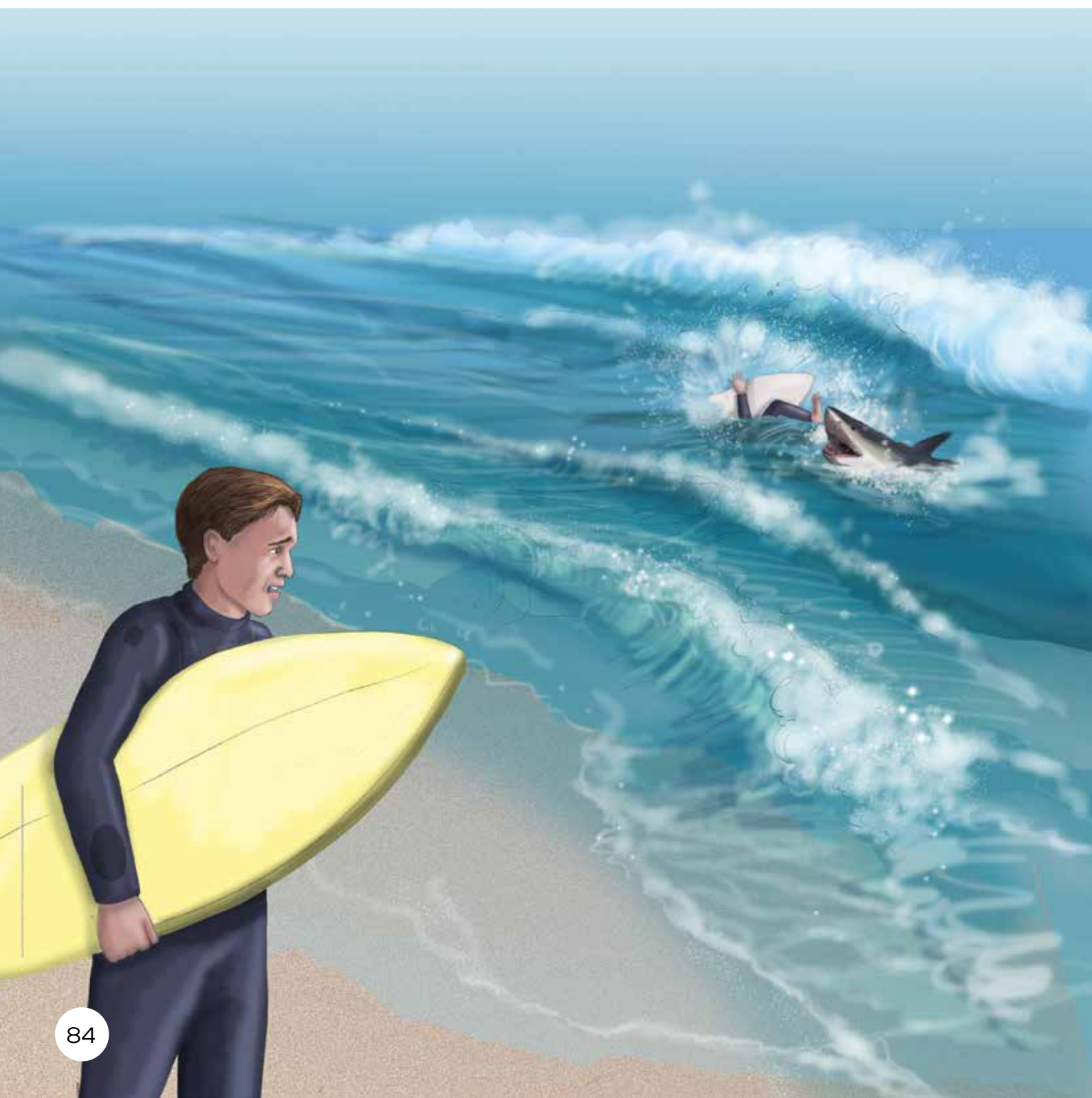


Just then, Todd was hit again, even harder. As Todd landed in the water for a second time, a great white shark sunk its teeth into his back. The water filled with blood.

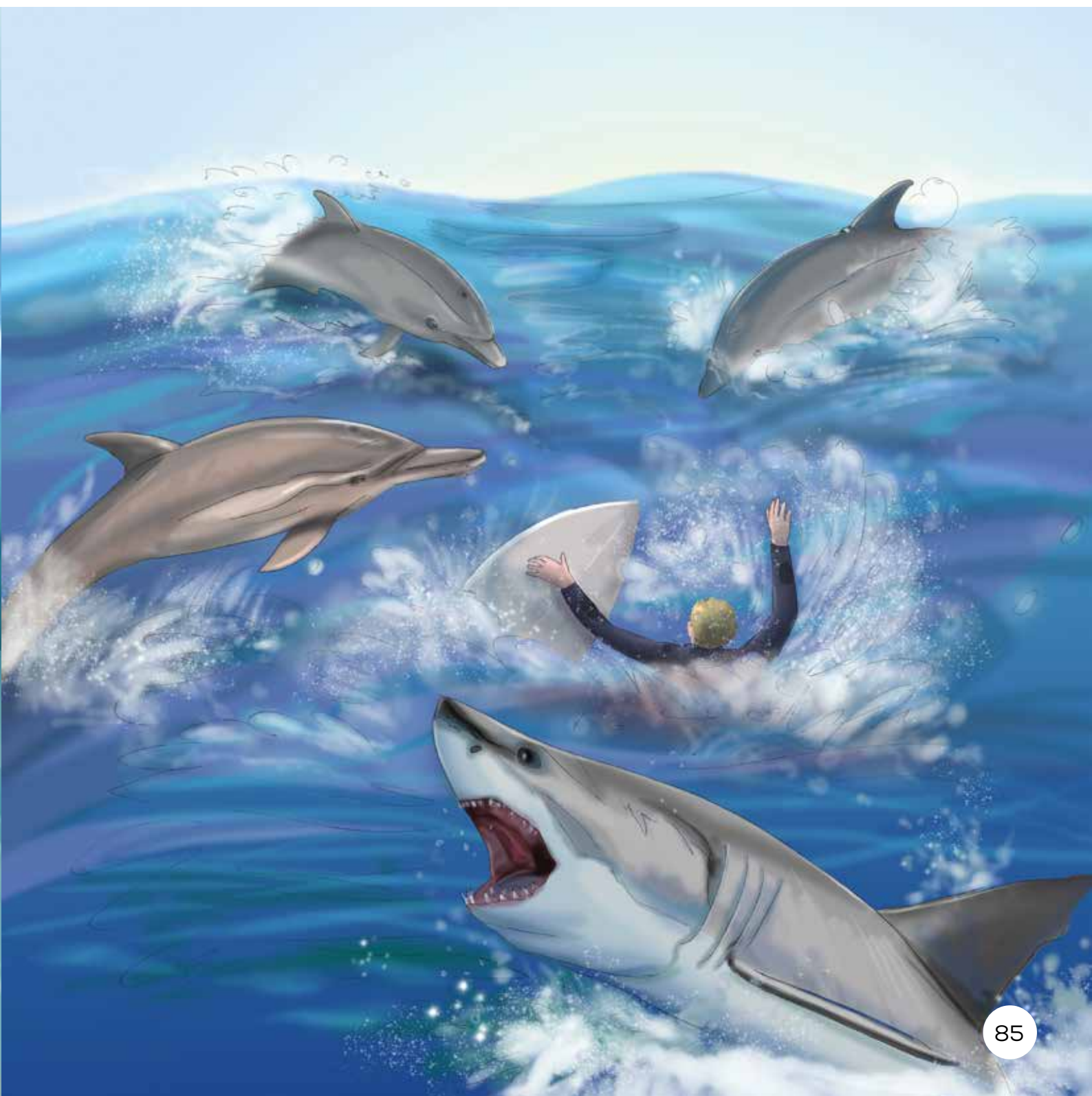
The shark shook Todd back and forth, up and down. As he broke through the surface of the water, Todd screamed and shouted, “Help! Help me!” When the shark dragged him back down underneath the water, Todd hit the shark’s nose over and over again, trying to get it to release him.



The shark let go of Todd's back, but only for a brief moment. The shark then bit down on Todd's leg – as if to swallow it whole! As the shark held Todd's leg between its razor-sharp teeth, Todd used his other leg to try to kick the shark as hard as he could. But the shark held on tight.



There was so much splashing that Todd didn't notice the dolphins swimming around him and leaping over his head. He just felt the shark release him. Todd tried to stay afloat. He frantically felt for his surfboard as he braced himself for a third bite.



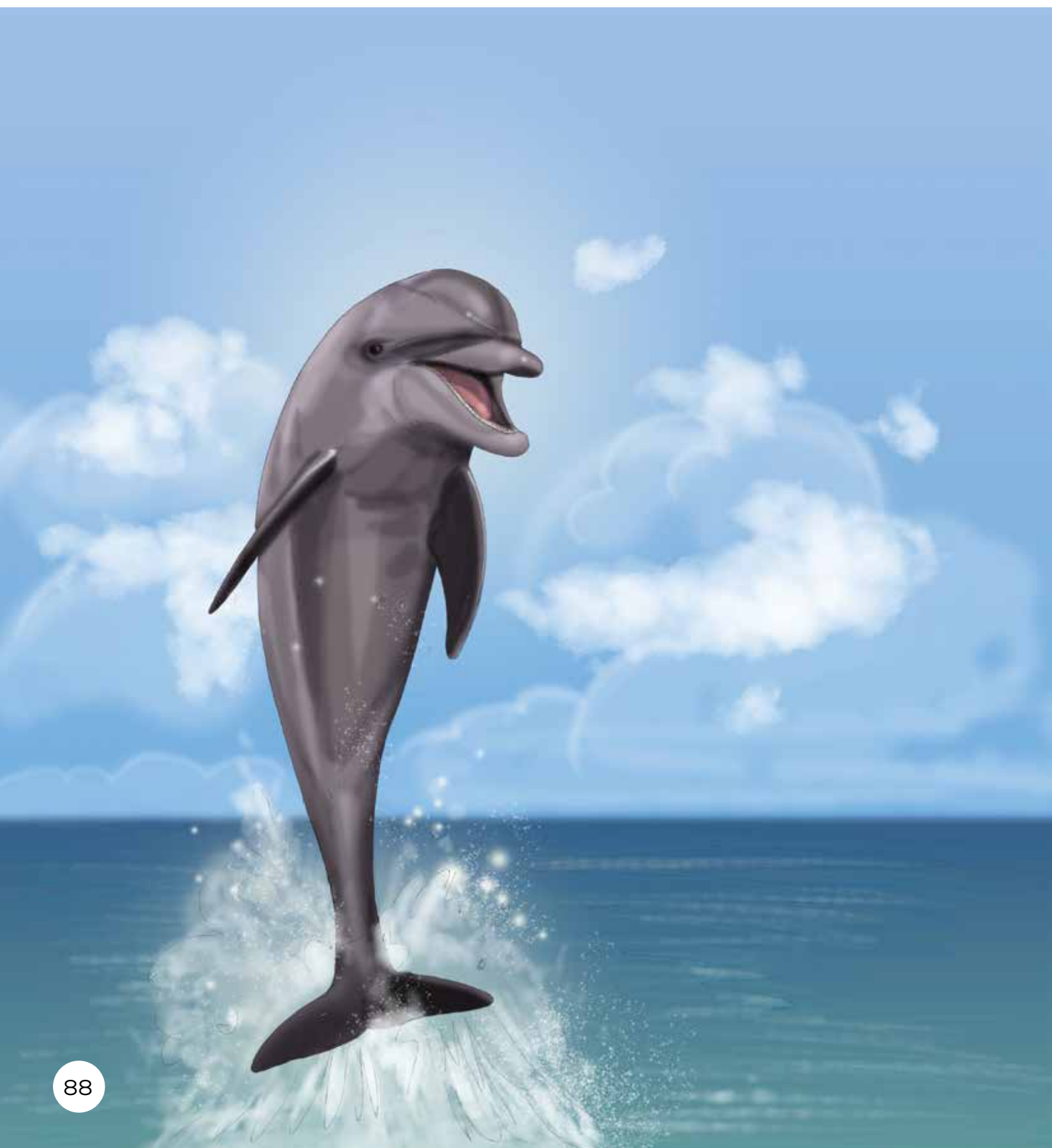
As Todd searched, he realised that the six beautiful dolphins had surrounded him. They slapped their tails against the water, scaring the great white shark away. Todd grasped for his surfboard.



Then Todd heard Brian's voice. "Quick! Get on your board!" Brian shouted. The water was still filled with blood. As Brian helped pull Todd to shore, he constantly scanned the water for fins. "Call for help!" Brian yelled to the people on shore.



Todd finally felt his surfboard hit the sand. He was back on shore. “It’s okay! You’re going to be okay!” Brian said. Todd couldn’t believe that the playful dolphins had saved his life.





Read 1

Where did the shark bite Todd?

The shark first bit Todd's back and then his leg.

Who saved Todd from the shark?

The playful dolphins saved Todd by scaring the shark away.

Why is this story scary?

- Because there is a shark in the story and sharks are scary.
- Because Todd gets bitten by a shark and there is blood in the water.
- Because Todd is all alone when he gets bitten.
- Because the shark bites him in multiple places – the shark keeps coming back to get him.
- Because we don't know if Todd will survive or if he will be killed by the shark, until the very end of the story.



Read 2

When did Brian come into the water to help Todd?

He came to help Todd after the dolphins scared the shark away.

Visualise the shark attack that happens in the story. What do you think is the scariest moment?

I think the scariest moment is when...

Why didn't Todd's friend Brian come to save him?

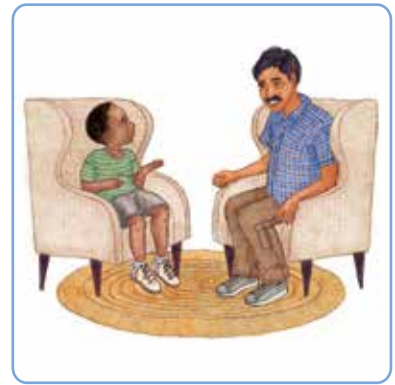
- Because he thought he would also be attacked by the shark.
- Because the attack happened in the water and it was difficult to see what was going on.
- Because it would have been difficult to find Todd in the bloody water.
- Because a great white shark is huge and could easily attack two people.
- Maybe because Brian was too scared to come into the water when he saw the shark.



STORY 8

MUNENE GETS HELP

Theme: We get help



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 it is very difficult to get over the death of loved ones. It is important to be patient with grieving people, and sometimes, professional help is needed.



Some points to share with your learners

- It is important to help children who are grieving the loss of a parent, grandparent or other caregiver.
- Expect the child to sometimes 'act out' or misbehave. Try to provide opportunities for the child to express their feelings, through speaking about it, drawing pictures or writing, or even doing a physical activity like punching.
- Keep routines going. Routines are the best way to provide children with a sense of security.
- Finally, it is important to be patient with a grieving child. Allow them to grieve and work through their feelings at their own pace.



Comprehension Strategy: Make inferences

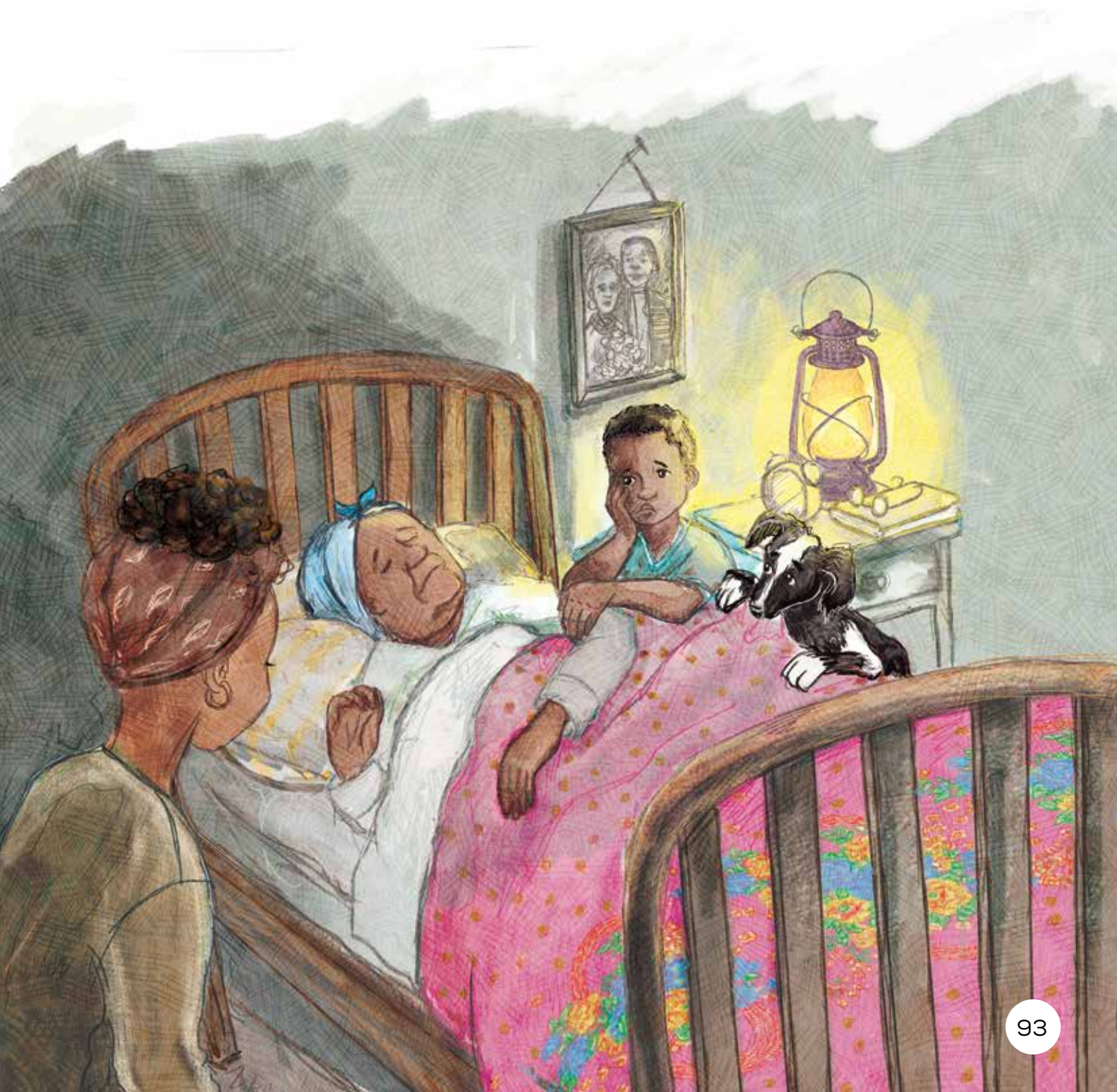
- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
94,4	But mostly, he missed the sound of his granny's loud, deep laugh. Munene wanted to sleep all day. He felt too tired to get out of bed.	I can infer that Munene is not feeling well, because he wants to stay in bed all day.
97,1	"I've made your favourite food for dinner!" Auntie Jessica said, serving Munene a crispy toasted cheese sandwich. "Thanks, but I'm just not hungry," Munene said, pushing his plate away.	I can infer that Munene is not feeling well, because he doesn't want to eat anything – not even his favourite food!

After Munene's granny died, he went to live with his Auntie Jessica in Mamelodi – far away from his home in Xigalo.



When he arrived at his Auntie Jessica's house, nothing felt right. The house felt big and empty.

He missed the sounds of birds chirping outside his window in the morning.

He missed the squeaky, creaky old door opening and closing.

But mostly, he missed the sound of his granny's loud, deep laugh. Munene wanted to sleep all day. He felt too tired to get out of bed.



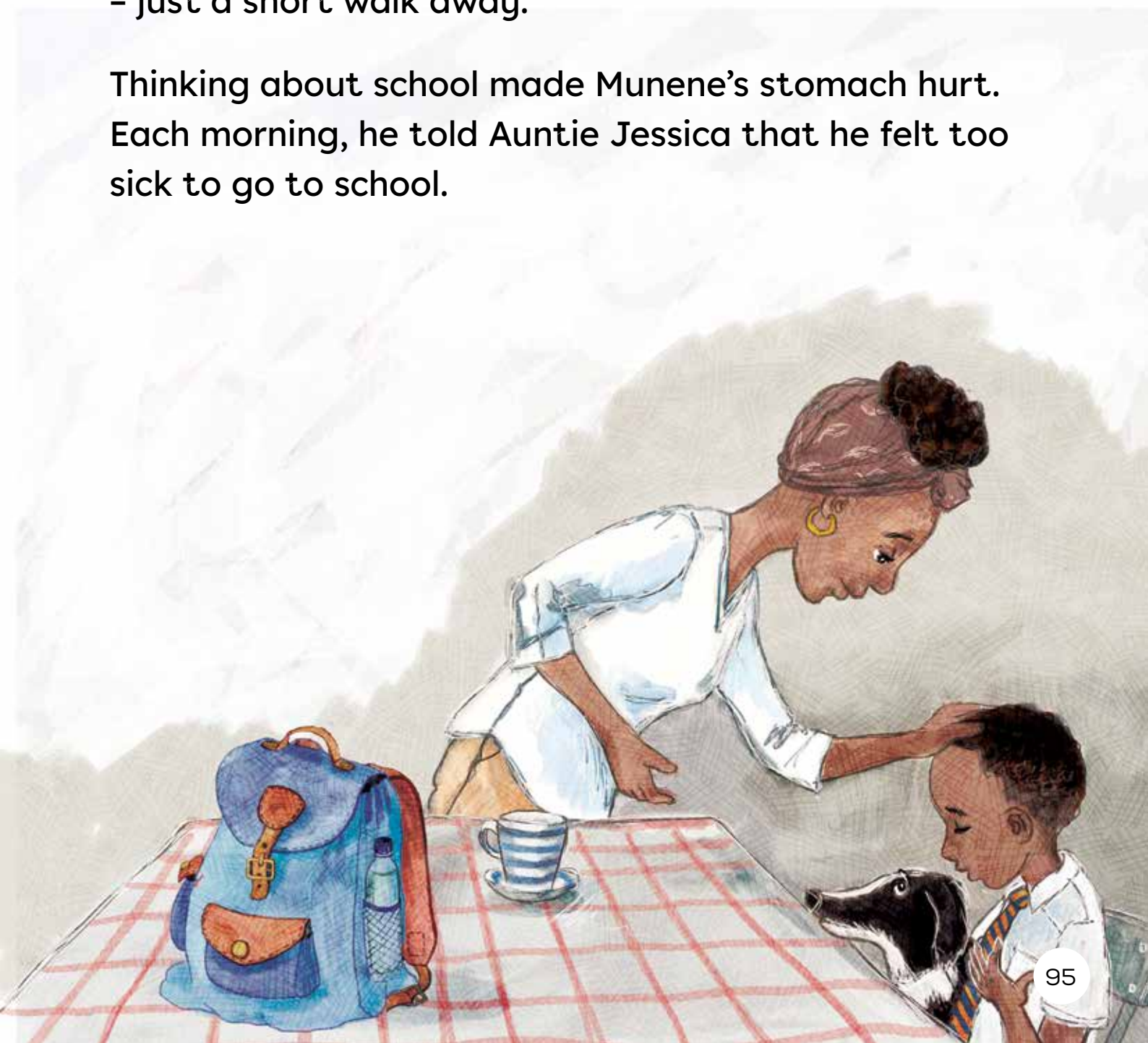
When he arrived in his new classroom, nothing felt right. The classroom felt dark and cold.

He missed the sounds of cow bells outside the window during the school day.

He missed the sound of squeaky chalk on the blackboard.

But mostly he missed knowing his granny was at home – just a short walk away.

Thinking about school made Munene's stomach hurt. Each morning, he told Auntie Jessica that he felt too sick to go to school.



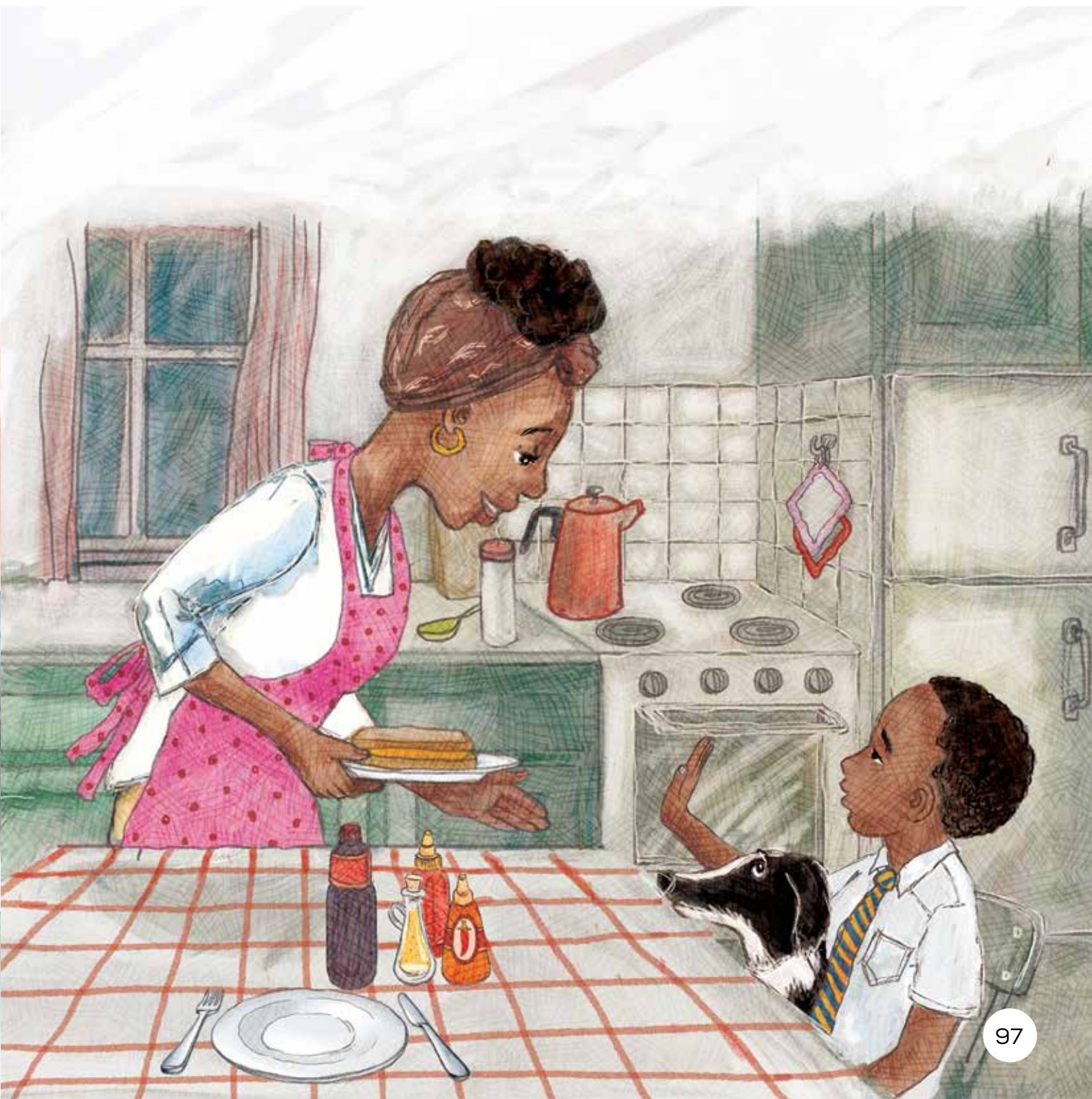
Auntie Jessica could see that something wasn't right. She tried to help Munene ease into his new environment.

“Why don't you come with me to the neighbour's house? Bokang is nine years old – just like you!” she offered, but Munene didn't feel like meeting anyone new.

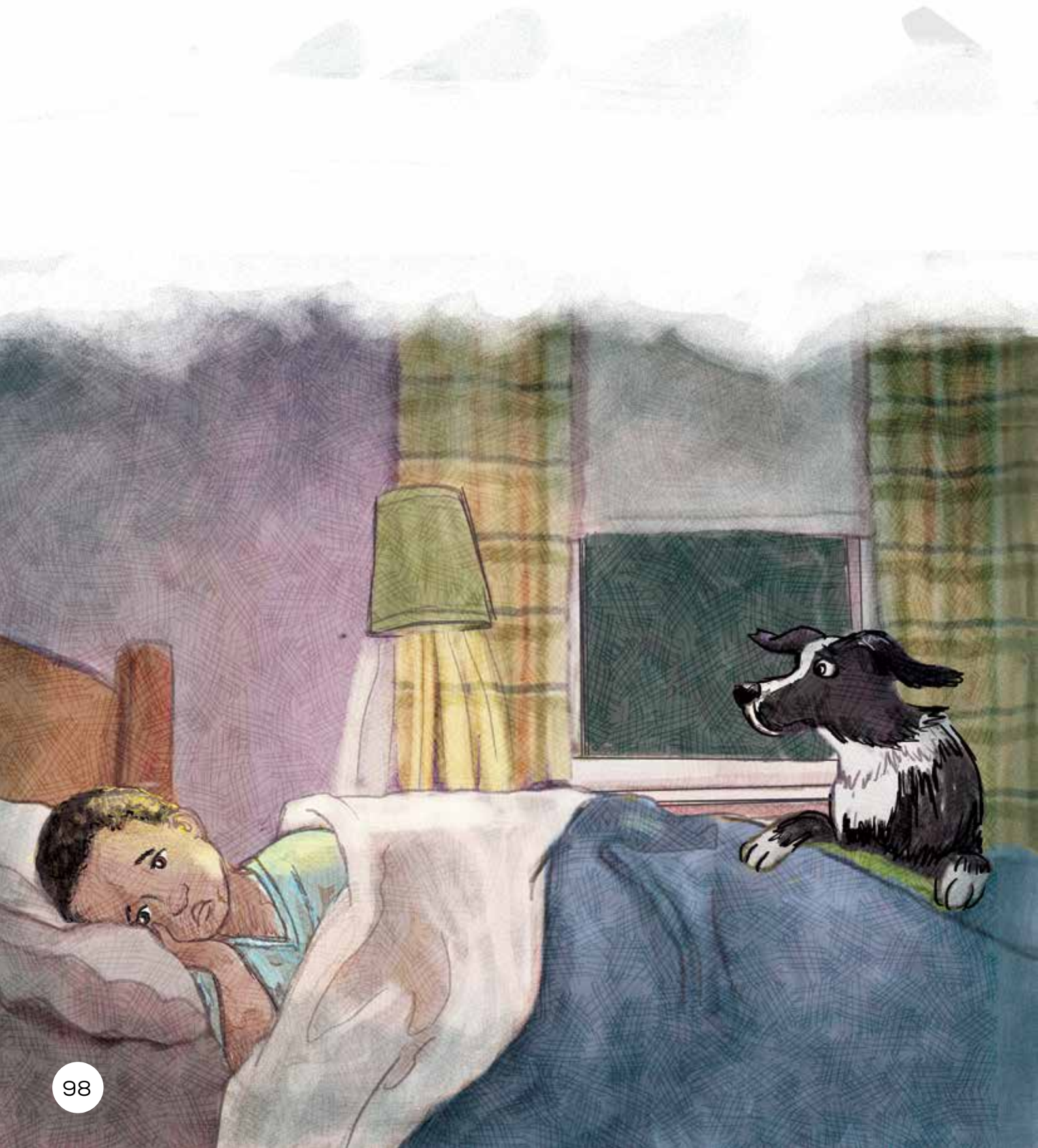


“I’ve made your favourite food for dinner!” Auntie Jessica said, serving Munene a crispy toasted cheese sandwich.

“Thanks, but I’m just not hungry,” Munene said, pushing his plate away.



At night, Auntie Jessica heard Munene quietly crying into his pillow. “Do you need a hug?” she asked gently, but Munene didn’t want a hug from anyone but his granny.



Auntie Jessica gave Munene time to settle in, but after a few weeks things still didn't feel right.

“Munene, I am worried about you. I think you are depressed. You have experienced the death of the person you love most. You have moved across the country – away from your home and your friends. I think you need some help to feel better,” she said.

Munene sat quietly for a few minutes. “Does that mean something is wrong with me?” Munene asked fearfully.

“No, it doesn't,” Auntie Jessica said. “I know that there is a negative stigma around seeing a psychologist, but it is nothing to be ashamed of. If your body feels sick, there is no shame in going to a doctor. If your mind and emotions feel sick, there shouldn't be any shame in seeing a psychologist. I see a psychologist regularly to help me feel calm and happy,” she assured him.

A few days later, Auntie Jessica took Munene to a special clinic. They waited in the waiting room.

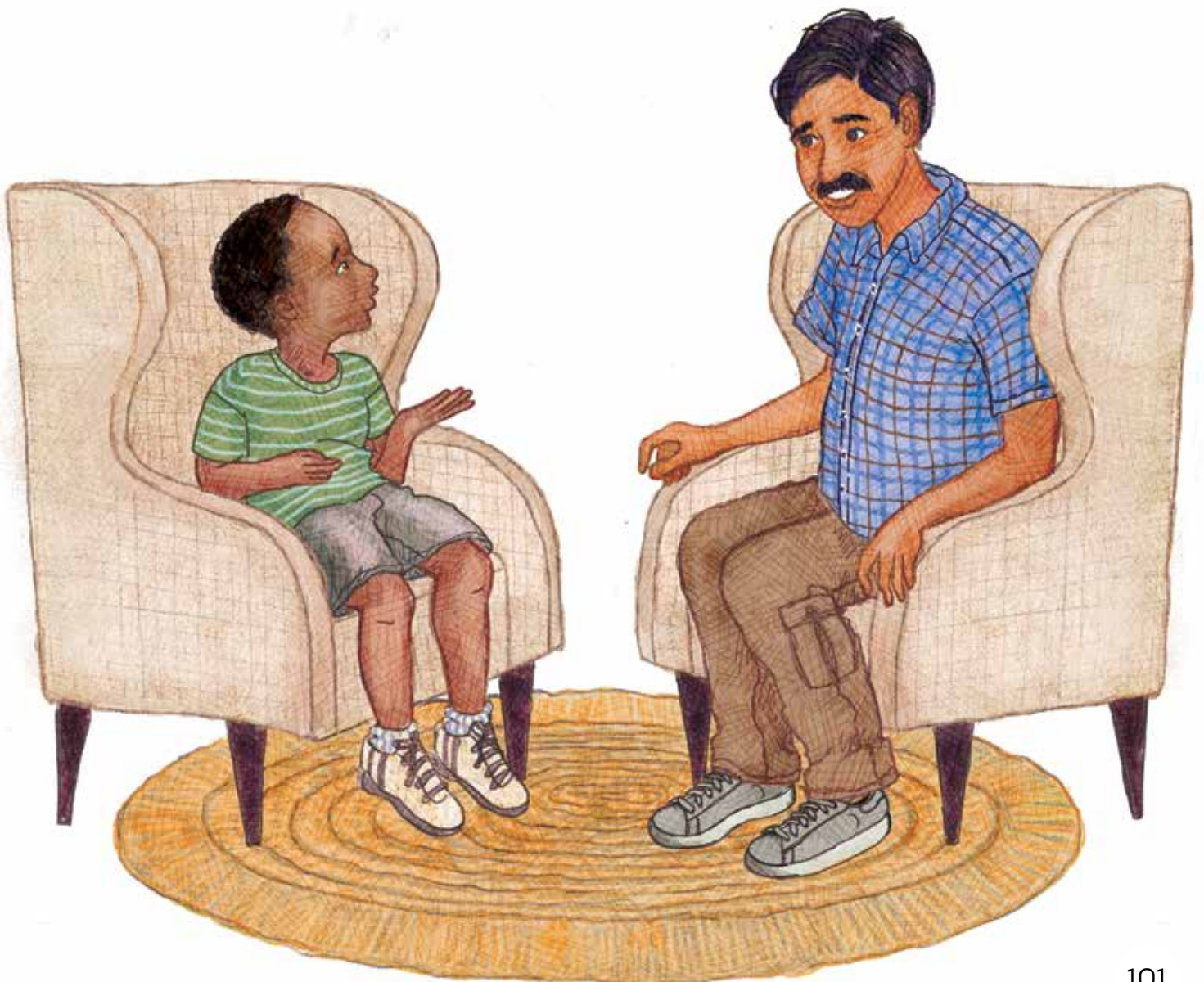
When Munene's name was called, he felt scared. "Don't worry, I'll be here waiting," Auntie Jessica assured him as she patted his back.



Munene walked into a small, bright office. He sat in a soft, comfortable chair.

“I’m Zain,” the psychologist said, sitting across from him. “Let’s talk about how you’re feeling.”

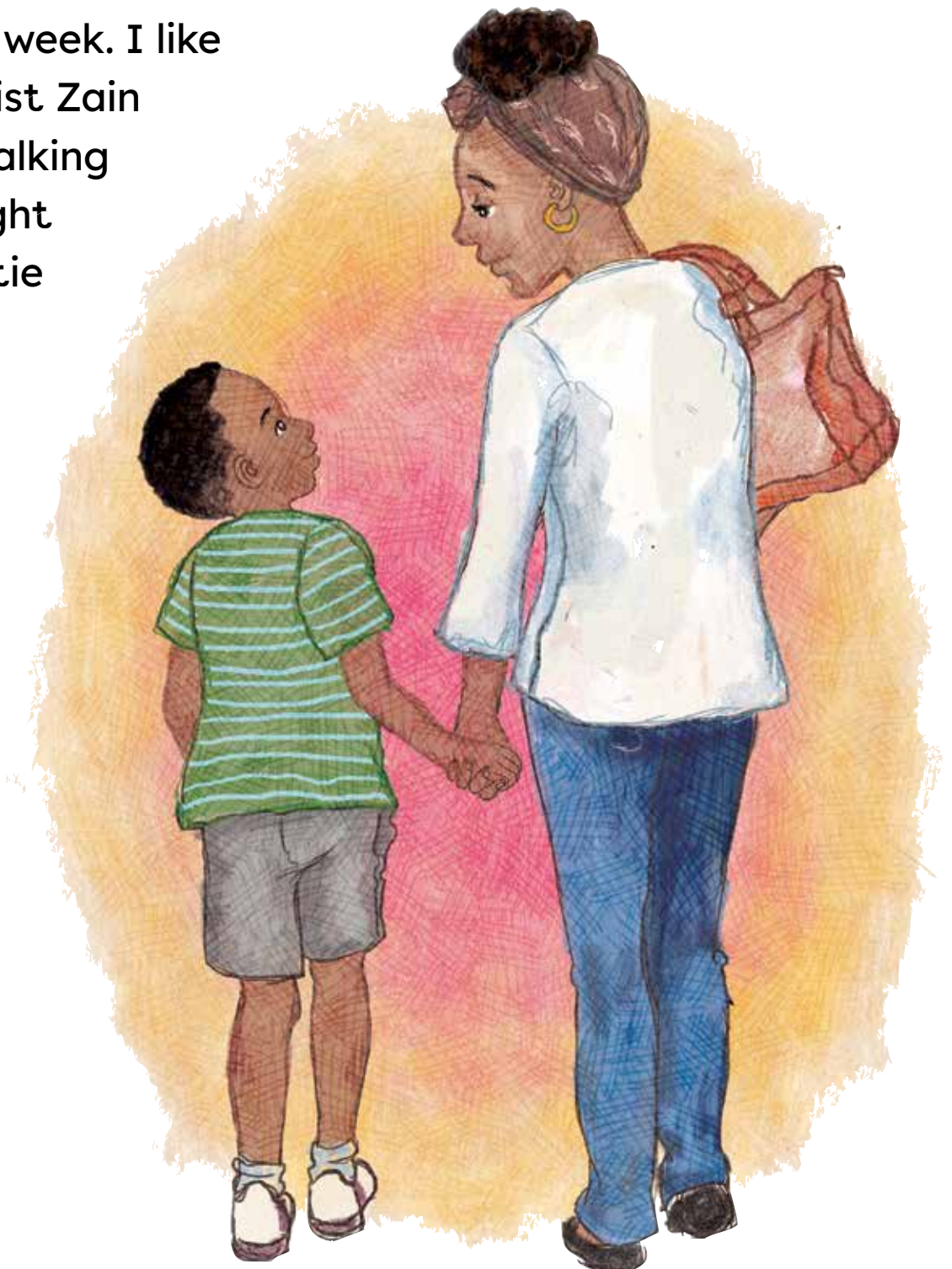
“Well, I feel...” Munene began.



When the hour was up, Munene took a deep breath, and walked back to the waiting room.

“So?” asked Auntie Jessica, hesitantly. “How was that?”

“Well, I don’t know if I feel better yet...” said Munene, “but I think I want to come back next week. I like Psychologist Zain – I think talking to him might help.” Auntie Jessica squeezed Munene’s hand and smiled.





Read 1

Who did Munene miss?

Munene missed his granny.

Where did Munene live with his granny?

Munene and his granny lived in Xigalo.

Why was Munene's Auntie Jessica worried about him?

- She was worried because he didn't want to get out of bed.
- Munene didn't want to go to school.
- Munene didn't want to meet anyone new.
- Munene didn't want to eat his favourite food.
- Because she tried to do everything she could think of to help Munene feel better, but nothing seemed to help him.



Read 2

Why did Munene move to Mamelodi?

He had to move to Mamelodi to live with his Auntie Jessica when his granny died.

What is Munene's favourite food?

Munene's favourite food is a crispy toasted cheese sandwich.

How did Auntie Jessica infer that Munene might be depressed?

- Because he wanted to sleep all day. He didn't want to get out of bed.
- Because he had a stomach ache every day and he didn't want to go to school.
- Because he doesn't want to meet anyone new.
- Because he doesn't want to eat – even when it is his favourite food.
- Because Auntie Jessica hears Munene crying at night.
- Because Munene's granny just died.
- Because Munene had to move somewhere new – everything changed for him!





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