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## Contents

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Products and processes</td>
<td>1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Products and processes</td>
<td>25</td>
</tr>
<tr>
<td>Week 3</td>
<td>Disasters</td>
<td>43</td>
</tr>
<tr>
<td>Week 4</td>
<td>Disasters</td>
<td>71</td>
</tr>
<tr>
<td>Week 5</td>
<td>Disasters</td>
<td>84</td>
</tr>
<tr>
<td>Week 6</td>
<td>Animals that help</td>
<td>99</td>
</tr>
<tr>
<td>Week 7</td>
<td>Animals that help</td>
<td>126</td>
</tr>
<tr>
<td>Week 8</td>
<td>Animals that help</td>
<td>142</td>
</tr>
<tr>
<td>Week 9</td>
<td>Our class has talent</td>
<td>155</td>
</tr>
<tr>
<td>Icons</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Beginning</td>
<td>Creative</td>
</tr>
<tr>
<td></td>
<td>Knowledge</td>
<td>Arts</td>
</tr>
<tr>
<td></td>
<td>Colour</td>
<td>Write</td>
</tr>
</tbody>
</table>
Products and processes

Weeks 1 and 2
A long, long time ago in Africa, two sisters, Salani and Bitiwe, left their village and went to find work. Their parents were poor and couldn’t feed them anymore. Their mother gave them a bundle of wood, a fire-stick and some mealie-meal.

The sisters walked for many days. Each night they lay their blankets on the ground and made a fire. Then they cooked some mealie-meal and slept near the fire to keep warm.

They walked through a thick forest and a bare desert. Then they came to a strange new land. In this land there were no trees, and it was bitterly cold. There were small black rocks scattered on the ground.

**What did the two sisters take with them on their journey?**
Night came and they stopped to sleep. They had only two small pieces of wood left for the fire.

“How will we cook our food? asked Bitiwe. “We do not have enough firewood.”

“Let us make a very small fire,” said Salani.
They gathered some of the strange black rocks and made a small circle. Bitiwe put their few sticks of wood in the middle. Then Salani lit the fire. The fire wasn’t big enough to cook on, so they simply lay down and tried to sleep in the cold.

A little while later, Bitiwe woke Salani. “Look big sister, the black rocks have turned red and they are smoking.”

“These must be magic rocks!” said Salani.
They cooked their mealie-meal on the fire made by the magic rocks. Then they settled down to sleep.

“We will be warm tonight, because of the magic rocks,” said Bitiwe.

Do you know what the magic rocks were?
The sisters decided to go back to the strange land to collect more magic rocks. Salani said, “This time will take our brothers and a wheelbarrow.”

**Why did the sisters take their brothers? Why did they take a wheelbarrow?**
They sold the magic rocks more quickly the second time. After that, every week, the family made the journey to collect magic rocks and sell them.

But after many trips they found there were no more magic rocks left on the ground. They had collected them all.

“I will dig into the earth to try to find more magic rocks,” said one brother.

He began digging a hole in the ground at the place where they had found the most magic rocks. And sure enough, he found more of the magic rocks under the ground!

Each time they came to the strange land the boys dug the hole deeper and deeper, and found more magic rocks.

Over the years the family became rich from selling magic rocks, and the children never went hungry or cold again.

Why do you think they sold the magic rocks more quickly the second time?
This story is a **legend** that tells how coal was first found in Africa. But no one knows for sure who discovered coal. For hundreds of years, people have used coal for cooking and to keep people warm, and it has been used in many factories. Coal is also used to make electricity.

South Africa has many deep coal mines. They are in Limpopo, Mpumalanga, KwaZulu-Natal and Free State. After the coal is taken out of the ground, it is carefully processed. Sand and mud are removed and it is washed and sorted.

But we have to understand that burning coal is not good for the Earth because it makes thick smoke that pollutes the air. In the future we may find other things to use instead of coal.

Do you think using coal is a good thing or a bad thing for people? For the Earth?
What is coal?

What dissolves?

What floats?

What melts?

What rolls?
Vind die verkleinwoorde

skapie  stofie  glasie  bogie  hasie
magie  kasie  rofie  ogie  rosie

Kies 2 woorde en gebruik elkeen in ’n sin.

1

2
Lees die sinne

Die hasie hop in die veld.

Mamma kook kos op die stofie.

Die muis eet die kasie.

Die skapie het sagte wol.

Ek gooi koeldrank in ’n glasie.

Wat doen die hasie?
### Products and processes

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</thead>
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<tr>
<td><img src="image4.png" alt="Image" /></td>
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</tr>
</thead>
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<td>What I learned</td>
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<tr>
<td><img src="image6.png" alt="Image" /></td>
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</tr>
</thead>
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<tr>
<td><img src="image8.png" alt="Image" /></td>
<td>Week 2</td>
</tr>
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</table>
People in paintings

What are the people doing?

1. How many people can you see in the painting?
2. Are they all doing the same thing?
3. Do you think the people know each other? Why?
4. What movements can you see in the painting?
Skryf die woorde reg oor

1. kolwie  wolkie
2. iesgla
3. kewie
4. sakie
5. iego
6. iegob
7. iesor
8. sieha
Comprehension

Read *Magic rocks* (pages 2 to 6).

1. Circle the best alternative title for the story.
   - Sisters travelling on a journey
   - Village people need fire
   - A legend about the discovery of coal
   - Pollution is all around us

2. Write the opposite of these words.
   - cold
   - sisters
   - sell
   - deep

3. Why is coal useful?

4. Why is burning coal bad for the Earth?
What dissolves?

Introduction
If something dissolves in water, it mixes with the water so that you can’t see it anymore. You can do an experiment to see what dissolves in water.

Experiment

Equipment
1 teaspoon sugar
1 teaspoon salt
1 teaspoon tea leaves
3 cups of warm water

Method
Put the sugar in cup 1 and stir.
Put the salt in cup 2 and stir.
Put the tea leaves in cup 3 and stir.

Observation
The water in cup 1 was clear. The sugar had dissolved.
The water in cup 2 was clear. The salt had dissolved.
The tea leaves were still in cup 3. They had not dissolved.

Conclusion
Some things dissolve in water and some don’t.

Draw a picture to show this experiment.
From the farm to the table

Process
Put the process in the correct order.
Fill in the correct number.

Products
Label the maize products. Use these words.

- porridge
- cornflour
- popcorn
- cornflakes
Omkring die woorde

Omkring die verkleinwoorde in die onderstaande sinne. Skryf die woorde langs die regte prente.

Ek pluk vir Mamma ’n rosie.

My knie het ’n rofie, want ek het geval.

Ek sien met my klein ogie ’n hasie agter die kas.

Ek hou daarvan om ’n kasie in my kosblik te kry.

Ons kook kos op ’n stofie.
## Vocabulary

- **coal**: A natural substance that is very hard. It covers the surface of the earth.
- **smoke**: A black substance that is burned to make fires.
- **rock**: The black, grey or white gas that is made when something is burning.
- **mine**: A deep hole in the ground where things like coal are dug out.
- **surface**: The top layer of something.

### Complete the table.

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>coal</td>
<td>A natural substance that is very hard. It covers the surface of the earth.</td>
</tr>
<tr>
<td>smoke</td>
<td>A black substance that is burned to make fires.</td>
</tr>
<tr>
<td>rock</td>
<td>The black, grey or white gas that is made when something is burning.</td>
</tr>
<tr>
<td>mine</td>
<td>A deep hole in the ground where things like coal are dug out.</td>
</tr>
<tr>
<td>surface</td>
<td>The top layer of something.</td>
</tr>
</tbody>
</table>

### Write the vocabulary words in alphabetical order.

- coal
- mine
- rock
- smoke
- surface
What floats?

Introduction
If something floats on water, it stays on top of the water and doesn’t sink to the bottom right away. We can do an experiment to see what floats in water.

Experiment

Equipment
1 stone
1 leaf
1 plastic spoon
A bowl of water

Method
Put the stone in the water.
Put the leaf in the water.
Put the plastic spoon in the water.

Observation
The stone sinks to the bottom.
The leaf floats on top.
The plastic spoon floats on top.

Conclusion
Some things float and some sink. Some things might float at first and then sink later. Think about which kind of things float.

Draw a picture to show this experiment.
Making tea is a process. Tea leaves are soaked in water and the flavour of the tea comes out of the tea leaves and into the water.

What do you think?
Will the tea be stronger if you make it with cold water or with boiling water? Write your prediction here. 

Equipment
- 2 tea bags
- 100 ml cold water
- A piece of paper and a pen
- 2 glass mugs or cups
- 100 ml boiling water
- A timer

Method
1. Draw 2 crosses on the paper, about 20 cm apart.
2. Put one mug over each cross and put a teabag in each. Label one mug A and the other B.
3. Pour 100 ml cold water into mug A and 100 ml boiling water into mug B.
4. Set the timer for 5 minutes.
5. At the end of 5 minutes take the teabags out of the mugs. Look into the mugs.

Observation
Can you see the cross in mug A? ____________________________
Can you see the cross in mug B? ____________________________

Conclusion
The water for making tea needs to be ____________________________ because ____________________________.
Voltooi die sinne

Verander die onderstreepte woorde na die verkleiningsvorm.

1. Pappa pluk ’n rooi **roos**.
   Pappa pluk ’n rooi ____________________.

2. My **maag** pyn.
   My ____________________ pyn.

3. Die **skaap** wei in die veld.
   Die ____________________ wei in die veld.

4. Ek gooi koeldrank in ’n **glas**.
   Ek gooi koeldrank in ’n ____________________.

5. Daar verskyn ’n **reënboog** ná die reën.
   Daar verskyn ’n ____________________ ná die reën.

6. My **neef** het ’n **roof** op sy arm.
   My ____________________ het ’n ____________________ op sy arm.

7. Die **haas** is bang vir die kat.
   Die ____________________ is bang vir die kat.
Oral: Read the sentences.

“How will we cook our food?” asked Bitiwe.
Salani said, “This time we will take our brothers.”

• Who is speaking in each sentence?
• Underline the actual words the speaker says.
• Circle all the punctuation marks. What is each one called?

Write a sentence to show what each person said.
Use speech marks and other punctuation.

A hot fire!
Bitiwe

These are magic rocks!
Salani
Introduction
If something melts in the hot sun, it changes from being a solid to a liquid. We can do an experiment to see what melts in the hot sun.

Experiment

Equipment
1 block of ice
1 block of chocolate
1 pencil

Method
Put the ice in sun.
Put the chocolate in the sun.
Put the pencil in the sun.

Observation
The ice melts. It becomes water.
The chocolate melts. It becomes soft.
The pencil does not change.

Conclusion
Some things melt in the hot sun. Some things don’t.

Draw a picture to show this experiment.
Diktee
Introduction
Some things move easily. If they are on a slope, they roll. We can do an experiment to see what rolls.

Experiment

Equipment
1 ball
1 pencil (round)
1 sharpener

Method
Put the ball at the top of the slope.
Put the pencil at the top of the slope.
Put the sharpener at the top of the slope.

Observation
The ball rolls.
The pencil rolls.
The sharpener doesn’t move.

Conclusion
Some things roll on a slope. Some things don’t. Think about the shapes of the objects.

Draw a picture to show this experiment.
Coal is a rock.

Clay is smooth.

Bricks are heavy.

Phutu is tasty.

Plants need water.
Voltooi die blokkiesraaisel

Skryf die verkleiningsvorm van elke leidraad.

**DWARS**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.

**AF**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.
Lees die sinne

Die visserman ry met ’n bootjie.

My katjie speel graag met wol.

Ek teken ’n pragtige prentjie.

Ons kook pap in ’n potjie.

My boetie is my beste maatjie.

Waarmee speel my katjie graag?
The Earth gives us important materials, like rocks, soil, metals and water. These materials help us in many different ways.

Some **rocks** are used to build buildings. Others can be crushed to make cement and roads.

**Soil** like clay can be used to make bricks, tiles and pottery. Sand can be used in building and to make glass. Plants need soil to grow.

**Metals** are found in rocks and underground. Some metals, like gold and silver, are used to make jewellery and coins. Other metals, like iron and copper, are used to make things that we need.

**Water** is very important. It is found in oceans, lakes and rivers. We use water in our homes, to generate electricity and to irrigate crops.
Vul die ontbrekende klanke in

1. prent jie
2. kat
3. hart
4. pot
5. voet
6. plant
7. boot
8. mot
New colours experiment

Introduction

You can make new paint colours by mixing colours together. You can show this with an experiment.

Method

1. Take a drop of blue paint. Take a drop of red paint. Mix them together. The paint becomes purple.

2. Take a drop of blue paint. Take a drop of yellow paint. Mix them together. The paint becomes green.

3. Take a drop of red paint. Take a drop of yellow of paint. Mix them together. The paint becomes orange.

Conclusion

If you mix colours together, you get new colours.

Equipment

- Blue paint
- Red paint
- Yellow paint
- 3 paintbrushes – one for each colour
- 1 paintbrush for mixing
- 1 jar of water for cleaning the mixing brush
- 1 old plate
Comprehension

Read New colours experiment (page 30).

1. Tick the best title for this experiment.
   - □ Experiment to show red and yellow make orange
   - □ Experiment to show you need paintbrushes to mix colours
   - □ Experiment to show mixing colours makes new colours
   - □ Experiment to show how to paint a picture

2. Write the six colours mentioned in the text.

3. Circle the total number of pieces of equipment.
   1  2  3  4  5  6  7  8  9  10  11  12  13

4. Why do you need a plate for this experiment?

5. Tick the sub-heading that explains what you found out.
   - □ Equipment    - □ Method    - □ Conclusion

6. Why does the method have numbers?
Most of the plates, bowls and cups we use are made of clay. First, the clay is cleaned to remove any bits of rock. Then it is mixed with water and kneaded until it is soft.

Then the clay is put into a mould and pressed down. The mould gives the clay its shape, e.g. a plate, bowl or cup.

The next step is to dry the bowl or cup before baking it in a very hot oven called a kiln.

The last step is to dip it into a glaze, which makes it smooth and shiny. It is baked one more time and then is ready for us to use.

Write down the steps for making a mug from clay.
Materials from the earth

Match the products to the materials they are made from.

Stone
Soil
Metals
Skryf sinne

Kleur slegs die katte met verkleinwoorde in. Skryf dan sinne met die verkleinwoorde. Skryf die woorde uit die lys met ’n kleurpotlood.

1. katjie
2. voetjie
3. potjie
4. tert
5. maat
6. rot
7. bootjie
8. matjie

1
2
3
4
5
**Vocabulary and language**

**Complete the table.**

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Sentence using the word</th>
<th>English word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td>Coal can make hot fires.</td>
<td>coal</td>
</tr>
<tr>
<td>Rock</td>
<td>The beach has a big rock on it.</td>
<td>rock</td>
</tr>
<tr>
<td>Smoke</td>
<td>I see smoke near the fire.</td>
<td>smoke</td>
</tr>
<tr>
<td>Mine</td>
<td>My father works in a mine.</td>
<td>mine</td>
</tr>
<tr>
<td>Surface</td>
<td>There is a lot of water on the surface of the Earth.</td>
<td>surface</td>
</tr>
</tbody>
</table>

**Put in the speech marks.**

How will we cook our food? asked Bitiwe. We do not have enough firewood.

**Write the sentence in English with correct punctuation.**

How will we cook our food? asked Salani.
Clay can be found in most parts of South Africa so people have used it to make clay pots for hundreds of years. Pots were used to store food and water or to serve beer.

The pots are made by women. They collect and clean the clay and knead it until it is smooth. They roll the clay into long ropes. The ropes of clay are coiled to make a pot.

The insides and outsides are smoothed with a small stone. This makes the pot shiny and stops it from leaking.

When the pot is dry, it may be decorated.

The last step is to bake the pot in a hole in the ground.

What pattern would you put onto a pot? Draw the design you would like to use.
From sand to glass

Read the process for making glass.

Glass is made by melting sand with chemicals. The chemicals colour the glass or make it stronger or clearer.

The sand and chemical mixture is heated to about 1 500 °C. Once the glass is melted, bubbles are removed so that the glass is clear.

Then it is moulded into items like bottles and drinking glasses or rolled out thin for windows.

Some glass is made into shapes by people and not machines. Glass-blowers use a metal blowpipe with a glob of hot glass at the end of it. They blow the soft glass into shapes.

When the glass is cool it is packaged ready to be sold.

Do you think you can touch glass when it is hot? Why/why not?
Voltooi die sinne

1. Die **katjie** drink graag melk.

2. Ma kook kos in ’n ___________________.

3. Ek speel met ’n ___________________ in die bad.

4. Daar is ’n ___________________ langs my bed.

5. Daar is ’n nuwe ___________________ in ons tuin.

6. Ek teken ’n ___________________ op die briefie.
Night came and they stopped to sleep. They had only two small pieces of wood left for the fire.

“How will we cook our food?” asked Bitiwe.
“We do not have enough firewood.”
“Let us make a very small fire to keep us warm for a short time,” said Salani.

They gathered some of the strange black rocks and made a small circle.
Bitiwe put their few sticks of wood in the middle. Then Salani lit the fire.

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<th>2</th>
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<tbody>
<tr>
<td>Number of words I didn’t know.</td>
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For thousands of years, people have made tiles to cover floors, walls and roofs of buildings. Ancient tiles can be seen in museums and in old buildings like the Blue Mosque in Turkey, which was built in 1600 CE. These tiles were made from clay and decorated by hand. Nowadays tiles are usually made in factories.

First the clay is dug up and cleaned. It is mixed with sand and minerals to make it stronger, and then ground to a fine powder. The powdered clay is mixed with water and pressed into square or rectangular moulds.

The tiles are dried before they are baked in a kiln. Once the tiles are cool, they can be decorated. Some tiles are plain and others are decorated with bright patterns.

Draw a diagram showing the process of making tiles.
Spoedlees woorde

Lees vir een minuut.

<table>
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<td>hartjie</td>
<td>heerlik</td>
<td>boekie</td>
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<tr>
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<td>vlerkie</td>
<td>potjie</td>
<td>bootjie</td>
<td>pragtig</td>
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<td>draf</td>
<td>flitsie</td>
<td>hutjie</td>
<td>ogie</td>
</tr>
<tr>
<td>hulle</td>
<td>vlooi</td>
<td>lyfie</td>
<td>tertjie</td>
<td>rustig</td>
</tr>
<tr>
<td>ketel</td>
<td>grof</td>
<td>flou</td>
<td>nodig</td>
<td>hael</td>
</tr>
<tr>
<td>huisie</td>
<td>vlieg</td>
<td>liefde</td>
<td>dae</td>
<td>lelik</td>
</tr>
<tr>
<td>voetjie</td>
<td>brief</td>
<td>stertjie</td>
<td>koekie</td>
<td>pootjie</td>
</tr>
<tr>
<td>gogga</td>
<td>broekie</td>
<td>loflied</td>
<td>vrae</td>
<td>stadig</td>
</tr>
<tr>
<td>besem</td>
<td>gleuf</td>
<td>foutjie</td>
<td>motjie</td>
<td>bogie</td>
</tr>
</tbody>
</table>

Hoogste telling: __________ woorde
Long ago, people did not buy toys from the shop. Toys were made from natural materials like wood, cotton and clay. Children would sometimes make their own toys out of clay.

Young boys who looked after cattle would often collect clay when they took the cows to the river to drink. They would make models of the cattle to play with.

In India, children modelled clay elephants. Some of these models can still be seen in museums. Children also made clay dolls and marbles to play with.

Clay toys were strong once they were dry, but they could break if they were dropped, or melt if they got wet. Luckily, clay is easy to find, and if the toys broke, children just made some more.

Design a toy you could make with clay. Draw a picture of the toy you chose.
Disasters

Weeks 3, 4 and 5
The ancient town of Pompeii

A long time ago there was a small town in Italy called Pompeii. The town was built near a very tall and beautiful mountain. In this town people lived as they do today, the adults worked, the children played, and the dogs barked. There were big houses, small houses, a market place, a theatre and roads.

But one day the people of Pompeii noticed that there was grey smoke coming from the top of the mountain. They also heard rumbling noises. They wondered what was happening but went on with their lives as usual. They didn’t know that a disaster was about to occur!
Comprehension

Read *The ancient town of Pompeii* (page 44).

1. Tick the best definition of **mountain**.
   - O A very high, rocky hill
   - O A flat, smooth piece of land
   - O A place that is difficult to see

2. What was unusual about the mountain on that day?

3. Find this sentence in the text. Underline it.
   
   They wondered what was happening but went on with their lives as usual.

   a. What kind of word is **but**?

   b. Divide the long sentence with **but** into two shorter sentences.

   Sentence 1:

   Sentence 2:
The disaster

The following morning the bakers of Pompeii were baking bread, people were buying food and some people were still in bed when suddenly there was a very loud noise. It was like an explosion and it came from the mountain.

Giant flames and huge black clouds of smoke and ash were coming from the top of the mountain. Thick ash fell on the town and blocked the sun and it became dark. Then, a red-hot liquid began to run down the sides of the mountain towards the town.

There had been a volcano. The mountain had erupted. The red-hot liquid coming out of the mountain was called lava.

The lava raced down the mountain. The burning hot liquid covered every house, every person and every animal in the town. It happened so quickly there was no time to run away.
Comprehension

Read The disaster (page 46).

1. What is the word for

   - The red hot liquid coming out of a volcano______________________
   - The grey powder that fires make_______________________________
   - The noun for when a mountain explodes________________________

2. Give two reasons why the people couldn’t run away.

   ________________________________________________________________
   ________________________________________________________________

3. Find these words in the text and underline them.
   The burning hot liquid covered every house.
   a. Circle the verb.
   b. Write it in the future tense, as if it will happen tomorrow.

4. Do you think this is a good title? Explain why or why not.

   ________________________________________________________________
   ________________________________________________________________
What happened to Pompeii?

After a week, the mountain stopped erupting. All was quiet. But it was too late for the town. Pompeii was covered with a layer of ash and lava.

After a long time, the lava cooled and turned to grey rock. For thousands of years the town of Pompeii lay buried under this thick layer of grey rock. After a while, people forgot there had ever been a town near the mountain.

Many years later, some historians found the roof of a house near the mountain. They dug and slowly discovered a whole town – the town of Pompeii. They uncovered houses and roads, the theatre and the market place. And inside the houses they found the shapes of the people and animals who had lived there. Everything was exactly as it had been on the morning of the volcano, except now it was made of rock.
Comprehension

Read *What happened to Pompeii?* (page 48).

1. Draw a line from each word to its meaning.

<table>
<thead>
<tr>
<th>Pompeii</th>
<th>grey rock</th>
</tr>
</thead>
<tbody>
<tr>
<td>historian</td>
<td>the name of a town</td>
</tr>
<tr>
<td>cooled lava</td>
<td>someone who studies history</td>
</tr>
<tr>
<td>erupting</td>
<td>when a mountain is exploding</td>
</tr>
</tbody>
</table>

2. Underline the statement that sums up the page best.
   - Pompeii disappeared under a layer of rock but was rediscovered.
   - Pompeii shows how people lived long ago.
   - When lava cools it turns to grey rock.

3. Write three questions about this page:
   - When ____________________________
   - What ____________________________
   - Who ____________________________
Inside the Earth

Since the time of Pompeii, scientists have learnt a lot about volcanoes. These days they can predict when, and where, a volcano will happen. Scientists have also learned why a volcano happens. To understand this, you have to know what is inside the Earth.

The Earth is like a ball of rock. The outside of the Earth is called the crust. The inside is called the core. In the core, the temperature is very high. It is so hot there that the rock has melted and become liquid. We call this liquid rock magma. It is red because it is so hot.

In some places on Earth, this magma comes close to the surface of the earth. This happens where the Earth’s crust is very thin.
Comprehension

Read *Inside the Earth* (page 50).

1. What are the two layers of Earth called?

2. Why is the rock liquid in the middle of the Earth?

3. These are answers. Write a question for each.
   a. The crust of the Earth is made of rock.
      Question:
   
   b. The core of the Earth is made of magma.
      Question:

4. Draw a picture in your exercise book to show the Earth as if it was cut in half.
How a volcano happens

Sometimes magma breaks right through the surface of the Earth. This does not happen often. It happens when there is a vent in the Earth’s crust. A vent is a tunnel from the core to the crust of Earth.

Magma can travel up this vent. It travels up the vent when it gets very hot at the core. Then the magma bursts through the top of the mountain. You hear a loud explosion and see flames, clouds of black smoke, ash and rocks flying through the air. It is like giant fireworks display. The top of the mountain blows right off.

Then the magma pours up and out of the vent and down the mountain. Magma is called lava when it is on the surface of Earth. The lava runs in hot red rivers down the side of the mountain.
Comprehension

Read How a volcano happens (page 52).

1. Tick the correct column for each word.

<table>
<thead>
<tr>
<th></th>
<th>Inside the Earth</th>
<th>On the surface of the Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>magma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lava</td>
<td></td>
<td></td>
</tr>
<tr>
<td>core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crust</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List three things you might see if a mountain erupts.

1.

2.

3.

3. Explain what happens to the top of a mountain in a volcano.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. What would you do if you saw smoke coming out of a mountain?

__________________________________________________________________________

__________________________________________________________________________
When a volcano has not erupted for thousands of years ago, and there is no magma left inside the mountain, scientists say it is extinct. When a volcano has not erupted for a long time, but it still has hot magma inside, scientists say it is dormant. It may become active again one day.

When a volcano is active, it is erupting, or showing signs that it will erupt soon. Scientists look for signs like ash and smoke coming out of the top of the mountain, or the mountain is getting hotter.

Fortunately, South Africa has no active volcanoes or dormant volcanos. All our volcanos are extinct.
Comprehension

Read Active, dormant and extinct volcanos (page 54).

1. Contrast **active** and **extinct** volcanos. How are they different?

<table>
<thead>
<tr>
<th>Active volcanos</th>
<th>Extinct volcanos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How likely is it that South Africa will have a volcano? Why?

3. Circle the best definition of a crater.
   - a hole in the shape of a bowl
   - a big hole
   - something at the top of every mountain
   - a shallow hole

4. Read the sentence:

   The crater at the top of a mountain sometimes fills with water to make a lake.

   Underline the nouns in the sentences.
<table>
<thead>
<tr>
<th>Day</th>
<th>Weather Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>What is the weather?</td>
</tr>
<tr>
<td>Wednesday</td>
<td>There is a storm.</td>
</tr>
<tr>
<td>Thursday</td>
<td>It is very windy.</td>
</tr>
<tr>
<td>Friday</td>
<td>The sun is shining.</td>
</tr>
<tr>
<td>Friday</td>
<td>It is raining today.</td>
</tr>
</tbody>
</table>
Vind die verkleinwoorde

handjie  eendjie  hoedjie  speldjie  hondjie
perdjie  bedjie  badjie  tandjie  saadjie

b a d j i e
b a u d b o z e f a a r
z u q n n x n n e s a o
h o e d j i e d b p d d
m t z e m c v j e e j s
p e r d j i e i d l i p
h o n d j i e e j d e z
t h a n d j i e i j p z
o n l e i o o o e i d w
t a n d j i e c y e e w

Kies 2 woorde en gebruik elkeen in 'n sin.

1

2
Lees die sinne

Ek dink daar is 'n gat in my tandjie.

Ek slaap in my eie bedjie.

Die saadjie groei in die tuin.

Daar swem 'n eendjie in die dam.

Die baba het 'n hoedjie op sy kop.

Wat het die baba op sy kop?
### Natural disasters

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5</td>
</tr>
</tbody>
</table>
Look at the picture and questions and tell your partner the answers.

1. What do you notice about the trees?
2. What do you notice about the buildings?
3. What do you notice about the road?

Use the words to label the picture.

horizon          vanishing point          closest tree           furthest tree
Skryf die woorde reg oor

1. nadjtie  **tandjie**
2. jiedab
3. nohdjie
4. hndjiea
5. rdjiepe
6. oeiehdj
7. aasiedj
8. jiendee
Large waves batter Western Cape shores

The Western Cape had unusually large waves in the sea this week. Waves were seven metres high in some places. There is a warning not to go close to the waves in case you are swept away.

Kalk Bay fisherman, Jon Samuels said, “I was fishing on the harbour wall with my grandson, Trevor, yesterday. I could see the water was rough. Then the waves got bigger. I saw one very high wave. It was as high as a two-storey building.”

Trevor Samuels (8 years old) said, “My grandfather told me to run back and stay back. I was very scared.”

South African Weather Services said the waves were caused by strong winds.

Which people might want to read this article? Say why.
Natural and human disasters

Write **N** for natural disasters and **H** for disasters caused by humans.

- Earthquake
- Volcano
- Flood
- Wildfire
- Tsunami
- Shack fire
Omkring die woorde

Omkring die verkleinwoorde in die onderstaande sinne. Skryf die woorde langs die regte prente.

Mamma lê die kindjie in sy bedjie neer.

Ek moet nog een tandjie wissel.

Die eendjie swem in die dam.

Sy sit die hoedjie op haar kop.

Pappa plant ’n saadjie in die tuin.
Strong winds have battered Cape Town city in the last few days. They have caused a lot of damage.

Winds were so strong that many large trees fell over. Some trees fell onto houses and damaged roofs. Some trees blocked roads. The wind was so strong it caused a large truck to overturn on the highway. Fortunately, the driver was not hurt.

Mrs E. Xaba, who lives in an informal settlement near Cape Town, said, “The wind was so strong it blew the roof right off my house. It also blew my chickens into the neighbour’s yard.”

South African Weather Services says strong winds are to be expected at this time of the year.

Draw a picture to show what happened to Mrs Xaba’s house and chickens.
Read the captions and answer the questions.

House fires often start when a candle falls over and sets something in the house alight. In informal settlements, many houses are made of materials that burn easily, like cardboard and plastic, and the fire spreads quickly. Firefighters help to get people away to safety and put out the fires.

Wildfires or forest fires are sometimes started by lightning, but are often started when people throw matches or cigarettes down. Firefighters beat the fire out with large rubber sheets and spray water onto the fire from fire engines. It often takes many days to put out a wildfire.

1. Which type of fire is caused by nature?

2. Which type of fire is caused by humans?

3. What type of person do you need to be to be a fire fighter?
Voltoo die sinne

Verander die onderstreepte woorde na die verkleiningsvorm.

1. Ons was die baba in ’n bad.
   Ons was die baba in ’n ________________.

2. My **hond** hou van speel.
   My ______________________ hou van speel.

3. ’n **Hoed** beskerm jou teen die son.
   ’n ______________________ beskerm jou teen die son.

4. Ek hou daarvan om op ’n **perd** te ry.
   Ek hou daarvan om op ’n ______________________ te ry.

5. Die tandemuis het my **tand** kom haal.
   Die tandemuis het my ______________________ kom haal.

6. Daar swem ’n **eend** in die dam.
   Daar swem ’n ______________________ in die dam.

7. Die **kind** slaap in sy **bed**.
   Die ______________________ slaap in sy ______________________.

8. Die meisie steek haar **hand** in haar sak.
   Die meisie steek haar ______________________ in haar sak.
Heavy rains in Mpumalanga and Gauteng

There have been heavy rains in two provinces of South Africa. The rain has caused floods in some areas.

It rained heavily for three days in Mpumalanga and Gauteng this week. This has caused floods. Some homes, schools and hospitals have been flooded. The water was waist-high in places.

Getty Simolaone (10) said she has not been to school for three days. “Our classrooms are full of water,” she said. “I think it has damaged our desks and books.”

Another child, Pheta Bhengu (11), said, “Our yard is like a swimming pool. I hope the dirty water doesn’t come inside our house.”

The police are helping people whose homes are flooded. Churches are offering places for people to sleep.

Explain the damage a flood can cause.
Diktee
The weather in the Eastern Cape was very cold last night. Snow fell in many places. Some roads have been closed.

Traffic police in the Eastern Cape said they were closing some roads to prevent accidents.

The police said there was ice and snow on some mountain roads, making it difficult to drive. One truck driver said, “There was ice on the road and when I braked, the truck slid right across the road and turned over.”

South African Weather Services said farmers should look after their animals carefully because of the snow. Eastern Cape farmer, Bheki Zungu, said, “My son and I brought my cows and sheep off the hills and back to our kraal. They will be warmer here, out of the snow.”

South African Weather Services says it will begin to warm up in a few days.

Write about what you do to keep warm when it is very cold.
I am a nurse.

I am a pilot.

I am a teacher.

I am a doctor.

I am a miner.
Voltooi die blokkiesraaisel

Skryf die verkleiningsvorm van elke leidraad.

DWARS
1 2 3 4 5 6 7 8 9 10

AF
1 2 3 4 5 6

72 • WEEK 4 • MONDAY
Lees die sinne

Die blaartjie val uit die boom.

Ouma brei ’n truitjie.

Die seuntjie skop die bal.

Hy ry met ’n rooi motortjie.

Ek hou die miertjie dop.

Wat het uit die boom geval?
When natural and human disasters happen, people need help. Communities, churches and mosques are often the first to help. The next level of help can come from international organisations. People travel from all over the world to help people who have lost their homes or are hurt by disasters.

**Write 3 facts about each of these relief organisations.**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Facts 1</th>
<th>Facts 2</th>
<th>Facts 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Cross and Red Crescent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gift of the Givers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctors without Borders (MSF)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vul die ontbrekende klanke in

1. tier tjie
2. blaar
3. uil
4. trui
5. pyl
6. koei
7. paal
8. seun

WEEK 4 • TUESDAY • 75
The storm: Chapter 1

In Kwela Road three friends lived in houses close together. Their names were Gugu, Maria and Pitso. They were also in the same class at school.

They often played together in Gugu’s yard. Gugu’s mom worked at home on her computer. She liked having the children there in the afternoons and the other moms knew the children were safe.

One day she got some new computer equipment. She put the boxes into the yard.

“Let’s make these into a play house,” said Gugu. The children used masking tape to tape the boxes together. Pitso made the roof and sides strong with pieces of wood. Maria found some old carpet and some bricks.

Inside the house, the three friends had a party. Gugu’s mom gave them some popcorn, chips and juice.

Look at the title of the story. What do you think will happen next?
Giving to people in need

The Gift of the Givers is a South African relief organisation that works to help people in trouble around the world.

The organisation was started in 1992 by Dr Imtiaz Sooliman. He is a medical doctor, but set up the organisation after receiving advice from his spiritual adviser. It raises funds and finds volunteers to help people in trouble.

One of the things they do is respond to disasters anywhere in the world. As soon they hear about a disaster, they are ready to provide temporary shelter like tents, as well as bedding, basic foodstuffs, medicines and ambulances and generators to provide power.

They also call for volunteers, doctors and nurses, and search and rescue teams. They pay all the expenses to get them to places that need them. They have helped people in more than 45 countries.

Write a short paragraph in your own words about the work of the Gift of the Givers.
Skryf jou eie sinne

Skryf 5 sinne met woorde uit die blok. Jy kan meer as een woord per sin gebruik. Skryf die woorde uit die lys met 'n kleurpotlood.

plooitjie  saaltjie  haartjie  miertjie,
muurtjie  moutjie  papiertjie  truitjie

1.

2.

3.

4.

5.
That night Gugu looked outside into the darkness. There was a storm raging outside.

In the morning it was still raining. The three friends wore their raincoats to school. “Be careful in the rain!” said Gugu’s mom.

When they got to school, the teacher said, “What a storm we are having.” The wind blew and the rain came down as the children worked inside all morning. They did not go outside at playtime.

By home time the rain had stopped but the wind was still blowing. “What a strong wind!” said Pitso.

When they got to Gugu’s house they looked in the yard. “Oh no!” said Maria. “What a mess!”

All that was left of their playhouse was a pile of wet cardboard and wood. And the yard was filled with puddles of water and rubbish.

“I don’t think we have a house to play in anymore,” said Gugu.

Draw what you think the playhouse and yard looked like.
A search and rescue team from Gift of the Givers has rescued an 80-year-old woman from the rubble of her home. It collapsed after an earthquake destroyed her town.

It took 2 hours of digging and drilling to get her out. A rescue dog had pointed out where she was trapped.

“It is a miracle!” said one of the rescuers. “She is very cold and thirsty but is alert.”

The woman has been taken to hospital.

**Work in a group to find out about a rescue.**

- What was the disaster?
- Where did it happen?
- When did it happen?
- Who was the rescuer?
- How did they rescue the person?
Voltooi die sinne

Gebruik die verkleiningsvorme van dié woorde om die sinne te voltooi.

1. Die **katjie** drink graag water.

2. Ek pink ’n **muur** oor die hartseer storie.

3. My mamma het nie een **muur** nie.

4. Die kat spring oor die **plooi**.

5. Ouma brei vir die baba ’n **trui**.

6. Die **muur** wei in die veld.
“Listen,” said Maria. “What is that sound? It is coming from under the cardboard.” The wind had died down and it was quiet. They listened and heard a faint mewing sound.

Pitso walked through the puddles and lifted off the layers of cardboard one by one. At the bottom he saw a tiny wet kitten shivering. He gently lifted it out. “She must have been sheltering from the storm, and the playhouse fell on top of her,” said Pitso.

Gugu ran and fetched an old towel. She and Maria took the kitten inside.

Gugu’s mom found a shoebox for the kitten and Gugu and Maria made the kitten comfortable. They gave her some milk in an old saucer. The kitten went to sleep.

The children sat in front of the heater and Pitso dried his shoes. Gugu’s mom let them watch TV.

Describe a storm you once saw.
On the TV a reporter talked about the storm. She said that an Emergency Services worker had rescued a baby from a flooded shack. The brave worker had climbed into the shack even though the walls were collapsing. An ambulance took the baby to hospital.

“Thank goodness for the Emergency Services,” said Gugu’s mom as she brought them hot cocoa. “And for the nurses and doctors at the hospital.”

“We have our own Emergency Services worker,” said Gugu, smiling. “It is Pitso. He rescued the kitten.”

“And we have some nurses who looked after the kitten,” said Pitso, also smiling.

Gugu’s mother said, “Maybe one day I will see you three on TV! And once the yard is dry, I will look for some more boxes. Perhaps you can build another play house – for all four of you.”

Why did Gugu’s mother say ‘four of you’?
Write about a time you helped another person or an animal.
I like to help people.

I help children.

I help old people.

I help my mother.

I help my granny.
Vind die verkleinwoorde

broekie  kousie  muisie  boekie  harkie

huisie  vuisie  briefie  varkie  fietsie

s  i  e  y  z  m  a  s  p  u  e  l
u  m  p  q  p  h  l  l  c  i  c  n
e  v  p  b  e  x  m  d  o  n  b  l
m  u  u  d  y  f  w  c  h  e  o  m
i  o  y  i  h  u  i  s  i  e  e  u
b  y  g  u  s  z  i  e  d  y  k  i

briefie  fietsie  uit  tis

kousie  e  u  i  s  e  i

harkie  varkie  harkie

Kies 2 woorde en gebruik elkeen in 'n sin.

1

2
Lees die sinne

Ek bêre my boekie op die rak.

Ek skryf vir Oupa 'n briefie.

Die kwaai kind maak 'n vuisie.

Die varkie rol in die modder.

Ek ry vinnig met my fietsie.

Wat doen die varkie?
Some storms start over oceans and can travel hundreds of kilometers before they reach land. These are called tropical storms. Tropical storms bring strong winds and heavy rain. The winds can rip out trees by the roots and blow the roofs off buildings. The rain often causes floods. These storms have different names in different parts of the world.

Storms that start in the Atlantic Ocean and reach America are called **hurricanes**.

Hurricane Katrina killed nearly 2,000 people in New Orleans, America in 2005.

Storms that start in the Indian and South Pacific Oceans and reach Australia, India and Africa are called **cyclones**.

Cyclone Eloise killed 11 people in Mozambique, 10 in South Africa, 3 in Zimbabwe, and 2 in eSwatini in 2021.

Storms that start in the North Pacific Ocean and reach Asia are called **typhoons**.

Typhoon Yolanda hit the Philippines in 2013, killing more than 6,000 people and destroying many cities.
1. Which part of the picture do you look at first? Why?
2. What do you see in the background of the picture?
3. What do you see below the wave? What do you think is going to happen to the boats?
4. How do you feel when you look at the picture?

“The Great Wave” by Katsushika Hokusai

88 • WEEK 5 • MONDAY
Skryf die woorde reg oor:

<table>
<thead>
<tr>
<th></th>
<th>Woorde</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>vuisie</td>
</tr>
<tr>
<td>2</td>
<td>skielpu</td>
</tr>
<tr>
<td>3</td>
<td>agnsie</td>
</tr>
<tr>
<td>4</td>
<td>rpieslu</td>
</tr>
<tr>
<td>5</td>
<td>stoiemp</td>
</tr>
<tr>
<td>6</td>
<td>ierpse</td>
</tr>
<tr>
<td>7</td>
<td>tieboe</td>
</tr>
<tr>
<td>8</td>
<td>kiebroe</td>
</tr>
</tbody>
</table>
Poem 1:

Author: Funde Wande

Poem about rain

Suitable question?
How do tropical storms get their names?

Tropical storms are so big that each storm is given its own name.
- Countries agree on a list of names for each year.
- The names are girls’ and boys’ names.
- The list is alphabetical. The first storm of the season begins with A, the second with B, etc.
- The season starts in June in the Northern Hemisphere and in November in the Southern Hemisphere.

Complete the table.

<table>
<thead>
<tr>
<th>Name of the storm</th>
<th>What number for the season?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurricane Katrina</td>
<td></td>
</tr>
<tr>
<td>August 2005</td>
<td></td>
</tr>
<tr>
<td>Cyclone Eloise</td>
<td></td>
</tr>
<tr>
<td>January 2021</td>
<td></td>
</tr>
<tr>
<td>Typhoon Roke</td>
<td></td>
</tr>
<tr>
<td>September 2022</td>
<td></td>
</tr>
<tr>
<td>Cyclone Deliwe</td>
<td></td>
</tr>
<tr>
<td>January 2014</td>
<td></td>
</tr>
<tr>
<td>Typhoon Chanhom</td>
<td></td>
</tr>
<tr>
<td>October 2020</td>
<td></td>
</tr>
<tr>
<td>Hurricane Andrew</td>
<td></td>
</tr>
<tr>
<td>August 1992</td>
<td></td>
</tr>
<tr>
<td>Cyclone Batsirai</td>
<td></td>
</tr>
<tr>
<td>January 2022</td>
<td></td>
</tr>
<tr>
<td>Cyclone Freddy</td>
<td></td>
</tr>
<tr>
<td>February 2023</td>
<td></td>
</tr>
</tbody>
</table>

Find out about any tropical storm that you find interesting.
Skryf sinne

Kleur net die verkleinwoorde in.
Gebruik al die woorde in 'n kort storie.
Skryf die woorde uit die lys met 'n kleurpotlood.
Poem 2:

Author: Funde Wande

Poem about the wind

Suitable question?
Keeping safe!

Work with a partner. Make a list in your exercise book of how you can keep safe in a storm.

Think about these things:
- Where should you stay during a storm?
- What must you not do in a storm?
- What will you need if the power goes out?
- What will you need if the water supply is interrupted?
- What will you need if someone gets hurt?
- What will you need to keep water from damaging your house?
Voltooi die sinne

Gebruik die verkleiningsvorme van dié woorde om die sinne te voltooi.

1. Die **katjie** drink graag water.

2. Ek gooi nog 'n ____________ op die vuur.

3. Ek ry vinnig met my ____________.

4. My ____________ hou my warm.

5. Die bruid dra 'n blomme ____________ op haar kop.

6. Die baba-olifant pluk gras met sy ____________.
Poem 3:

Author: Funde Wande

Simple poem or song about a storm.

Suitable question?
Date ______________________________

Diktee

WEEK 5 • FRIDAY • 97
Poem 4:

Author: Funde Wande

Simple poem or song about fire.
Animals that help

Weeks 6, 7 and 8
Scene: A home near Lusikisiki in the Eastern Cape.

Farmer: Look at this old cow. She’s had a calf every year for ten years and she’s old now.

Farmer’s wife: Ja, she’s bony now. Just send her to the butcher. And our old hens lay only a few eggs now. They must go in the pot! On Sunday!

Farmer: Good idea. And next week, let’s eat that young goat. We’ve had her a whole year and she hasn’t had a single kid. She just eats and eats. She’s no use.

Farmer’s wife: Like this new dog. He just wants to be friendly – all he does is play with the children. He must go.

Farmer: Ja. He’s no use. We will cook some of the animals tomorrow and take the others to market when the sun rises. Let’s go inside and drink beer now.
## Comprehension

Read The animals get together (1) (page 100).

1. Complete the table with a number or a tick. You may need to page through the whole play.

<table>
<thead>
<tr>
<th>Character</th>
<th>First appears in Act ...</th>
<th>Likable</th>
<th>Unlikable</th>
<th>Animal</th>
<th>Human</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer’s wife</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hens (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young girl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old man</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small boy and girl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Whose point of view is shown on this page?

________________________________________________________________________

3. Where is Act I set?

________________________________________________________________________

Signature: ______________________  Date: ______________________

WEEK 6 • 101
Act I (continued)
The animals get together (2)

Dog: Woof! Did you hear that, Old Cow? This is not good.
Cow: I did hear that Friendly Dog. Let’s run away! Moooo!
Goat: Meeeee! I heard that too! I don’t want them to eat me. I will run away with you. Let me get those old hens. They won’t want to go in the pot!
Dog: Let’s go now. Woof, woof! The farmer and his wife are drinking beer. They won’t come out again.
Hens: But where will we go? Cluck! Cluck! Where will we go?
Cow: Mooooo! I remember lying on the sand at the beach with my mother when I was a small calf. Let’s go and live by the sea.
All the others: Cluck! Woof! Meeee! Cluck! Good idea Old Cow! Let’s go!
Comprehension

Read The animals get together (2) (page 102).

1 Write the noises the animals make.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td></td>
</tr>
<tr>
<td>Hens</td>
<td></td>
</tr>
<tr>
<td>Goat</td>
<td></td>
</tr>
</tbody>
</table>

2 Whose point of view is shown?

3 How are the animals feeling? Why?

4 Do you think The Animals get together is a good title? Explain.

5 Why did they decide to leave right away? Underline the best answer.
   - Because they were frightened
   - Because the farmers were drinking and wouldn’t hear them
   - Because they were in a hurry to get away

6 Would you like to live by the sea? Why or why not?
Scene: On a lonely track leading down to the sea.

Dog: Are you tired, Old Cow? Woof woof! We have walked a long way. It’s dark now.

Cow: Moooo! I’m not tired yet, Friendly Dog. Let’s keep walking to the sea.

Goat: What’s that noise? I can hear a girl crying. Meeeee!

Hens: (flying up onto cow’s horns) Oh! Oh! Oh! No! No! No! It’s an old man dragging a young girl down the road! She’s crying!

Young girl: I don’t want to be your wife! Let me go!

Old man: You be quiet! You are going to be my wife!

Dog: Woof woof! This girl needs help! Woof woof woof! The man is hurting her.
Comprehension

Read On the road to the sea (1) (page 104).

1. Where is Act 2 set?

2. Underline two reasons why cow could be tired.
   - Cow has been eating grass.
   - Cow is too fat.
   - Cow is old.
   - Cow has walked a long way.
   - Cow likes to follow dog.

3. Which animal saw the girl first? Explain why.

4. How do we know the girl does not want to be the old man’s wife?
   Tick the best answer:
   - She is crying.
   - She says she doesn’t want to go with him.
   - She is being pulled.
   - She is asking him to let her go.
   - All of the above.
Act 2 (continued)
On the road to the sea (2)

Hens: Chase the man, Friendly Dog! Cluck! Cluck! We will peck his head!
Cow: Moooo! I will poke him with my horns!
Goat: Meeeee! I will butt him with my head!
Dog: Woof woof! Grrr! Grrr!
Old man: What’s happening? I can’t see! Hawu! Hawu! What wild beast is this? It is hurting me! It is stabbing my head! It is poking me with something sharp! It is biting my legs! It is pushing me over! Is it a crocodile? Is it a rhino? Is it a lion? Help!!!!

Cow, Goat and Hens: Chase him, Friendly dog! Moo! Cluck! Mee!
Young girl: The terrible beastly old man has run away! But who has helped me?
Cow: Moo! We are friendly farm animals. We will take you home.
Goat: You are safe now. Your mother and father will be happy to see you. Meeeee!
Young girl: Thank you for saving me good animals. My mother and father are dead. But my little brother and sister are all alone at home.
Dog: We will walk with you now and keep you safe. Woof woof!
Comprehension

Read On the road to the sea (2) (page 106).

1. Draw a line to show what caused the action.

<table>
<thead>
<tr>
<th>Action</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poking</td>
<td>Goat’s head</td>
</tr>
<tr>
<td>Stabbing</td>
<td>Dog’s teeth</td>
</tr>
<tr>
<td>Biting</td>
<td>Chickens’ beaks</td>
</tr>
<tr>
<td>Pushing</td>
<td>Cow’s horns</td>
</tr>
</tbody>
</table>

2. Did the animals do a good thing? Say why or why not.

__________________________________________________________________________

3. Write the line as a sentence using direct speech.

Old man: What’s happening? I can’t see!

__________________________________________________________________________

4. Write a word that means the opposite:

- dark ___________________________ safe ____________________________
- friendly ___________________________ beastly ____________________________

Signature: ___________________________ Date: ___________________________
Scene: At the young girl’s home – two small children are sitting next to a fire, crying.

Small boy: Who is that? Who is coming?
Small girl: It’s our big sister. She is coming back! Yay!
Children: (jumping around with happiness) You are home! You are home! You are home!
Small boy: But why are these animals with you?
Young girl: They saved me from that terrible beastly old man who tried to ‘thwala’ me. But, oh, kind animals, we have nothing to give you. How can we thank you for helping me?
Comprehension

Read A new home (1) (page 108).

1. Write the name for the baby animal:
   - cow ______________________
   - goat ______________________
   - dog ______________________
   - hen ______________________

2. Write the sentence as reported/indirect speech.
   Small boy: Who is coming?

3. How have you thanked someone in words, deeds or writing?

4. What does the title of this act tell you about how the play will end?
Act 3 (continued)
A new home (2)

Cow: I smell sweet grass here, that is all I want.
Hens: We will find worms to eat in this place!
Goat: I see lots of weeds and brambles – I would like to eat them.
Cow: Can we stay with you? If I eat this sweet grass, I will give you milk.
Hens: If we find lots of worms, we will give you eggs! Can we stay?
Goat: If I eat all these thorny brambles and weeds you can plant vegetables here. Can we stay?
Dog: I can eat scraps. But I will play with you and sleep at the door to guard you. Can we stay?
Children: (jumping around with happiness) Yes! Yes! Yes! Please all stay with us!
Cow: Moooo! Has life just got better for everyone?
Everyone together: Yay! Woof! Meee! Cluck! Moooo! Cluck! Woof! Meee! Yaaaay!

The end
Comprehension

Read A new home (2) (page 110).

1 Complete the table.

<table>
<thead>
<tr>
<th>Animal</th>
<th>What they will eat in their new home</th>
<th>What they will do for the children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 How would you answer Cow’s question at the end? Explain.

3 Which part of this story did you like best?

4 Which part of the story did you like least?

5 Circle the characters you would like to act.

Farmer  Farmer’s wife  Dog  Cow  Goat
Hens     Young girl    Old man  Small boy  Small girl

Signature: ______________________
Date: ______________________
Dogs help people.

Donkeys help people.

Horses help people.

Cows help people.

Sheep help people.
Voltooi die blokkiesraaisel

Skryf die verkleiningsvorm van elke leidraad.
Ons sit en lees onder die boompie.

Die oompie loop met ’n kirie.

Ek sit die foto in ’n raampie.

Die kinders swem in die stroompie.

My duimpie het seergekry.

Waar sit en lees ons?
### Animals that help

#### What I know

<table>
<thead>
<tr>
<th>K</th>
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<tbody>
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</table>

#### What I want to know

<table>
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<tr>
<th>W</th>
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<tbody>
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</tbody>
</table>

#### What I learned

<table>
<thead>
<tr>
<th>L</th>
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<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**Week 6**

- Week 6

**Week 7**

- Week 7

**Week 8**

- Week 8
Vul die ontbrekende klanke in

1. haan tjie
2. boom
3. stroom
4. oom
5. raam
6. naam
7. droom
8. probleem
Steven: Grandpa, why do you love birds?
Grandpa: I used to be a coal miner. We worked deep underground. Before we had machines, the air underground would sometimes make us sick. You can’t see bad air. You breathe it without knowing. So, we took these little yellow birds underground with us. If the bird fainted, we knew the air was bad. Then we would come to the surface.

Steven: What were the birds called?
Grandpa: They were called canaries.

Steven: Why did the birds faint before the miners did?
Grandpa: Birds’ hearts beat very fast so bad air affects them very quickly.

Steven: Did you love them?
Grandpa: We really loved our canaries. We looked after them and whistled to them as we worked. They saved our lives. That is why I love all birds.

Draw a picture or write a paragraph about a beautiful bird you have seen.
Some animals give us food
We get food like milk, eggs and meat from farm animals. Some of our food comes from animals that don’t live on farms. Fish are caught in the sea and lakes. Some wild animals and birds are hunted for their meat. Some people eat insects and reptiles.

Some animals give us clothes
Wool for clothes often comes from sheep, but also from rabbits and goats. Silk worms spin soft silk that is made into clothes like scarves and saris. Leather comes from the skin of different animals. Crocodile skin is often used for belts and bags.

Some animals work for us
Dogs can guard houses, herd livestock and help people with disabilities. Bees and butterflies pollinate plants so that they can grow fruit. In some countries, people use oxen to plough the land. Donkeys and horses are often used for transport. In India, elephants are used to carry heavy loads.
Skryf jou eie sinne

Skryf 5 sinne met woorde uit die blok. Jy kan meer as een woord per sin gebruik. Skryf die woorde uit die lys met 'n kleurpotlood.

soompie        boompie        roompie        atoompie
droompie        raampie        kostuumpie

1


2


3


4


5


WEEK 6 • WEDNESDAY • 119
Rats!

Think of rats. Write two words that come into your mind here.

Did you write down ‘clever’? If you did, you are right. Rats are able to smell very well. They can find things by smell. Rats can be taught to do things that help people.

They can learn to find bombs. That saves people’s lives.

They can learn to smell some sicknesses on people’s bodies. That helps doctors give people the right medicine.

They can learn to find drugs that people try to hide in bags on aeroplanes. The rats run on the bags and find things by smelling them.

Write a paragraph about how rats help people.
### Find out about a helpful animal

Choose an animal to find out about. Fill in the blocks.

<table>
<thead>
<tr>
<th>A helpful animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the animal:</td>
</tr>
<tr>
<td>Where you find it:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What it does:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Other interesting facts:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Tell the class about the helpful animal.
Voltooi die sinne

Skryf die verkleiningsvorm van die onderstreepte woorde.

1. My mooiste prent kom in 'n **raam**.
   My mooiste prent kom in 'n ________________

2. Dis heerlik koel onder die **boom**.
   Dis heerlik koel onder die ________________

3. Die **stroom** vloei rustig.
   Die ________________ vloei rustig.

4. Ek dra 'n **kostuum** vir die konser.
   Ek dra 'n ________________ vir die konser.

5. Mamma sit vir my broek 'n **soom** in.
   Mamma sit vir my broek 'n ________________ in.

6. Die **oom** stap met sy hond.
   Die ________________ stap met sy hond.

7. Ek het 'n mooi **droom** gehad.
   Ek het 'n mooi ________________ gehad.

8. Sy hou haar **arm** vas.
   Sy hou haar ________________ vas.
Dogs that save people

In an earthquake the earth shakes because rocks move deep under the ground.

The country of Turkey had a bad earthquake. Buildings fell down. People were trapped in the broken buildings but no one could see them.

What animals do you think helped to find the people? Write your answer here.

The answer is **dogs**. Dogs can climb quickly over broken buildings. They can hear calls for help. They can smell where people are in the broken houses.

South Africa sent trained dogs to help after the earthquake in Turkey. More than 8 000 people were saved from the broken buildings. Dogs found a lot of these people. They ran over the broken buildings and barked when they found someone. Then other workers came with machines to get the people out. These clever dogs saved many people’s lives.

---

Draw a picture of a rescue dog barking on some building rubble.
## Spoedlees woorde

### Lees vir een minuut.

<table>
<thead>
<tr>
<th>katjie</th>
<th>voël</th>
<th>muisie</th>
<th>broekie</th>
<th>boompie</th>
</tr>
</thead>
<tbody>
<tr>
<td>rowe</td>
<td>matjie</td>
<td>hartjie</td>
<td>boetie</td>
<td>soompie</td>
</tr>
<tr>
<td>julle</td>
<td>vlerkie</td>
<td>potjie</td>
<td>briefie</td>
<td>oompie</td>
</tr>
<tr>
<td>duiwe</td>
<td>draf</td>
<td>flitsie</td>
<td>liefie</td>
<td>strooompie</td>
</tr>
<tr>
<td>hulle</td>
<td>vlooi</td>
<td>lyfie</td>
<td>duifie</td>
<td>stompie</td>
</tr>
<tr>
<td>ketel</td>
<td>grof</td>
<td>flou</td>
<td>lyfie</td>
<td>serpie</td>
</tr>
<tr>
<td>huisie</td>
<td>vlieg</td>
<td>liefde</td>
<td>fietsie</td>
<td>skulpie</td>
</tr>
<tr>
<td>voetjie</td>
<td>brief</td>
<td>stertjie</td>
<td>naampie</td>
<td>gansie</td>
</tr>
<tr>
<td>gogga</td>
<td>broekie</td>
<td>loflied</td>
<td>vrae</td>
<td>kransie</td>
</tr>
<tr>
<td>besem</td>
<td>gleuf</td>
<td>foutjie</td>
<td>motjie</td>
<td>neusie</td>
</tr>
</tbody>
</table>

Hoogste telling: _________ woorde
Pigeon post is a way of sending messages from one place to another using birds called pigeons!

Pigeon post was used before we had phones and the internet. People would write a message on a small piece of paper, roll it up tight and put it into a small tube. Then they would attach it to the pigeon’s leg, and let the pigeon go. When the pigeon arrived, the person at the other end would take the message off its leg and read it.

Pigeons were very good messengers because they have something called “homing instinct”. This means that they can find their way back home from very far away. So, if a pigeon was taken somewhere far away and released, it would fly back home to deliver the message.

Today, we don’t use pigeon post anymore because we have faster ways of communicating.

Cut out a piece of paper 3 cm x 3 cm. Write a short message to a friend on it. You can only use 10 words. Your writing needs to be very small. Roll the paper up and pretend you are sending it by pigeon post.
Handwriting

Give animals water.

Give animals food.

Give animals safety.

Be kind to animals.

I love animals.
Kies 2 woorde en gebruik elkeen in ’n sin.

1

2
The giraffe and the oxpeckers

Circle True or False.

1. The animals were running away from a fire.  True    False
2. The animals were also running for exercise.  True    False
3. The oxpeckers stayed because they had babies.  True    False
4. The animals didn’t stop to help because they were frightened to stop.   True    False
5. Giraffe put the baby Oxpeckers on his back.  True    False
6. Giraffe ran to the sea.  True    False
7. The oxpeckers said thank you by taking ticks off giraffe’s neck.  True    False
8. Ticks do not bite animals.  True    False
9. The story shows how animals help humans.  True    False
10. The story shows how animals help other animals.  True    False
Die koninkie dra ’n kroon.

Daar is ’n dorinkie in my voet.

Daar groei ’n varinkie in ons tuin.

Ek slaap op ’n sagte kussinkie.

Ek kyk op na die kerk se torinkie.

Wat is in my voet?
Teaching the dogs

Dogs are often used to help people. Dogs are used for guarding, herding sheep, helping blind people move around safely, for sniffing out drugs and explosives, finding people who are lost and more.

But do we know how to help dogs? If we want dogs to help us, we must treat them well.

In Mpophomeni in KwaZulu-Natal there is an organisation called Funda Nenja, which means “learning with a dog”.

Every Friday children from the township bring their dogs to a local school to meet the Funda Nenja team. They learn how to train the dogs to be well behaved by treating them kindly and taking care of them at home. During and after each session, the dogs are given training treats. The children get a treat at the end of the session too!

The Funda Nenja team also sells dog food, kennels, collars and leads at good prices. Once a week, a team of vets comes to the township to treat sick animals. Once a month, the vets also neuter dogs so that they don’t have more puppies.

At Christmas time there is a present for every child and every dog in the programme! Everybody benefits – dogs and people!

Write a sentence about how we can treat dogs well.
Space in art

Space is the area around or between objects in a picture. Space includes the background, foreground and middle ground of a picture.

The **foreground** of a picture looks closer to us.
- It is in the **bottom** third of the page.
- Objects are **big**.
- There is more **detail** and colours are **bright**.

The **middle ground** looks a bit **further away**.
- It is in the **middle** third of the page.
- Objects are **medium** sized.
- There is **some detail** but colours are **paler**.

The **background** looks **far away** from us.
- It is in the **top** third of the page.
- Objects are **small**.
- Objects look a bit **blurry** and are **pale**.

---

**Answer the questions with a partner.**

Where are the colours the brightest?
Where can you see the most details?
How does the object in the foreground fill the space on the page?
Skryf die klanke

Vul die klanke in.

1. toring
2. muis
3. boom
4. hand
5. haan

raam pie

Handtekening: __________________________
Datum: __________________________
Poem

My dog

No more than 100 words please
Reading to dogs

Did you know that some dogs can help by sitting and “listening” to children read?

“Reading to Dogs” started in the USA in the 1990s. Trained dogs and their handlers went into schools. Children who struggled to read sat next to a dog and read to it. They became better readers because dogs never get cross or impatient and they made the children confident.

The programme is now used all over the world. In South Africa, the Angel Paws Network has a “Paws to Read” programme in some schools.

The dogs and their handlers visit the schools once a month. The dog is on a lead and sits on a mat. Children sit on the mat next to the dog and read aloud. The handler keeps quiet and the children pat the dog as they read.

At first some children were frightened, but when they saw that the dogs sat quietly and wagged their tails, they became braver.

Now children read to the same dog each time they come to school.

Would you like to read to a dog? Write a sentence giving your reason.
Skryf die regte woord

Skryf die woord wat pas langs die eerste prent. Skryf dan die verkleinwoord langs die tweede prent.
Poem

Horse

No more than 100 words please
Read the articles on pages 130 and 134. Fill in the table.

<table>
<thead>
<tr>
<th></th>
<th>Funda Nenja</th>
<th>Angel Paws</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organisation do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do they work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is most interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about their work?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compare the two organisations:**

<table>
<thead>
<tr>
<th></th>
<th>Funda Nenja</th>
<th>Angel Paws</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the same?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is different?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you could choose, which organisation would you work with. Why?
Voltooi die sinne

Skryf die verkleiningsvorm van die woorde tussen hakies om die sinne te voltooi.

1. Ek kweek ’n (varing) in my tuin.
   Ek kweek ’n ________________ in my tuin.

2. Die (koning) bly in die kasteel met die hoë (toring).
   Die ________________ bly in die kasteel met die hoë ________________.

3. Ek gril vir die (paling) in die rivier.
   Ek gril vir die ________________ in die rivier.

4. Ek het in ’n (doring) getrap.
   Ek het in ’n ________________ getrap.

5. Ek sit die teekoppie op die (piering).
   Ek sit die teekoppie op die ________________.

6. Ons hou ’n (vertoning) by die skool.
   Ons hou ’n ________________ by die skool.

7. Hul (woning) is ’n netjiese huis.
   Hul ________________ is ’n netjiese huis.
Poem

Sheep

No more than 100 words please
Diktee
Poem

Bee

No more than 100 words please
What is coal?

It is raining today.

What melts?

Dogs help people.

I am a nurse.
Voltooi die blokkiesraaisel

Skryf die verkleiningsvorm van elke leidraad.

**DWARS**

1. ![Star](image)
2. ![Math Problem](image)
3. ![Glasses](image)
4. ![Sheep](image)

**AF**

1. ![Star](image)
2. ![Math Problem](image)
3. ![Glasses](image)
4. ![Sheep](image)
5. ![Pen](image)
6. ![Car](image)
7. ![Pen](image)
Lees die sinne

Die lammetjie wei in die veld.

Oupa dra ’n brilletjie.

Die sterretjie skyn helder.

Ek doen die sommetjie in my kop.

Hy drink ’n pilletjie as hy siek is.

Wat drink hy as hy siek is?
Lena the donkey

What do you think the people are saying? Write their words in the speech bubbles.
<table>
<thead>
<tr>
<th></th>
<th>Vul die ontbrekende klanke in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bril</td>
</tr>
<tr>
<td>2</td>
<td>som</td>
</tr>
<tr>
<td>3</td>
<td>dam</td>
</tr>
<tr>
<td>4</td>
<td>blom</td>
</tr>
<tr>
<td>5</td>
<td>kar</td>
</tr>
<tr>
<td>6</td>
<td>ster</td>
</tr>
<tr>
<td>7</td>
<td>man</td>
</tr>
<tr>
<td>8</td>
<td>pil</td>
</tr>
</tbody>
</table>
Masks

Masks cover part or all of your face. They are used for different things.

- Masks are worn for some ceremonies. In Africa some people wear masks when they do traditional dances.
- Masks are used when you are acting. The masks can make you look like a different person or animal.
- Masks are used to protect you from germs. During Covid many people wore masks.
- Masks are used in hospitals. They can help you breathe.
- Masks are also fun to wear when you play games.

Draw a mask you would like to make. Say how you will make it.
Animals have the right to be treated well. Read the poster about animal rights.

What animal is the poster about?

List five things that we can do to care for dogs.

Why should we care for dogs?
Skryf sinne

Kies 5 woorde om in te kleur. Gebruik die verkleiningsvorme van daardie woorde in sinne. Skryf die woorde uit die lys met ’n kleurpotlood.

kar ster son
bal blom vel
vlam bril kol

1
2
3
4
5
Making a cow mask

Equipment
One paper plate or scrap cardboard for the face
Scrap cardboard or paper for the nose and ears
Paint or crayons, scissors, glue, tape and a stick or straw

Instructions
1. Paint some black spots on the plate. Cut out eyes.
2. Cut out a pink circle. Draw the nose and mouth on it.
3. Stick the pink circle onto the plate.
4. Cut out two horns and two ears. Stick them onto the plate.
5. Attach the straw or stick for holding

Make or draw a cow mask.
Make a poster

With a partner, make a poster about looking after an animal.

Plan your poster:
- What animal will you write about?
- What will the title of the poster be?
- How does the animal help us?
- Write 4 or 5 statements about we can care for the animal.
- What pictures will you draw? Choose 3 or 4 pictures.

Make your poster:

Use a big piece of paper and crayons or kokis.

1. Write your title at the top.
   Use different coloured crayons or kokis.

2. Write your information at the bottom of the page.

3. Write your statements neatly.
   Make sure they are spread out on your page.
   Write each statement in a different colour.

4. Draw your pictures in the spaces.
   Don’t squash them together.
   Use bright colours.

5. Write your names at the bottom of your poster.
Dictation
Making a dog and chicken mask

Equipment
Two paper plates or scrap cardboard for the faces
Scrap cardboard or paper for the dog’s ears or the chicken’s beak and feathers
Paint or crayons, scissors, glue, tape and a stick or straw

Instructions

**Dog:**
1. Cut the plate as shown. Cut out eyes. Draw in the nose.
2. Cut out two ears and stick them onto the plate.

**Chicken:**
1. Cut the plate in half. Cut out eyes.
2. Cut out the beak and feathers and stick them onto the plate.

Choose one mask. Make or draw the mask.
Making a goat mask

Equipment
One paper plate or scrap cardboard for the face
Paint or crayons, scissors, glue, tape and a stick or straw

Instructions
1. Cut the plate as shown. Cut out eyes.
2. Paint the plate.
3. Cut out horns and ears. Paint the ears.
4. Stick the horns and ears onto the plate.

Make or draw a goat mask.
Our class has talent

Week 9
It was the first Monday in November. Mrs Leballo gave the Grade 3s exciting news. “The principal and I have decided to have a grade 3 concert this year. Your parents will be invited.”

“We will have two items. First the play The Beast of Lusikisiki.”
“I hope I can be the dog,” thought Sello, who loved his dog Toto more than anything.
“I want to be the goat, like this,” said Pula and she pushed Tumelo roughly. She was always pushing the other children.
“I only want well-behaved children,” said Mrs Leballo. “And after the play we will have a Grade 3 choir performing some songs. Then, one child will sing a solo to finish.”
“I know, like Pretty Yende,” said Lebone. “I think that will be me! I am by far the best singer,” she said boastfully. “Anyway, better than you,” she said to Tumelo giving him a sly kick.

What have you learnt about Tumelo?
Tumelo said nothing. I probably won’t be chosen for anything, he thought. Tumelo’s parents came from another country and he didn’t speak Seedi very well so he never spoke in class.

“We will hold auditions for the soloist, so the choice will be fair”, said Mrs Leballo firmly.

“Just like Idols,” said Lebone. “I will definitely be the star.”

At break the children sang one by one for Mrs Leballo, the principal and the choir mistress. After break Mrs Leballo announced the result.

“The child with the most outstanding voice who will be our soloist is … Tumelo.”

“What?” shouted Lebone, “Tumelo is such a baby. And he can’t even speak Seedi properly!”

“Well he has a wonderful voice and we are lucky he is in our class,” said Mrs Leballo.

How do you think Tumelo felt? And Lebone?
Then Mrs Leballo announced the actors.

“Sello, you will be the dog.”
Sello was excited. “I am going to watch my dog carefully and copy how he barks and runs”, he said shyly.

“Karabo, you will be the goat.”
“Pula, you will be the girl who the animals save.”
Pula was shocked. All she remembered about the part was that the Beast had to pull her across the stage. She wasn’t sure she wanted that.

“Lebone, you are the narrator,” Lebone was pleased she would be the first person to speak but also a little disappointed.

The following day, Mrs Leballo spoke to Lebone. “Lebone, I have a very special job for you. Tumelo needs some help with pronouncing the words in the song. You speak Sepedi so well. Do you think you could help him?”

“Of course I will,” said Lebone, glad that she had another job. She was feeling a little ashamed of what she had said to Tumelo. She had also heard Tumelo sing by now and knew in her heart that he sang better than her.

What is Lebone’s special job?
So the children began two weeks of very hard work.
Lebone helped Tumelo with his song every day as well as learning her own lines.
All the children began to rehearse the play every day.
In the play rehearsals, Pula was pushed across the stage by the Beast. It made her think that pushing wasn’t a nice thing to do.
The other children in the play learnt that memorising words is not easy to do. They had to learn to say the words and act at the same time.
The choir learnt the songs the choir mistress taught them and when they knew them they learnt some movements. Sometimes the choir mistress wanted them to sing a song over and over, and do the actions, until they got it right. Tumelo joined in and never complained although he also had to sing his solo every day. He practised his solo at school, with Lebone, and at home.

What did Pula learn?
In between rehearsals the children were doing other preparations. One day Mrs Leballo came to school with a box of art supplies and long sheets of paper. She explained, “Some of you very good at art. I would like a few of you to make masks for the animal actors. And our best artist can make a big poster for all the parents to see.”

The twins, Dineo and Dipua, were excited. They loved painting and making things.

In the box they saw paper plates, scrap cardboard, paint and brushes for masks. The artists in the class would make masks for the children who were the cow, the goat, the dog and the hens.

There was also paint and large brushes for the rest of the children. They would paint the long sheets of paper with green to look like bushes.

Mrs Leballo chose the twins to make a bright poster and when they were finished, they proudly put it on the school notice board.

What did the children who were good at art make?
On the morning of the concert, the Grade 2s helped to put chairs out for the parents. The actors put on their masks and special clothes. The choir mistress checked that everyone looked smart in their uniforms. Soon parents began to arrive and it was time to begin.

Everybody did their best and the parents loved the play and singing. When Tumelo sang the final song, it was very quiet as everyone listened to his beautiful voice. After it was all over everyone clapped and cheered. All the children felt proud but Tumelo felt his heart would burst.

But Mrs Leballo had one more surprise. She had noticed how the children had all helped one another to make the play a success. Lebone was less boastful these days and Pula had stopped pushing other children. Tumelo was more confident.

“Come to the classroom children,” she called.

She had asked a few Grade 7s to help her prepare for a surprise after-concert party!

As the children came inside they saw juice, popcorn and some sweet treats! They ran to hug Mrs Lebone.

“Thank you Mrs Lebone,” they said.

“You deserve it. You are the best Grade 3 class in Limpopo,” she said proudly as she turned on the music for some dancing.

Do you think the children deserved a party? Why or why not?
We will sing.

We will bake.

We write letters.

We will have fun.

We say goodbye.
Vind die verkleinwoorde

sterretjie wurmpie koninkie prentjie rosie
skulpie perdjie miertjie boekie klippie

Kies 2 woorde en gebruik elkeen in 'n sin.

1

2
Ek pluk 'n rosie in die tuin.

Die wurmpie eet die blare.

Die perdjie galop.

Ek tel 'n skulpie op die strand op.

Daar is 'n klip in my sak.

Wat is in my sak?
Fact file: Paxton Fielies

Read about a young music artist who participated in *SA Idols*.

<table>
<thead>
<tr>
<th>Name: Paxton Fielies</th>
<th>Date of birth: 17 September 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of birth: Bishop Lavis, Cape Town. Grew up in Cape Town.</td>
<td></td>
</tr>
<tr>
<td>Education: Went to high school in Belhar, Cape Town.</td>
<td></td>
</tr>
<tr>
<td>Stage name: Paxton</td>
<td></td>
</tr>
<tr>
<td>Claim to fame: She is the youngest ever winner of <em>SA Idols</em>.</td>
<td></td>
</tr>
</tbody>
</table>

**Facts about her life**

<table>
<thead>
<tr>
<th>Early interests:</th>
<th>Joined the Apostolic Church children’s choir at 7 years old. Performed in school concerts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional work:</td>
<td>Posted videos on social media. Entered and won <em>SA Idols</em> in 2017. Writes and records her own songs. Performed in South Africa, Russia and USA.</td>
</tr>
<tr>
<td>Well-known song:</td>
<td>Good Company</td>
</tr>
<tr>
<td>Final comment:</td>
<td>Paxton Fielies always dreamed of becoming a singer. She is determined to keep working at her music and making a difference to the lives of others, even though her plans were interrupted by the Covid pandemic.</td>
</tr>
</tbody>
</table>

**Talk about:**

1. How did Paxton’s early interests influence her career?
2. What is one positive quality that Paxton has? Explain.
3. What would you ask Paxton if you met her?
1. What is in the foreground of the picture?
2. Can you see the horizon in the picture?
3. What do you think is the focal point of this painting?

“Tahitian women on the beach” by Paul Gaugin
<table>
<thead>
<tr>
<th></th>
<th>Woorde</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>riejtiet</td>
<td>tiertjie</td>
</tr>
<tr>
<td>2</td>
<td>blkkieo</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>iepklip</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>kiedorni</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>sklpuiie</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>okiekst</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>oomiebp</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>djiebe</td>
<td></td>
</tr>
</tbody>
</table>
Comprehension

Read The concert (pages 156 to 161). Fill in the missing words so that it makes sense.

**Beginning:** Mrs Leballo told the class there would be a concert. She chose children to act in a play called The Beast of Lusikisiki. She also chose children to sing in a choir.

**Middle:** The children memorised their words and rehearsed the play. The choir learnt to sing some traditional and some new songs. Tumelo was chosen to be the soloist. Lebone helped him learn the words. The children also made animal masks and painted scenery for the play.

**End:** The parents watched the concert and clapped afterwards. Mrs Leballo was proud. She prepared a surprise party for the children because they had worked so hard.

**Answers:**

1. 

2. 

3. 

4. 

5. 

6. 

7. 

Versioners: Please version this summary and then delete approximately every 7th word and write a number in its place. If you have changed names remember to do this here. Write the numbers in a list below for children to fill in.
You are invited to a Grade 3 end of year concert

Where: Polokwane Primary School
Address: 24 First Avenue.
When: Friday, 10 October 2025
Time: 10 am – 12.00 pm

Polokwane Primary School would like to welcome all parents to The Grade 3 end of year concert.

Programme
Welcome: Mrs R. Mokoena (Principal)
Play: The Beast of Lusikisiki
(Presented by Grade 3)
Songs old and new
(Presented by the Grade 3 choir)
Soloist: Tumelo Ncube
Thanks: Mrs S. Leballo, Grade 3 teacher

Make a programme for a concert you would like to have.
Fact file: Amanda Black

Read about a determined music artist who participated in *SA Idols*.

<table>
<thead>
<tr>
<th>Name: Amanda Benedicta Antony</th>
<th>Date of birth: 24 July 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of birth: Mthatha, Eastern Cape. Grew up in Butterworth.</td>
<td></td>
</tr>
<tr>
<td>Education: Went to school in Gqeberha. Attended Nelson Mandela University.</td>
<td></td>
</tr>
<tr>
<td>Stage name: Amanda Black</td>
<td></td>
</tr>
</tbody>
</table>

### Facts about her life

<table>
<thead>
<tr>
<th>Early interests:</th>
<th>Started singing in a church choir at 6 years old. At 12, she began taking part in talent shows.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional work:</td>
<td>Participated in <em>SA Idols</em> in 2013, 2014 and 2015. She did not win but was offered a recording contract. Writes and records her own songs. Has won many music awards in South Africa.</td>
</tr>
<tr>
<td>Well-known song:</td>
<td>Nguwe</td>
</tr>
<tr>
<td>Final comment:</td>
<td>Amanda Black is proud to be a Xhosa woman. She paints her face with Xhosa facial art – umchokozo – as a way of representing her roots and where she is from. Her music tells stories about who she is and what she believes in.</td>
</tr>
</tbody>
</table>

**Talk about:**

1. How are Amanda and Paxton similar?
2. How does Amanda’s cultural background influence her?
3. What you would say to Amanda if you met her?
Gebruik die woorde in die boks om die storie te voltoo.
Kyk na die prente om jou te help.

koekie         messie         vurkie         vlammetjie
strikkie        rokkie        bedjie        kersie

Jana spring uit haar ____________________.

Sy trek haar nuwe ____________________ aan en

sit ’n ____________________ in haar hare.

Vandag is haar verjaarsdag. Ouma het ’n ____________________ gebak en ’n ____________________ opgesit. Jana blaas die
die ____________________ dood.

Ouma neem ’n ____________________ en sny vir hulle koek.

Sy en Jana eet heerlik koek met ’n klein ____________________.
**Vocabulary**

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>audition</td>
<td>A singer who sings alone</td>
</tr>
<tr>
<td>memorise</td>
<td>To learn off by heart</td>
</tr>
<tr>
<td>soloist</td>
<td>Person in charge of a choir</td>
</tr>
<tr>
<td>scenery</td>
<td>Background pictures for a play</td>
</tr>
<tr>
<td>choir mistress</td>
<td>To try out for something</td>
</tr>
</tbody>
</table>

**Complete the table.**

Write the vocabulary words in alphabetical order.
Dear Mrs Lebello,

Thank you for teaching me this year and thank you for the class party after the concert.

I enjoyed being a dog in the concert. I tried to be like my own dog and make barking sounds like she does.

My friend Jumelo sang so beautifully that my mother said she cried. She says Jumelo can come and play with me in the holidays.

My mom said it was the best concert ever and the masks were very good. I think I will try to make a dog mask in the holidays.

I hope you have a nice holiday.

I wish you could teach me in Grade 4.

Love, Sello 😊
Fact file: Thapelo Molomo

Read about a new music artist who participated in *SA Idols*.

<table>
<thead>
<tr>
<th>Name: Thapelo Molomo</th>
<th>Date of birth: 18 January 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place of birth:</strong></td>
<td>Mokopane, Limpopo. Grew up in Limpopo.</td>
</tr>
<tr>
<td><strong>Education:</strong></td>
<td>Went to school in Gauteng. Studied at Tshwane University of Technology.</td>
</tr>
<tr>
<td><strong>Stage name:</strong></td>
<td>Thapelo</td>
</tr>
<tr>
<td><strong>Claim to fame:</strong></td>
<td>Winner of <em>SA Idols</em> 2022.</td>
</tr>
</tbody>
</table>

**Facts about his life**

<table>
<thead>
<tr>
<th>Early interests:</th>
<th>Loved singing from the time he was a little boy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional work:</strong></td>
<td>In 2012 began singing as a background singer for gospel group, Spirit of Praise. Entered and won <em>SA Idols</em> in 2022. Released his first solo album in 2023.</td>
</tr>
<tr>
<td><strong>Well-known song:</strong></td>
<td>Uyaphila</td>
</tr>
<tr>
<td><strong>Final comment:</strong></td>
<td>Thapelo worked as a psychologist for the South African Police Services before he entered <em>SA Idols</em>. People called him “The Singing Policeman”. He returned to work after winning <em>Idols</em> but is working on his singing career as well.</td>
</tr>
</tbody>
</table>

**Talk about:**

1. What do you most admire about Thapelo?
2. Can you have more than one talent? Give an example.
3. How is Thapelo different from Amanda and Paxton?
Verander die onderstreepte woorde na die verkleiningsvorm.

1. Die **olifant** probeer die **stomp** met sy **slurp** optel.
   Die ____________________ probeer die ____________________ met sy ____________________ optel.

2. Die **krap** kruip in die **skulp** weg.
   Die ____________________ kruip in die ____________________ weg.

3. Die **seun** stamp sy **voet** teen ’n **klip**.
   Die ____________________ stamp sy ____________________ teen ’n ____________________.

4. Daar is ’n sagte **kussing** op my **bed**.
   Daar is ’n sagte ____________________ op my ____________________.

5. Hy dra ’n **bril** as hy ’n **boek** lees.
   Hy dra ’n ____________________ as hy ’n ____________________ lees.

6. Die **kind** speel op die **mat**.
   Die ____________________ speel op die ____________________.
Mrs Leballo had one more surprise. She had noticed how the children had all helped one another to make the play a success. Lebone was less boastful these days and Pula had stopped pushing other children. Tumelo was more confident.

1. Underline the conjunction/joining word.

2. Circle all the nouns and pronouns. Colour the proper nouns red.

3. Write this sentence in the future tense:
   Tumelo was more confident.

4. Punctuate these sentences.
   you all worked very hard this year said mrs leballo i am very proud of each one of you

5. Join these sentences.
   a. Tumelo was more confident. He played with the other children. (and)

   b. Mrs Leballo had prepared a surprise. It was a secret. (but)
Holiday checklist

- Pick up litter near our house each week.
- Do a simple experiment from the Grade 3 LAB.
- Ask my mother to teach me to cook something.
- Go to the library and look at books.
- Ask my grandpa to tell me a story.
- Write a diary every Friday (in cursive).
- Read the stories in my LAB to my dog.
- Make an animal mask and do a play for the family.
- Organise a skipping contest.
- Make an obstacle course for my friends.
- Draw with my little sister.
- Find an English picture book to read.
- Watch a nature programme on TV.
- Draw something from nature.
- Play outside each day to keep fit.
- Ask my dad to read something to me from the newspaper.

Tick some things you would like to do.
Celebration treats

Coconut ice

**Ingredients**
- 1 packet of icing sugar (500 g)
- 1 tin condensed milk (385 g)
- 2 bags desiccated coconut (200 g each)

**Method**
Mix the condensed milk and ¾ of the icing sugar.
Stir in the coconut.
Pat into a flat shape.
Place in a refrigerator for 30 minutes.
Cut into slices.

Fork biscuits

**Ingredients**
- 1 block butter (500 g)
- 1 packet of self-raising flour (1 kg)
- ½ packet sugar (250 g)

**Method**
Heat oven to 180 °C. Prepare baking trays.
Mix butter and sugar with wooden spoon.
Add ¾ of the flour and mix with spoon. Then use hands to knead it. Add more flour if it is too soft.
Take teaspoons of dough. Roll into a ball.
Place balls on baking tray.
Dip a fork in cold water and press on each biscuit.
Bake for 12–15 minutes.
I can write these letters

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