Term 3

English

Home Language and Life Skills

Big Book
Acknowledgements

This integrated programme for Home Language and Life Skills was developed by a Funda Wande team, in collaboration with individuals from the curriculum directorates of the Department of Education in the Western Cape, Eastern Cape and Limpopo, academics and teachers.

The development of these books was made possible through the financial support of the Allan Gray Orbis Foundation Endowment, the FEM Education Foundation, the Michael & Susan Dell Foundation and the Zenex Foundation.

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FUNDA WANDE: Page 42: (fruit), (learners); Page 43: (equipment), (learner); Page 44: (1), (2), (3), (4); Page 45
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### Reading
- Look at the table. Read the headings.
  - X’s show what you must not do.
  - ✓’s show what you must do.

### After reading
- Watch me demonstrate the rules one by one.

---

**Week 1**  
**Life Skills**

**Before reading**
- Why are books important?  
- How do we make sure we don’t damage books?
Thabo joins the library

Week 1
Shared Reading
Read the whole story every lesson. Then read it again with learners, stopping on each page to ask the questions for that day.

Day 1: Comprehension
- Do you think Thabo likes reading with his uncle? Why?
- What is the book about? How do you know?
- Where are they sitting? (outside, in the yard)

Day 2: Decoding
- Show the flashcard for the word book. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter B.

Day 3: Fluency and response
- Would you like to read Thabo’s book?
- What would you like to read about?
- Who sometimes reads books with you?

Thabo’s uncle gave him a new book.
Later, Thabo read the book again.

Thabo left the book outside. It got wet.
Week 1
Shared Reading

Day 1: Comprehension
- What is a library? *(a place that lends people books to read)*
- Why do you need to take special care of library books? *(they are for everybody to read)*
- How did Thabo feel when Vera showed the class her book? Why?
- What was the teacher teaching the class? *(clue on chalkboard)*

Day 2: Decoding
- Show the flashcard for the word library. Sound the word out. Match the flashcard to the word on the page.
- Find words with the letter B.

Day 3: Fluency and response
- Can children join a library by themselves? Why does an adult need to be with you?
- Have you ever seen a library? Where was it?

Vera showed her library book to the class.
Thabo joined the library. He promised to care for his book.
Week 2
Life Skills

Before reading
• What are some places that everyone can use in our community?

Reading
• Can you find these places in this village: park? shop? office? post office? police station? library?
• What is the purpose of each place? Who uses or works in each place?

After reading
• Talk about how this village is the same as, or different from, your community.
People who help everyone

If you break a bone, who can help you?

The doctor and nurse can help you.

Week 2

Shared Reading
Each lesson, read the whole story. Then read it again with learners, stopping on each page to ask the questions.

Day 1: Comprehension
• Who is helping the boy?
• Who is helping the doctor?
• Where is he? (clinic, hospital, doctor’s rooms)
• How does the boy feel? How can you tell?

Day 2: Decoding
• Show the flashcards for the words doctor and nurse. Sound the words out. Match the flashcards to the words on the page.
• Find words with the letter B.

Day 3: Fluency and response
• Have you ever been sick? Tell us about it.
• How did you get better?
If you want to learn to read and write, who can help you?

Week 2
Shared Reading

Day 1: Comprehension
- When do you call a person who helps you to learn?
- Where do teachers work?
- What different kinds of teachers do you get?

Day 2: Decoding
- Show the flashcard for the words teacher and everyone. Sound the words out. Match the flashcards to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response
- In pairs, think of things that teachers do.
- Act out something a teacher does, and let the class guess what it is.

A teacher can help you.
Week 2
Shared Reading

Day 1: Comprehension
- What can you do if you get lost?
- What can a police officer do to help you?
- What else do the police do?

Day 2: Decoding
- Show the flashcard for the words police officer. Sound the words out. Match the flashcard to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response
- Have you ever seen a police dog? Where was it? What did it do?
- Why do the police wear uniforms? (so you know who to ask for help)
- How do you know if a building is a police station? (blue light)
- How do you know if a car is a police car? (blue light)

A police officer can help you get home.
If there is a fire, who can help you?

**Week 2**
**Shared Reading**

**Day 1: Comprehension**
- Who must put out a big fire?
- What do firefighters use to put out fires?
- Why must you call a grown-up person when you see a fire? (Fires are very dangerous and a grown-up person must put out a small fire quickly or call the fire station to put out a big fire)

**Day 2: Decoding**
- Point to the word fire.
- Find words with the letter B.

**Day 3: Fluency and response**
- Have you ever seen a big fire?
- Where was it? What happened?
- (Show all the flashcards for this week.) Read the flashcards quickly.

A firefighter can help you.
What pets need

Exercise:
Pets need to play and run around. They shouldn’t be tied up or left in the sun.

Shelter:
Pets need a safe, warm, dry place to sleep.

Kindness:
Pets can’t talk but they feel pain and loneliness. We need to be kind to our pets.

Food:
Pets need to be fed every day.

Water:
Pets need fresh water to drink every day.

Reading
- Look at the mindmap.
  - Which pets do you see in the middle of the mind map?
  - What does this mindmap tell us?

After reading
- What is the SPCA? How do they help animals?

Before reading
- What is a pet? Do you have one? Tell us about your pet.
A hungry cat

One day I saw a cat in our yard. She looked hungry/thin and tired.

Week 3
Shared Reading
Each lesson, read the whole story. Then read it again with learners, stopping on each page to ask the questions.

Day 1: Comprehension
• Who is talking? How can you tell?
• How do you know that the cat is hungry? (thin)
• Why did the children call their mother?

Day 2: Decoding
• What do we call these marks? What do they tell us? (point to speech marks)
• Show the flashcards for the words cat and hungry/thin. Sound the words out. Match the flashcards to the words on the page.
• Find words with the letter B.

Day 3: Fluency and response
• Read the words in speech marks differently from the other text.
• Would you like to give a hungry cat a home? Say why or why not?
• What would you like to do to help a hungry animal?

My brother said, “Let’s call Mom.”
“Please can we keep this cat, Mom?” I asked.

Mom said, “You can keep the cat if you look after it.”
Day 1: Comprehension
- What food did the children give the cat? (cats eat cat food from a packet or tin, meat, chicken or fish)
- What did the girl use to make the bed?
- Why did the children give the cat water?

Day 2: Decoding
- Are there any speech marks on this page?
- Show the flashcards for the words food and water. Sound the words out. Match the flashcards to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response
- What would you call a pet cat?
- How do cats help people? (catch mice and rats)

I called the cat Princess. We made it a place to sleep. We gave it food and water every day.
One morning I got a surprise!

Look Mom, kittens!

Mom said, “We will find them good homes when they are bigger.”
Good manners checklist

Today, did we ...

☐ greet adults?
☐ greet children?
☐ line up quietly?
☐ listen in class?
☐ wait our turn to speak?
☐ respect other’s belongings?
☐ say sorry?
☐ say thank you?
☐ share?
☐ sneeze and cough correctly?
☐ make sure we were kind to each other?

Week 4
Life Skills

Before reading
- What are good manners? Why are they important? Why do we need good manners and responsibility at school?

Reading
- Look at this list of good manners we need at school.
  - I will choose someone to role-play each behaviour.
  - Watch and say why it is important.

After reading
- Let’s re-read the list and tick off the things we all do.
Cheeky the piglet

“You must have good manners. You must greet people,” said Mother Pig.

But Cheeky said, “No! I don’t want to!”
Week 4
Shared Reading

Day 1: Comprehension
- Which animals greeted Cheeky?
- What did they say?
- What did Cheeky say to Donkey, Frog and Tortoise?
- How do you think the animals felt?
- What does this tell us about Cheeky?
- What should Cheeky have said to the animals he met? (He should have greeted them politely and said: Hello, how are you?)

Day 2: Decoding
- Show the flashcard for the words good morning. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response
- How will you read what the animals say? And what Cheeky says?
- How do you feel if people do not greet you?
- How do you greet the principal? Other teachers? Adults? Children?

Cheeky met Donkey, Frog and Tortoise.

Good morning Cheeky!

Silly animals.
The farm dog saw Cheeky. He chased Cheeky.

Week 4
Shared Reading

Day 1: Comprehension
- What was Cheeky doing? Is that allowed?
- Is stealing bad? (yes, stealing is not honest/not respectful of other people’s property)
- What should Cheeky have done? (he should have asked the farmer)
- What do you think will happen next?

Day 2: Decoding
- Find words with the letter B.

Day 3: Fluency and response
- Have you ever been to a place where you were not allowed?
- Why should you be careful not to take things that belong to others?
Cheeky shouted, “Please help me!” But the animals said, “Sorry, we are too silly.”
1. The bean seed gets warmth and water.
2. A small root appears.
3. The root grows longer under the ground.
4. The root develops smaller roots under the ground.
5. The stem grows above the ground.
6. Two leaves begin to grow.
7. The leaves grow bigger.

**Week 5**
**Life Skills**

**Before reading**
- What is a plant?
- What are the different parts of a plant?

**Reading**
- Look at the diagram.
  - What does it show?
  - What do you notice about each illustration?

**After reading**
- Would you like to grow a plant? Why?
  - Which plant?
My bean plant

My name is Neo. I grew a bean plant.

First, I covered my bean seed with wet newspaper. Then I put it in the sun.
First a small root grew down. Then a stem with leaves grew up. I planted it in a pot of soil.
Week 5
Shared Reading

Day 1: Comprehension
- Why did Neo water the plant every day? Use what you already know about plants to answer.
- What else did the bean plant need to grow? (soil, sun)

Day 2: Decoding
- Show the flashcard for the words leaves. Sound out the word. Match the flashcard to the word on the page.
- Point to the word watered.
- Find words with the letter B.

Day 3: Fluency and response
- What can you use if you don’t have a watering can?
- How do plants that are outside in the veld get water?

I put the pot in the sun and watered the plant every day. My bean plant grew more leaves.
When the plant had enough leaves, I planted it in the school garden.

Soon we will have delicious beans to eat.
Types of plants

There are many different types of plants. We can group them like this:

**Trees** are plants with one strong trunk and many branches.

**Shrubs** are not as big as trees. They have several, woody stems.

**Herbs** are smaller than shrubs. They have softer stems.

**Creepers and climbers** are plants that need support or they crawl along the ground.

**Grasses** have jointed, hollow stems and long narrow leaves.

These plants look different but they all have roots, stems, leaves and some have flowers.

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Week 6
Life Skills

**Before reading**
- Have you ever seen one of these plants? Tell us about it.

**Reading**
- Point to a plant that: grows along the ground; is very tall and strong; is medium-sized; stays small; has long, pointy leaves.
- Read the headings.
- How do you think these plants are grouped? Explain why.

**After reading**
- What do we do on Arbour Day?
Jack and the beanstalk

Jack and his mother were very poor. Jack sold his cow for some magic beans.
Week 6
Shared Reading

Day 1: Comprehension

- What did the beans grow into? Point to the word that tells you.
- Why do you think Jack climbed up the magic beanstalk?
- What did he see?

Day 2: Decoding

- Show the flashcards for the words climbed and giant. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response

- How tall do you think the beanstalk was? Did it reach up to the sky? To the stars? To the moon?
- How tall do you think a giant is? Could a giant reach up to the top of a roof of a house? A big tree? A giraffe?

The beans grew into a big beanstalk.

Jack climbed to the top.
He saw a giant sleeping.
Jack saw a hen who laid golden eggs. He took the hen.

But the giant woke up.
The giant chased Jack. Luckily Jack’s mother cut the beanstalk.

Day 1: Comprehension
- What do you think happened to the giant?
- Why were Jack and his mother never poor again?

Day 2: Decoding
- Point to speech bubble. What is this? What does it tell you?
- Point to the word chased.
- Find words with the letter B.

Day 3: Fluency and response
- How should you read the giant’s words? (loudly, gruffly)
- Do you think Jack should have stolen the giant’s golden hen? Say why or why not.
- Is this a true story? Did it really happen or is it imaginary?
- (Show all the flashcards for this week.) Read the flashcards quickly.

Jack and his mother were never poor again.
## Where food comes from

**Some food comes from plants.**

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<th>Grains</th>
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<td><img src="image2" alt="Vegetables images" /></td>
<td><img src="image3" alt="Grains images" /></td>
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**Some food comes from animals.**

<table>
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<tr>
<th>Meat</th>
<th>Animal products</th>
<th>Fish</th>
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<td><img src="image5" alt="Animal products images" /></td>
<td><img src="image6" alt="Fish images" /></td>
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### Week 7

**Life Skills**

**Before reading**
- What food do you like to eat at home?
- What is your favourite meal?

**Reading**
- Look at the table.
  - What foods do you see?
  - Read the headings. How are the foods grouped?

**After reading**
Week 7
Shared Reading
Some stories are too long to read in one go. We can stop reading and start again where we left off. This is a long story, so we will read half this week and half next week. Read pages 32 to 35 in Week 7.

Day 1: Comprehension
- What is Mom going to use to make the soup? (name all the vegetables)
- Do you think the children will make real or pretend soup? (explain pretend)

Day 2: Decoding
- Show the flashcards for the words vegetables and soup. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response
- What punctuation do you notice?
- How do you read the words in speech marks? (as if the person is talking)
- Have you ever helped to make soup? What did you do?

“Nice and nasty soup
Mom says, “Look at these vegetables! I am going to make soup today.”

We will also make soup,” say Vusi, Fanele and Baby.
Week 7
Shared Reading

Day 1: Comprehension
- What does Vusi put in his nasty soup?
- Why is this pretend soup? (children couldn’t eat it)
- Who will eat Vusi’s nasty soup?
- Are monsters real or imaginary? (imaginary, only in books or films)

Day 2: Decoding
- Show the flashcard for the word nasty. Sound out the word. Match the flashcard to the word on the page.
- Find words with the letter B.

Day 3: Fluency and response
- Have you seen monsters in books or on TV? What did they look like?

Vusi finds nasty things to put in his soup.

He makes nasty soup for monsters.
Week 7
Shared Reading

Day 1: Comprehension
- Are the monsters real or imaginary?
- Why do the monsters want to eat Vusi’s soup?
- What noises do the monsters make when they eat soup?

Day 2: Decoding
- Point to the word … [versioners please fill in]
- Find words with the letter B.

Day 3: Fluency and response
- How do you say the monsters’ words?
- Are you scared of monsters?

“We love your soup!” shout the monsters.

“Bubble, bubble, boil and trouble!” they yell.
“This soup makes us mean and nasty!”
Fanele finds petals, flowers, berries and leaves.

Fanele makes nice soup for fairies.
Week 8

Shared Reading

Last week we started reading a long story about soup. This week we will finish the story. Let us remember what has happened so far before we read on and see what happens.

Tell the story so far, then start reading from this page in Week 8.

Day 1: Comprehension

- What has happened in the story so far?
- What do the fairies say to Fanele?
- What do the fairies give Fanele?
- What noise do the fairies make as they eat the soup?

Day 2: Decoding

- Point to the word ….
  [versioners please fill in]
- Find words with the letter B.

Day 3: Fluency and response

- How will you say the fairies’ words?
- Are fairies kind or mean? Do you like fairies? Why?

“Thank you, Fenele,” say the fairies.

“Here is a tiny fairy ring for you.”
Baby finds a plastic bowl, a rusk, a doll’s shoe and the dog food.

Baby makes silly soup for her dolls.
“I love your soup, Baby!” says Mom.

“But I think it needs a little salt.”
Meanwhile Mom put carrots, onions, tomatoes, beans and potatoes into her soup.

“We love your soup, Mom!” say the children.
Healthy snacks

When we are hungry or thirsty, we can choose healthy snacks rather than unhealthy snacks. Eating healthy food helps us to keep our bodies strong. Some snacks, like ice cream, sweets or fizzy drinks are not healthy, especially if we eat them instead of healthy food. These Grade 1 learners marked the healthy snacks they like best.

<table>
<thead>
<tr>
<th></th>
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<th>Mavis</th>
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<td>✔</td>
<td></td>
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</tr>
<tr>
<td>Popcorn</td>
<td>✔</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Juice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

Reading
- Look at the graph.
  - The first column shows a list of healthy snacks. Which of these have you had before?
  - In the other columns, there are six children’s names. What are their names?
  - The children each put a ✔ next to the food they liked best. Which healthy snacks did Mamello like best? (repeat with other children)

After reading
- Which healthy snack was the most popular?
- Which snack was nobody’s favourite?
Five food groups

Read about the five food groups. Look at the school lunch menu and check if the children are getting something from each group.

Weekly menu: Jabulani school

Monday: pilchards in tomato sauce, mealie meal
Tuesday: samp and beans, spinach
Wednesday: mielie meal and milk, bananas
Thursday: stew and rice
Friday: vegetable soup, bread

Week 9
Life Skills

Before reading
• We can sort food in different ways. Can you think of ways to sort food?

Reading
• Look at the diagram.
  – How many sections are there?
  – What are the headings?
  – Tell me one food from each section.

After reading
• Think of your lunch at school yesterday. What did you have?
• Which of the five food groups did you have?
Week 9
Shared Reading

Day 1: Comprehension
- What are the children going to make?
- What fruit have they brought?
- Does it matter if some children bring the same fruit?
- Have you ever eaten fruit salad? What did it taste like?

Day 2: Decoding
- Show the flashcards for the words fruit and salad. Sound out the words. Match the flashcards to the words on the page.
- Find words with the letter B.

Day 3: Fluency and response
- What is your favourite fruit? Who else in the class likes the same fruit?
- This story is about fruit salad. What other kinds of salad do we get? Can a salad be cooked? Can a salad be hot?

How to make fruit salad

What you need:
- fruit
- orange juice

We each bring one fruit.
What you use:
• big bowl
• chopping board
• big spoon
• knife
• small cups or bowls and teaspoons

We each bring a small bowl and a teaspoon.

Week 9
Shared Reading

Day 1: Comprehension
• What kitchen tools (utensils) do the children need?
• What will they do with each utensil do you think?
• Why do the children need to bring a plastic bowl and teaspoon to class?

Day 2: Decoding
• Show the flashcard for the word bowl. Sound out the word. Match the flashcard to the word on the page.
• Find words with the letter B.

Day 3: Fluency and response
• Do you have any of these utensils in your kitchen at home?
• Which have you used? What did you use them for?
**What you do**

We wash our hands and then we wash the fruit.

We peel the orange, bananas and naartjies.

She mixes all the fruit together. I pour in the orange juice.

1. **Day 1: Comprehension**
   - What do the children do first?
   - Why do they do this first?
   - Name four more things they did to make the fruit salad.

2. **Day 2: Decoding**
   - Show the flashcards for the words chop and peel. Sound out the word. Match the flashcard to the word on the page.
   - Find words with the letter B.

3. **Day 3: Fluency and response**
   - Can you remember all the things you need to do to make fruit salad?
   - Do you think it is healthy to eat fruit salad? Say why or why not.

Our teacher chops the fruit.
Our fruit salad is ready to eat.

It is delicious!