### Book care rules

<table>
<thead>
<tr>
<th>Don’t do this</th>
<th>Do this</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Hands soiled" /></td>
<td><img src="image2.png" alt="Hands clean" /></td>
<td>Read with clean hands.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Book misused" /></td>
<td><img src="image4.png" alt="Book properly opened" /></td>
<td>Open your book with care.</td>
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<tr>
<td><img src="image5.png" alt="Pages torn" /></td>
<td><img src="image6.png" alt="Pages turned carefully" /></td>
<td>Turn the pages carefully.</td>
</tr>
<tr>
<td><img src="image7.png" alt="Book clumsily placed" /></td>
<td><img src="image8.png" alt="Book safely placed" /></td>
<td>Keep your book safe.</td>
</tr>
<tr>
<td><img src="image9.png" alt="Pages marked" /></td>
<td><img src="image10.png" alt="Pages marked safely" /></td>
<td>Use a bookmark.</td>
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<tr>
<td><img src="image11.png" alt="Pages marked" /></td>
<td><img src="image12.png" alt="Pages marked" /></td>
<td>Don’t write in books.</td>
</tr>
</tbody>
</table>

### Week 1

**Life Skills**

**Before reading**
- What is a rule?
- What rules do you know?
- Why do we need rules?

**Reading**
- Look at the table. Read the headings.
  - ‘✗’s show what you must not do.
  - ‘✓’s show what you must do.

**After reading**
- Ask different learners to mime each rule. The rest of the class guesses which rule it is.
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 joins the library

Thabo’s uncle gave him a new book.
Week 1
Shared Reading

Day 1: Comprehension
• What are the marks on the book? (fingerprints)
• Why do you think Thabo’s hands are dirty? (playing soccer)
• What happened when Thabo went inside? (he left the book outside and it began to rain)
• What happens to a book that gets wet? Can you still read it? (pages wrinkle and stick together so it is very hard to read)

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

Day 3: Fluency and response
• What things can you leave in the rain? (plants, outdoor benches, buckets, cars)
• What things will get damaged in the rain? (books, newspapers, indoor furniture, some toys)
• What book care rules did Thabo break?

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

Vera showed her library book to the class.
Thabo joined the library. He promised to care for his book.
Places in our village

Week 2
Life Skills

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

Reading
• Can you find these places in this village: park? shop? church? clinic? town hall? 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, where you live.
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 girl?
• Who is helping the doctor?
• Where are they? (clinic, hospital, doctor’s rooms)
• What do you think the girl is feeling? 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?
Week 2
Shared Reading

Day 1: Comprehension
- What 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.

If you want to learn to read and write, who can help you?

A teacher can help you.
If you get lost, who can help you?

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 puts out big fires?
- 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.

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**Week 3**
**Life Skills**

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

**Reading**
- Look at the pictures in the mindmap.
- Which pets do you see in the middle?
- Read the headings together.
- Read the information to the learners.
- What does this mindmap tell us?

**After reading**
- What is the SPCA? How do they help animals?
A hungry cat

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

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.”
Week 3
Shared Reading

Day 1: Comprehension
- What food do you think 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 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.
Week 3
Shared Reading

Day 1: Comprehension
- What was the surprise?
- Who will feed the kittens when they are tiny? (the mother cat)
- What do you notice about the kittens’ eyes? (they are shut but will open when they are bigger)
- Should the girl pick them up? (no, not until their eyes are open and they are a little bigger)

Day 2: Decoding
- Point to an exclamation mark.
  - What do we call this mark?
  - What does it tell us?
- Point to the word kittens.
- Find words with the letter B.

Day 3: Fluency and response
- What have you learned about cats from the story?
- What animal would you like to have for a pet? Say why.
- Show all the flashcards for this week. Read the flashcards quickly.

One morning I got a surprise!

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

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**Good manners checklist**

**Week 4**

**Life Skills**

**Before reading**
- What are good manners? Why are they important? Why do we need good manners and to be responsible at school?

**Reading**
- What is a checklist?
- For each point:
  - Read and discuss what it means.
  - Volunteers demonstrate or roleplay.
  - Discuss why it is important.

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

---

Thank you!

Sorry!
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?
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? Tell us what happened.
- Why should you not take things that belong to others?
Cheeky shouted, “Please help me!” But the animals said, “Sorry, we are too silly.”
How a bean plant grows

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
• Show learners a plant.
• Name the different parts of a plant.
• Which parts are below and above the ground?

Reading
• Look at the diagram.
  – What does it show? What do the numbers mean?
  – What do you notice about each illustration?
• Read the information to learners.

After reading
• Learners grow a bean seed in a saucer (see TG p. 56).
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.

Week 5
Shared Reading

Day 1: Comprehension
- What did Neo do first?
- Why was the newspaper wet? Use what you already know about plants to answer.
- Where did she put the seeds?

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

Day 3: Fluency and response
- Does this text tell what really happened? How do you know?
- Have you ever eaten beans? Which part of the bean plant did you eat?
- Have you ever planted a seed? What happened?
First a small root grew down. Then a stem with leaves grew up. I planted it in a pot of soil.
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.

Week 5
Shared Reading

Day 1: Comprehension
- When did Neo plant the bean plant in the garden?
- Why is there a stick next to the plant?
- Will she need to keep watering her plant?

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

Day 3: Fluency and response
- Do you think bean plants are easy or difficult to grow? Say why.
- Do you think beans are a good vegetable to grow? Say why.
- Have you grown anything? Tell us about it.
- Show all the flashcards for this week. Read the flashcards quickly.
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.

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

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

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

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**Reading**
- Read the headings together and look at the photos.
- Read the explanations to learners.
- How do you think these plants are grouped? Explain why.

**After reading**
- Go on a nature walk to identify types of plants (see TG p. 68).
Jack and the beanstalk

Jack and his mother were very poor. Jack sold their cow for some magic beans.

Day 1: Comprehension
- Why did Jack sell the cow?
- What did the farmer give Jack for the cow?
- Do you think Jack was silly? Say why or why not.

Day 2: Decoding
- Show the flashcards for the words beans and beanstalk. 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 other stories about magic have you heard?
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.

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

#### Some food comes from plants.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Vegetables</th>
<th>Grains</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Fruit" /></td>
<td><img src="image2" alt="Vegetables" /></td>
<td><img src="image3" alt="Grains" /></td>
</tr>
</tbody>
</table>

#### Some food comes from animals.

<table>
<thead>
<tr>
<th>Meat</th>
<th>Animal products</th>
<th>Fish</th>
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</thead>
<tbody>
<tr>
<td><img src="image4" alt="Meat" /></td>
<td><img src="image5" alt="Animal products" /></td>
<td><img src="image6" alt="Fish" /></td>
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### Week 7

**Life Skills**

**Before reading**
- Revise the parts of a plant.
- What parts do we eat? Give examples.

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

**After reading**
- Draw two circles on the board to classify these foods (see TG p. 80).
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.
Vusi finds nasty things to put in his soup.

He makes nasty soup for monsters.
Week 7
Shared Reading

Day 1: Comprehension
• Why do the monsters want to eat Vusi’s soup?
• What sound 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.

“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 7
Shared Reading

Day 1: Comprehension
- What does Fanele find in the garden for her soup?
- What kind of soup does she make?
- Who does she make it for?
- What is a fairy? (imaginary, small creature with special powers)

Day 2: Decoding
- Show the flashcard for the word nice. 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 fairies in books or on TV? What did they look like?
- Are fairies real or imaginary?
“We love your soup!”
whisper the fairies.

“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.

Week 8
Shared Reading

Day 1: Comprehension
• What do the children say to Mom?
• What are the children doing in the picture?
• Why do you think that the children enjoy Mom’s soup?

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

Day 3: Fluency and response
• Read the first sentence with a short pause where there is a comma.
• Do you like soup?
• Where do you eat soup?
• What vegetables would you like in your soup?
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. 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.

<table>
<thead>
<tr>
<th>Sipho</th>
<th>John</th>
<th>Mavis</th>
<th>Thoko</th>
<th>Ron</th>
<th>Neo</th>
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</table>

**Week 8**

**Life Skills**

**Before reading**
- Did you have a snack at breaktime?
- What did you have?

**Reading**
- We use tables to present information in a way that is easy to understand.
  - The first column shows pictures of healthy snacks. Which of these have you had before?
  - In the other columns, there are six children’s names. What are their names?
  - These children each put a ✔ next to the food they like. 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

Look at the school lunch menu and check if the learners are getting something from each group this week.

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
• What ways have we already sorted food? (healthy/unhealthy; from plants/animals)

Reading
• Look at the page.
  – What is the name of the school?
  – Name the five food groups? Each group helps our bodies in a special way.
  – Tell me one food from each group.
  – Which food groups did learners eat from on Monday? Tuesday? and so on.

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 learners going to make?
- What fruit have they brought?
- Does it matter if some learners 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.
Week 9
Shared Reading

Day 1: Comprehension
- What kitchen tools (utensils) do the learners need?
- What do you think they do with each utensil?
- Why does each learner 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
- What utensils do you have in your kitchen at home?
- Which have you used? What did you use them for?

We each bring a small bowl and a teaspoon.

What you use:
- big bowl
- chopping board
- big spoon
- knife
- small cups or bowls and teaspoons
Week 9
Shared Reading

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

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.

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.

What you do:

1. We wash our hands and then we wash the fruit.
2. We peel the orange, bananas and naartjies.
3. Our teacher chops the fruit.
4. She mixes all the fruit together. I pour in the orange juice.
Week 9
Shared Reading

Day 1: Comprehension
- What are the learners doing?
- How do you know that they are enjoying the salad?
- What have you learned about how to make fruit salad?

Day 2: Decoding
- Show all this week’s flashcards again. Read the words quickly and fluently.
- Find words with the letter B.

Day 3: Fluency and response
- What fruit would you use to make fruit salad? Say why.
- Where do you buy fruit?
- What fruit grows where you live?

Our fruit salad is ready to eat.

It is delicious!
Acknowledgements

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cow), @wirestock (bee), @fabrikasimf (tinned fish), @LuqueStock (ocean); FUNDA WANDE: Page 8: teacher,
Page 42: fruit, learners; Page 43: equipment, learner; Page 44: how to make a fruit salad; Page 45: teacher
and learners; iSTOCK: Page 9: kali9 (policewoman); SHUTTERSTOCK: Page 31: ivanfolio (pap)