Term 4

English

Home Language and Life Skills

Big Book
Acknowledgements

This is a special edition of the Funda Wande Grade 1 material that has been created to support teachers and learners in the first term. It consists of a carefully selected series of lessons that will enable learners to cover the core home languages and life skills curriculum.

Teachers will receive a Teacher’s Guide, Big Book and Learner’s Activity Book. The teachers should work through the lessons with care. The learners should take home their Learner’s Activity Books and work through the activities that have been included to consolidate the teaching that is done at school.

Group Guided Reading and assessments are integrated for the teacher into the daily activities.

Teachers should read carefully through the instructions and enjoy this special edition of integrated, coherent and aligned home language and life skills materials.

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Different South African homes

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

- What makes a building a home?
- Have you seen any homes like these? Where?
- Which home is a little like your home? How is it the same?
- How are the homes different from each other? (size, colour, shape, materials)
- What if you don’t have a home?
**Week 1**
**Shared Reading**

**Day 1: Comprehension**
- What does the old woman live in?
- Why is the old woman grumbling?
- Who is the old woman talking to?

**Day 2: Decoding**
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

**Day 3: Fluency and response**
- Do you believe in fairies? Say why or why not.
- What will the fairy give the old woman?
- What must the old woman stop doing? Why?
- Pairs: Do you think the old woman is greedy? Why?

The old woman who lived in a shoe

I hate living in this shoe. It is a horrible dark house! I want a proper house.

I will give you a nice little house if you stop grumbling!
Week 1
Shared Reading

Day 1: Comprehension
- What did the fairy give the old woman in the top picture?
- What did the fairy warn the old woman about?
- What did the old woman get in the bottom picture?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response
- When should we feel grateful? What should we feel grateful about?
- What do you think the fairy will give the old woman next?
- Pairs: What would you do if you were the fairy?

This little house is too small. I want a big house.

I will give you a big house but remember what I told you.

This big house needs more rooms and a swimming pool. I want a huge house.

I will give you a huge house but you really must be grateful.
Week 1
Shared Reading

Day 1: Comprehension
- What kind of house does the old woman want now?
- Do you think the fairy will give the old woman her wish?
- Do you think the old woman will be a queen if she has a palace?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Pairs: Do you think the old woman is greedy?
- What do greedy people do. How do greedy people feel?
- Is it bad to be greedy? Say why or why not. Are greedy people ever happy?

The fairy was so cross that she just looked at the old woman and said nothing. What will the fairy do next?

This huge house is not fit for a queen. I want to be a queen and live in a palace.
Yes! The old woman was back in her shoe! And she never saw the fairy again.
Week 2
Life Skills

• What different building materials did this builder use when he built this house?
• Where did he use each material? Point to the place on the house.
• What materials is your house made out of?
Three play houses

Our new stove came in this huge cardboard box. We made it into a house to play in.

Day 1: Comprehension
- Have you ever seen a box like this one?
- What did the children make out of the huge cardboard box?
- What did they do in the cardboard box?
- Why did the cardboard house not last for a long time?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response
- Pairs: What games would you play in a big cardboard box?
- What would you make out of a cardboard box? How would you make it?
We have sand, stones, long grass and mud in our yard. We built a little house.

Week 2
Shared Reading

Day 1: Comprehension
- What did the children make?
- What building materials did they use? Where did they find them?
- What did the spider do?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Pairs: What kind of house would you like to make?
- What would you use to make it?
- What would it look like?
- Who/what would your house be for?

Guess who lives in our house!
Dad bought wood, nails and rope to make a tree house. We tidied up the garage.

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

**Day 1: Comprehension**
- What did Dad buy?
- What was Dad making?
- What did the children do to help?

**Day 2: Decoding**
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

**Day 3: Fluency and response**
- Pairs: Have you ever helped Mom or Dad make something? What was it? What did you do to help?
- What would you like to make out of wood?
- Why should you be careful when you help with things like woodwork or baking?
Week 2
Shared Reading

Day 1: Comprehension
- What did the children put inside the tree house?
- How do the children get into the tree house?
- Why do you think the tree house is not very high up in the tree?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with [letter]?

Day 3: Fluency and response
- Pairs: What would you put in a tree house?
- What would you like to do in a tree house?

Our tree house is the best ever! It has a door and a window.
Week 3
Life Skills

- Where do you go into the zoo?
- Which way do you turn to get to the monkeys? Left or right?
- Which animals do you pass to get to the African animals?
- Which animals are near water?
- Show me how you would you get to the picnic area.
- Explain how to get to lions.
A visit to the zoo
When we got to the zoo, we saw the monkeys first.

The monkeys climbed trees and swung from branches. Baby monkeys rode on their mother’s backs.

Week 3
Shared Reading

Day 1: Comprehension
- Where did the children go?
- What animals did the children visit first?
- What clever things did the monkeys do?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response
- Would you like to go to a zoo? Why?
- What animals do you want to see? What animal do you like best?
- Pairs: Have you ever played catches? How do you play catches?
Next we went to a very big part of the zoo that looked like the veld.

We saw a huge mother elephant with its baby near the fence. We saw zebras and a giraffe far away.
We heard an animal roaring very loudly. We ran to see what it was.

A lion! It looked so fierce that some of us ran away!
In a big lake we saw something that looked like a log of wood floating on the water. It was a crocodile!

A hippo opened its huge mouth and showed us its teeth.
Week 4
Life Skills

- What do most spectacles do? (make things look bigger)
- What is a magnifying glass? (like spectacles it makes things look bigger)
- Sometimes things look different when they are magnified.
- These photographs show the magnified skins and parts of animals.
- Which animal does each photograph show?
What animal am I?

I am a monkey. I eat almost anything – birds, eggs, frogs, fruit and insects. I keep safe by climbing trees.

Week 4
Shared Reading

Day 1: Comprehension
- What animals do you see in the pictures?
- What is the lioness doing?
- Why is the monkey not afraid of the lioness?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- What animal is the lioness hunting for her food?
- How are monkeys and lions different?
- Pairs: Do you think monkeys are clever? Say why or why not.
I am an elephant. I use my trunk to pull up grass and to eat from trees.

I am a giraffe. I have a long neck to reach high up into trees to eat leaves.

**Week 4**
**Shared Reading**

**Day 1: Comprehension**
- What is special about giraffes? (tallest/longest neck)
- What is special about elephants? (biggest land animals on land/ use their long trunks to breathe)
- What is the same about elephants and giraffes? (both eat leaves, grass, small branches and fruit, no meat)

**Day 2: Decoding**
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

**Day 3: Fluency and response**
- How are elephants and giraffes different?
- Where in South Africa can you see giraffes and elephants? (zoos, game reserves)
- Do you think we should protect animals like giraffes and elephants? Say why or why not.
I am a crocodile. I live in rivers and lakes. I lie very still and wait for prey.

I am a hippo. I like to be in water during the day. At night I eat leaves and grass on the land.
Animal riddles

I am the tallest of all animals. I have a very long neck. What am I?

I am clever. I can climb, swing and play in trees. I eat anything. What am I?

I live in rivers and lakes. I look like a log of wood when I float in the water. What am I?

I live near rivers and lakes. I am very big and heavy. What am I?

I am the king of all the animals. I eat meat. I roar very loudly. What am I?

I am the biggest animal that lives on land. I get food with my trunk. What am I?
**Week 5**

**Life Skills**

- What animals can you see at the waterhole?
- What do the different animals use the water for? (drinking – all the animals; cooling – hippo; washing – elephants).
- Could humans drink this water? Why or why not?
How Ezra got his trunk

Ezra was thirsty. He went to the waterhole by himself. He didn’t see any crocodiles, so he began to drink.
Crocodile swam quickly under the water. He grabbed Ezra to pull him in. Ezra shouted for help.

Week 5
Shared Reading

Day 1: Comprehension
- What part of Ezra did the crocodile grab?
- Why did the crocodile want him in the water?
- Is Ezra sacred? What makes you think so?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]? 

Day 3: Fluency and response
- Do you think crocodiles swim fast? Why do you think that?
- Are crocodiles dangerous animals?
- Can crocodiles catch people?
Week 5
Shared Reading

Day 1: Comprehension
- Who do you think will be stronger?
- Which animals are helping Ezra?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Why do you think all the animals are helping Ezra?
- Do you help other children sometimes? Tell your partner.

Some animals came to help. Crocodile pulled and pulled. Ezra and the other animals pulled and pulled.
Finally, Ezra managed to get free. The animals were pleased. But then they saw his long, long trunk! Oh no!

But Ezra didn’t mind. He liked his long trunk.
Using water at home

Week 6
Life Skills

- Picture 1: Where is this family? How are they using water? (drinking, washing hands, washing dishes, washing clothes, washing car)
- How else do you think this family uses water (washing, bathing, showering, cleaning teeth, flushing toilet and so on)
- Picture 2: Where is this family? Do you think they have an inside tap? Why?
- How are they using water? (drinking, washing baby, washing clothes)
- How else do you think this family uses water (cooking, washing hands and so on)
- Is water from a tap safe to drink?
- Is water from a pump safe to drink?
The big fish
Deon and Jonathan went fishing at the dam. They wanted to catch some fish.

Deon felt something pull very hard on his fishing line.
Deon went after the big fish. Suddenly he was in deep water.

Jonathan found a big log and pushed it out to his friend.
Deon held on to the log.

I'm going to get help!

Jonathan ran as fast as he could to the nearest house. He told two men that his friend needed help.

Week 6
Shared Reading

Day 1: Comprehension
- What did Deon hold on to? Why?
- What did Jonathan need to do?
- Where did Jonathan run to?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Why did Jonathan ask grown-ups for help?
- Pairs: Tell about a time when you saw someone who needed help. What did you do?
Week 6
Shared Reading

Day 1: Comprehension
- Who pulled Deon out of the water?
- What do you think Deon said to the two men?
- What do you think the two men told Deon about fishing in the dam?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response
- What do you think happened to the big fish?
- Pairs: What do you think the two boys will tell their parents?
- Do you think the two boys will go fishing again? Say why or why not.
- Would you like to go fishing? Why or why not.

They came running to the dam. They jumped into the water and pulled Deon out.
Day
In the day, you can see the sun. The sun gives out heat and light. It is a ball of fire. It is thousands of times bigger than the Earth.

Night
At night, you can see the moon, stars and planets. The moon is a ball of rock with no heat or light. It is much smaller than the Earth.

Week 7
Life Skills
- Which picture shows day? Which shows night?
- Which is warmer? Why? Which is darker? Why?
- What different things do you do in the day and night?
- Which creatures are active in the day or at night?
- What do you see in the day sky?
- What do you see in the night sky?
Two shiny silver coats
There was once a clever tailor who could sew clothes to fit people of all shapes and sizes. One day he sewed a beautiful shiny, silver coat for a very tall, thin man.
The tailor got a surprise when the man came to fetch his coat. The man was not tall and thin anymore. He was round and fat!

Week 7
Shared Reading

Day 1: Comprehension
- Why did the tailor get a surprise?
- What did the round, fat man say?
- What did the round, fat man order from the tailor?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Can you think why the man changed from thin and tall to round and fat?
- Do you think the man was real? Why or why not.
- Do you think this is a true story or a made-up story? Give reasons.
Week 7
Shared Reading

Day 1: Comprehension
• What did the tailor sew for the round, fat man?
• Why was the round, fat man pleased?
• What question did the tailor ask the round, fat man?

Day 2: Decoding
• Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
• Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
• Why do you think the man changed from tall and thin to round and fat?
• Who or what do you think the strange man could be?

So, the tailor made a new coat. The coat fitted the round, fat man perfectly.

Why are you tall and thin and then round and fat?

You will find out if you look at the sky every night for a month.
The tailor looked at the night sky. He saw the moon change its shape from tall and thin to round and fat and then back again.

The tailor knew that the man was not a real man. He was the moon. He needed two silvery coats.

Week 7
Shared Reading

Day 1: Comprehension
- What was the man in the story?
- Why did the man in the story change his shape?
- How did the tailor know that the man was not real?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/[letter]?

Day 3: Fluency and response
- Have you looked at the sky at night? What different shapes of the moon have you seen?
- When is the sky darker/lighter? (the sky is darker when we have a new moon that is tall and thin and lighter when we have a full moon that is round and fat)
- Pairs: What did the story teach us about the moon? (the moon looks as if it changes its shape each month)
The moon moves around the earth every month. It looks as if it changes its shape because as it moves, the sun shines on a different part of the moon. We give these parts names.

- Point to the earth, the moon and the sun. Which is biggest? Which is smallest?
- Where does the moon move? (around the earth) How long does it take? (29\(\frac{1}{2}\) days)
- Why do we see different parts of the moon each night? (as the moon moves round the earth, the sun lights up different parts of it and these are the only parts we can see)
- Let’s read the names for the different phases of the moon.
Walking on the moon

Neil Armstrong and Buzz Aldrin were the first two humans to walk on the moon. They collected rocks and dust.

Week 8
Shared Reading

Day 1: Comprehension
- Who were the first two men to walk on the moon?
- Why did they put an American flag on the moon? (because America was the first country to send men to the moon and they wanted their flag to show people that they were there first)
- What did they collect on the moon? Why? (to see how they were different from rocks and dust on earth)

Day 2: Decoding
- Show flashcards for [insert word] (rocks) and [insert word] (dust). Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response
- Pairs: Would you like to go to the moon?
- What would you do on the moon?
All they saw was soft grey dust, shiny rocks and lots of holes in the ground. There was no air or water and no animals, plants or people. They left their footprints on the moon forever.
They flew to the moon in a spacecraft. It took four days to get there.

Week 8
Shared Reading

Day 1: Comprehension
- With your finger, trace where the spaceship travelled.
- If it took four days to get there, and four days to get back, how long did they travel for altogether? (eight days)
- Which module landed on the moon? (the moon module, which was a smaller module inside the spacecraft)
- What did the spacecraft carry on doing? (going around the moon)

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with [letter]?

Day 3: Fluency and response
- Pairs: Have you ever been on a very long journey? Where did you go?
- How did you travel? (by car, bus, aeroplane, boat or foot)
- How long did it take you to travel there?
Week 8
Shared Reading

**Day 1: Comprehension**
- What shape is the earth? (round)
- What colour is the earth? (blue)
- Why do you think the earth is blue? (because most of the earth is water not land)

**Day 2: Decoding**
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

**Day 3: Fluency and response**
- What is the difference between the earth and the moon? (the moon is much smaller, it has no living things on it, no water, clouds or air)
- Do you think people could ever live on the moon? Say why or why not. (accept any ideas)
- What else do you know about the moon? What more would you like to know about the moon?
It takes the moon one month to move around the earth. It takes the earth one year to move right around the sun. Each new year begins on the 1st of January. This is called New Year’s Day.
Week 9
Shared Reading

Day 1: Comprehension
- When can we see stars in the sky?
- Why can’t we count the stars in the sky?
- Who has a special star?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/ has the sound [letter]?

Day 3: Fluency and response
- Pairs: How do you feel when you look at all the stars in the sky?
- Have you ever seen a very bright star in the sky?
- Have you ever tried to count the stars?

Some people think we all have a special star in the sky. Every time we do a good deed, our special star gets bigger and shines more brightly.
Week 9
Shared Reading

Day 1: Comprehension
• What makes our special stars bigger and brighter?
• What did Little Star want?
• What did Little Star’s mother say?

Day 2: Decoding
• Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
• Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
• Has someone been kind to you? Tell us about it. Say how it made you feel.
• Have you done any good deeds? What were they?
• Have you been kind to a person or an animal? Tell us about it.

Once there was a star called Little Star.

Why am I so small? When will I grow big and shine more brightly?

You will get bigger and shine more brightly every time your little child does a good deed.
Little Star looked down from the sky to see its little child.

Week 9
Shared Reading

Day 1: Comprehension
- What did Little Star see far down on the earth?
- What does Little Star have to wait for?
- What do you think will happen next?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Pairs: Do you know a very kind person? What does he/she do?
- What do you think Little Star’s child will do?
- What would you do if you were Little Star’s child?

She is still a baby. You will be here to watch her grow up.

I can’t wait to see her first good deed. I want to be big and bright like you.
Little Star saw the biggest and brightest star in the sky one night.

Week 9
Shared Reading

Day 1: Comprehension
- What lit up the earth one night?
- Why do you think Little Star is bigger and brighter now?
- What does Little Star ask Mother Star?

Day 2: Decoding
- Show flashcards for [insert word] and [insert word]. Sound the words out. Match the flashcard to the words on the page.
- Find the word that begins or ends with/has the sound [letter]?

Day 3: Fluency and response
- Pairs: Who do you think the biggest brightest star belonged to? Say why you think so.

It must have belonged to the kindest, most wonderful person who ever lived on the earth. I wonder who that could be?