I can read

log, cap, dog, top, cup, mum, dad

Level: 1

Book 2
Group-guided reading

Before reading
- Page through the story the learners will read. Talk about the illustrations.
- Ask them to predict what the story will be about; based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary. (See the list of new vocabulary in the back inner cover.)

First reading
- Learners should read the text individually.
- Learners should read silently or they can ‘whisper-read’ the text.
- Move from one learner to the next, requesting each learner to read a section of the text aloud.

Discussion
- Ask comprehension questions based on the text.
- Focus on phonics, sight words and vocabulary.
- You will find the activities in the back of this book useful to guide the discussion. (Select appropriate activities for the level of the learners.)

Second reading
- On later days, let learners reread the book, either in pairs or alone.
- Focus on fluency, grammar and vocabulary.
- Let learners complete the group-guided activities which are included in the back of this book. (Select appropriate activities for the level of the learners.)

Let learners do a role play if the text lends itself to it.

Learners should do the group-reading activity after reading the story. Let learners work in groups to complete the group-reading activity on page 24. They should not write in this book. Written activities should be done in their exercise books.
I can read
My hat.
My dog.
My bag.
My cup.
My cap.
My cat.
My mum.
My dad.
My pen.
My top.
I jog.

Oh no!
The log!
### Group reading activity

**3.** Show your friend which picture matches each word.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>ball</td>
</tr>
<tr>
<td>Ball</td>
<td>cat</td>
</tr>
<tr>
<td>Dog</td>
<td>cup</td>
</tr>
<tr>
<td>Cup</td>
<td>dog</td>
</tr>
<tr>
<td>Cap</td>
<td>pen</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>I can read</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Language:</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Level:</strong></td>
<td>Grade 1 Home Language Reader Level 1 Book 2</td>
</tr>
<tr>
<td><strong>Text type:</strong></td>
<td>Narrative</td>
</tr>
<tr>
<td><strong>Sight words:</strong></td>
<td>my, I, oh, no, read, the</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>hat, dog, bag, cup, cap, cat, pen, top, jog, log, mum, dad, can</td>
</tr>
<tr>
<td><strong>Phonics:</strong></td>
<td>a, e, o, u, y, m, d, b, g, c, p, t, n, j</td>
</tr>
</tbody>
</table>
| **Content, concepts and skills:** | • Consonant, vowel, consonant words.  
• Match pictures to words. |
The CAPS requires teachers to allocate some time each day for focused group-guided reading.

In group-guided reading, teachers guide learners of a similar reading level, to read the same book, in a group.

The reading session should include a range of word-attack and comprehension strategies that children require when reading.

Reading effectively also requires “text talk” between the teacher and learners, and between the children in the group. These books include a number of “text talk”, comprehension and other related activities to help teachers direct group reading in their classes.