

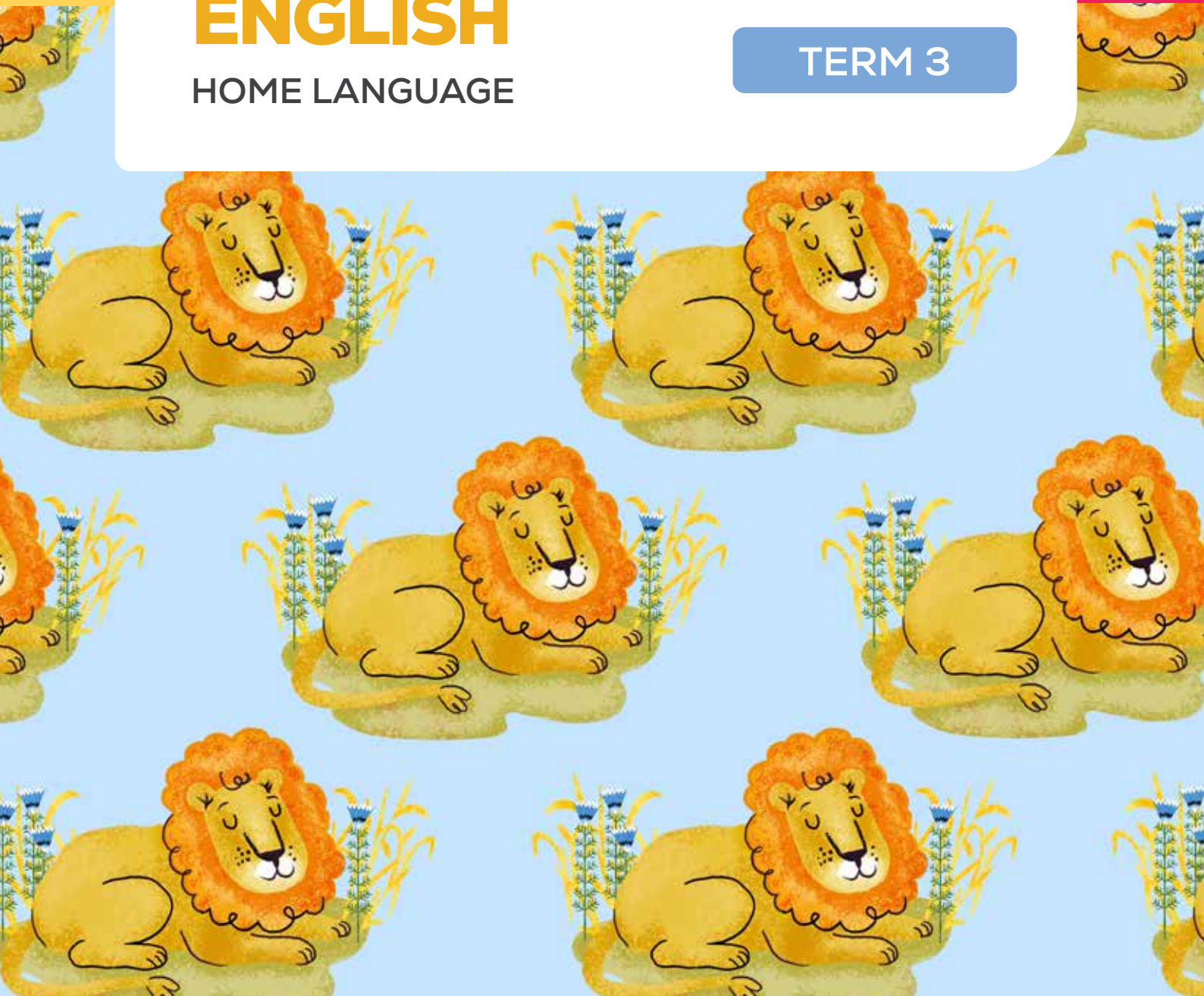
Core Reader

ENGLISH

HOME LANGUAGE

GRADE
3

TERM 3





Core Reader

GRADE 3 | TERM 3

ENGLISH

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TERM 3



Theme: We are entrepreneurs

Language Enrichment:

riddle

A word puzzle that requires you to think 'out the box' to come up with the answer.

I have no true boss, yet my hours are long, I turn every "no" into where I belong.
I look at a problem and see a brand new door, I build up a team and create jobs
for more. Who am I?

The answer to the riddle is an Entrepreneur (say: ahn-truh-pruh-nur). That is a big, fancy word for an inventor or a business boss who builds something completely from scratch!

Stories:

Fresh eggs for sale



Kelvin Doe: DJ Focus



Vocabulary

chicken coop: A small house or shelter where chickens live.

advertise: To tell people about something you want to sell.

flyer: A piece of paper that gives people information.

expand: To make something bigger or grow it.

innovative: Good at thinking of new and clever ideas to solve problems.

engineering: Designing and building things to solve problems.

transmitter: A device that sends radio signals so people can listen to a radio station.

perseverance: Continuing to work hard even when something is difficult.

entrepreneur: A person who starts a business and sells things or services to earn money.

Vocabulary

business: Work that people do to earn money by selling goods or services.

calculations: Working out answers using numbers.

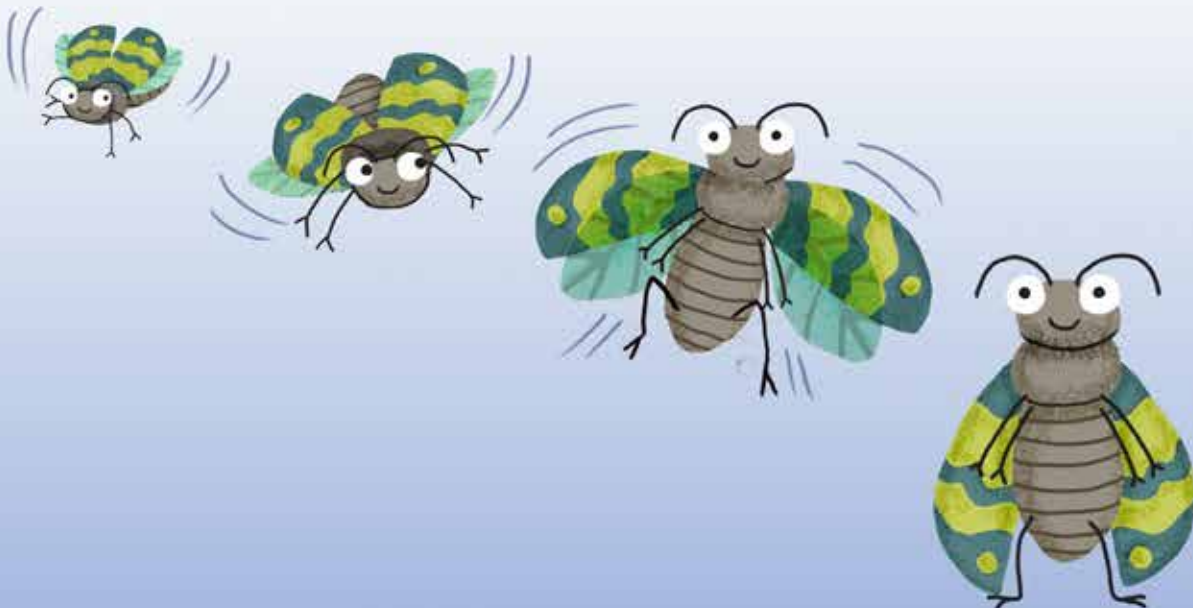
customer: A person who buys something from a shop or business.

Ask your family:



Is anyone in our family an entrepreneur? What type of business does this person have?

Do you think it is better to have a job or to own a business? Why?





Fluency

Getting ready for Grade 4

- It is time to start getting ready for Grade 4, which will be a big change.
- Thozi is a Grade 3 learner. She is worried about reading in Grade 4.

Take turns to read aloud:

Worried About Reading

My teacher said something today that made my tummy feel funny. “Next year, in Grade 4, you must read on your own,” said Miss Dlamini. “And you must understand what you read.”

I looked down at my book. The words sometimes get mixed up when I read. I feel scared. What if I can’t do it?

At break time I sat by myself. My friend Lesedi came to sit with me. “Why are you sad?” she asked.

“I can’t read like you,” I said. I felt like crying.

Lesedi held my hand. “Thozi, you can practise with me. We can read together every day.”

That night I told my gogo. She smiled and said, “We will read a little bit every night, my child. Slowly, slowly.”

Now I feel a bit braver. Maybe if I practise every day, the words will become my friends.



Comprehension

Discuss the following questions with your partner or group.

1. Who else should Thozi talk to about her reading?
2. How do you feel about reading on your own in Grade 4?
3. Are you worried about something else, like writing or Maths?
4. Who can you speak to about your worries?



Fluency

Getting ready for Grade 4

- Sometimes, new things can feel scary!
- Pria is a Grade 3 learner. She is worried about new classrooms and teachers.

Take turns to read aloud:

Scared of changing classes

In Grade 3, I have one teacher and one classroom. Miss Naidoo knows me. She knows I like to sit by the window. Her classroom feels safe, like home.

But my big brother told me something scary. “In Grade 4, you walk to different classes,” he said. “You get a different teacher for every subject!”

My heart went thump, thump, thump. “What if I get lost?” I asked him. “What if the new teachers don’t like me?”

He laughed, but not in a mean way. “Don’t worry Pria! I was scared too,” he said. “But then it became fun. It’s like a little adventure every day.”

I still feel worried. Sometimes at night I think about it and my tummy feels tight.

But Mama says, “All the children will be new together. You can help each other.”

Maybe I will be okay. Maybe I will even like it.



Comprehension

Discuss the following questions with your partner or group.

1. What happens at your school when you move to Grade 4?
2. Do you have different teachers for different subjects?
3. Do you move to different classrooms sometimes?
4. How do you feel about this?
5. Do you know your way around the school?



Theme: **We are entrepreneurs**



Fluency

Getting ready for Grade 4

- Kgabo is a Grade 3 learner who is always late or losing things.

Take turns to read aloud:

Looking after my things

Sometimes my things run away from me. That is what it feels like. Yesterday I lost my jersey at break time. Last week it was my new pencil.

Today Ms Molapo said, “Take out your maths books.” Everyone had their books out already. I dug and dug in my bag. My face felt hot. I was last again.

When the bell rings, I am always the slowest to pack up. My friends wait at the door. “Hurry up!” they say.

Mom says, “Kgabo, in Grade 4 you must look after your own things. Your teacher won’t do it for you.” That made me feel worried.

But Ms Molapo showed me a trick. “Pack your bag the same way every day,” she said. “Then say your list: shoes, jersey, pencil case, books.”

Now I say my little list in my head, like a song. Today I brought everything home. Mom smiled a big smile. I felt so proud.



Comprehension

Discuss the following questions with your partner or group.

1. Do you ever lose things at school or at home?
2. What kind of things do you lose?
3. Can you make up a song to help you remember to pack your things?
4. Are you ever slow with getting things out or packing up?
5. If you are good at this things, do you have ideas to to try and help your friends?



Fluency

Take turns to read aloud:

Thabo's car wash

Thabo loved to wash cars. He wanted to buy a new blue bicycle. "I can start a business!" Thabo told his mother.

"That is a great idea," she smiled. "You can be a real entrepreneur."

Thabo made a neat cardboard sign. It said: Thabo's Shiny Car Wash. Only R20 a car. He borrowed a bucket, a soft sponge and soap from his helpful uncle.

On Saturday morning, Thabo waited outside. Soon, Mr Sithole parked his dusty red car near the gate. "Good morning, Mr Sithole," Thabo said politely. "Can I wash your car today?"

"Yes, please, Thabo," Mr Sithole replied. "It is very dirty from the dusty farm road."

Thabo worked very hard. He mixed warm water and soap. He scrubbed the wheels carefully. He rinsed the car with clean water. Finally, he wiped the windows until they sparkled in the sun.

Mr Sithole walked outside and looked at his shiny car. "Wow! You did a wonderful job," he said happily. He handed Thabo two crisp twenty-rand notes. "The extra money is a tip for your hard work."



“Thank you so much!” said Thabo with a big smile.

Thabo paid his uncle back for the soap with R25. He gave his mom R10 for water. He only had R5 left, but it was a start!

The next Saturday morning, Mr Sithole was back with his red car. And behind him were another 3 customers. Thabo felt proud - he had started his first business!



Comprehension

Write the correct answers in your exercise books:

1. **What is Thabo’s business?**
 - a. He sells bicycles.
 - b. He washes cars.
 - c. He makes cardboard signs.
2. **How much does Thabo charge to wash a car?**
 - a. R10
 - b. R40
 - c. R20
3. **Why did Mr Sithole give Thabo a tip?**
 - a. Mr Sithole is Thabo’s uncle.
 - b. Thabo worked hard and did a good job.
 - c. Mr Sithole is a kind man.



Copy into your exercise book:

Thabo washes cars for money.



Fluency

Take turns to read aloud:

Fresh eggs for sale

Rhulani's gogo had many chickens that laid many eggs. The family all ate eggs, but there were still many extra eggs leftover in the yard.

One evening Gogo made pap and eggs for dinner.

Rhulani's friend, Dakolo, ate with them. Dakolo told them how good their eggs tasted. Rhulani explained that the eggs came from their own chickens.

That night Gogo had a long think about the extra eggs and about what Dakolo had said. She had an idea!

The next day, Rhulani found Gogo building a chicken coop with wood and nails. She told Rhulani that the chicken coop would make it easy to collect the eggs, because the chickens would lay all the eggs inside the coop. Gogo explained her plan to sell the extra eggs.

Rhulani and his sister helped advertise the eggs for sale. Gogo told Mr Tshivase about the eggs. Mr Tshivase spoke to lots of people.

Dakalo's mom was the first customer! She told Gogo how much Dakalo liked the eggs.

Gogo decided they would use the money they made selling the extra eggs to plant vegetables to sell.





Comprehension

Write the answers in your exercise books:

- 1. What did Gogo build?**
Gogo built a...
- 2. What was Gogo's plan for the extra eggs?**
Gogo's plan was to...
- 3. What did Gogo use to build a chicken coop?**
Gogo used ... and ... to build the chicken coop.
- 4. Do you think it is a good idea to plant vegetables? Why?**
I think it is / is not a good idea to plant vegetables because ...

Read a different ending to the story.

Gogo's chickens laid many eggs — far too many for one family to eat. One evening, Rhulani's friend Dakalo ate dinner with them and said the eggs tasted very good.

That night, Gogo had a long think about all the extra eggs. She had an idea!

The next day, Gogo packed all the extra eggs into a big basket. "Come, Rhulani," she said. "We are going to your school."

Gogo gave the eggs to the school kitchen. Now every child got a boiled egg with their morning porridge. "Eggs make children strong and clever," smiled Gogo.

Rhulani felt proud. Everyone said his gogo made the best breakfast in the village!

Discuss the different endings.

1. Which ending do you like best?
2. Why?
3. Can you think of a different way that the story could end?



Phonics

Take turns to read:



neigh

weigh

weight



Morphology

-ed

- This morpheme shows that an action has already happened.
- We call this past tense.
- We find this morpheme at the end of the verb.
- If the verb ends in -s, we drop the -s before adding -ed.
- Example: He walks to school. He walked to school.



Fluency

Take turns to read aloud:



Learn new irregular words

who, enough

Our neighbour and his goats

Mister Felix is our neighbour, and he keeps goats on his plot. One morning he shouted at our gate, “Who left my gate open? My best goat is lost, and I have looked for it for an hour!” Dad and I helped him hunt for the lost goat. We looked in the veld. We looked under the trees near the river. Then I saw the goat at last — it was in our own garden, eating the beans!

“Your goat has eaten enough beans for eight goats!” said Dad. Mister Felix felt bad and stared at his feet.

“I will mend your gate and bring you fresh milk for a week,” he said.



Encoding

Find and write in your exercise book:

eigh words

-ed words



Decoding

Take turns to blend these sounds together:



+



Take turns to read words:

felt

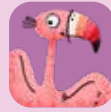
wilt

tilt



Fluency

Take turns to read aloud:



Review irregular words

thought, whole

The weight of the bag

On Saturday, Gogo asked me to go to the shop for her. “Get me a big bag of mealie meal and a tin of fish,” she said.

The shopkeeper weighed the mealie meal on his scale. “That is eighteen rand,” he said, “and the bag has a weight of eight kilograms.”

I lifted the bag, and felt my arms tilt me to one side! The weight of that bag was too much for me. I rested at the taxi rank, and I wished I had my sister with me. Then Vusi turned up on his bike and helped me! I felt better.

“Who thought a bag of mealie meal could have the weight of a whole child?” I said. Gogo thanked us with hot tea.

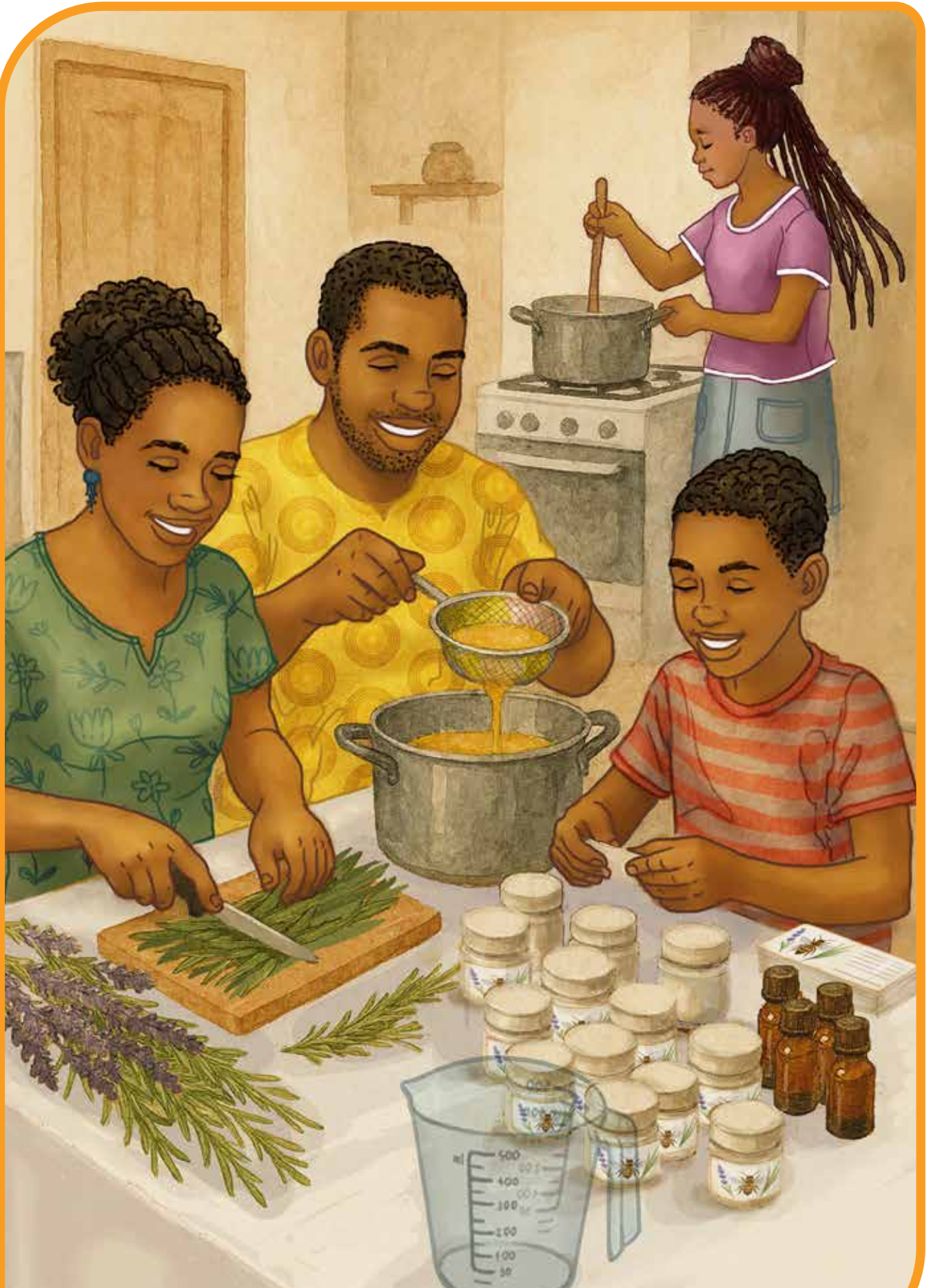


Morphology

Rewrite the sentences in your book.

Change the underlined words to show: *The action has already happened (past tense).*

1. I pick up the bag.
2. Vusi and I push the bike.
3. Gogo makes tea.



Creative storytelling



Phonics

Take turns to read:



break

steak

great



Fluency

Use punctuation marks to help you read with fluency.

When you see a full stop, take a pause.	.
When you see a comma, take a quick pause.	,
When you see a question mark, change your voice to ask a question.	?
When you see an exclamation mark, change your voice to show expression.	!
When you see speech marks, change your voice to sound like the speaker.	"..."



Fluency

Take turns to read aloud. Pay attention to the punctuation.

The great cake

Nandi and Sindi turned eight this week. For their birthday, Mom baked cookies, buns, tarts and a great big cake! But as Mom came in with it, she dropped the cake! The girls watched it break in two! Mom looked as if she would weep. "Oh no!" said Mom. "Can you girls forgive me?"

Then Nandi started to grin. "Do not be sad, Mom — it is a great thing!" she said.

"There are two of us, so a cake in two bits is just right!" said Sindi. Mom smiled and felt better. She fixed the two bits with sweet cream.



Encoding

Rewrite the sentences in your book with punctuation marks.

1. sindi wanted sweets cakes chips and popcorn for the party
2. can i fix the cake asked mom



Decoding

Take turns to blend these sounds together:

Take turns to read words:



+



twin

twitch

twist



Fluency

Take turns to read aloud. Pay attention to the punctuation.

Mmanako's bakery

Mmanako lives in the same town where she grew up in Mpumalanga. Her town, Graskop is very beautiful. Many people come to visit from all over the world.

Mmanako is a baker. Every morning she wakes up very early. She bakes fresh brown bread. She bakes sweet marula cakes. Her small shop always smells wonderful.

Many visitors stop at Mmanako's bakery to buy bread and cakes before they visit the waterfalls.

She sells a loaf of fresh bread for R35. She sells small marula cakes for R15 each.



The visitors love to try South African food, so Mmanako sells many marula cakes.

Mmanako uses the money she makes to pay rent, electricity and her staff. She has 2 people who work for her. She also uses the money to buy flour and other ingredients.

Mmanako loves to try new recipes. She is working on a new recipe for biltong bread. She thinks many people will like this.



Comprehension

Write the correct answers in your exercise books:

1. **Where did Mmanako grow up?**
 - a. In the town of Graskop.
 - b. In Mpumalanga Province.
 - c. In the town of Graskop in Mpumalanga Province.
2. **What kind of cakes does Mmanako sell?**
 - a. Marula cakes.
 - b. Brown bread cakes.
 - c. Queens cakes.
3. **What are two things Mmanako has to pay for?**
 - a. Rent and petrol.
 - b. Electricity and cakes.
 - c. Rent and electricity.



Copy into your exercise book:

Thabo wanted to wash two cars per day.



Fluency

Take turns to read aloud:

Kelvin Doe: DJ Focus

Kelvin Doe was born in Freetown, Sierra Leone. Kelvin's neighbourhood had electricity lines, but they didn't work well.

His neighbourhood only had electricity about once a week.

When Kelvin was 10 years old, he wanted to fix the electricity problem. He gathered scrap metal and broken electronics. He spent hours putting the broken pieces back together until they worked again. By practicing every day, he taught himself how to fix electronics.

When Kelvin was 13, he invented a battery to light up the homes in his neighbourhood.

Then, Kelvin heard about a special camp for kids who want to solve problems in their community. The organiser's name was David Sengeh.

Kelvin decided that he wanted to start a radio station. "If we have a radio station, we can talk about all the problems in our community," Kelvin said. He got a team together and applied to the camp.

At the camp, Kelvin built everything he would need to start his radio station. He organised his staff for the radio. He decided that his radio station would broadcast stories, news, ideas and music. Kelvin gave himself a name to use on the radio: DJ Focus.

David believed Kelvin had great skills and passion. Kelvin won the top prize at the camp.

David also organised for Kelvin to go to a programme at MIT in the United States. This is a well known university for science and innovation. Kelvin was just 16. He was the youngest person invited to the programme.

To this day, Kelvin runs his radio station, invents new things, and helps his community.





Comprehension

Write the answers in your exercise books:

1. Where is Kelvin Doe from?

Kelvin Doe is from ...

2. Who is the organiser of the camp Kelvin went to?

The organiser of the camp is ...

3. What is Kelvin's radio name?

Kelvin's radio name is ...

4. Kelvin used the radio to share his ideas. These days, how else can we share ideas?

These days we can share ideas by ...

Read a different ending to the story.

More about Kelvin: Kelvin did not win the top prize at the camp. He was sad, but he did not stop.

At home, he built his radio station with his friends. He made lamps from old parts. The lamps used light from the sun. He gave the first lamp to his mother. Every night, her house was bright.

Kelvin taught other children to fix things too.

He continues to innovate and do good things for his community.

Discuss the different endings.

1. Which ending do you like best?

2. Why?

3. Can you think of a different way that the story could end?

Theme: We make a difference

Language Enrichment:

quotation

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

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” Dr Seuss, *The Lorax*

This means that it only takes one person, like you, who cares about trees and animals to make the world a happier, cleaner place. It also means that if everyone tries to clean up and make less waste, the world can become a better place.

Stories:

Zweli speaks up



Greta Thunberg, climate change hero



Vocabulary

teased:	Said unkind things to make someone feel bad or embarrassed.
bullied:	Treated someone in a mean or hurtful way again and again.
poking through:	Sticking out through a hole.
stood up for:	Helped or defended someone who was being treated unfairly.
pollution:	Dirty or harmful things in the air, water, or land that hurt plants, animals, and people.
polar bear:	A large white bear that lives in very cold places near the North Pole.

Vocabulary

climate change:	Long-term changes in the Earth's weather that are making the planet hotter and affecting nature.
protest:	When people come together to show they disagree with something and want it to change.
problem:	Something that is wrong or difficult and needs to be fixed.
solution:	An answer to a problem.
environment:	The world around us, including plants, animals, water, land, and people.
natural resource:	Something we get from nature that people use, such as water, sunlight, trees, or soil.

Ask your family:



How can I help the family and make a difference?

What do you think is a problem in our environment? Is there something we can do about this?





Phonics

Take turns to read:



head

bread

deaf



Morphology

un-

- This morpheme shows the opposite meaning of an adjective.
- We find this morpheme at the beginning of an adjective.
- The rest of the word does not change.
- Example: The boy was not kind. The boy was unkind.



Fluency

Take turns to read aloud:



Learn new irregular words

laugh, laughter

Fresh bread for Mom

On Sunday, Meg and Ben wanted to do something kind for Mom. "Mom is up early every day, and she never rests," said Meg. So the two of them baked bread. Ben spread jam on the fresh bread, and Meg made the tea.

They set it out on a tray. But the tray was uneven, and the tea spilled on the bread. "Oh no! Now the bread is wet and the tray is untidy!" said Ben. "We are so unlucky!"

But Mom was not deaf. She came in with a big smile. "Wet bread or dry bread, this is the best food I have had in years," she said, and she began to laugh. "I have great children." said Mom.



Encoding

Find and write in your exercise book:

ea words

un- words



Decoding

Take turns to blend these sounds together:



+



Take turns to read words:

stop

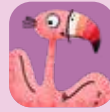
steady

stuck



Fluency

Take turns to read aloud:



Review irregular words

listen, again

Ready for the weather

Miss Zuma told the class that they would take a walk to the wetlands on Thursday. “Check the weather and come ready,” she said. Neo did not listen — he never checked the weather. On Thursday, heavy clouds sat over the town, but Neo came in a thin shirt. The rest of the class had raincoats and hats, and Peter even had boots.

At the wetlands, the rain did not stop. Neo was unprepared, and soon he was wet from head to foot. “Do not laugh at me!” he said, “I am stuck in this thin shirt!” His teeth went click, click, click.

Miss Zuma lent Neo her spare coat and said, “You must listen and be ready — the weather does not wait for us.” In the end, even Neo laughed — and he never went out unprepared again.



Morphology

Rewrite the sentences in your book.

Change the underlined words to show: *The opposite meaning of a word.*

1. The baby was not happy.
2. The room was not tidy.
3. The slide was not safe.



Theme: **We make a difference**



Phonics

Take turns to read:



cue

rescue

argue



Fluency

Take turns to read aloud. Pay attention to the punctuation.

The rescue

Late one afternoon, Zandi heard a funny sound from the shed. A thin cat was stuck behind a heap of old crates. The cat saw Zandi and twisted and turned. “Do not be scared, cat,” said Zandi. “This is a rescue!”

Zandi shifted the crates one by one, and dust went up her nose. The cat peeped out at her. At last there was a gap, and the cat leaped out and shot up the plum tree. “Some thanks I get!” said Zandi, and she laughed at the ungrateful cat.

But later, the cat was back at the shed, and it left a dead rat at the step. “Well, well,” said Zandi, “I take it back — you are not ungrateful!” Zandi named the cat Rescue, the cat that she helped to set free.



Encoding

Rewrite the sentences in your book with punctuation marks.

1. the cat named rescue felt safe with zandi
2. do you have enough food zandi asked the cat



Decoding

Take turns to blend these sounds together:

Take turns to read words:



+



slept

wept

kept



Fluency

Take turns to read aloud. Pay attention to the punctuation.

You can play with us

Neo loved to play soccer after school. He always went to the park next to his home in the giant, round Ponte Towers.

One afternoon, Neo was dribbling his ball on the field. A big boy named Jabu walked up to Neo and snatched the ball away.

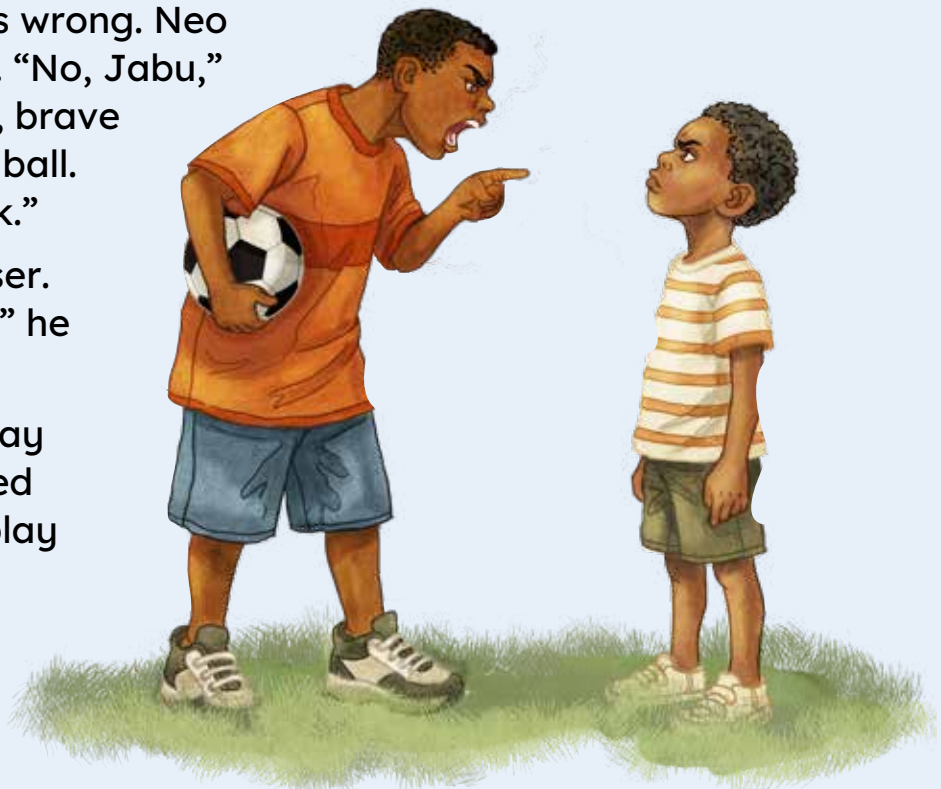
“This is my ball now,” Jabu laughed. “Go home, little boy!”

Neo felt his heart beating very fast. He looked up at the tall flats of Berea, then back at the big bully.

He knew Jabu was wrong. Neo stood up straight. “No, Jabu,” Neo said in a loud, brave voice. “That is my ball. Please give it back.”

Jabu stepped closer. “What if I say no?” he said.

“We all want to play soccer,” Neo replied calmly. “You can play with us, but you cannot take my things.”



The other children playing in the park stopped to watch. They walked over and stood next to Neo. “Yes, Jabu! Be fair!” shouted a girl named Lerato.

Jabu looked at the big group of children. He saw that nobody was laughing with him. Slowly, Jabu dropped the ball at Neo’s feet. “Fine,” Jabu mumbled.

Neo picked up his ball. He felt very proud. He stood up to a bully right under the famous Ponte Towers.



Comprehension

Write the correct answers in your exercise books:

- 1. Where do Neo and his friends play?**
 - a. In a busy street in Hillbrow.
 - b. Inside Ponte Towers.
 - c. In the park next to Ponte Towers.
- 2. How do we know that Jabu is a bully?**
 - a. He refuses to let Lerato play soccer.
 - b. He snatches Neo’s ball.
 - c. He hits Neo.
- 3. Why does Jabu give the ball back to Neo?**
 - a. The other children stand with Neo.
 - b. Neo’s mother comes to the park.
 - c. It is getting dark and Jabu must go home.



Copy into your exercise book:

*I kept the cat that slept on
my bed.*



Fluency

Take turns to read aloud:

Zweli speaks up

“How was school today?” asked Zweli’s mother.

“It was fine,” Zweli said.

“You don’t look fine,” said Zweli’s mother. She was right! Zweli felt upset after seeing the other kids tease Lungi at school. He told his mom about how mean they were.

“I wonder how you could help?” Zweli’s mother asked him.

“Maybe I can tell them to stop being mean,” he said.

The next day when the bell rang for break, Zweli felt worried. He was worried that if he stood up for Lungi, the other kids would make fun of him too. He thought they might make fun of the hole in his jersey.

When he got outside, Lungi was sitting alone. There were kids around her. They were pointing and laughing at her. Zweli stepped in front of Lungi. “Stop that!” he shouted. “Stop being mean!” His heart was beating fast. His face felt hot.

The children stopped teasing Lungi. They just walked away.

Mr Maboya called Zweli to come speak to him. “I saw the way you stood up for Lungi. I am very proud of you,” Mr Maboya said. He gave Zweli a sticker. “Next time, you can come and tell me,” said Mr Maboya.

Zweli felt proud for standing up for his friend.





Comprehension

Write the answers in your exercise books:

1. Who were the kids being mean to at school?

The kids were being mean to....

2. What did Mr Maboya give Zweli?

Mr Maboya gave Zweli....

3. Who did Zweli speak with about the problem?

Zweli spoke about the problem with ...

4. Have you ever stood up for a friend? How did you feel?

Yes I have stood up for a friend. No I have not stood up for a friend. I felt ...

Read a different ending to the story.

When Zweli got outside, the kids were laughing at Lungi. Zweli felt too scared to shout. So he ran to find Mr Maboya instead.

“Sir, they are teasing Lungi!” said Zweli. “Please come and help.”

Mr Maboya walked over. “Teasing is not kind,” he told the children. “How would you feel?”

The children said sorry to Lungi. Then Zweli sat next to her. “Come and play with us,” he said. Lungi smiled her biggest smile.

Discuss the different endings.

1. Which ending do you like best?

2. Why?

3. Can you think of a different way that the story could end?



Phonics

Take turns to read:



few

chew

preview



Morphology

-ful

- This morpheme means 'full of' or having a lot of something.
- It is found at the end of a word.
- It changes a noun to an adjective.
- If the word ends in a -y, we drop the -y and add i.
- Example: The child was full of beauty. The child was beautiful.



Fluency

Take turns to read aloud:



**Learn new
irregular words**

pretty, beautiful

The beautiful garden

Gogo has the most beautiful garden. In spring, she plants a few new seeds and digs out the weeds. This year, I asked if I could be her helper. "You must be careful with the soft green shoots," she said. We watered the beds in the early morning. Gogo showed me how to be careful with each stem. After a few weeks, the first new flowers came out, pink and blue and bright yellow.

"How pretty they are!" said Mom when she visited. Gogo picked a handful of sweet peas for her.

"A garden is a thankful thing," said Gogo. "You care for it, and it pays you back in flowers." I felt proud and useful.



Encoding

Find and write in your exercise book:

ew words

-ful words



Decoding

Take turns to blend these sounds together:



+



Take turns to read words:

sweat

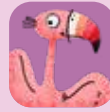
sweets

swift



Fluency

Take turns to read aloud:



Review irregular words

our, whole

A few new tricks

Our dog Rex is old, but he is still playful. Last week, my friend David said, “You can not teach an old dog new tricks.” That seemed unfair to Rex, so I set out to teach him a few. We started with “sit” and “stay”, and Rex was swift to learn both. It took some sweat, but soon Rex could to roll over and to shake a paw.

On Sunday, we showed Mom and Dad, and Rex did every trick without one mistake. “What a beautiful, clever dog!” said Mom. Rex swished his tail with pride. David came to see, and he stood still.

“I take it back,” said David. “Rex is full of new tricks — old dogs just need a hopeful teacher!” Now Rex greets David with a swift high paw, and we are teaching him a few more tricks — it is a joyful job.

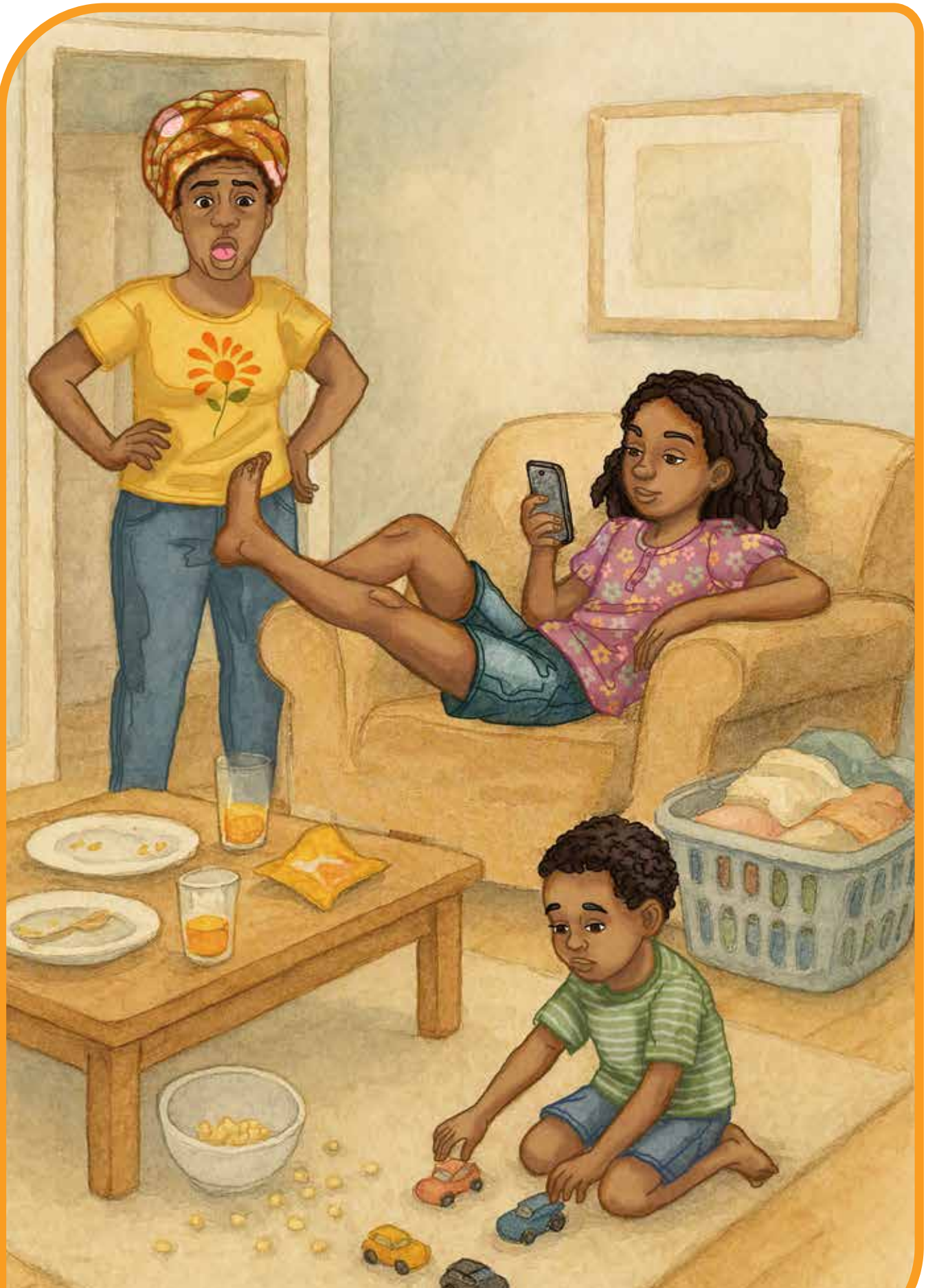


Morphology

Rewrite the sentences in your book.

Change the underlined words to show: *That something is full of something.*

1. The boy was full of joy.
2. Siza was full of hope.
3. The garden was full of colour.



Creative storytelling



Phonics

Take turns to read:



know

knew

knee



Fluency

Take turns to read aloud. Pay attention to the punctuation.

Knock, knock

At our flats, there is an old blue home with a locked gate. Last week, a truck came, we had new neighbours at last! Mom baked her best bread and said, “Come, we will go and knock.”

We knocked, and a lady with a kind smile opened the gate. Her name was Miss Knight, and she knew Gogo from years back!

“I knit hats and socks to sell at the market,” she said. Then she showed us beautiful wool in every shade.

Miss Knight let me try to knit, but my first sock had a knot in it! “Do not stop,” said Miss Knight. “A knot can be undone.” I kept knitting and soon I could knit a neat row.

Now I sit and knit with Miss Knight on her step each week. I plan to knit a colourful scarf for Mom.



Encoding

Rewrite the sentences in your book with punctuation marks.

1. mom knits a pretty scarf
2. i knocked on miss knight's door



Decoding

Take turns to blend these sounds together:

Take turns to read words:



+



next

extend

text



Fluency

Take turns to read aloud. Pay attention to the punctuation.

One good friend

Amara moved to South Africa from Zimbabwe. She lived in a busy neighbourhood with her family. Amara liked her new school. But sometimes she felt very sad.

Some children did not want to play with her. They whispered when she walked past. They said she sounded different.

One afternoon, Amara sat on her stoep. She was fixing a cool toy racing car. A boy named Sphe walked past with his friends. "Why do you live here?" Sphe shouted at Amara. "Go back to your country!"

Amara felt tears in her eyes. But she did not cry. She stood up and held her car. "I live here now because my parents work here," Amara said bravely. "We are all from Africa. My home is beautiful, just like South Africa."



Sphe laughed. But his friend Lerato did not laugh. Lerato looked at Amara's toy car. "Wow! How do the wheels turn so fast?" Lerato asked. She walked closer.

"I used old bottle caps," Amara said. "Do you want to help me paint it?"

Lerato sat next to Amara on the steps. Sphe watched them. He felt silly standing alone. Slowly, he walked away. Amara felt happy. One good friend could change everything.



Comprehension

Write the correct answers in your exercise books:

- 1. Where did Amara live before she came to South Africa?**
 - a. Cape Town
 - b. Botswana
 - c. Zimbabwe
- 2. What toy is Amara fixing on her stoep?**
 - a. A doll
 - b. A racing car
 - c. A toy kitchen
- 3. Why did Lerato walk closer to Amara?**
 - a. She wanted to take the paint.
 - b. She wanted to shout at Sphe.
 - c. She wanted to look at the wheels.



Copy into your exercise book:

*Next, I will read a joyful,
funny text.*



Fluency

Take turns to read aloud:

Greta Thunberg, climate change hero

Greta Thunberg lived in a country called Sweden. Her brain worked a bit differently because she had autism. It was sometimes hard for her to talk to others. But she could focus very well on important things.

One day, her teacher showed a video about the Earth. Greta saw sad polar bears and plastic in the ocean.

“Why is the planet hurting?” Greta asked.

The teacher explained that cars and factories make the air too hot. This is called climate change. Greta knew she had to help.

First, she talked to her family. “We must stop using plastic,” Greta told them. Her mother stopped flying in aeroplanes. Her father stopped eating meat.

Next, Greta made a big sign from wood. She sat outside a big government building all alone. On the second day, more children joined her. Soon, thousands of people wanted to help.

Greta even stood up to make a big speech. She felt scared, but she stayed strong.

“I thought I could not make a difference because I was too small,” Greta said.

Children all around the world saw her videos on the Internet. They started their own protests to save the Earth.

Greta proved that anyone can help the planet, no matter how small they are.





Comprehension

Write the answers in your exercise books:

1. Where did Greta grow up?

Greta grew up in ...

2. What did Greta see in a video that made her sad?

Greta saw a video of ... that made her sad.

3. What did Greta's father stop doing to help save the Earth?

Greta's father stopped...

4. Would you have joined Greta's protest? Why or why not?

I would / would not have joined Greta's protest, because ...

Read a different ending to the story.

More about Greta: Greta did not want to fly in aeroplanes, because they make the air dirty. So when she was invited to speak in America, she sailed there in a small boat! The trip took two weeks.

Greta spoke to leaders from all over the world. "Listen to the scientists," she told them.

A famous magazine called Time chose Greta as Person of the Year. She was only 16 — the youngest person ever! Greta still works to keep the Earth safe.

Discuss the different endings.

1. Which ending do you like best?

2. Why?

3. Can you think of a different way that the story could end?

Theme: Our identities

Language Enrichment:

proverb

A short, traditional saying that offers advice. Proverbs often include figurative language like metaphors.

Ubuntu: I am because we are.

This is one of the most important things about our identity as Africans. It means that we cannot survive or be truly happy all by ourselves. Our joy and success are completely tied to the people around us. If you hurt someone else, you hurt yourself. If you help someone else, you lift up your whole community.

Stories:

Trevor Noah, the king of fitting in



Everyone's SA



Vocabulary

apartheid:	A system of unfair laws that separated people because of their race.
mixed-race:	A person whose parents come from different racial groups.
comedian:	An entertainer whose main job is to make people laugh.
outsider:	Someone who feels different from a group or feels left out.
heritage:	The traditions, beliefs, and culture passed down from your family.
identity:	Who you are, including your culture, family, and experiences.
exclaimed:	To say something with excitement.
braced:	Got ready for something difficult or scary.

Vocabulary

identity:	The things that make you who you are.
unique:	Special and different from everyone else.
respect:	Treating people kindly and valuing their feelings, beliefs, and differences.
beliefs:	Ideas that people think are true or important.

Ask your family:



Do we have any friends or family that come from another country? If so, where do they come from?

What traditions are important to our culture?





Phonics

Take turns to read:



write

written

wrist



Morphology

-less

- This morpheme means 'without'.
- It is found at the end of a word.
- It changes a noun into an adjective.
- It is the opposite of 'ful'.
- Example: The child is without fear. The child is fearless.



Fluency

Take turns to read aloud:



Learn new
irregular words

can't, don't

The wrong meal

Our class was going on a trip! Our teacher told us to pack a meal for a long bus trip. I packed bread with jam, and a peach. But on the bus, I picked up the wrong bag! I did not write my name on my bag! I wished I had written it! In the bag was one old, dry crust. "Oh no!" I said. "I can't eat this!" I felt hopeless.

My friends saw that I had the wrong meal. "Don't be unhappy," said Nandi. "We can share my meal." She broke her bread in two. Next, Peter shared his chips, and Helen handed me a sweet. Their kindness made me feel joyful. I had one of my best meals of the year. I know that I have great friends.



Encoding

Find and write in your exercise book:

wr words

-less words



Decoding

Take turns to blend these sounds together:



+



Take turns to read words:

lunch

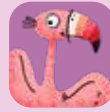
bench

crunch



Fluency

Take turns to read aloud:



Review irregular words

people, could

The crunch

Gran makes sweet cookies that have just the right crunch. People come from far for her crunchy cookies. Last week, her her wrist was painful, and she could not mix cookies. “I can’t do it this week,” she said, and she looked so sad.

“Don’t fret, Gran,” I said. “Let me rescue you! I can mix the crunchy cookies.” Gran sat on a bench and taught me each step. I mixed fast. I kept mixing. My wrists hurt by the end, but I did not stop.

On market day, our crunchy cookies sold out. A man munched a cookie and said, “That crunch is the best. The cookies are wonderful!”



Morphology

Rewrite the sentences in your book.

Change the underlined words to show: *That something is without something.*

1. The man is without a job.
2. The ornament is without a use.
3. The story is without meaning.



Theme: **Our identities**



Phonics

Take turns to read:



garden

collar

regular



Fluency

Take turns to read aloud. Pay attention to the punctuation.

The fearless wren

A tiny wren made her nest in our garden, near our tap. She is tiny, but she is fearless. When our cat creeps near, the wren swoops down and pecks our cat on the ear!

Our cat is pretty in her red collar. But she is helpless. We rescue her from the tiny, fearless wren.

On Thursday, the neighbour's big cat got in our yard. The wren was out, and her chicks were helpless. But as the cat came near, the wren swooped in! She pecked and pinched the cat. She was fearless!

Our garden is full of pretty things. I like to sit on the bench and eat my lunch. I love our beautiful yard. I love the fearless wren.



Encoding

Rewrite the sentences in your book with punctuation marks.

1. the garden bench is hard black and old
2. a wren is a tiny fearless bird



Decoding

Take turns to blend these sounds together:

Take turns to read words:



+



shred

shrug

shrink



Fluency

Take turns to read aloud. Pay attention to the punctuation.

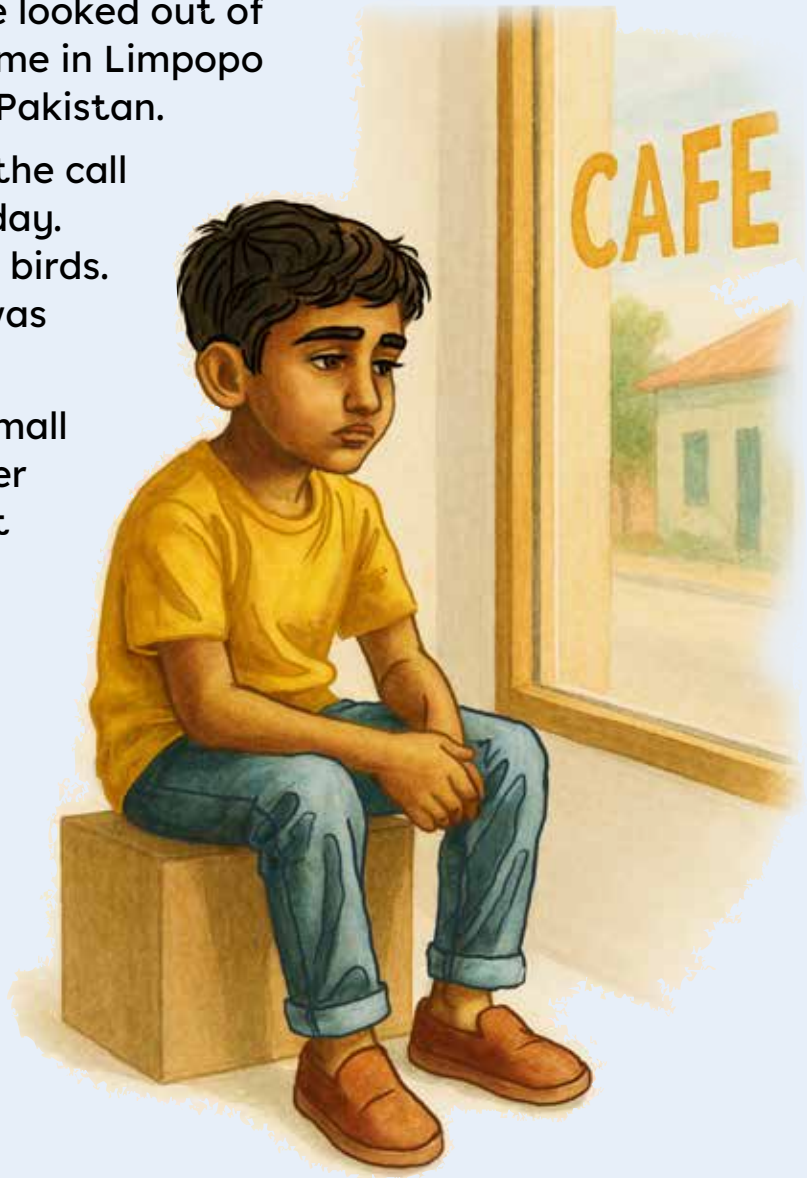
The new shop in Limpopo

Zain sat on a big box. He looked out of the window. This new home in Limpopo was very different from Pakistan.

In Pakistan, Zain heard the call to mosque music every day. Here, he heard cows and birds. The dirt on the ground was bright red.

Zain's family opened a small shop. He helped his father sweep the floor. Zain felt sad and lonely. He did not know the language here. Most people in this village went to church. He wondered if he could make friends.

Suddenly, a boy walked into the shop with his mother. The boy looked at Zain and smiled. He pointed to his chest. "Thabo," the boy said slowly.



Zain understood. He smiled back and pointed to his own chest.
“Zain,” he said.

Thabo smiled a big smile. “Hello, Zain,” Thabo said in careful English. Zain nodded his head. “Hello, Thabo,” Zain replied. They both knew only a little English, but they used friendly smiles to speak.

That night, Zain went to bed feeling better. It was good to know that Thabo may soon be his friend.

This story continues next week.



Comprehension

Write the correct answers in your exercise books:

- 1. Where did Zain live before moving to Limpopo?**
 - a. Johannesburg
 - b. Pakistan
 - c. England
- 2. What colour is the dirt in Limpopo?**
 - a. Brown
 - b. Red
 - c. Yellow
- 3. How did the boys speak to each other at first?**
 - a. On the cellphone
 - b. By writing down their words
 - c. With friendly smiles



Copy into your exercise book:

*Stop! The hot water will
shrink that pretty dress!*



Fluency

Take turns to read aloud:

Trevor Noah, the king of fitting in

Trevor Noah grew up in South Africa. At that time, there was a very bad system called Apartheid. The laws said that people of different races could not marry each other or have children.

Trevor's mother was Black, and his father was white. Because of the laws, Trevor was not allowed to go to Black areas or white areas. He did not fit in anywhere.

When they went to the park, his parents had to pretend they did not know him. Once, little Trevor saw his father and got excited. "Daddy!" he shouted, running fast towards him. His father was scared of the police, so he had to run away. Trevor thought it was a fun game and chased after him.

When Trevor stayed with his grandmother in Soweto, he could not play on the street. The family was worried the police would take him away. Trevor wanted to play so badly that he dug a hole under the garden fence.

To make friends, Trevor learned to speak many different languages. When he spoke to people in their own language, they forgot he looked different.

Later, Apartheid ended and Trevor went to a very big school. He was still the only mixed-race child and did not know who to sit with at break time. So, he started a small tuck shop business. He bought food for other children and made them laugh.

"You are so funny!" the kids told him.

Making people laugh helped Trevor find a place to belong. Today, he is a famous comedian all over the world.





Comprehension

Write the answers in your exercise books:

1. **Which country did Trevor Noah grow up in?**
Trevor Noah grew up in ...
2. **Why did Trevor's father have to run away from him in the park?**
Trevor's father had to run away from him because ...
3. **What did Trevor do to try and play with other children?**
To try and play with other children, Trevor ...
4. **Why did it help Trevor to learn other languages?**
It helped Trevor to learn other languages because ...

Read a different ending to the story.

More about Trevor: Trevor moved to America. For seven years, he was the host of a famous TV show called The Daily Show. Millions of people watched him every night.

Trevor also wrote a book about his life. It is called Born a Crime. People all over the world read it.

Trevor did not forget South Africa. He started a foundation that helps children get a good education. "Education changed my life," Trevor says.

Discuss the different endings.

1. Which ending do you like best?
2. Why?
3. Can you think of a different way that the story could end?



Phonics

Take turns to read:



sailor

doctor

visitor



Morphology

-ly

- This morpheme shows how an action is done.
- It is found at the end of a word.
- It turns word that describes a noun into a word that describes a verb.
- Example: The girl ran. (quick) The girl ran quickly.



Fluency

Take turns to read aloud:



**Learn new
irregular words**
didn't, doesn't

The tractor doctor

The old tractor at the farm broke down in the far field. The farmer turned the key again and again, but the motor didn't start. "It doesn't make one sound," he said sadly.

So he sent for the tractor doctor — a visitor who comes with a box of tools. She listened to the motor closely. "The problem is a tiny one," she said cheerfully.

She fixed a new belt on the motor. The motor started with a deep sound, and the farmer cheered loudly. "You didn't just fix a tractor — you saved my whole week of planting," he said thankfully. "Motors speak softly, and I listen well." said the tractor doctor.



Encoding

Find and write in your exercise book:

-or words

-ly words



Decoding

Take turns to blend these sounds together:



+



Take turns to read words:

threw

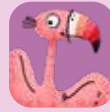
throat

three



Fluency

Take turns to read aloud:



Review irregular words

ocean, don't

The old sailor

Old Joe was a sailor for fifty years. Now he sits and tells us tales of the sea. “The ocean doesn’t sleep,” he says. “It rolls and rolls, day and night, year after year.” He speaks slowly and softly, and we sit perfectly still to listen.

One day, he says, his ship met a storm that threw waves as high as hills over the deck. The sailors didn’t panic — each man did his job, quickly and bravely. Three days and three nights they held on, until the storm passed and the ocean lay flat. “Were you not scared?” we asked.

“A sailor is never fearless,” said Old Joe, “but he doesn’t let fear steer the ship.” We walked home slowly that day, thinking of the old sailor and the ocean.

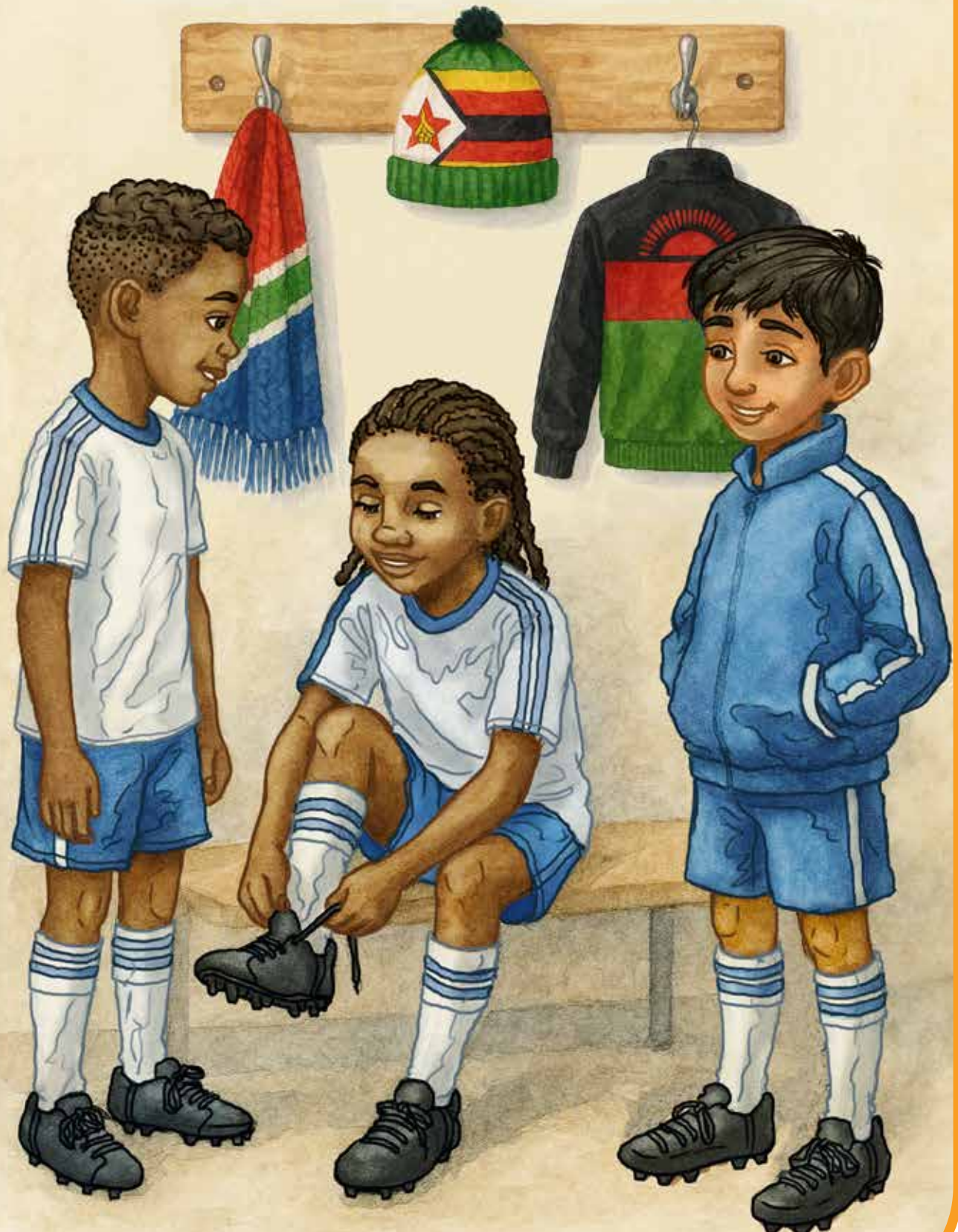


Morphology

Rewrite the sentences in your book.

Change the underlined words to show: *How an action is done.*

1. We walked home. (slow)
2. Joe spoke to us. (soft)
3. Every sailor did his job. (brave)



Creative storytelling



Phonics

Take turns to read:



centre

litre

fibre



Fluency

Take turns to read aloud. Pay attention to the punctuation.

Litres and metres

In class this week, we did sums with litres and metres. Mr Tshabalala set up a tiny shop with milk jugs and a metre stick. “Who can fill this jug with exactly one litre?” he asked.

Sindi filled the jug too fast, and water splashed on the desk. “Steady!” said Mr Tshabalala. “Do it slowly — a litre is exact, not more, not less.”

Then he held up the metre stick. “Who can see how many metres there are from the front to the back of the class?” he asked. Neo started the job. But when he got to the centre of the class, he lost his spot!

“Oh no!” said Neo. “I don’t know where to start again.”

“Don’t worry,” said Mr Tshabalala. “It doesn’t matter. We can start again.”



Encoding

Rewrite the sentences in your book with punctuation marks.

1. mr tshabalala taught us nicely
2. it was a fun interesting and useful lesson



Decoding

Take turns to blend these sounds together:

Take turns to read words:



+



small

smash

smell



Fluency

Take turns to read aloud. Pay attention to the punctuation.

Sharing and learning together

The next day, Thabo came back. He held a round soccer ball in his hands. Thabo showed the ball to Zain. “Play?” Thabo asked. It was a simple English word. Zain nodded happily. “Yes, play!” Zain said.

The boys sat on the red dirt outside. They kicked the soccer ball back and forth. Thabo pointed to a big tree. “Tree,” Thabo said.

Zain looked and smiled. “Big tree,” Zain said. The boys used short words and their hands to talk.



Zain wanted to share something from Pakistan. He went inside and got a spicy snack. He gave one to Thabo. "Food," Zain said with a smile.

Thabo took a bite. His eyes went big. "Good! Hot but good!" Thabo said. He rubbed his tummy to show he liked it.

Zain laughed. They did not know many English words yet. But they used signs, smiles, and a soccer ball to become best friends.



Comprehension

Write the correct answers in your exercise books:

1. What toy did Thabo bring to the shop?

- a. A small car
- b. Marbles
- c. A soccer ball

2. What did Zain share with Thabo?

- a. A new book
- b. A spicy snack
- c. A cold drink

3. What is the same about the two boys?

- a. They like soccer.
- b. They are learning to speak English.
- c. Both a and b



Copy into your exercise book:

*"Can't you smell that?" asked
John.*



Fluency

Take turns to read aloud:

Everyone's SA

Olivier's family came from Burundi, a small country in Africa.

His teacher, Mr Dube, said, "Tomorrow is Heritage Day! Wear something from your culture."

Olivier thought about the Karyenda drums in Burundi. He wondered if he was allowed to celebrate his own traditions.

That night, Olivier had a bad dream. He dreamed that the kids laughed at his traditional clothes.

In the morning, Olivier told his dad, "I don't want to go to school today."

"Why, what's wrong?" asked his father, Mr Buyoya.

Olivier said, "I do not have a South African culture."

His dad smiled and said, "Heritage Day is for everyone."

Mr Buyoya brought out a traditional cloth called a pagne. Olivier put it on and looked in the mirror. He was still worried. "What if someone says I don't belong?" Olivier asked.

His dad said, "Tell them that South Africa belongs to all of us!"

Olivier walked into his classroom. He held his breath. But nobody laughed at him. "Wow! I love your outfit," said his classmate, Ithabeleng.

"I want to learn about your heritage!"

Funani said.

Mr Dube smiled at the class. "All of our heritages belong here!" he said. Olivier smiled big because he knew he belonged.





Comprehension

Write the answers in your exercise books:

- 1. What country did Olivier's family come from?**
Olivier's family came from ...
- 2. What is the name of the cloth that Olivier's dad gave him?**
The name of the cloth is ...
- 3. Who said they want to learn about Olivier's heritage?**
... said they want to learn about Olivier's heritage.
- 4. Which heritage do you want to learn more about? Why?**
I want to learn more about ... heritage, because ...

Read a different ending to the story.

Olivier walked into his classroom. One boy laughed. "What is that?" he said, pointing.

Olivier's heart beat fast. Then he remembered his dad's words.

"This is a pagne, from Burundi," Olivier said. "South Africa is home to many people from Burundi too."

Mr Dube nodded. "Olivier is right. Come, tell us about the drums of Burundi."

Olivier told the class about the great Karyenda drums. Everyone clapped. Even the boy who laughed said, "Your culture is cool!"

Discuss the different endings.

1. Which ending do you like best?
2. Why?
3. Can you think of a different way that the story could end?

Theme: We learn new things

Language Enrichment:

Proverb

A short, traditional saying that offers advice. Proverbs often include figurative language like metaphors.

Learning is a treasure that will follow its owner everywhere.

This proverb means that the things you learn stay with you forever, they are never a waste. You may not need to use that knowledge or skill all the time, but when you do need it, it is there inside of you. Once you learn something, it belongs to you forever, and nobody can ever take it away.

Stories:

Zandile learns to meditate



Who is Katherine Johnson?



Vocabulary

meditation:	A practice where you sit quietly and focus your mind to help you feel calm and relaxed.
calm:	Feeling peaceful, relaxed, and not worried or upset.
distracted:	When your attention moves away from what you are trying to focus on.
relaxed:	Feeling comfortable and calm.
mathematician:	A person who uses maths to solve problems and answer questions.
gravity:	The force that pulls things towards the Earth and stops us from floating away.
discriminate:	Treating someone unfairly because of who they are.
retired:	When a person stops working because they are older and have finished their career.
improve:	To get better at something.

Vocabulary

instructions: Steps that tell you how to do something.

recipe: A list of ingredients and steps for making food.

resources (learning resources): Things that help us learn, such as books, pictures, videos, or people who teach us.

Ask your family:



What is something new that you would like to learn?

How would you learn this?
What are some different ways to learn new things?





Phonics

Take turns to read:

Sometimes
'ch' sounds
like 'k'.



choir

school

scholar



Morphology

-er

- This morpheme shows a person who does a thing.
- We find it at the end of a word.
- It changes a verb into a noun.
- If the verb ends in -s we drop the -s before adding -er.
- Example: A person who sings is a singer.



Fluency

Take turns to read aloud:



**Learn new
irregular words**

couldn't, wouldn't

The school choir

This term, our school started a choir, and Miss Smit is the choir leader. Mr Tshabalala is the piano player. Nandi is a strong singer, so she is a choir leader. I couldn't hold a note at first, and I wouldn't even try. "Every singer starts somewhere," said Miss Smit kindly. She made me a helper first — I handed out the song sheets and packed the chairs. But week by week, I sang a bit more. At the spring concert, our choir sang for the whole school and for the parents too. When the last echo faded, the crowd stood and cheered! "I am so proud of my singers," said Miss Smit. "This is a great choir! Next year we could make it to the national scholar competition!" Mr Tshabalala agreed. I am hopeful that our teachers will get us there.



Encoding

Find and write in your exercise book:

ch words

-er words



Decoding

Take turns to blend these sounds together:



+



Take turns to read words:

spend

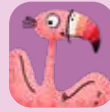
pretend

under



Fluency

Take turns to read aloud:



Review irregular words

whole, wouldn't

The chemist

My granny had a bad cold. Mom told her to get under the covers of her bed and rest. Next, Mom sent me to the chemist at the end of our road. The chemist is a kind man who knows every person in town by name. He helped me when I hurt my knee and the doctor was away. "My granny has a sore throat and an aching head," I said. The chemist wouldn't rush me — he asked me this and that, like a doctor. Then he made up a tonic for her chest and a pack of mints for her throat. "Tell your granny to drink the tonic at the start and end of the day. And she must rest." he said. Granny didn't like the tonic, and sometimes she pretended to drink it. But we knew she was a pretender, and we watched her. Soon granny was better, in time to sing in the church choir. "Our chemist is a helper to the whole town," said Granny. "I must send him a thank you note."

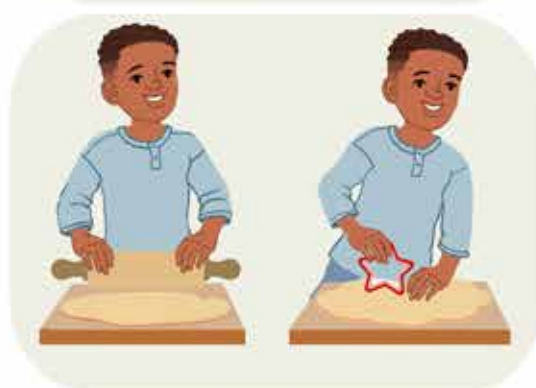


Morphology

Rewrite the sentences in your book.

Complete the sentences to show: *A person who does a thing.*

1. A person who paints is a _____
2. A person who dances is a _____
3. A person who works is a _____



Theme: **We learn new things**



Phonics

Take turns to read:



year

fear

dear



Fluency

Take turns to read aloud. Pay attention to the punctuation.

The catcher

Every match, our cricket team lost by a few runs. “We need a catcher,” said our coach. “We drop catch after catch. I want us to be winners this year.” So we trained: catch, throw, catch, throw, until sunset each day.

Sindi turned out to be the best catcher in the team. She had quick hands and a cool head. At our next match, their strongest player hit one high up in the sky. Up, up it went, and I thought no one could reach it. But Sindi ran back, kept her chin up, and stretched out one hand. Thunk! It stuck in her hand, the finest catch I have ever seen!

The team went wild. We cheered so much it hurt my ears! Dear Sindi was our hero! Now every player wants to be a catcher. But Sindi is still our best catcher in every match.



Encoding

Rewrite the sentences in your book with punctuation marks.

1. thanks to sindi's catch our team won this year
2. she made the best catches in every match



Decoding

Take turns to blend these sounds together:

Take turns to read words:



+



wink

blink

stink



Fluency

Take turns to read aloud. Pay attention to the punctuation.

The small screen

Lesedi lived in a small village near Kuruman. She did not have a computer. Her school did not have computers either. But Lesedi wanted to learn. She wanted to know how to type. She also wanted to search the Internet.

“One day, I will use a big computer,” she told her grandmother.

Mma Ditshopo smiled. “You are clever, Lesedi. You can learn anything,” her grandmother said.

Mma Ditshopo had a small smartphone. Every evening, she let Lesedi use the phone. Lesedi opened the YouTube app. She searched for videos about computers.

The screen was very small, but Lesedi looked closely. She watched a video about how to turn a computer on and off.



The video showed a big button with a circle and a line. “Press here to start,” the man in the video said.

She also watched videos about the keyboard. She learned where the letters were. She did not have a real keyboard, so she drew one on a piece of paper.

Lesedi practised using her paper keyboard every night. She tapped her fingers on the letters and said the sounds aloud.

This story continues next week.



Comprehension

Write the correct answers in your exercise books:

- 1. Where did Lesedi live?**
 - a. In a big city
 - b. Near Kuruman
 - c. In Pakistan
- 2. What did Lesedi use to watch YouTube videos?**
 - a. A big television
 - b. Her granny’s smartphone
 - c. A computer
- 3. How did Lesedi learn the letters on the keyboard?**
 - a. She bought a keyboard
 - b. She asked her teacher
 - c. She drew the keyboard on a piece of paper



Copy into your exercise book:

*The stink was so strong it
made my eyes blink!*



Fluency

Take turns to read aloud:

Zandile learns to meditate

Zandile woke up very early to read her book outside. Suddenly, she heard a low humming sound coming from next door. She stood on her chair and peeked over the garden fence. Her neighbours, Mr and Mrs Kapoor, were sitting on the grass with their eyes closed.

“What are they doing?” Zandile wondered.

At lunchtime, Zandile saw her school friend Geeta. “I saw your parents sitting on the ground this morning,” Zandile said. “Why were they doing that?” she asked.

Geeta smiled. “It’s called meditation! You meditate to feel calm and clear your head.”

That afternoon, Zandile tried it in her backyard. She crossed her legs and made a low “Hhhmmm” sound, but she did not feel calm.

The next day, she told Geeta that it did not work. Geeta laughed. “You did it wrong! I saw you over the fence.”

Zandile laughed too. After school, she went over to Geeta’s house. Geeta and her dad, Mr Kapoor, took Zandile to the backyard. They showed her how to sit, where to put her hands, and how to take deep breaths.

“Just close your eyes and think about your breath,” Geeta said. Zandile tried, but she kept thinking about her maths homework and what her mother was cooking for dinner.

“Do you feel calm?” Mr Kapoor asked.

“I don’t know if I can do it,” Zandile answered.

“It takes practice,” Geeta said gently. “Come back tomorrow and we can practice together.” Zandile did go back and she kept trying.





Comprehension

Write the answers in your exercise books:

1. What did Zandile see over the fence?

Zandile saw ...

2. What were the Kapoor's doing?

The Kapoors were ...

3. What did Zandile think about when she was trying to meditate?

Zandile thought about ... and ...

4. What do you do when you want to feel calm?

When I want to feel calm, I ...

Read a different ending to the story.

Zandile went home feeling sad. "I can't meditate," she told her mother. "My head is too busy."

Her mother smiled. "When I hang the washing, I think only about the wind and the sun. That is my quiet time."

The next morning, Zandile read her book outside. She listened to the birds. Her head felt still and calm.

Later that day, Zandile saw Geeta. "Hi Geeta," Zandile greeted. "I found my own way to feel calm. I sit in the garden and read my book. Is that okay?"

"Of course," said Geeta, "It is good that you found something that works for you."

Discuss the different endings.

1. Which ending do you like best?

2. Why?

3. Can you think of a different way that the story could end?



Syntax

Change the sentences to the future tense:

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

- Add the word 'will' before the verb.
- This shows that the action has not yet happened.
- If the verb has an -s at the end, we remove it.

1. Copy the sentence into your exercise book:

Sally eats bread and jam.

2. Find and underline the verb:

Sally eats bread and jam.

3. Add 'will' before the verb:

will eats

4. If there is an -s at the end, remove it:

will eat

5. Write the sentence in the future tense:

Sally will eat bread and jam.

6. Repeat with sentences:

- a. The boys play soccer.
- b. Mom bakes a cake.
- c. Nancy reads a book.



Syntax

Unjumble the future tense sentences:

1. Copy the sentence into your book:

will build a house the men

2. Find and underline the subject:

will build a house the men

3. Find and circle the verb and 'will':

(will build) a house the men

4. Find and shade over the object:

will build a house the men

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

the men will build a house

6. Add punctuation marks:

The men will build a house.

7. Repeat with sentences:

- a. will sing a song the choir
- b. the dog the car will chase
- c. a picture will draw sharon



Syntax

Change the sentences to future tense:

1. Dad buys a new car.
2. We pick up litter.
3. I go to church on Sunday.
4. My cat chases a mouse.
5. Auntie makes strawberry jam.



Syntax

Unjumble the future tense sentences:

1. will walk my sister to school
2. division tables will learn i
3. pasta granny will cook
4. the match my team will win
5. the family TV will watch



Fluency

Take turns to read aloud:

Learning to swim

Next week, Thabo will learn to swim at the big pool near his school. His teacher, Coach Zinhle, will show him how to kick his legs and blow bubbles in the water.

“Don’t be scared, Thabo. I will hold your hands the whole time,” Coach Zinhle will say.

At first, Thabo will hold on to the side of the pool very tightly. Then he will take a deep breath and push off with his feet. By the end of the holidays, Thabo will swim all the way across the pool like a happy little fish.



Creative storytelling



Syntax

Change the sentences to future tense:

1. Lerato draws a picture.
2. Sipho paints a flower.
3. The girl plays the drum.
4. Amahle spins in dance class.
5. The boys sing a song.



Syntax

Unjumble the future tense sentences:

1. the marimba bogani will play
2. mother flowers will arrange
3. will carve wooden bowl
simphiwe
4. dad photos will take
5. will leap the dancer in the air



Fluency

Take turns to read aloud:

The dance concert

Next month is the big dance concert. Zané is learning a dance for the concert. Every day, she will practise her steps in the school hall.

“I will dance my very best,” she will promise her teacher.

On the night of the concert, the hall will be full of people. The music will start, and Zané will leap across the stage. Everyone will clap and cheer for her. Zané will smile.



Fluency

Take turns to read aloud:

Learning big things

Soon, Lesedi wanted to learn more. She used Mma Ditshopo's phone to watch videos about emails. "An email is a letter on the computer," the video explained. Lesedi watched how to type an address. She learned to use the little @ sign.

"It looks like a curled-up cat," Lesedi thought with a smile. She wrote down her imaginary email address in her school notebook.

Next, she watched videos about the internet. She saw how people use a search bar to find information. She also watched a video about how to type documents. The video showed how to make words big, bold, and neat. She copied the computer steps into her notebook.

One day, her teacher, Mr Molefe, had a surprise. He brought his own laptop to class. "Who knows how to switch this on?" Mr Molefe asked.

The other children were quiet. They looked afraid. Lesedi raised her hand. "I know, Teacher," she said.

She walked to the front. She found the power button immediately and pressed it. The screen lit up bright blue.

Mr Molefe smiled. "Well done, Lesedi!" he said. Lesedi felt very proud. Her smartphone lessons worked.





Comprehension

Write the answers in your exercise books:

1. **What animal did the @ sign make Lesedi think of?**
 - a. A snake
 - b. A worm
 - c. A cat
2. **What did Mr Molefe bring to school one day?**
 - a. His own laptop
 - b. A soccer ball
 - c. Spicy snacks
3. **How did Lesedi feel when she turned the computer on?**
 - a. She felt scared
 - b. She felt sad
 - c. She felt proud



Copy into your exercise book:

Lesedi used Mr Molefe's computer.



Fluency

Take turns to read aloud:

Who is Katherine Johnson?

One night, Geeta and her father were looking at the moon. “I want to go to the moon one day,” Geeta said.

“I think you must rather be like Katherine Johnson,” her father said.

“Who is Katherine Johnson?” Geeta asked him.

“Without her, nobody could have gone to the moon,” said her father.

Katherine Johnson was a brilliant learner. She started high school at 10 years old. She went to university when she was 14. Katherine was very good at Maths. Her professors had to come up with new lessons for her.

Geeta couldn’t imagine going to high school yet.

Katherine couldn’t get the job she wanted after university. It was very difficult for Black women to get a job like that because of discrimination.

“What is discrimination?” asked Geeta.

“That is when people are treated unfairly because of something like their race or gender,” her father said.

Geeta remembered when Malcolm said she wasn’t good at Maths because she was a girl. It felt bad.

When Katherine first started to work at NASA, the men did the same to Katherine. She had to tell people over and over that she was good enough.

Eventually they asked her to join in when they had meetings. Katherine helped to plan the route for the first flight to the moon.

“I think Katherine would want you to study Maths rather than going to the Moon!” Geeta’s father said.



Comprehension

Write the answers in your exercise books:

1. Where did Geeta want to go to one day?

Geeta wanted to go to ... one day.

2. Who said Geeta was not good at Maths?

... said Geeta was not good at Maths.

3. Where did Katherine Johnson work?

Katherine Johnson worked at ...

4. What do you think it would be like to go to the Moon?

I think it would be ...

Read a different ending to the story.

More about Katherine: An astronaut called John Glenn was going to fly around the Earth. A computer worked out his path, but John did not trust it.

“Ask Katherine to check the numbers,” he said. “If she says they are good, I am ready to go.”

Katherine’s numbers were right, and the flight was safe!

When Katherine was 97, the President gave her a special medal. There is even a movie about her, called Hidden Figures. Katherine lived to be 101 years old.

Discuss the different endings.

1. Which ending do you like best?

2. Why?

3. Can you think of a different way that the story could end?

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