Acknowledgements

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

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

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

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

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Week 1
Example of a scrapbook page
Week 1
Example of a scrapbook page
Lazy Lunga

Once there was a boy called Lunga. He was eight years old. (How old are you?)
But he was a very lazy boy. (Oh dear. You are not lazy are you?)
He liked to sit under a tree in the shade all day and do nothing. (Look at the picture.
Can you see Lunga sitting under that tree?)

But Lunga’s legs and arms and mouth got tired of his laziness. (Show me your legs … and arms … and mouth.)
His arms said, “Lunga, move your arms. Go and help your mother wash the clothes”.
But Lunga did not move.
His legs said, “Lunga, move your legs. Go and help your father dig in the ground”.
But Lunga did not move.
His mouth said, “Lunga go and help your little brother read the book”.
But Lunga did not move.
Lunga lay in the sun and did nothing.
His legs and arms and mouth said, “We must teach Lunga a lesson.
We must teach him not to be lazy.
If he won’t work, we will also stop working.”

Lunga didn’t notice that his legs and arms and mouth had stopped working.
He just lay in the sun and did nothing.
Then sun started to go down. It began to get cold. Lunga began to get hungry.

Time for supper, he thought happily. I must go inside.

Lunga said to his legs. “Move legs, I must go inside now”.

But his legs said, “No Lunga. We are not working anymore”.

Lunga got a little scared. He said, “Move arms, I want to wave to my brother to come and help me”.

But his arms said, “No Lunga. We are not working anymore”.

Lunga got even more scared. He said, “Move mouth. I must shout to my mother to come and help me”.

But his mouth said, (What do you think his mouth said?) “No Lunga. No I am not working anymore”.

Poor Lunga. He could not move his legs, or his arms, or his mouth! (What will he do?)
The sun went down and suddenly it got very dark and cold. Lunga could see his mother and father and brother in the house but he couldn’t move. (Poor Lunga.)

He heard his mother calling, “Lunga Lunga. Where are you? Come in for supper!” (I wonder what will happen? Will Lunga have to stay outside in the dark all night? What do you think?)

Lunga began to cry. “Please legs and arm and mouth, please start working again. I am cold and hungry. I want to move. I will never be lazy again.”

His legs and arms and mouth felt sorry for him.

So they said, “Alright Lunga. We will work again. But you must stop being lazy.”

“Thank you, legs and arms and mouth,” said Lunga.

“I will never, ever be lazy again.”
Then Lunga jumped up and ran as fast as he could to the house, waving his hands and shouting, “Wait for me everyone. Wait for me! I’m coming.”
Shared Reading routine

1. Tidy desk.
2. Move to mat.
3. Sit in position.
4. Read.
5. Move to desk.

Week 2
Life Skills information text

Read the poster together.
- What is the poster about? Which part tells us that?
- What do these numbers tell us?
- What is happening in each picture? Why must we do that?
- What must we do first? Next? After that? Last?
First day of school

Week 2
Listening and speaking

Listen and talk
• What can these children do?
• What can you do?
Week 2
Shared Reading

Day 1: Comprehension
- What is the girl’s name?
- What can she do?
- Who is watching her?

Day 2: Decoding
- How many words do you see on this page? (Count and clap.)
- Point to the word can.
- Where do we begin reading the words?

What can you do?

Lily can skip.
Thabo can kick.
Week 2
Shared Reading

Day 1: Comprehension
• Who caught the ball?
• Are the children surprised?
• What else can a dog do?
• What can children do (that a dog can’t do)?

Day 2: Decoding
• How many words do you see on this page? (Count and clap.)
• Point to the word can.
• Where do we begin reading the words?

Day 3: Responding to the story
• Show me what Lily/Thabo/Spot can do. (actions)
• Mimic game: Children do an action. Others have to guess.
• Partners: Hello, my name is … I can … .
• Repeat action rhyme together.

Spot can catch.
Make a music shaker

You need:

- Small objects
- Paper funnel
- Clean bottle with a cap

What to do:

1. Put funnel into top of bottle.
2. Pour objects into bottle, until half full.
3. Tighten the cap.
4. Shake it up!

Week 3
Life Skills information text
Animals can dance

Week 3
Listening and speaking

Listen and talk

- What animals do you see dancing?
- Who is not dancing?
Week 3
Shared Reading

Day 1: Comprehension focus
- Read the whole story.
- Explain how a photograph is different from a drawing.
- Ask:
  - What kind of dance is this?
  - Have you seen boys dance like this?
  - Where/when?

Day 2: Decoding focus
- Re-read the story with the children, stopping on each page.
- Point to the picture. Point to the words.
- How many words do you see on this page? (Count and clap.)
- Where do I begin reading the words?
- Point to the words can/boys/girls.

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The boys can dance.
Week 3
Shared Reading

Day 1: Comprehension focus
• What kind of dance is this?
• Have you seen girls dance like this?
• Where/when?
• What colours do you see in the photograph?

Day 2: Decoding focus
• Re-read the story with the children, stopping on each page.
• Point to the picture. Point to the words.
• How many words do you see on this page? (Count and clap.)
• Where do I begin reading the words?
• Point to the words can/boys/girls.

The girls can dance.
Week 3
Shared Reading

Day 1: Comprehension focus
• What kind of dance are each of these children doing?
• Have you have seen people dance like this? Can you dance like this?

Day 2: Decoding focus
• Re-read the story with the children, stopping on each page.
• Point to the picture. Point to the words.
• How many words you see on this page? (Count and clap.)
• Where do I begin reading the words?
• Point to the words can/boys/girls.

Day 3: Responding to the story
• Boys, show me how the boys danced in the book.
• Girls, show me how the girls danced.
• What dancing do you like to do/have you seen?
• Let’s dance!
• Repeat the action rhyme together.

We can all dance.
Let’s compare

<table>
<thead>
<tr>
<th></th>
<th>Elephant</th>
<th>Mouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>big</td>
<td>small</td>
</tr>
<tr>
<td>Number of legs</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Colour</td>
<td>grey</td>
<td>grey</td>
</tr>
<tr>
<td>Habitat</td>
<td>forest or grassland</td>
<td>people’s homes</td>
</tr>
</tbody>
</table>

Week 4
Life Skills information text

Read the poster together.
- What is the table about? Which part tells us that?
- What is the same when we compare these animals?
- What is different?
- What is the same that is not listed in the table?
- What is different that is not listed in the table?
Week 4
Shared Reading

Day 1: Comprehension focus

• Read the story, stopping on each page.
• Are these boys friends, do you think?
• What do they have in their hands? So what time is it? (Playtime/lunchtime).
• Do you bring lunch, buy lunch, or do you have school lunch?

Day 2: Decoding focus

• Explain the concept of a sentence (a group of words showing one thought/idea).
  A sentence begins with a capital and ends with a full stop.
• How many words on this page? How many sentences?
• Show me the capital and the full stop.
• Show each vocabulary flashcard. Children match the flashcards to the words in the text and use each word in an oral sentence.

Flashcards

like I my
I like my lunch.
I like my lunch.
We both like cake!
Vusi goes to Sipho’s house

Week 5
Life Skills information text

Read the poster together.
• What is the purpose of a map?
• What words must you understand to follow a map correctly?
• What is opposite the Zoo?
• In which street is the Park?

How to get to Sipho’s house
1. Walk along Dog Street and turn left on Pig Street.
2. Turn right into Chicken Street.
3. Walk past the fruit stall and turn left on Cow Street.
4. Sipho’s house will be on your right.
Week 5
Shared Reading
Read the whole story with the learners every day.

Day 1: Comprehension focus
- Who is this story about? (characters)
- Where does the story take place? (setting)
- What other animals do you see in the picture?
- Which is the biggest animal?

Day 2: Decoding focus
Re-read the story with the children, stopping on each page. On each page say:
- How many sentences on this page? How can you tell?
- Point to the full stop.
- Point to the word and.
- How do you spell and?
Lion helps Mouse.
Mouse helps Lion.

Week 5
Shared Reading

Day 1: Comprehension focus

• How did the story end? (conclusion) (they became friends) Why are they best friends now? (they had helped each other)
• Show each vocabulary flashcard (help, friends, big, small). Children match the flashcards to the words in the text. Children also use each word in an oral sentence. Place the flashcards on Word Wall.

Day 2: Decoding focus

• How many words on this page? How can you tell?
• How many sentences on this page? How can you tell?
Lion and Mouse are friends.
Grocery list

- rice
- eggs
- milk
- carrots
- potatoes
- tomatoes
- onions
- mealie meal
- brown bread

Week 6
Life Skills information text

Read the poster together:
• What is the purpose of a list?
• What would happen if mother forgot the list at home?
• What things would your mother add to this list?
• What other lists have you seen people make before?
What do I need in my school bag?
No! Your pencil case and your lunchbox.
Week 6
Shared Reading

Day 1: Comprehension focus
• How do you think Freddie is feeling?
• What did you bring to school on your first day?
• Did anyone help you pack your bag?
• What was in your school bag today?

Day 2: Decoding focus
• Point to the word school.
• How many letters in school?
• Show me a capital letter.

Day 3: Responding to the story
• Pairs: What do you remember about your first day at school? How did you feel?
• Class: Is this a true story? Do frogs really go to school? Have you ever seen a frog? What did it look like? Why are frogs helpful animals? (eat flies). Where do you find frogs?
• Movement: How do frogs move? How do they sound?

Ready for school.
Rainbows are curved, colourful lines of light that appear when light shines through water droplets in the air.

This usually happens when the sun comes out after a rainstorm, but they can be seen anywhere that water droplets are in the air, like near waterfalls or where there is fog.

Rainbows have all seven colours that are in sunlight. These colours are red, orange, yellow, green, blue, indigo and violet.
New crayons

Week 7
Shared Reading

Day 1: Comprehension focus
- How many colours do you see?
- What do you think Bongani will draw?
- What would you draw?

Day 2: Decoding focus
- What is the title of this story?
- How many words in the sentence?
- Point to the word crayon?

Bongani has new crayons!
Please use me! says Red.

Week 7
Shared Reading

Day 1: Comprehension focus
- What does Red crayon want to draw?
- What else do you know that is red?
- What does Blue crayon want to draw?
- What else do you know that is blue?

Day 2: Decoding focus
- How many sentences on this page?
- How many full stops?
- Identify any words beginning with the phonic sound of the week.

Please use me! says Blue.
Please use me! says Yellow.

Please use me! says Green.
Week 7
Shared Reading

Day 1: Comprehension focus
- What has Bongani drawn?
- Where have you seen this before?
- Name the colours in the flag.

Day 2: Decoding focus
- Point to the word colours.
- How many letters in colours?
- Show me a capital letter.

Day 3: Responding to the story
- Pairs: What is your favourite colour?
- Class: Is this a true story? How can you tell? Can crayons really talk?
- Pairs: Bongani got the crayons as a present. Have you ever had a present? What was it? Who gave it to you? If you could choose a present, what would you like?
There are 5 stages in one sleep cycle. Each sleep cycle takes about 90 minutes. You go through 5 or 6 of these sleep cycles every night.

**Stage 5**
- Brain is active.
- Dream.

**Stages 3 and 4**
- Deep, restful sleep.
- Breathing and heart rate slow down.
- Body is still.

**Stages 1 and 2**
- Fall asleep.
- Sleep lightly.
Hare and Tortoise

Hare and Tortoise have a race.
Hare is fast. He runs ahead.

But then he stops for a sleep.
Tortoise is slow and steady.
Tortoise wins the race!

Week 8
Shared Reading

Day 1: Comprehension focus
• How does the story end?
• Is this ending a surprise? Why?
• What lesson does Hare learn?

Day 2: Decoding focus
• Identify any words beginning with the phonic sound of the week.
• Point to the word race.
• Show me a capital letter.

Day 3: Responding to the story
• Movement: fast and slow.
• Run on the spot, fast, like Hare. Run on the spot, slowly, like Tortoise.
• Clap fast, like Hare. Clap slowly, like Tortoise. (Do other actions, like jump, blink, click, etc.)
• Comparison: Copy on chalkboard; complete the table.

<table>
<thead>
<tr>
<th>Hare</th>
<th>Tortoise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast</td>
<td>Tortoise wins the race!</td>
</tr>
<tr>
<td>Goes to sleep late</td>
<td></td>
</tr>
<tr>
<td>Loses the race</td>
<td></td>
</tr>
</tbody>
</table>
1. Wet your hands with clean water. Turn off tap (we are in a drought!).

2. Apply soap. Rub hands with soap for 20 seconds (the time it takes to sing happy birthday twice).

3. Wash between your fingers.

4. Wash your thumbs.

5. Scrub the back of your hands.

6. Turn on tap and rinse with clean water. Turn off tap.

**Week 9 Life Skills information text**

Read the poster together.
- Why do you think the pictures are numbered?
- Why must you scrub for 20 seconds?
- How long is 20 seconds?
- Why do we switch the tap off after we have wet our hands?
Time to get clean, Ezra!

Week 9
Shared Reading

Day 1: Comprehension focus
• Oh no! What is Ezra the elephant doing?
• What does his Mom say?
• Which other animals can you see?

Day 2: Decoding focus
• Show me the title of this story.
• How many words in the title? How many begin with capital letters?
• Point to the word clean? How many letters in clean?

Time to get clean, Ezra!
Mom scrubs Ezra.

Ow! Ow! Ow! cries Ezra.
Week 9
Shared Reading

Day 1: Comprehension focus
• What is happening here?
• Why is Ezra crying?
• What does he say?
• Why is rinsing important?

Day 2: Decoding focus
• How many exclamation marks on this page?
• Point to the word rinses. How many letters in rinses?
• Identify any words beginning with the phonic sound of the week.

Mom rinses Ezra.

Oh! Oh! Oh! cries Ezra.
Mom dries Ezra. Mmmm, says Ezra.

Ezra is clean again.
What is a tornado?

Tornados are the strongest winds on earth. They can reach speeds of 500 km an hour. They are born in severe thunderstorms and are often accompanied by hail. The wind blows in a powerful spiral, called a vortex. You can see a tornado because water droplets, dust and debris swirl around in the strong wind.

Tornados occur all over the world. They usually last for 5–15 minutes, but they can do a lot of damage. They can lift cars into the air and flatten buildings.

Read the poster together.
- Have you seen a tornado?
- What have you witnessed that is like a tornado?
- What do you think would happen if we experienced a tornado in our town?
- What do you think is the best thing to do if you are in an area with a tornado? Why?
Week 10
Shared Reading

Before reading
Ask: What is the weather like today?

Day 1: Comprehension focus
Read the story. Encourage all the children to join in, in a rhythmic way. Help children make meaning.
- Where do you think these ants are going?
- How many ants are there?
- What are they carrying?
- What is the weather like?
- What are they wearing? Why?
- What happened to the last ant?

Day 2: Decoding focus
- Match vocabulary flashcards to the text in the Big Book.
- Point out the high frequency sight words (number words) as you come to them.
- Identify any words beginning with the phonics sounds of the week.
- Identify important punctuation marks.

Ants walking home

Five ants walking, walking in the sun.
Four ants walking, walking in the wind.
Three ants walking, walking in the rain.

Week 10
Shared Reading

Day 1: Comprehension focus
- How many ants now?
- What is the weather like now?
- What are they wearing?
- What happened to the last ant?

Day 2: Decoding focus
- Match vocabulary flashcards to the text in the Big Book.
- Point out the high frequency sight words (number words) as you come to them.
- Identify any words beginning with the phonic sound of the week.
- Identify important punctuation marks.
Class game: Hot and cold
- Decide on an item to hide, e.g. the blackboard duster, a shoe, your scarf. Send one (confident) child out. Hide the object somewhere in the classroom. (Get the other children involved in choosing a place.)
- Call the child in and have them look for the object. If he/she gets close to the object the class says, ‘Hot’ and then ‘Hotter’, or ‘Very Hot’ until they find it. If he/she looks in the wrong direction, they say ‘Cold’ or ‘Colder’ or ‘Very Cold’ depending on how far away they are. Give a few children a turn.

Class discussion: Comparisons
- Copy this comparison table onto the board. Leave one half blank.
- Read and complete the table with the children in words or drawings.

<table>
<thead>
<tr>
<th></th>
<th>Hot</th>
<th>Cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td>shorts, T-shirt, dress, sandals</td>
<td></td>
</tr>
</tbody>
</table>