Animal Sports Day
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 activities after reading the story. Let learners work in groups to complete the appropriate group-reading activities included in the back of the book. They should not write in this book. Written activities should be done in their exercise books.
Animal sports day
Today is animal sports day.
I can jump.
I can jump very high.
Can you?
I can run.
I can run very fast.
Can you?
I can kick.
I can kick very hard.
Can you?
I can throw.
I can throw very high.
Can you?
I can catch.
I can catch very well.
Can you?
I can swim.
I can swim very fast?
Can you?
I can hit a ball.
I can hit very hard.
Can you?
We can win.
We are winners.
We are all winners!

Together we win.
A little hippo went out to play

A little hippo went out to play,
he splashed in the river one sunny day.

“I am lost,” he said, “I am all alone.”

“I wish I can remember the way to my home.”

The ant and the elephant

In KwaZulu Natal where the bananas grow,
an ant stood on an elephant’s toe.
The elephant said, with tears in his eyes,

"why don’t you pick
on someone your size."
Wild Animals

Wild animals live free in nature. We can see many wild animals in game parks. In Africa, the big five animals are the lion, elephant, buffalo, leopard, and rhinoceros.
Group reading activities

1. Tell your friend what you see in each picture. Now tell your friend which picture should be first, second, third and last. Tell the story to your friend in your own words. Use the pictures below.

2. Read the questions and answer them to your friend.
   a. What is the title of the story?
   b. Which animals are in the story?
   c. What different sports do the animals play?
   d. Do you think this is a true story? Why?
   e. How many times can you find the words “Can you?” in the story?
   f. Which is your favourite sport? Why?
Use the words and pictures to help you to fill in the correct word to complete the sentences. Write the sentences in your exercise book.

"I can catch," said the _________.

"I can throw," said the _________.

"I can jump," said the _________.

"I can run," said the _________.

Choice of animals:
giraffe  elephant  cheetah  monkey
4 Write down the words in the first column. Now write down the words that rhyme with each of them.

<table>
<thead>
<tr>
<th>run</th>
<th>fun</th>
<th>sun</th>
<th>man</th>
<th>ran</th>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>jar</td>
<td>bat</td>
<td>car</td>
<td>sun</td>
</tr>
<tr>
<td>can</td>
<td>Sam</td>
<td>cat</td>
<td>tan</td>
<td>man</td>
</tr>
<tr>
<td>hit</td>
<td>hat</td>
<td>sit</td>
<td>bit</td>
<td>fat</td>
</tr>
</tbody>
</table>

5 Make a card for one of the animals. Choose an animal from page 23. Copy the frame below in your workbook to make your card. Choose words from the blocks to help you.

<table>
<thead>
<tr>
<th>run</th>
<th>swim</th>
<th>read</th>
<th>sing</th>
</tr>
</thead>
<tbody>
<tr>
<td>kick</td>
<td>dance</td>
<td>throw</td>
<td>draw</td>
</tr>
</tbody>
</table>

Dear ________________

I see you can ______ well.

You are good!

I can ____________ well.

From ________________

Draw a picture.
<table>
<thead>
<tr>
<th>Title</th>
<th>Animal Sports Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>Level</td>
<td>Grade 1 Home Language Reader Level 1 Book 4</td>
</tr>
<tr>
<td>Text type</td>
<td>Narrative</td>
</tr>
<tr>
<td>Sight words</td>
<td>today, can, very, well, all, are, hard, fast, together, far</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>catch, winners, animals, sports, throw, kick, swim, jump, ball</td>
</tr>
<tr>
<td>Phonics</td>
<td>-an, -ar, -it, -in, -un, sp-, th-</td>
</tr>
<tr>
<td>Content, concepts and skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe four pictures and sequences them in the correct order.</td>
</tr>
<tr>
<td></td>
<td>• Retell the story using pictures.</td>
</tr>
<tr>
<td></td>
<td>• Read and answers comprehension questions.</td>
</tr>
<tr>
<td></td>
<td>• Write sentences using a frame and pictures.</td>
</tr>
<tr>
<td></td>
<td>• Write and illustrates a card using a frame</td>
</tr>
</tbody>
</table>
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 skills and comprehension strategies that children require when reading.

Reading effectively also requires "text talk" between the teacher and learners, and amongst 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.