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.
Strange but true

Did you know?

It is impossible to sneeze with your eyes open.

Atishoo!
Both giraffes and humans have seven vertebrae (bones) in their necks.

Giraffes use their long necks to reach the leaves from the higher branches of trees, while buck can only reach the leaves on lower parts.

Did you know that a giraffe’s tongue is long enough to lick its ear?
Did you know that chimpanzees are really smart?

They can be trained to recognise numbers and can identify numbers far quicker than humans.
Did you know?
Some animals change their colours very quickly to camouflage themselves when they need to hide.

When a chameleon or an octopus moves from one surface to another of a different colour, their skin colour adapts to that of the new background so that they can’t be seen by their enemies.

If an octopus is attacked, it can shoot out a cloud of dark ink which irritates its attacker.
One species of fish has a pattern on its tail that looks like an eye. When its enemy aims at the fish’s “eye”, it actually aims at the fish’s tail. This allows the fish to escape.
Big whales travel far for food! They live in the cold waters in the North, and when it gets too cold, they migrate to the Southern warmer waters. They can only swim eight km per hour, which is almost as fast as you can run.

When the water becomes cold in the South, they swim back to the North. This means that whales travel thousands of kilometres each season.
The whistling sound made by the blue whale can be heard up to eight hundred and fifty km away.
Did you know?
More than six hundred different plants need to eat insects to survive. Most of them catch their prey by quickly closing their leaves or by using “sticky tape” that traps flies for their lunch! The plant then produces acids to digest the insect. Yuck!
Recently a special solar plane travelled around the world. It used no fuel, except for solar (sun) energy. It was able to store enough energy during the day so that it could fly at night.
Solar energy is clean, it does not pollute the air, land or water and there is lots of it. The amount of solar energy that reaches earth in one day, could supply our power needs for up to one year! We need to find better ways of harnessing the sun's energy.
A flying snake?
Flying snakes live in the rainforests of Asia. These snakes have the ability to fly from one tree to the next. They can fly upwards and downwards, and can glide.
There are more than sixty species of fish that can fly. These incredible fish have the ability to leap out of the water and glide through the air to escape underwater predators.
Did you know?
You can make flowers change their colour by adding some ink or food-colouring to the water in the vase. Wait a while and you will see the petals change colour. This is because the capillary system, or small veins in the stems of the flowers carry the colour to the petals.
School safety.

Some children need to cross makeshift bridges or navigate steep, narrow mountain passes on their way to school. Others even have to “zipline” to school!

Do you face any dangers on your way to school?
Did you know?
If you hold a magnet in or above sand, or near your pencil box, small fragments of iron will cling to your magnet.
Did you know that geckos can climb walls without their feet having any contact with the wall? When they are on a vertical surface, many tiny hairs on their toes create an invisible magnetic field. This “pulls” them to the wall – just like Spiderman! This makes them super quick and super sticky!
How often does the tooth fairy visit? Humans have two sets of teeth. Crocodiles grow new teeth every two years, and rats’ teeth never fall out. They just keep growing.
Did you know?
An elephant’s tusk can be as heavy as eight buckets of water. Imagine carrying this weight around!

And, if you think a hippo has only four teeth, you’re wrong. A hippo uses forty teeth, which are set further back in its jaws, to chew.
Who are the best jumpers?

Springboks can jump high and far.
Good athletes can jump further than eight metres. The African lion can jump a distance of ten metres, and the Australian kangaroos can jump up to thirteen metres.
But the flea is the champion! It can jump up to three hundred times its body length. Imagine, if a flea was half a centimetre, it could jump over your head. If we had the jumping ability of the flea, we could jump over a soccer stadium.
Group reading activities

Look at the pictures. Can you identify the camouflaged animals?

1. Chimpanzees are really smart.
2. Big whales travel far for food!
4. Geckos can’t climb walls.
5. Springboks can jump high and far.
6. Hippos have only four teeth.
7. Some animals change colour to camouflage themselves.
8. Humans have two sets of teeth.
10. You can sneeze with your eyes open.
Tell your friend whether each of the following statements is true or false.

<table>
<thead>
<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>i. Chimpanzees are really smart.</td>
</tr>
<tr>
<td>ii. Big whales travel far for food!</td>
</tr>
<tr>
<td>iii. Some plants eat insects.</td>
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<tr>
<td>iv. Geckos can’t climb walls.</td>
</tr>
<tr>
<td>v. Springboks can jump high and far.</td>
</tr>
<tr>
<td>vi. Hippos have only four teeth.</td>
</tr>
<tr>
<td>vii. Some animals change colour to camouflage themselves.</td>
</tr>
<tr>
<td>viii. Humans have two sets of teeth.</td>
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<tr>
<td>ix. Flying snakes live in the rainforest.</td>
</tr>
<tr>
<td>x. You can sneeze with your eyes open.</td>
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</tbody>
</table>

Mammals are animals that have fur or hair. Make a list of all the mammals you can think of. Use commas to separate the words in the list.
Reptiles have scales and usually can’t fly. Make a list of all the reptiles you can think of. Use commas to separate the words.

Which animals are not mentioned in either of your lists?

Rewrite these sentences using the correct punctuation.

i. did you know that chimpanzees are really smart
ii. crocodiles grow new teeth every two years and rats never lose their teeth
iii. giraffes use their long necks to reach the upper branches of trees

Match these words with their meanings. Then use the words to form sentences of your own.

camouflage
irritate
adapt
prey
predator
zipline

annoy
disguise
victim
change
ropeslide
hunter
<table>
<thead>
<tr>
<th>Title:</th>
<th>Strange but true</th>
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<tbody>
<tr>
<td>Language:</td>
<td>English</td>
</tr>
<tr>
<td>Level:</td>
<td>Grade 3 Home Language Reader</td>
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<td></td>
<td>Level 3 Book 3</td>
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<tr>
<td>Text type:</td>
<td>Narrative</td>
</tr>
<tr>
<td>Sight words:</td>
<td>while, change, quickly, allowing,</td>
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<tr>
<td></td>
<td>actually, almost, becomes, across,</td>
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<td></td>
<td>upwards, downwards</td>
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<tr>
<td>Vocabulary:</td>
<td>vertebrae, camouflage, species,</td>
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<tr>
<td></td>
<td>produces, digest, migrate, predators,</td>
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<td></td>
<td>colourants, capillary system, fragments</td>
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<tr>
<td>Phonics:</td>
<td>Silent letters in words eg. hour,</td>
</tr>
<tr>
<td></td>
<td>wrong</td>
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<tr>
<td></td>
<td>Homophones eg. some/sum, there/their, too/to</td>
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<tr>
<td></td>
<td>Homonyms eg. fly (insect) fly (aeroplane action)</td>
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<tr>
<td>Content, concepts and skills:</td>
<td>- Discuss pictures.</td>
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<td>- Find information in non-fiction text and determine whether statements are true or false.</td>
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<td>- Compile lists using commas.</td>
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<td>- Fill in the correct punctuation.</td>
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<td></td>
<td>- Match words with their meanings.</td>
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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.