

Grade 1

How to make your own Big Book stand

- You will need
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
 2. Masking tape.
 3. Two washing pegs to keep the cardboard in place.

Fold the cardboard to make an A-shape and clip the base and the front together as shown below. (Use masking tape to join pieces of cardboard together if you don't have a long enough piece.) Use a bulldog or binder clip to keep the book in place on the stand.



SAMPLE MATERIAL FOR REVIEW

A BIG BOOK OF
SANDBOX STORIES



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South Africa

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The Big Books in this series are available in all languages. They were developed in consultation with the Department of Basic Education and the Community Engagement contribution to South Africa's education sector.

Second Edition 2019
Acknowledgement is made of the important work done in the first edition of these Big Books. But in order to meet the President's target that every ten-year-old will read for meaning (State of the Nation Address, 20 June 2019), additional improvements were required. These have now been made and the publishers developed, to create additional content series to explicitly develop critical comprehension skills among young learners.





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1

Mrs Kgosana's precious rubbish



Competency Development - SAMPLE



Focus Competency CREATIVITY

Sub-competency	How does this look in the story?
Generating and seeking new ideas	Mrs Kgosana generates possibilities and new ideas by choosing to recycle the rubbish in some way.
Developing personal tastes and aesthetics	She develops her personal tastes and aesthetics through her wall design.
Being comfortable with risks, uncertainty, and failure	She is comfortable with risks, uncertainty and possible failure – she does not know how the wall will turn out, but she tries anyway.
Realizing ideas while recognizing constraints	Mrs Kgosana realizes her idea whilst recognising constraints – she cannot afford a traditional build, so she tries eco-bricks.
Reflecting on processes and outcomes	Throughout the story, we see Mrs Kgosana's neighbours reflecting on her processes and outcomes.



Focus Competency COURAGE

Sub-competency	How does this look in the story?
Pursuing ambitious goals despite social, financial, physical, or emotional risk to self	Mrs Kgosana pursues her goals despite social risks – she ignores the community members whisper or laugh about her.
Standing up for one's values	Mrs Kgosana stands up for her values by building her wall in a way that utilises rubbish. This shows that she cares about the environment.

Every morning just after sunrise, Mrs Kgosana went for a walk. She carried a giant black garbage bag. As she walked, she picked up every piece of plastic she could find.



READ 1

I **wonder** why Mrs Kgosana picks up rubbish?

READ 2

I can **infer** that Mrs Kgosana cares about her community, because she wants to keep it clean!

As she filled her bag with plastic pieces, the little children on their way to school glanced and whispered. 'Why does that granny always pick up rubbish?' they asked.



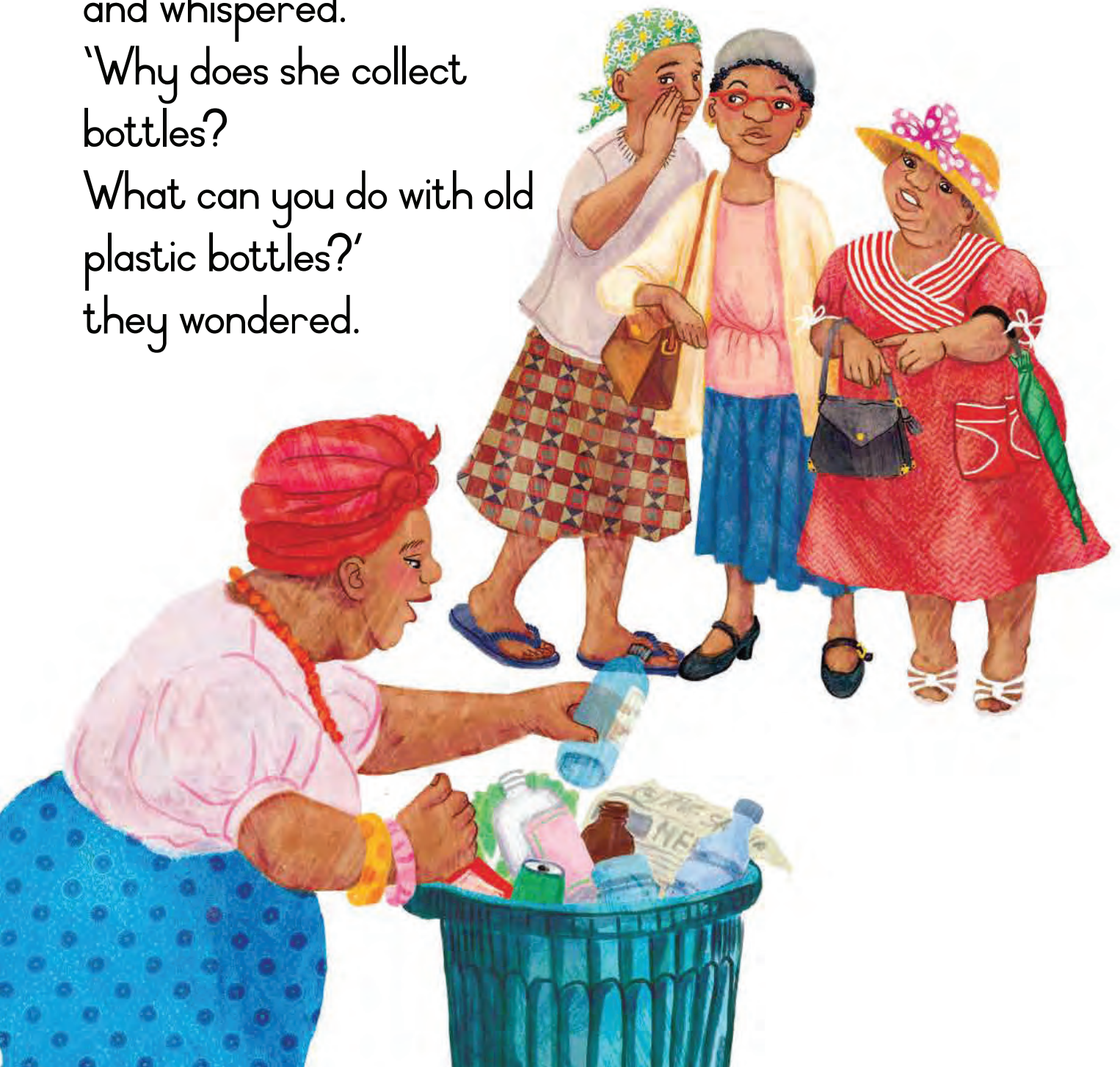
READ 1

I can **infer** that the little children haven't seen someone picking up plastic before.

When she stopped at the rubbish bins to search for plastic bottles, the ladies waiting for their taxi stared and whispered.

'Why does she collect bottles?

What can you do with old plastic bottles?' they wondered.



READ 1

I **wonder** why she wants to find plastic bottles instead of tins or other kinds of rubbish?

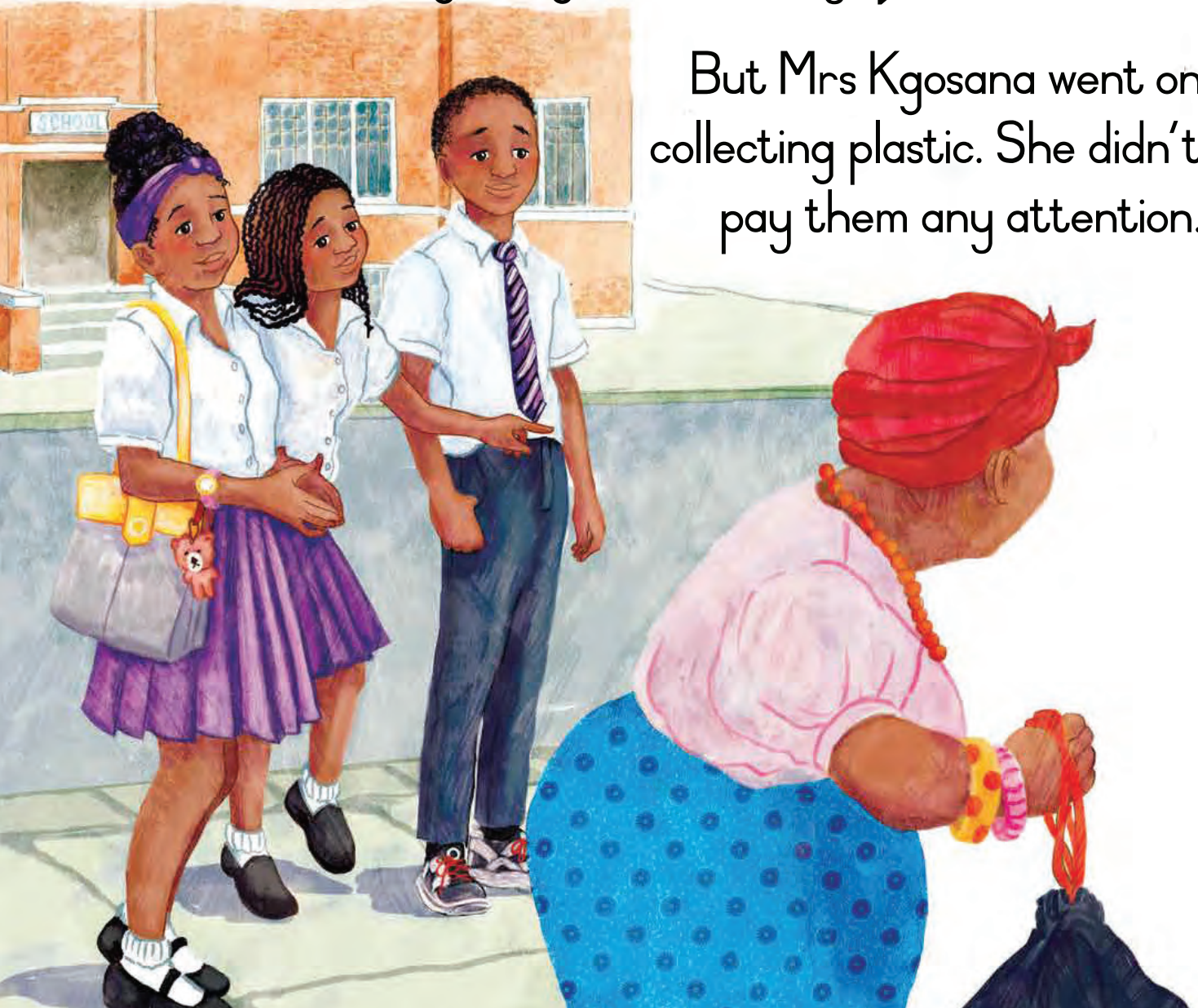
READ 2

I can **infer** that Mrs Kgosana is doing something that has never been done in her community, because people are confused about her actions.

As she took her overflowing garbage bag back to her house, the learners outside the high school stared and chatted.

'Why does that granny bring all that garbage home? What value does garbage have?' they questioned.

But Mrs Kgosana went on collecting plastic. She didn't pay them any attention.



READ 1

I can **infer** that even the high school learners haven't seen someone picking up plastic before, because they are very curious about what Mrs Kgosana is doing!

READ 2

I remember that in the end of the story, Mrs Kgosana reuses the plastic to make a wall. I can **infer** that she is the first person to reuse rubbish, because people think it is strange to collect plastic.

This went on for months and months, until one morning when Mrs Kgosana was nowhere to be seen.

That day, the little children on their way to school noticed all the plastic bags.



READ 1
I **wonder** where Mrs Kgosana is? I hope she is okay!

READ 2
Oh! I can **infer** that she is the only person picking up rubbish, because when she is absent for one day, there is rubbish on the ground!

That day, the ladies waiting for the taxi noticed the bins overflowing with plastic bottles.



READ 1

I wonder if the ladies will realise how valuable Mrs Kgosana's actions are when they notice all the rubbish?

READ 2

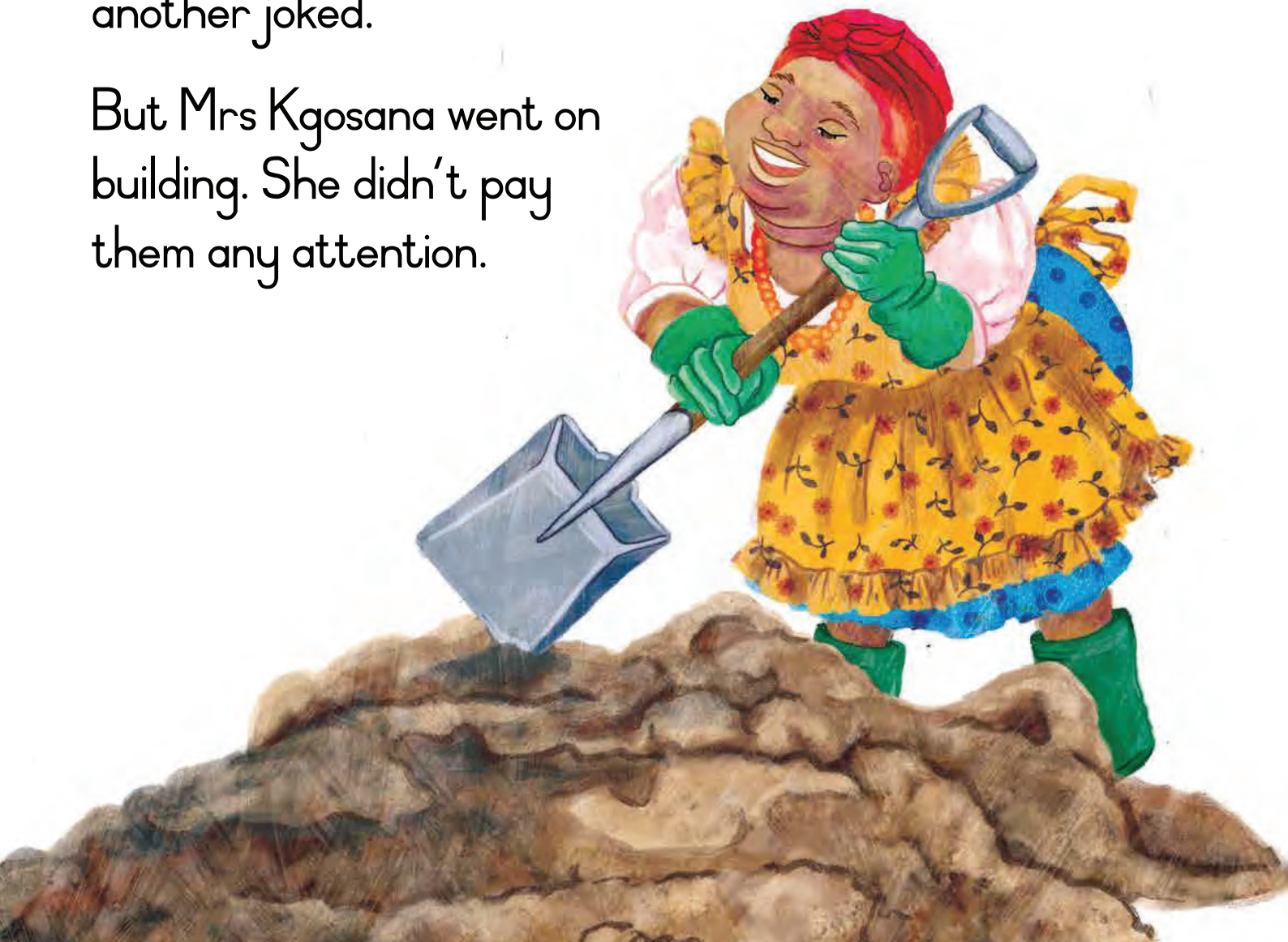
Mrs Kgosana must really be helping to keep her community clean if there is so much rubbish after just one day!

That day, the high school learners saw Mrs Kgosana busy outside her house. She mixed some cement. Then, she began to build.

'What will that granny build?' one of the learners asked curiously.

'Maybe she needs an extra room for all her garbage?' another joked.

But Mrs Kgosana went on building. She didn't pay them any attention.



READ 1

I **wonder** what Mrs Kgosana did with all that rubbish she collected?

READ 2

I can **infer** that Mrs Kgosana isn't bothered by what others say about her, because she goes about her work!

By that afternoon, when the bell rang loudly and the high school learners left their classrooms, they noticed a beautiful, colourful wall extending from Mrs Kgosana's house.

'What are those bricks? Where did Granny Kgosana get such fancy building materials?' they wondered.



READ 1

I **wonder** if the building material is related to Mrs Kgosana's rubbish?

READ 2

I can **infer** that the other people in the community have never seen an ecobrick before, because they think Mrs Kgosana is using fancy building material!

The next morning, the little children on their way to school heard about Mrs Kgosana's new, beautiful wall.

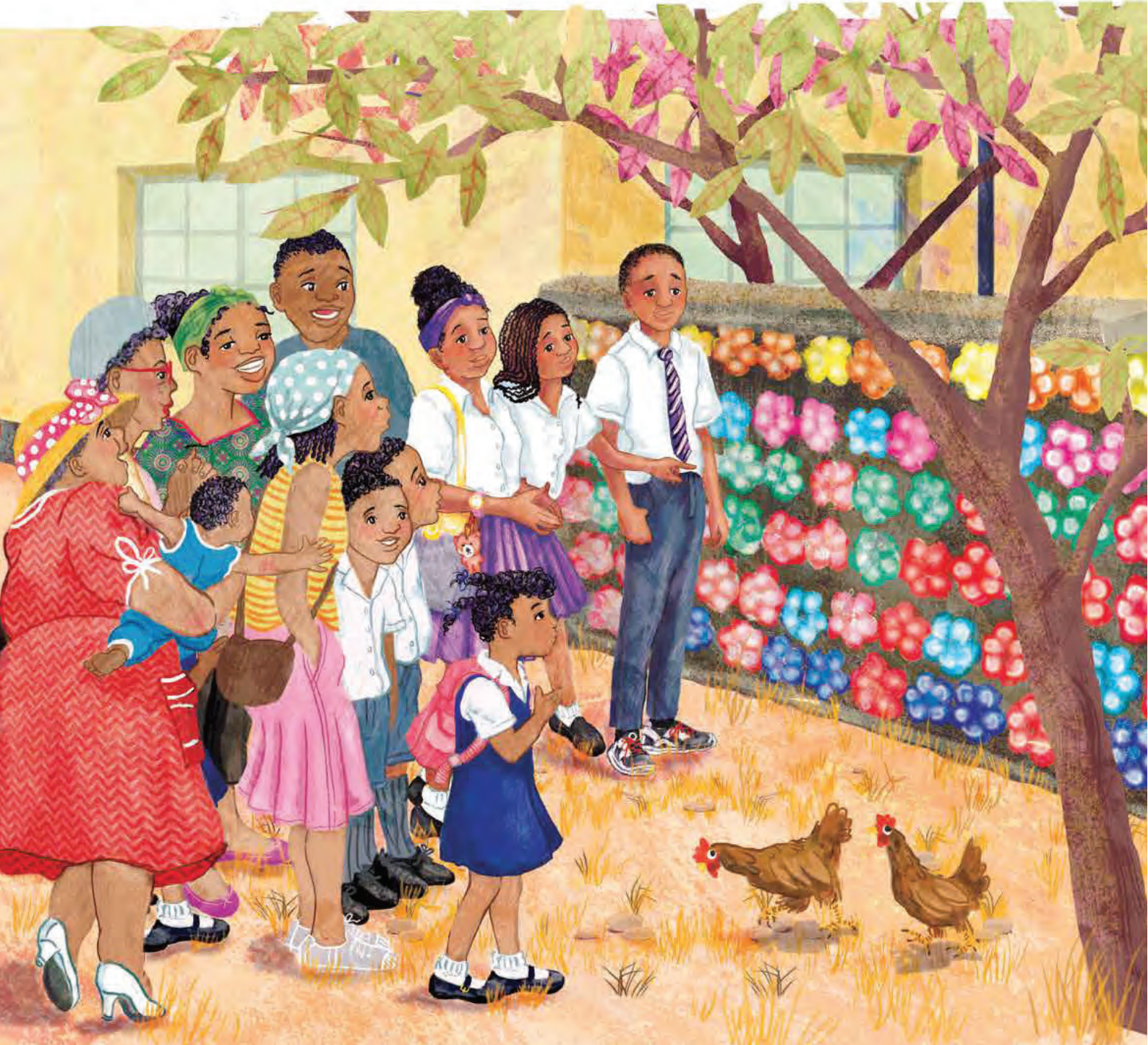
The ladies waiting for the taxi had heard the news of Mrs Kgosana's wall built of fancy, colourful bricks.



READ 2

I can **infer** that people in the community are all talking about the wall, because most people hear about it before they have seen it.

The high school learners stood outside, as a crowd built up outside Mrs Kgosana's house. People were staring and pointing at her new wall. Everyone wondered where she got such beautiful building materials.



READ 1

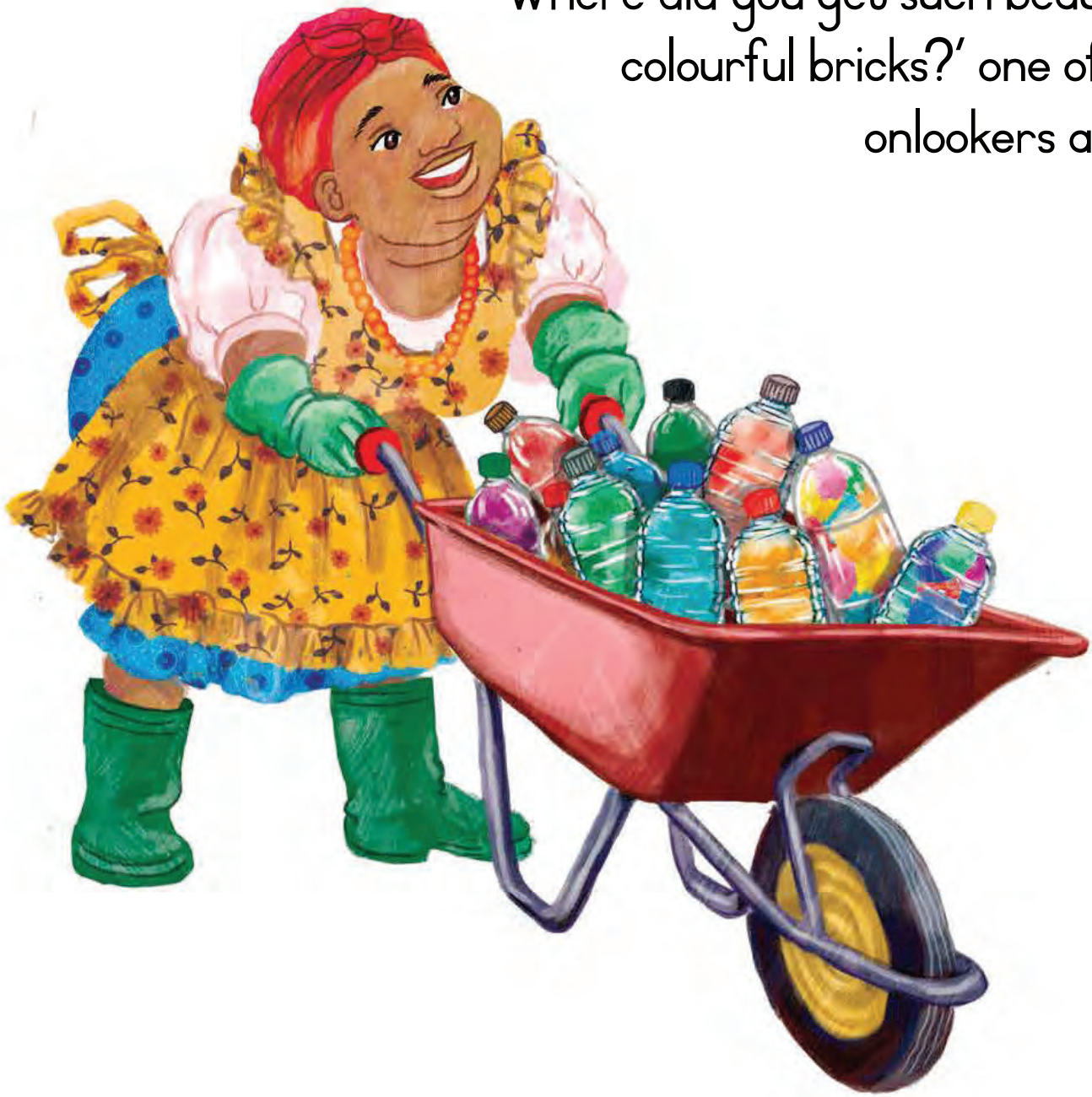
I think that the building materials must come from rubbish. I **wonder** if I am correct?

READ 2

I can **infer** that no one realizes that her building materials came from all the rubbish she collected!

Once quite a large crowd had gathered, Mrs Kgosana came out of her house to continue building.

'Where did you get such beautiful, colourful bricks?' one of the onlookers asked.



Mrs Kgosana disappeared behind her wall and came back with a wheelbarrow filled with old plastic bottles.

READ 1

Oh! I can infer that the fancy building materials are really reused rubbish!

She held up a bottle, filled with plastic rubbish, for everyone to see.

'This is an ecobrick,' she explained. 'Plastic is polluting our community. It is on our paths and in our rivers. But I have collected our garbage. I have reused our rubbish to make my beautiful wall!'



READ 1

Oh! I wonder what the people in the crowd will think about building with rubbish?

From that day forward, the children on their way to school, the ladies waiting for the taxi, and the high school learners could all be seen collecting plastic bags, rubbish and bottles for their very own ecobricks.



READ 1

Oh! I can **infer** that they thought Mrs Kgosana had a good idea, because everyone now wants to make ecobricks too.

READ 2

I **wonder** if people still whisper and wonder about Mrs Kgosana? I can predict that they don't, because they now understand her actions!



READ 1

What did Mrs Kgosana normally do every morning?

Every morning she collected rubbish.

What did Mrs Kgosana make a wall from?

She made a wall from ecobricks. / She made a wall from reused rubbish.

Why did Mrs Kgosana pick up rubbish?

- Because she wanted to clean up her community.
- Because she cared about her community.
- Because she wanted to reuse the rubbish to make ecobricks.
- Because she wanted to use ecobricks to make her house bigger.

READ 2

Who whispered and wondered about Mrs Kgosana?

The little children on their way to school, the ladies waiting for the taxi, the high school learners.

What did Mrs Kgosana do when people whispered and wondered about her?

She kept working. / She didn't pay them any attention.

Why did the other people in the community whisper and wonder about Mrs Kgosana?

- Because they didn't know why she was picking up rubbish.
- Because they wondered what should would do with the rubbish.
- Because they thought it was unusual.

2

Stay safe Lesego!



Early one Saturday morning, Lesego's mother went to visit a friend. She hugged Lesego and Mapule goodbye. 'Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!'



Later that afternoon, Ntate Thapelo, Lesego's neighbour, called her over. He held out some money. 'Please go to the shop behind the shebeen and buy some meat and pap for me,' he said, 'you can buy yourself sweets along the way.'



READ 1

I wonder if Lesego will go and get the food for Ntate Thapelo?

Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!



READ 1

Lesego knows she is not supposed to be alone! She also knows she must not go near the shebeen! I **wonder** if Lesego will listen to her mother?

READ 2

I can **infer** that Lesego must really want sweets!

It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate Thapelo. 'I have phoned the shop. My food will be ready when you get there!' Ntate Thapelo said, smiling.



READ 1

I **wonder** if Lesego will be able to get home before her mother?

READ 2

Lesego is only worried about her mother finding out that she broke the rules. She is not thinking about being unsafe!

Lesego stuffed the money in her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to the shops! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.



READ 1

I **wonder** how Lesego's mother would feel if she saw Lesego running alone in the passages?

READ 2

Lesego is only worried about her mother getting angry. I can **infer** that she doesn't think anything bad could happen to her.

When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. 'I'm here to pick up for Ntate Thapelo,' she said, handing over the money.



READ 1
I wonder how Lesego's mother would feel if she saw Lesego so close to the shebeen, all alone?

When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. 'I think I know why Mom told me never to come near the shebeen,' she thought.



READ 1

I **wonder** if this is the first time something scary has happened to Lesego near the shebeen?

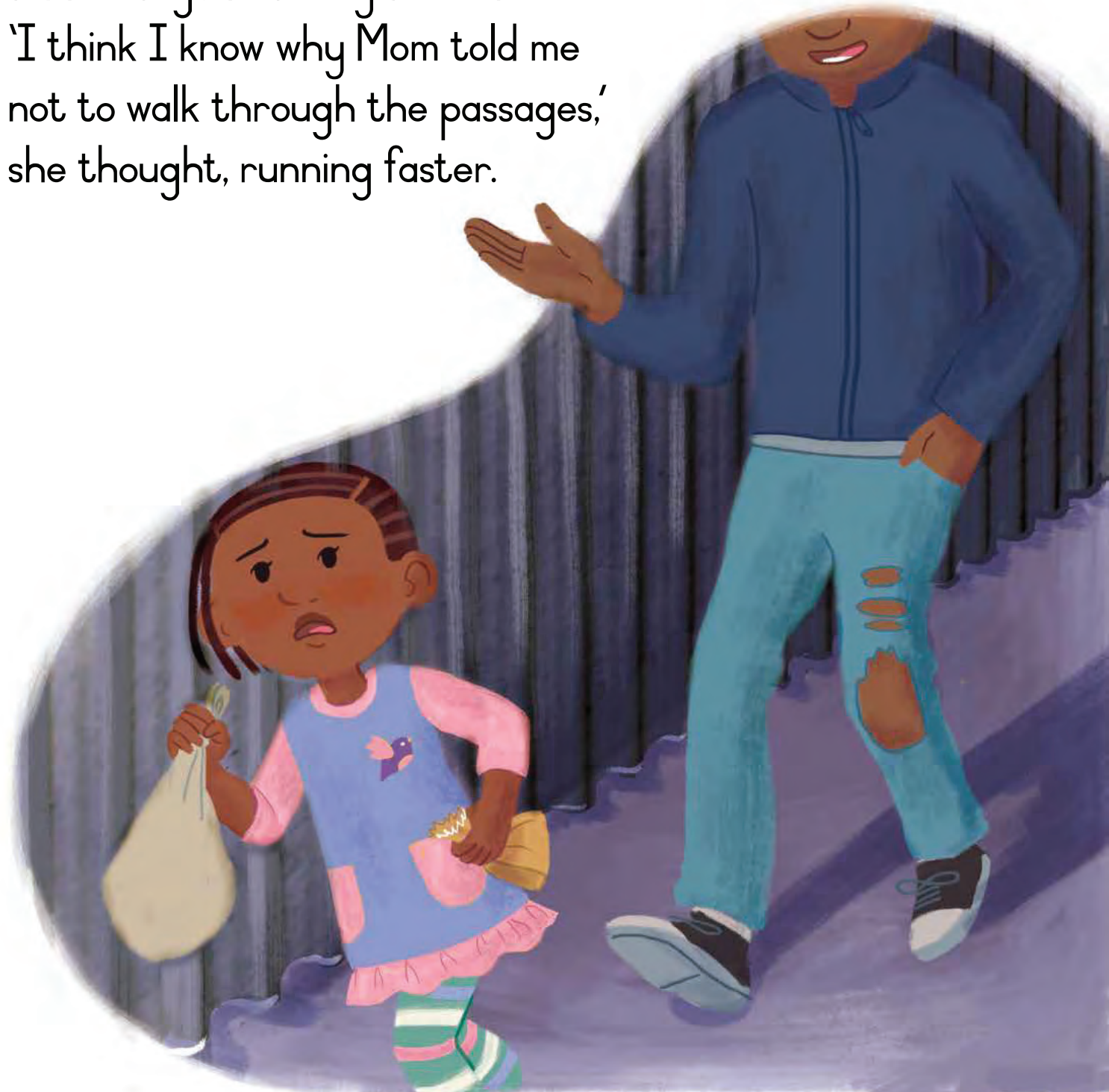
READ 2

Lesego feels scared. She must see that something bad really could happen near the shebeen.

Lesego used the change to buy herself sweets from the tuck shop. It would become dark soon.



She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, 'Come girl! Come talk to me!' he said. Lesego felt very scared. 'I think I know why Mom told me not to walk through the passages,' she thought, running faster.



READ 1

I **wonder** if this is the first time something scary has happened to Lesego in the passages?

READ 2

Lesego feels very scared. She must see that something bad really could happen in the passages!

When she finally got home, Ntate Thapelo was waiting. 'Is my mother home yet? Did you see her?' Lesego asked nervously.

'No, I haven't seen her yet,' Ntate Thapelo said. Lesego breathed a sigh of relief.



READ 2

I can **infer** that Lesego is happy her mother will not know she broke the rules!

As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go near the shebeen or run in the passages again.



READ 1

I can **infer** that Lesego now sees that she was in danger. She knows there are worse things that could actually happen than her mother being angry!

READ 2

Even though Lesego's mother will not know, Lesego decides she will not break the rules again. I can **infer** that Lesego now understands why her mother gave her those warnings!



READ 1

Where did Ntate Thapelo ask Lesego to go?

He asked her to go to the shop behind the shebeen to pick up his food.

Where did Lesego's mother warn her not to go?

She warned her not to go in the passages or near the shebeen.

Why did Lesego go near the shebeen, even though her mother warned her not to?

- Because she didn't think anything bad would happen.
- Because she wanted to get sweets!
- Because Ntate Thapelo asked her to go get his food from the shop.
- Because she decided her mother would probably never know!

READ 2

Where did Lesego buy sweets for herself?

She bought sweets at the tuck shop.

What did Lesego decide at the end of the story?

She decided that she would never go near the shebeen or run in the passages again.

Why did Lesego decide that she would never go to the near the shebeen or run in the passages again?

- Because she felt very scared when she was near the shebeen.
- Because she felt very scared when she was in the passages running home.
- Because she sees that something bad really could happen to her!

Bye Bye Plastic Bags



'How was school today?' Mr Wijsen asked his daughters, like he did every evening.

'Today in my class we learnt about Nelson Mandela,' Melati replied. 'He believed he could change the world for the better.'

'We are learning about pollution in my class,' Isabel explained. 'Daddy, did you know that plastic is littering the ocean and killing animals? We learnt about Rwanda today. They banned plastic bags to help save the planet.'



READ 2

I **remember** that Melati and Isabel organised beach cleanups and helped ban plastic bags in their country, Indonesia. I make the **evaluation** that they care a lot about making the world a better place!

On Saturday, Melati and Isabel went to the beach. They played in the waves. Isabel noticed plastic floating in the water.



READ 1

I **wonder** if this was the first time Isabel noticed plastic floating in the water?

They walked down the beach searching for shells. Isabel noticed the plastic littering the sand. 'There is so much plastic littering our beach!' Isabel said to her sister, 'I never noticed before.'

'Maybe we should pick up all the plastic instead of shells!' Melati said. 'We can help change the world for the better, just like Nelson Mandela.'

Isabel and Melati spent the rest of the afternoon collecting the plastic that littered their beach.



READ 1

I think that Isabel noticed the plastic on the beach because she had just learnt about pollution at school.

READ 2

I make the **evaluation** that Melati and Isabel care about their community, because they spend their whole day cleaning!

'Look! We decided to help clean up the beach!' Isabel explained when they finally reached their towels.

'What a brilliant idea!' their father remarked.

'Just imagine what our world would look like without plastic!' their mother exclaimed.

Melati looked down the beach and tried to imagine their beach with no litter. 'Let's get all of our friends to come and help us clean the whole beach next Saturday!' Melati said.



READ 1

I make the **evaluation** that Melati was inspired by what she had learnt about Nelson Mandela. She wants to change the world for the better, just like he did.

READ 2

I think that Melati and Isabel care about making the world better, because they want to clean the beach for everyone. The beach doesn't belong to them!

During the week, Melati and Isabel organised their beach cleanup. First, their mother helped them to phone all of their friends. Then, Melati made a flyer to hand out to the children at school. Finally, Isabel spoke to the principal at school, who agreed to allow her to make an announcement at assembly.



READ 2

I think that they must have put a lot of work into planning and organising their beach cleanup.

The morning of the beach cleanup, Melati and Isabel arrived at the meeting spot early. They looked at each other with excitement as their friends, classmates, teachers, and even their principal gathered to help them clean the beach. Isabel assigned different groups of people to different sections of the beach. That way, no part of the beach would be left with litter. Then, they all set off.



READ 1

Isabel learnt about pollution and Melati learnt about changing the world. Now, they are changing their world by cleaning up litter on the beach! I make the **evaluation** that they listened carefully to what they learnt in school.

READ 2

I make the **evaluation** that Isabel and Melati are thoughtful and organised because they make sure the groups cover the whole beach.

By the end of the day, the beach was sparkling clean. 'We did it!' Melati said, looking at the pile of litter they had collected.



READ 2

I make the **evaluation** that they really care about making their community clean, because they feel proud of all the litter they have collected.

But the next weekend, when Melati and Isabel went to the beach, there was more litter. They played in the waves. They noticed plastic floating in the water.



They walked down the beach searching for shells. They noticed the plastic littering the sand. 'So much plastic washes up on our beach!' Isabel said to her sister, 'I never realised before.'



READ 1

I make the **evaluation** that until there is less plastic in the world, the beach won't stay clean!

'Let's get all our friends to come and help us clean the beach again!' Melati said.

'I think we should have regular beach cleanups,' Isabel agreed. 'Maybe once per month? But I don't think it's enough. I think we should get Indonesia to ban all plastic bags – just like Rwanda. We can't just clean and clean – we also need to help fix the problem!'

'Just like Nelson Mandela!' Melati agreed. 'Bye bye plastic bags forever!'



READ 1

I think that Melati and Isabel want to make sure all beaches are cleaner by making sure there is less plastic in the world!

READ 2

When I read about all of Isabel and Melati's hard work, I make the **evaluation** that they care about fixing the problems in their community and making real change.



READ 1

What did Melati and Isabel do instead of collecting shells?

They collected litter on the beach instead of shells.

What did Melati and Isabel organise?

They organised a beach cleanup.

Why did Melati and Isabel decide to organise a beach cleanup?

- Because they learnt about pollution and changing the world in school.
- Because they saw plastic on their beach and they wanted to clean it up.
- Because they cared about making their community a better place.

READ 2

How did Melati and Isabel help their community?

- They helped their community by cleaning up the beach.
- They helped their community by organising a beach cleanup.
- They helped their community by fighting for a ban on plastic bags.

What country was Isabel inspired by?

She was inspired by Rwanda, because they banned plastic bags.

What kind of people do you think Melati and Isabel are?

I think Melati and Isabel are...because...

4

The giant beetroot



Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.



READ 1

I can **visualise** the farmer smiling while he looks out at his beautiful, green farm!

One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.'

Farmer Baloyi pulled out the onions. He pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!



READ 2

I **visualise** Farmer Baloyi pulling out vegetable after vegetable, all day. I think he is already dirty and tired from all of his hard work!

Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out.

'I need help,' said the farmer. He called his wife, Mama Rhandu.



READ 1

I can **visualise** Farmer Baloyi pulling and pulling so hard, that he begins to sweat!

READ 2

I **visualise** Farmer Baloyi shouting with frustration: 'Eish!'

Farmer Baloyi and Mama Rhandu pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Mama Rhandu. She called Nsovo, her son.



READ 1

I can **visualise** Farmer Baloyi and Mama Rhandu pulling together until their hands begin to hurt!

READ 2

I **visualise** Farmer Baloyi and Mama Rhandu's loud noise as they pull: 'Urgh!'

Farmer Baloyi and Mama Rhandu and Nsovo pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Nsovo. He called their dog.



READ 1

I can **visualise** the whole family pulling until their backs begin to hurt!

READ 2

I **visualise** Nsovo shaking his head with frustration! They are all feeling frustrated that the beetroot isn't moving from the ground at all!

Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!

'We need help,' said the dog. He called the cat.



READ 2

I visualise the dog growling with frustration as he pulls and pulls.

Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!

'We need help,' said the cat. She called the mouse.



READ 2

I **visualise** the family looking tired and frustrated. They are hurting and sweating, but the giant beetroot isn't even moving!

Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the giant beetroot. They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...



READ 1
I can **visualise** the family getting dirty. The dirt is sticking to their sweat as they pull and pull!

And out popped the giant beetroot!
'I did it!' shouted the mouse. 'I pulled out the giant
beetroot!'



READ 1

I can **visualise** everyone falling over when the giant beetroot finally comes out!

READ 2

I can **visualise** the tiny mouse pulling out the giant beetroot on her own! What a funny thought!

That night, everyone on the farm had a feast of vegetables. As they ate, they joked and laughed about the giant beetroot and the strong mouse!



READ 1

I can **visualise** the sweet taste of the giant, delicious beetroot!



READ 1

What is stuck in the ground?

A giant beetroot.

Who helps pull out the beetroot?

Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat, and the mouse.

Visualise all the characters in the story pulling and pulling. Do you think it was really the mouse who pulled the beetroot from the ground? Why or why not?

- I think it was the little mouse because everyone else pulled and pulled but it only came out when the mouse helped.

OR

- I don't think it was the mouse alone because everyone helped. It was everyone pulling all together that made the beetroot finally come out!

READ 2

Why was Farmer Baloyi happy?

Because the soil on his farm was rich, and the rainfall was good.

How do you think the characters felt as they pulled the beetroot?

I think they felt...

Why is it funny to visualise a little mouse pulling out the giant beetroot?

- Because the strong farmer couldn't pull it out.
- Because two strong adults couldn't pull it out.
- Because even Farmer Baloyi, Mama Rhandu, Nsovo, the dog, and the cat couldn't pull it out together! How could a tiny mouse do it alone?
- Because the giant beetroot is much bigger than the tiny mouse!

5

A tale of two sisters



This is a story from the Panchatantra tales adapted to suit the theme, working together.

READ 2

This story is a **tale**. A tale is a special story that is meant to teach me a lesson. Our theme this week is Working Together. I make the **evaluation** this tale is going to teach me something important about working together.

Once upon a time, in the faraway land of India, there lived two sisters. Normally, Kamala and Jameela were the best of friends. But one day, they got into an unusual argument.

'Being strong is definitely better than being fast!' Kamala said adamantly.

'I would always rather be fast and agile than big and strong!' Jameela argued.

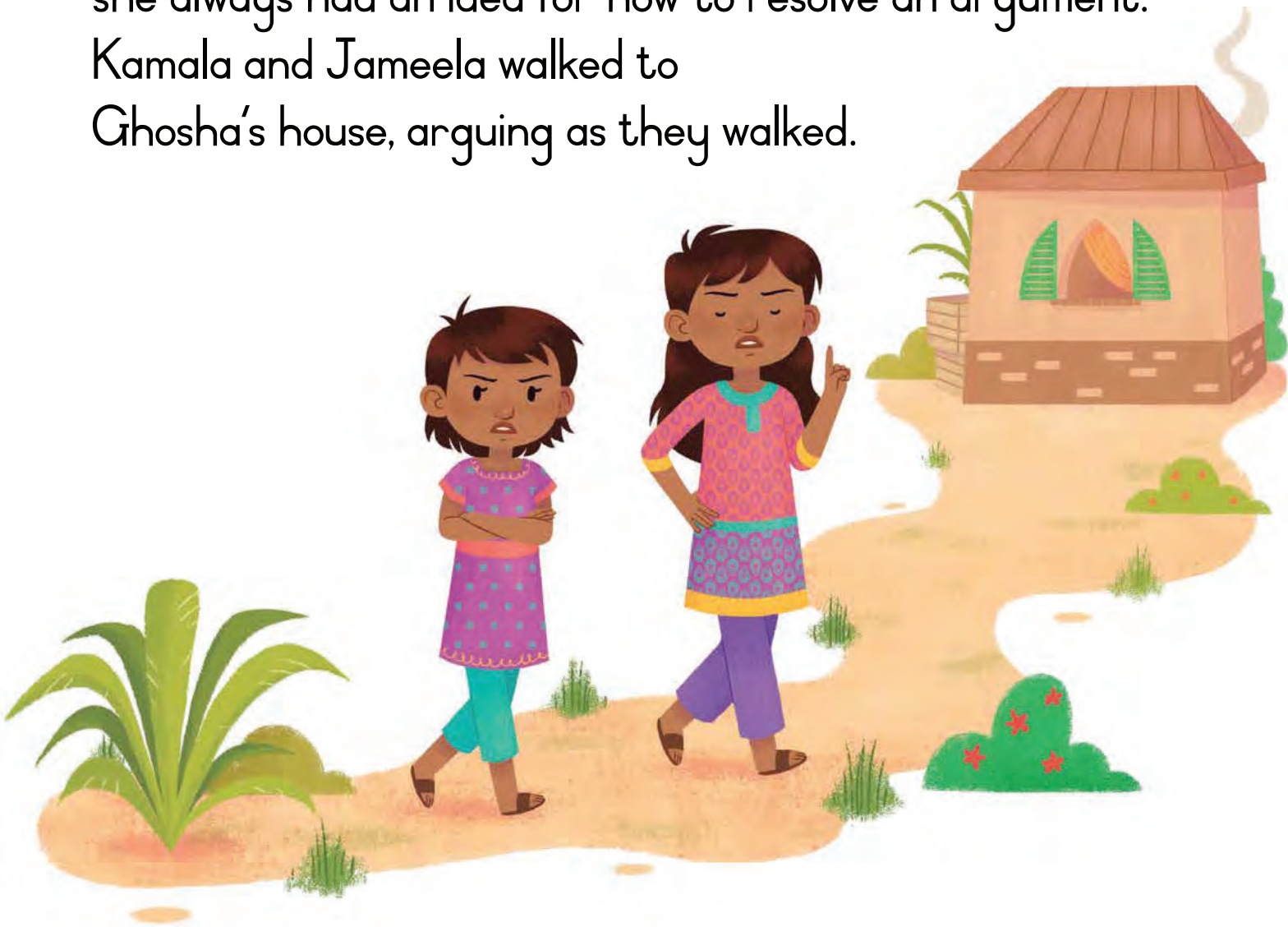
Back and forth they argued, getting angrier and angrier with each other.



READ 1

I wonder how they will resolve their argument?

Luckily for Kamala and Jameela, the wise old woman Ghosha lived in their village. Whenever the people in Ghosha's village had a matter they couldn't resolve, they went to her. They respected her deeply because she always had an idea for how to resolve an argument. Kamala and Jameela walked to Ghosha's house, arguing as they walked.



'Strong is better!' Kamala said adamantly.
'Fast is definitely better!' Jameela argued.

READ 1

I **wonder** if Ghosha will be able to help the sisters resolve their argument?

READ 2

I make the **evaluation** that Ghosha must be wise, because she can solve any problem!

Ghoshha heard Kamala and Jameela arguing. She was waiting outside when they finally reached her house. The two girls bent to touch her feet out of respect. 'What seems to be the problem?' Ghoshha asked. 'Ghoshaji, is it better to be fast or is it better to be strong?' Kamala asked.



'Go and sit in your house and wait for me. Do not speak further about this,' Ghoshha replied.



Ghosha sat in her garden and thought deeply about what to do.



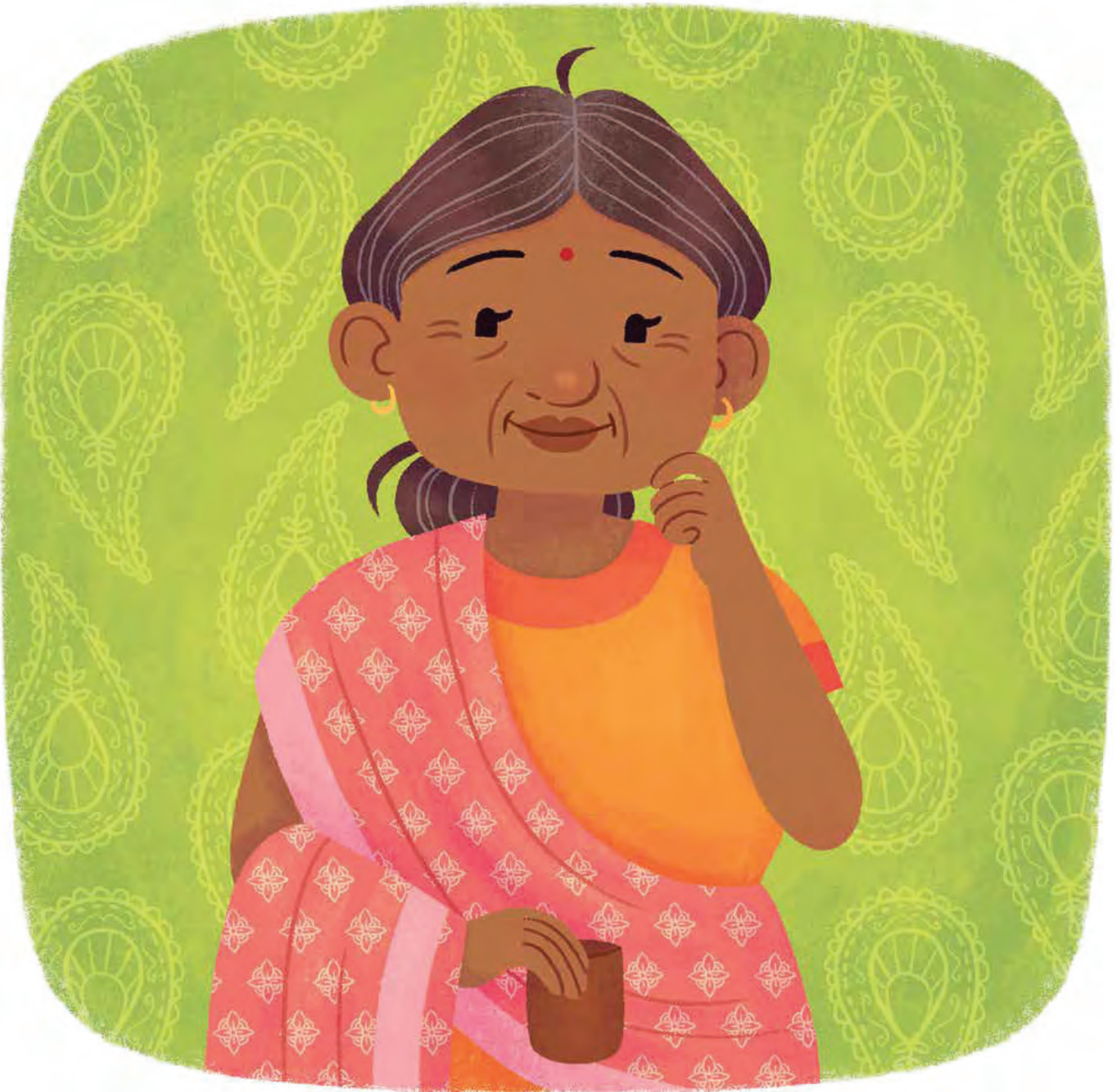
READ 1

I **wonder** if it is better to be fast or strong?
I **wonder** how Ghosha will answer this very difficult question!

READ 2

I make the **evaluation** that Ghosha is wise because she thinks deeply about things!

Finally, Ghosha had an idea. She smiled a small, knowing smile as she walked to Kamala and Jameela's home.



'I have decided I will answer your question, with the condition that you will undertake a challenge together,' Ghosha explained. 'Across the river, in the depths of the forest is a tall tree with the most luscious coconuts. You must bring me fruit from that tree. Then, I will answer your question.'



READ 1

I **wonder** why she wants Kamala and Jameela to bring her coconuts before she will answer the question?

READ 2

I make the **evaluation** that Ghosha has chosen this task because she wants the sisters to have to work together. She must know that this task will require both of their skills.

So Kamala and Jameela set out on their journey. When they reached the banks of the river, Jameela began to wade into the river. She quickly realised that the river was too deep and the currents were too strong for her to cross. Kamala watched her sister struggling. 'Climb on my shoulders,' she offered. Then together they crossed the river.



READ 1

I make the **evaluation** that when crossing the river, it is better to be strong like Kamala. I **wonder** if Ghosha will say it is better to be strong?

READ 2

Ghosha is very wise. I think she knew that it would take Kamala's strength to cross the river.

When they reached the tree, Kamala tried to shake the tree. She pushed and pulled. But the tree was huge and nothing happened. So Jameela quickly climbed up the tree, picked the coconuts, and threw them to the ground. Kamala and Jameela gathered the coconuts and began the journey home.



READ 1

I make the **evaluation** that when climbing a tall tree, it is better to be agile like Jameela. I **wonder** if Ghosha will say it is better to be fast?

READ 2

Ghosha is very wise. I think she knew that it would take Jameela's agility to climb the tree.

When the sisters reached Ghosha, they offered her the coconuts.

'Of the two of you, who brings this fruit to me?' asked Ghosha.

Kamala and Jameela looked at each other.

'I do!' Jameela said, 'I climbed the tree to pick the fruit!'

'I do!' Kamala said, 'I carried Jameela across the river.'

The fruit wouldn't be here without me!'



READ 1

Who do you think was more responsible for completing the task? I'm not sure!

READ 2

I think that Ghosha gave the sisters a task where they had to work together. She wanted them to see that both of their skills were needed to get the coconuts!

Kamala and Jameela looked at each other. They began to giggle.

'Now you see – one isn't better than the other! Neither of you could have completed the task alone. But as a team, you have achieved the impossible! All because you used your individual talents at the right time.'

Ghoshha smiled her small, knowing smile as the sisters walked away, hand in hand.



READ 1

Oh! I make the **evaluation** that Ghoshha is very clever. She gave them this task so they would see that both of their skills are equally important!

READ 2

I make the **evaluation** that Ghoshha's task helped the sisters to see that it isn't better to be strong or fast – both skills are needed at different times.



READ 1

What is Kamala's skill?

Kamala is the stronger sister.

What is Jameela's skill?

Jameela is the quicker, more agile sister.

Why did Kamala and Jameela go to Ghosha's house?

- Because they couldn't decide if it was better to be strong or fast.
- Because they needed help to resolve their argument.
- Because Ghosha is very wise and can help solve any problem.

READ 2

How did Kamala help to get the coconuts?

She carried Jameela across the river. They couldn't have gotten to the coconut tree without Kamala.

How did Jameela help to get the coconuts?

She climbed the tree and threw the coconuts to the ground. They wouldn't have gotten the coconuts without Jameela.

Why did Ghosha ask Kamala and Jameela to collect coconuts?

- Because she knew that the sisters would need Kamala's strength to cross the river.
- Because she knew the sisters would need Jameela to quickly climb the tall tree to get the coconuts.
- Because she knew the task would require both of their skills.
- Because she wanted the sisters to see that it isn't better to be strong or fast – both skills are needed at different times.
- Because she wanted to give the sisters a task that would make them work together.

6

How crayons are made



Have you ever wondered how the crayons you use to make beautiful drawings are made? Imagine we are taking a trip to a crayon factory – this is what you would see!



READ 1

What will we read about? I learn that we will read about how crayons are made.

READ 2

I visualise myself standing in the doorway at a big crayon factory.

The two key ingredients for a crayon are paraffin wax and pigment. The pigment determines the colour of the crayon. By mixing together different pigments, hundreds of crayon colours can be created.



READ 1

What are the key ingredients in crayons? Oh! I read here that they are paraffin wax and pigment.

The wax and the pigments are mixed together with a secret powder and some chemicals in a giant tank. The mixture is heated until it melts into a liquid.



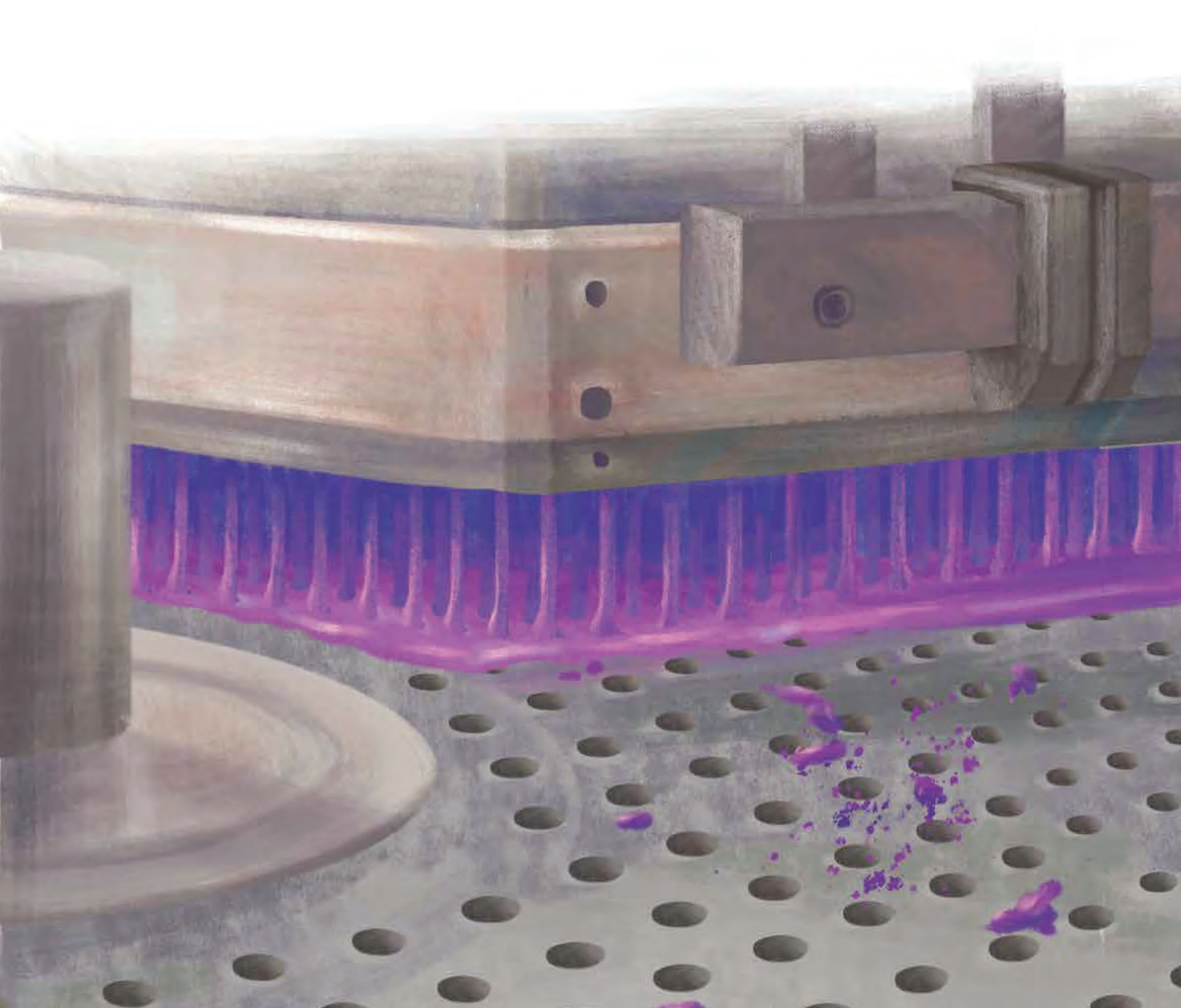
READ 1

Why is the mixture heated? I learn that it is heated in order to melt into a liquid. I wonder how this liquid becomes crayon shaped?

READ 2

I visualise red and yellow blocks of wax slowing melting, and swirling together to make orange!

After the ingredients are mixed together for about 45 minutes, the hot liquid is pumped into a big machine, called a rotary machine. The rotary machine injects wax into hundreds of crayon-shaped holes, called molds. A single mold makes over 1,000 crayons at a time!



READ 1

Where is the liquid injected? Oh! I learn that it is injected into crayon shaped molds. Molds must be what give crayons their shape!

READ 2

I imagine a squirting sound as the machine ejects liquid into the crayon mold.

Next, the molds are put into cold water. This cools the wax down and hardens it back into a solid.



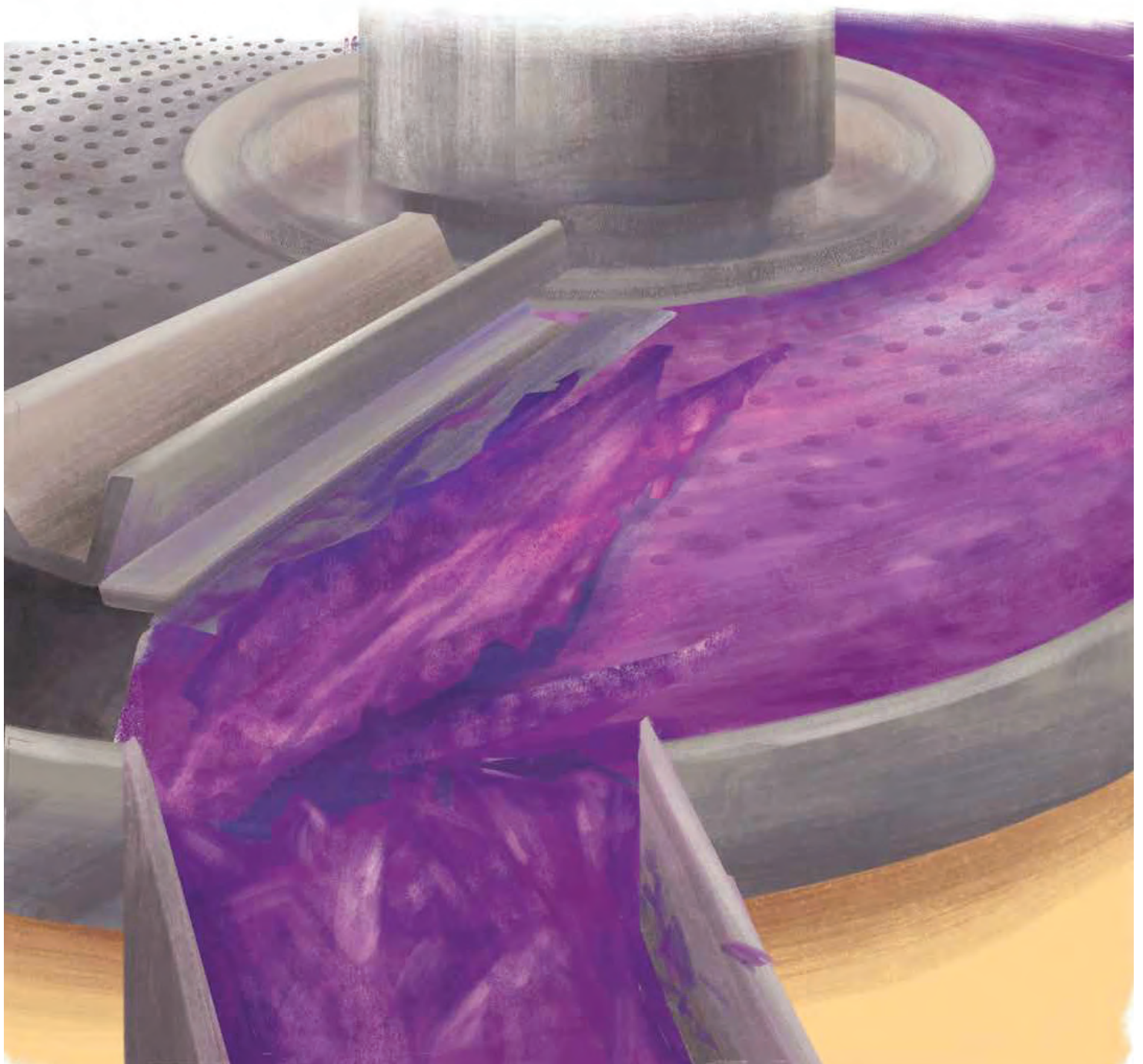
READ 1

Why are the molds put in cold water? Oh! I learn that the liquid cools and becomes hard. The liquid gets hard inside the crayon shapes in order to become crayon shaped!

READ 2

I am imagining the wax becoming harder inside the molds – it is becoming hard just like the crayons we use at school.

As the rotary machine rotates, a sharp blade cuts away all of the extra wax so that only the crayons are left. The extra wax goes back to be melted down into new crayons. No wax gets wasted!



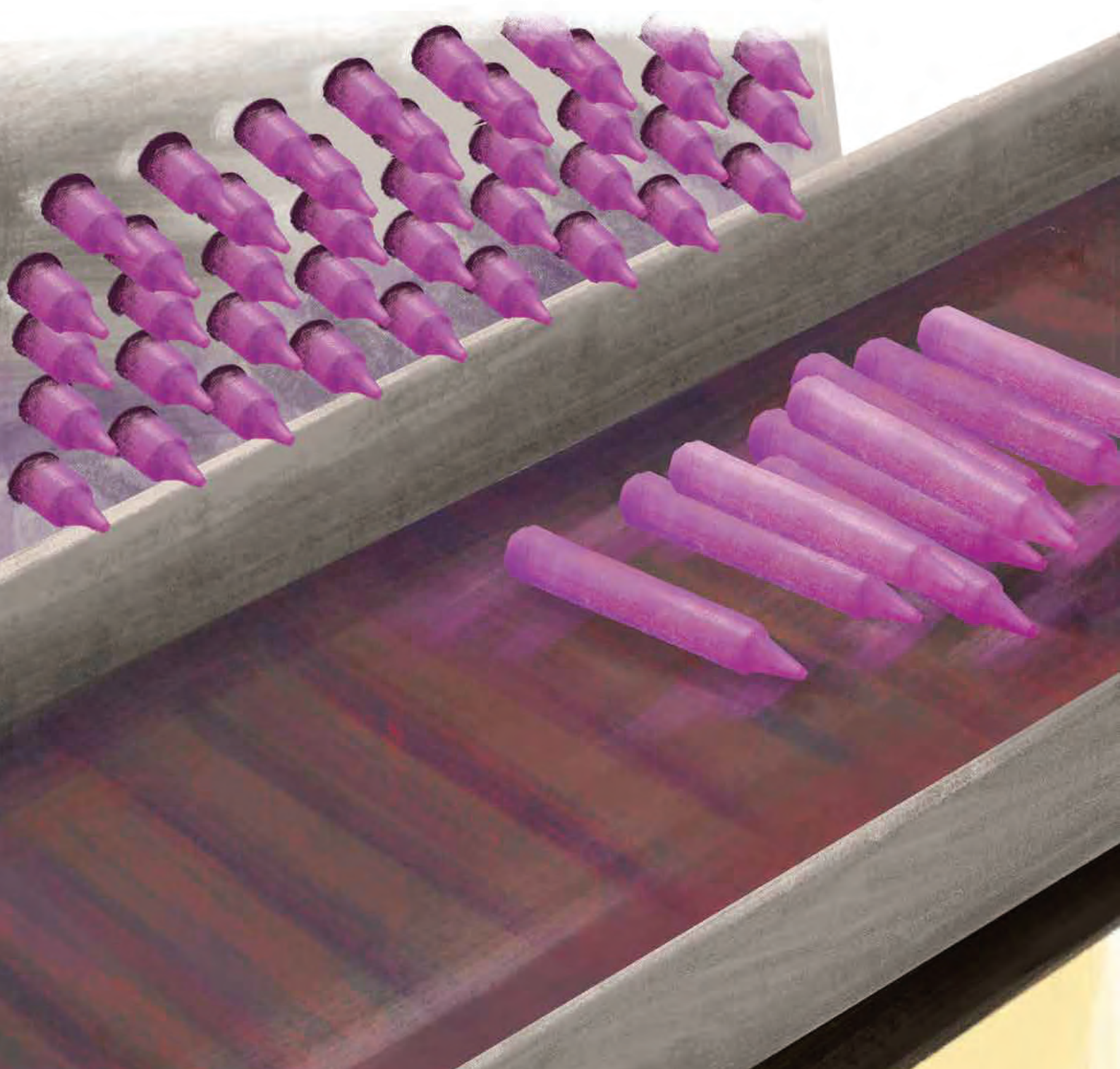
READ 1

What happens to the wax that doesn't fit into the molds? I read that the extra wax gets cut away and recycled. I see in the picture that this makes the crayon into a perfect crayon shape.

READ 2

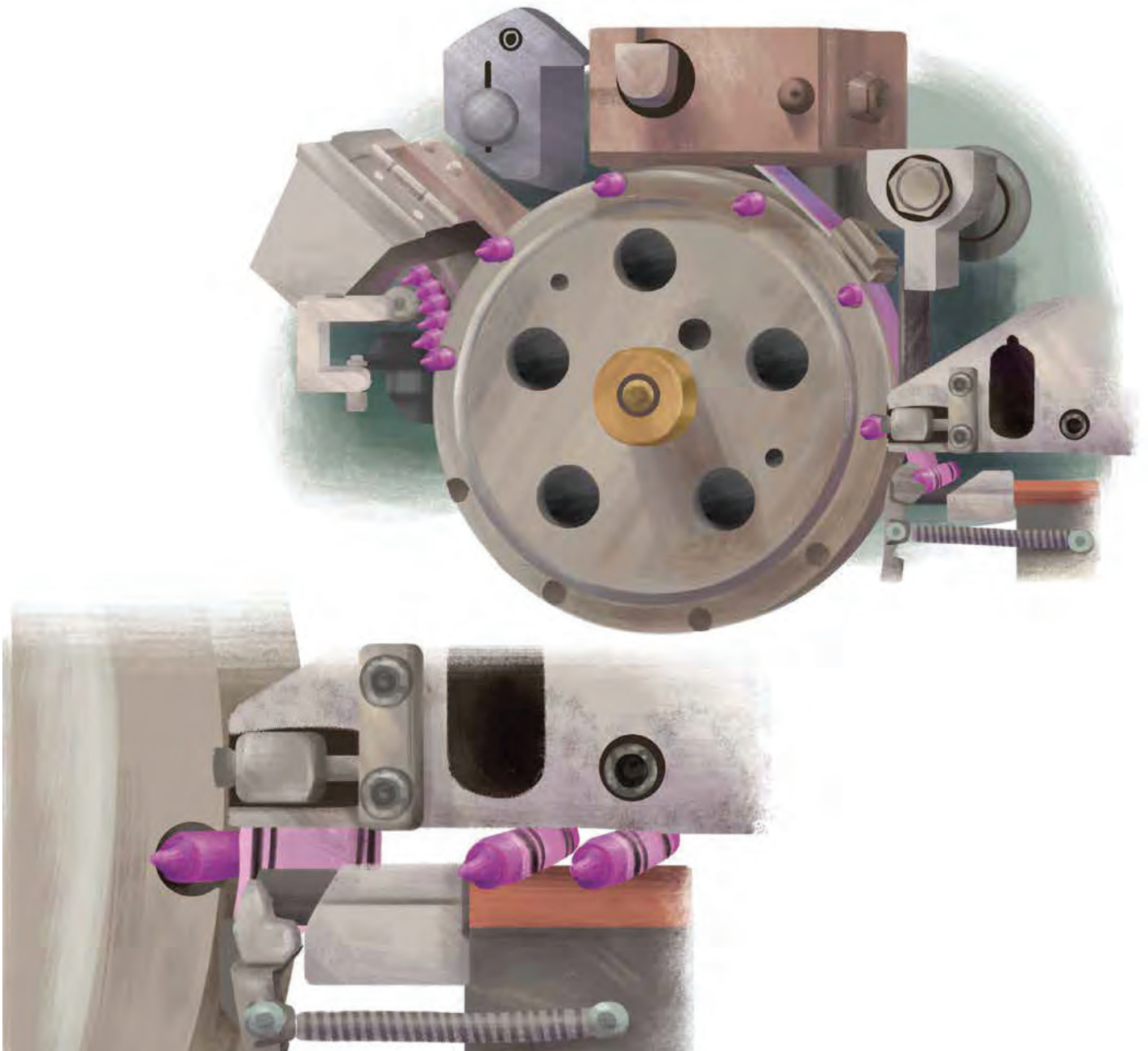
I visualise the sharp blade cutting through the wax.

Then, the rotary machine ejects the crayons onto a conveyor belt. The conveyor belt transports the naked crayons over to the labelling machine.



READ 1
Look – the crayons are finally crayon shaped! I learn that they will now go to have labels put on!

All of the crayons now need to have labels put on them. They are stored in a large plastic bin. The crayons go through another machine that glues a label onto each individual crayon. This machine works very fast, and can label 8,500 crayons in just one hour.



READ 1

How do the crayons get paper on them? Oh! I learn here that there is a machine that quickly gives each crayon a label.

READ 2

I am trying to visualise what 8,500 crayons would look like! It is a LOT of crayons.

Once the crayons are labelled, it is time for them to be packed into boxes. Factory workers sort the crayons by colour into the packing machine.



READ 2

Oh! I am visualising all the different colours of crayons! It is like a rainbow of crayons.

A factory worker programmes the machine to collect a mix of different coloured crayons.



READ 2

I visualise a factory worker pressing buttons on a machine to choose the correct combination of colours!

The packing machine handles the fragile crayons gently. Even still, sometimes crayons break! If a crayon breaks, the machine stops and a light goes on. Then, a worker can replace the broken crayon.



READ 1
What happens if a crayon breaks in the machine? Oh! I read here that it is replaced with a new crayon. That way, all the crayons are perfect when you open up a new box!

Once the machine has collected the correct mix of colours, the crayons are inserted into a box together. The machine weighs each box to make sure the right number of crayons are inside.



READ 2

I visualise all the little crayon tips when you open up crayons!

Finally, the boxes of colourful crayons are loaded into trucks and transported to our shops.



READ 2

I visualise big boxes filled with crayons being packed into the back of a truck. The crayons are on their way to the shops!

Next time you use a crayon, think about the journey it has travelled from hot liquid to your hand!



READ 1

I remember that a mold makes crayons into a crayon shape! Next time I use a crayon, I will think about that hot liquid shooting into a crayon shaped mold.

READ 2

Next time I use a crayon, I think I will visualise hot liquid shooting into crayon-shaped molds!



READ 1

What are the key ingredients of crayons?

The key ingredients of crayons are paraffin wax and pigment

What happens after the mixture is heated up?

It is pumped to the rotary machine.

How does the hot liquid become crayon shaped?

It is injected into crayon shaped holes.

- Cold water hardens the mixture in the crayon shaped holes.
- The extra wax is scraped off.
- They are ejected from the molds in the crayon shape!

READ 2

How many crayons can be labelled in one hour?

8,500 crayons can be labelled per hour.

What do you visualise when you think about 8,500 crayons?

I visualise....

7

Joyce makes masks



Joyce was a brilliant fashion designer. Her colourful, creative outfits had even appeared in magazines. Fashionable ladies came into her shop every day to buy her amazing clothing.



READ 2
An entrepreneur is someone who comes up with creative ideas. I **think** Joyce is an entrepreneur because she started her own shop with all of her own clothing designs!

That is, until the Coronavirus lockdown. Joyce's shop had to close. She sat at home worrying about how she would make money to pay for food and rent. How could she make money without customers?



READ 1

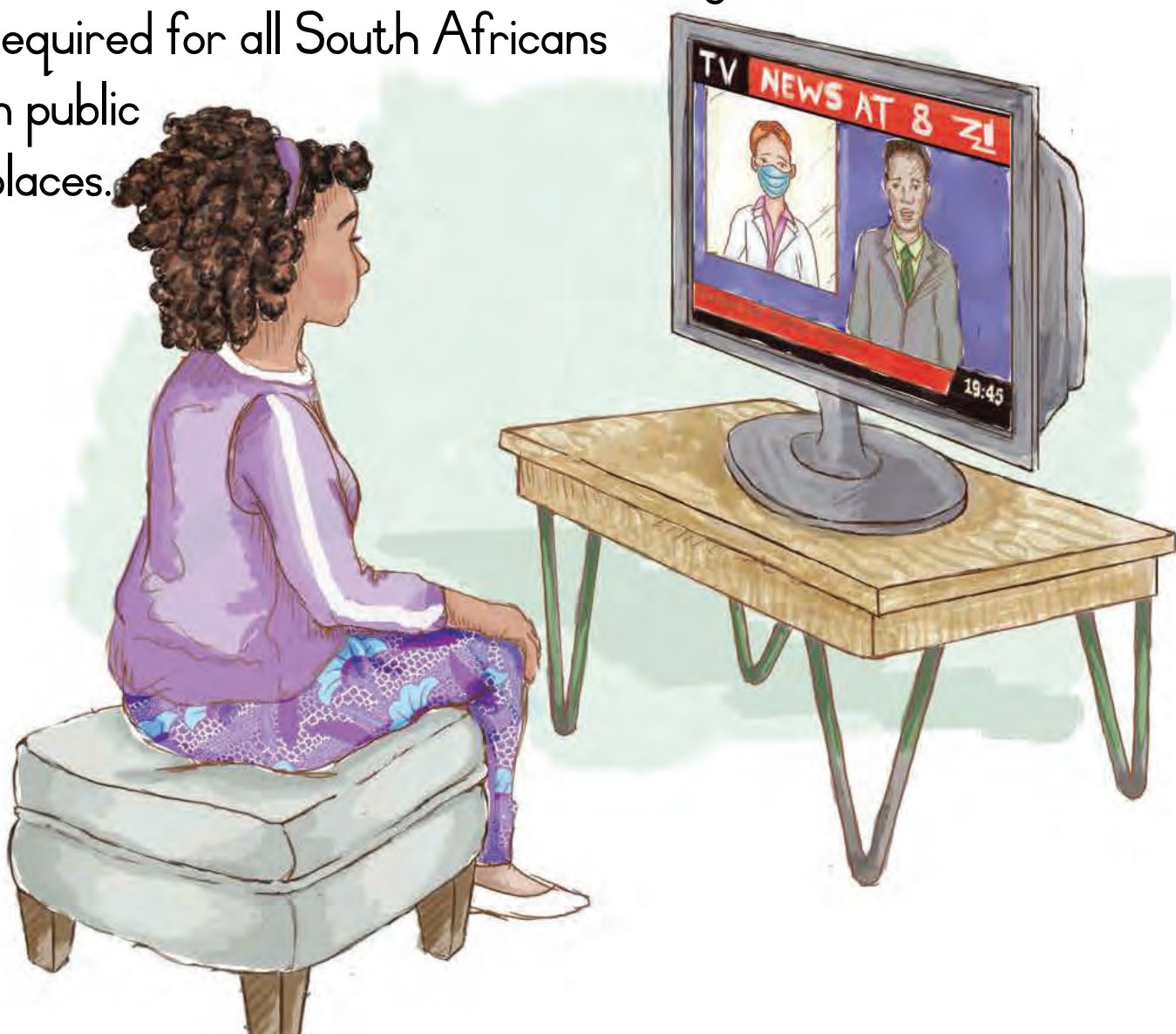
Oh no. I **wonder** how Joyce will solve this problem?

READ 2

Joyce must feel worried that no one can come to shop. I **think** it must be difficult to be an entrepreneur sometimes!

One evening, Joyce sat at home watching the news. 'Masks can prevent you from spreading the virus to others. And remember, a lot of people with the virus don't show symptoms, so it is important to always think that you could have it!' the newscaster reported.

Then, President Ramaphosa came on the television and announced that as from the following week, masks would be required for all South Africans in public places.



READ 2

I **think** a lot of people will need to buy a mask, because this isn't something people wore before the pandemic!

Joyce had never worn a mask before – she wasn't even sure where to buy one.

First, she went to the supermarket to look for a mask, but there weren't any masks there.

Next, she went to the pharmacy. There were no masks there either!

Then, she went to a big department store. 'We haven't had masks in stock for days! They're all sold out,' the woman at the customer service desk explained.



READ 1

Masks will be required in public, but Joyce cannot find one anywhere! I **wonder** what she will do?

READ 12

Joyce will need to use her creative thinking to come up with a solution to this problem.

'I need a mask or I won't be able to go to the shops next week!' Joyce worried. As she walked home, she thought about which other shops might have masks in stock.



READ 1

Hm, I **wonder** what other kinds of shops might sell masks?

Then Joyce's phone rang. It was her neighbour Mpho.

'Are you making masks?' Mpho asked.

Joyce realised she wasn't the only one worried about finding a mask – all of her neighbours were worried too.

'I am sure I can figure out a way to make masks!' she thought.

'I will have them ready on Monday,' Joyce told Mpho.



READ 1

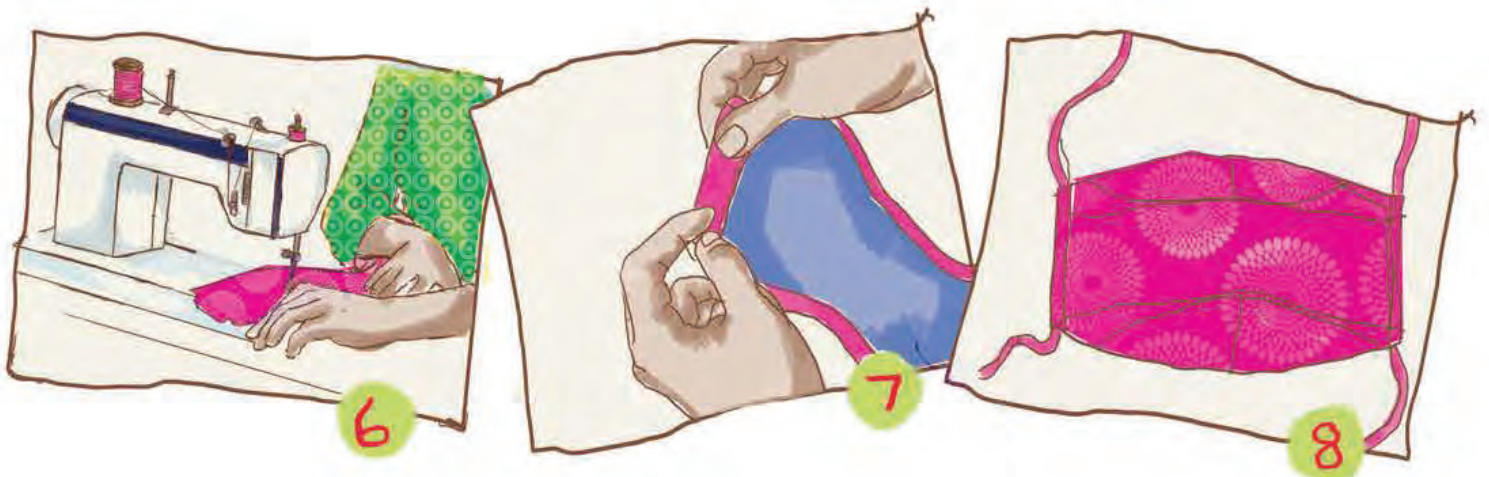
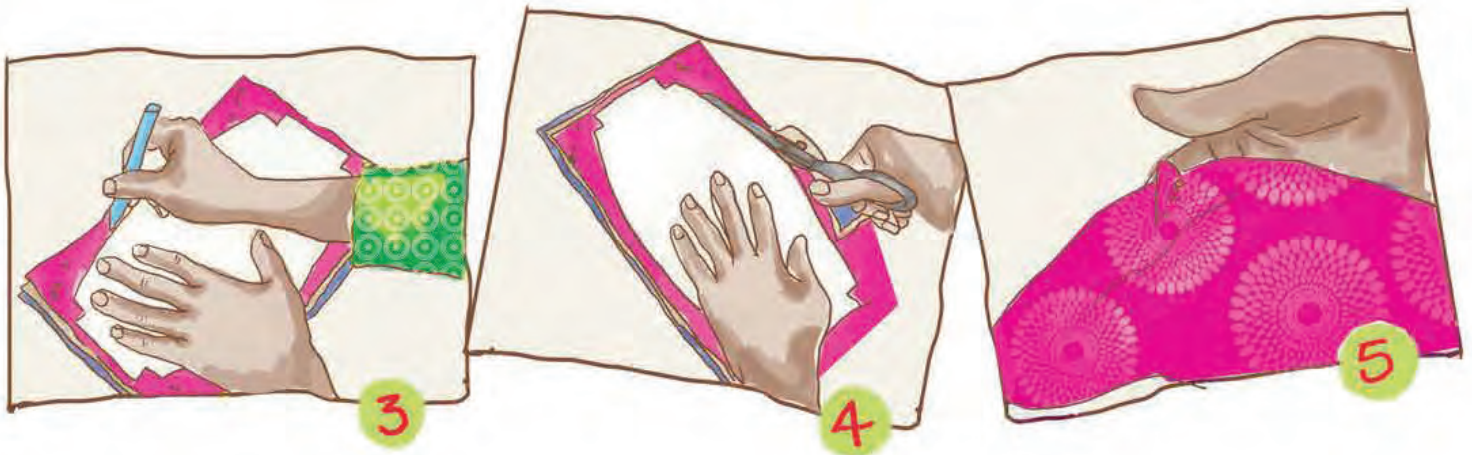
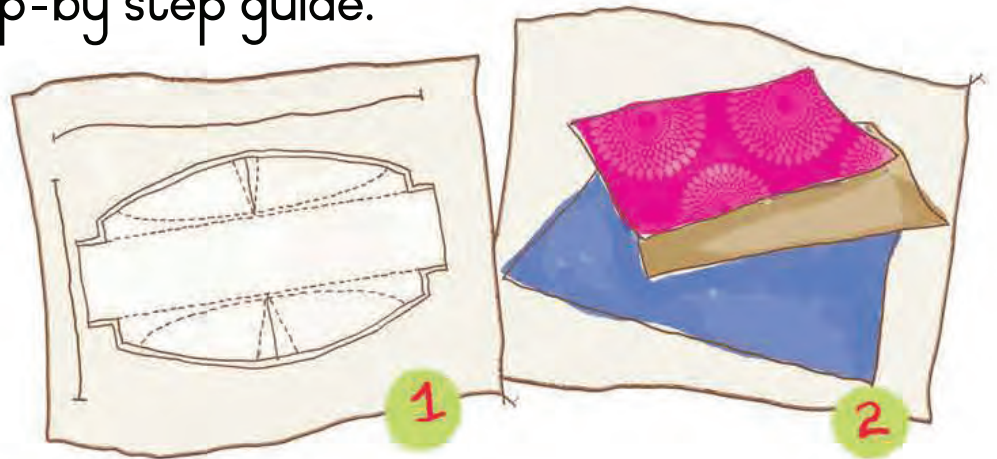
Oh! I **infer** that everyone is having the same problem as Joyce. Everyone needs a mask, but they are sold out and difficult to find!

READ 2

Joyce doesn't know how to make masks – she has never made one before! But I have **evidence** that she is an entrepreneur, because she knows she can figure out a creative solution to this problem.

Joyce searched on the Internet: How to make a mask.
She found a step-by step guide.

HOW TO SEW A FABRIC MASK



READ 1

I **infer** that Joyce has never made a mask before, but that she will figure it out! Since her shop is closed, she can use all of her sewing equipment to make masks instead.

READ 2

Joyce uses the internet to figure out a creative solution to her problem. This is more **evidence** that she is an entrepreneur!

Joyce cut the fabric just like she saw in the diagram. She used three layers of fabric and sewed them together. Then, she sewed on pieces of elastic to go around her ears.



READ 1

I **infer** that making a mask isn't difficult for a brilliant fashion designer like Joyce.

READ 2

Joyce is so creative – she realised people needed masks and she figured out how to meet their need!

Joyce put on her new mask. She lit a match and then tried to blow out the flame – she wanted to test that her mask was effective! When the flame stayed lit, she knew she had done a good job.



READ 2

I make the **evaluation** that Joyce cares about her masks being effective and safe. She wants her masks to be a real solution for her customers!

Then, Joyce looked at the mask in the mirror. She decided that she loved her new mask. Not only would it keep her safe, but it was also very stylish. She took a selfie and posted it on her Instagram.



READ 1

I **infer** that she posted a picture on Instagram so that other people can see the mask and order from her!

READ 2

I make **evaluation** that she is a creative thinker. She knows people can't come into her shop, so she is using social media to advertise!

Joyce got out all of the fabric she wasn't using to make her usual colourful clothing. For the rest of the afternoon, she cut and sewed masks. She thought she had enough to sell to all of her neighbours who needed one.



READ 1

I **infer** that Joyce has lots of fabric for making clothing that she isn't using right now. It is perfect for making masks!

READ 2

Joyce repurposes the fabric she already has for making masks! I am sure that isn't what she expected when she bought the fabric – but she isn't afraid to be creative and do something different with it!

Before Joyce went to bed, she checked her Instagram. Her mask picture had hundreds of likes! She was flooded with comments like, 'How can I buy one of your masks?' Joyce saw that there were many South Africans in need of masks. She realised that even though she couldn't sell her beautiful, colourful clothing, she could make money by selling stylish masks.



READ 1

I **infer** that there lots of people like Joyce and her neighbour, who need masks but don't know where to buy one! I **think** it was a good idea for Joyce to use her style and sewing expertise to make masks.

READ 2

I see that the masks can help Joyce make the money she needs while her shop must stay closed in the lockdown. Joyce really is an entrepreneur!



READ 1

Where did Joyce go to look for masks?

She went to the supermarket, the pharmacy, and the big department store.

What did Joyce decide to make?

She decided to make masks.

Why did Joyce's neighbor call her?

- Because she knows that Joyce can sew.
- Because she needed a mask and couldn't find one.
- Because she thought Joyce might be using her expertise to make masks.
- Because she was wondering if she could buy a mask from Joyce.
- Because there weren't any masks available at the shops.

READ 2

What kind of business does Joyce own?

She owns a clothing business.

How did Joyce learn how to make a mask?

She researched on the internet.

What evidence do we have that Joyce is an entrepreneur?

- She started her own clothing design business.
- She agrees to begin making masks as soon as she realises there is a need for them.
- She uses the internet to teach herself how to make masks.
- She advertises on Instagram to get more customers – because her shop isn't open.
- Because she is a creative problem solver.

8

Bohlale's new book





Bohale's auntie came to visit after her holiday. As Bohale's auntie was leaving, she handed her a small brown package.

'I almost forgot!' she said, 'I brought you something.'



She handed Bohale a small brown package with a green ribbon.

READ 1

I wonder what is inside the package?

Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother. She thought about her cousin Lebo's puzzle.



Finally, she opened the package. Inside was a small book.

READ 1
Bohlale was not thinking about a book. I **wonder** how she will feel about getting a new book?

READ 2
I can **infer** that Bohlale was wishing for a different gift!



'This is no fun!' thought Bohlale. She ran outside to play.' She chased a butterfly flying in the sky.

She watched an aeroplane fly overhead, and wondered where it was going.



She searched for stones in the riverbed.



READ 1

I **wonder** why Bohlale isn't excited about her new book? She must think a book isn't as fun as crayons or a puzzle!

READ 2

I can **infer** that Bohlale isn't too excited about her book at first. She doesn't even look at it! She just goes outside to play.

Then she felt a raindrop right between her eyes. Bohale looked up. The sky was dark and grey.

She ran inside. The rain began to fall harder and harder.



Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.




READ 1


Bohlale can't play outside anymore because of the rain. I **wonder** what she will do now?

READ 2


Look at Bohlale's sad face. I can **infer** that she feels upset that she must stay inside!



Then, she noticed the book on her bed. There was a picture of the Earth on the cover. She read the title, "All Around the World".



Bohlale opened to the first page. There was a picture of giant pyramids and camels. 'I want to go there!' she thought. 'Egypt,' she read.



Bohlale turned to the next page. She read the words, "New York". She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.



On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.

READ 1

I **wonder** why Bohlale decides to look at the book now? It must be because she doesn't have anything else to do!

READ 2

Bohlale keeps turning the pages. She sees so many new places! I can **infer** that she is interested in the book.



Bohale read until she fell asleep, the book still in her hands.

That night, Bohlale dreamed about flying in a giant aeroplane.



READ 1

I **wonder** why Bohlale falls asleep with the book in her hands? It must be because she reads and reads until she falls asleep!

READ 2

I can **infer** that Bohlale is so excited about her new book! I make that inference because she dreams about the aeroplane from her book! She can't stop thinking about everything she has seen inside!

When Bohlale woke up, the book was no longer in her hands. 'Where is my book?' she thought. She looked under the covers. No book. She looked on the table next to her bed. No book. Finally, she looked under her bed. 'Phew,' she said. 'I thought I'd lost you!'



READ 1

I **wonder** why Bohlale is so scared that she lost her book? I think it is because she really likes it!

READ 2

I can **infer** that Bohlale loves her book now, because she is very scared when she cannot find it!



Bohlale shined her shoes and packed her school bag. She put her new book into her bag. But then she changed her mind. 'I want to carry my book so I can see it,' Bohlale thought.

All the way to school, Bohlale turned the pages, trying to decide which one she would show her friends first.



READ 1

I wonder which page Bohlale will decide to show her friends first?

READ 2

I wonder why Bohlale decides to carry her book? It must be because she loves it so much, she wants to keep looking at it!



READ 1

Who brought Bohlale a new book?

Her auntie brought her a new book.

What are the places Bohlale sees in her new book?

She sees Egypt, she sees New York, and Mount Kilimanjaro.

How do Bohlale's feelings about her new book change?

- At first she is not very excited about the book.
- When she reads the book, she loves it! She feels excited about the book once she looks at it.
- By the end of the story, she loves the book so much she wants to carry it to school with her.

READ 2

What did Bohlale dream about?

- She dreamt about an aeroplane – like the one from her book!

How do you think Bohlale felt when she thought she lost her book?

- I think Bohlale felt...

How can you infer that Bohlale loves her new book in the end?

- Bohlale keeps turning the pages!
- Bohlale falls asleep with the book in her hands.
- Bohlale dreams about the book. She can't stop thinking about all the things she saw in her new book!
- Bohlale is scared when she thinks she lost her book!
- Bohlale decides to carry her book to school. She doesn't want to put it in her bag.
- Bohlale wants to hold her book so she can easily show her friends all the interesting places inside
- Bohlale thinks about her book the whole way to school.



When Mogau first started school, he absolutely loved it. He loved his teacher, Mr Lehoko. He loved his friends Komotjo and Bokang. He loved listening to stories.

Lately, however, Mogau didn't love school so much. He still loved Mr Lehoko. He still loved Komotjo and Bokang. He still loved listening to stories. But Mogau felt scared all day at school because he could not read. At first, none of the other children knew their letter sounds and only a few could read their names. But now, Mogau felt like he was the only one who didn't get it. What if I will never learn to read? Mogau worried to himself. What if something is wrong with me? What if, what if, what if...?



READ 1

I **wonder** why Mogau felt scared all day? He must feel scared that his teachers and the other learners will find out he can't read.

One day, Mr Lehoko called on Mogau to read the phonic sounds. Usually, Mogau loved being called on, but not this time. He didn't know the phonic sounds. Mogau pretended that he had to use the toilet, and quickly ran from the room.



READ 1

I **wonder** why Mogau ran out of the classroom? I think it was because he didn't want the others to see that he can't read the sounds!

READ 2

I can **visualise** Mogau looking very embarrassed when he is called on, because he can't read the sounds.

The next week, Mr Lehoko called on Mogau to come to the front of the room to read the sight word of the day. Usually, Mogau loved going up to the front of the room, but not today. He didn't know the sight word. Mogau pretended that his stomach hurt, and put his head down on the desk, trying to look sick.



READ 1

I **wonder** why Mogau pretended to be sick? He didn't want the others to see that he can't read the word of the day!

READ 2

I can **visualise** Mogau's look of shock when he is called on again. He really doesn't want anyone to know he can't read!

A week later, Mr Lehoko asked Mogau to come speak with him during break. Mogau ate his lunch slowly. His thoughts were racing. What if Mr Lehoko yells at me? What if he tells me I am stupid? What if, what if, what if...?



READ 1

I **wonder** why Mr Lehoko wants to speak to Mogau?

READ 2

I can **visualise** Mogau eating each bite slowly, because he feels afraid that Mr Lehoko knows!

Mogau finally went and sat down at Mr Lehoko's desk with his head hung low.

'What's wrong?' Mr Lehoko asked cheerfully.

Mogau looked up, surprised. Mr Lehoko did not look angry – he was smiling.

'I've noticed you might be having a hard time with phonic sounds and reading sight words. That's okay – we all learn differently,' Mr Lehoko said gently.

'But...I'm the only one! What if I just can't learn reading!' Mogau replied.

'No, no you're not the only one! There are other learners who are feeling just like you. We will have a special group together. That way, I can help you learn your sounds and sight words.'



READ 1

Oh! Mr Lehoko realised that Mogau can't read, but he isn't angry. I **wonder** why Mogau was so scared?

READ 2

I can **visualise** Mogau's look of surprise when Mr Lehoko speaks very kindly to him. He thought Mr Lehoko would be angry that he can't read, but he isn't!

The next day, after school, Mogau stayed in his seat when the rest of the class left to go home. He looked around. Kelebogang and Mojakisani were still in their seats too. He smiled at them.



READ 1

I **wonder** how Mogau felt when he saw there were other learners who needed help too? He must have felt relieved.

READ 2

I can **visualise** Mogau sighing in relief when he sees he is not the only learner who needs help.

Mr Lehoko called them up to the carpet at the front. He showed them three phonic sounds: /m/ /p/ and /a/. They practiced reading the sounds a few times. Then, he put the sounds down on the carpet. 'Mogau, can you use the sounds to build the word 'ma'?' he asked.



READ 1

I **wonder** if Mogau will be able to do it?

READ 2

I can **visualise** Mogau's heart beating fast when it is his turn to build a word, because I know reading makes him feel scared.

Mogau knew these sounds. First he took the 'm' and read the sound /m/. Then, he took the 'a' card and read the sound /a/. He put the 'a' next to the 'm'. Then he sounded the word: /m/ /a/ -- ma.

'You're a reader!' Mr Lehoko said excitedly.



READ 2

I can **visualise** Mogau's look of surprise when Mr Lehoko says he is a reader!

At the end of the lesson, Kelebogang, Mojakisani and Mogau ran to the playground together. They played until the principal came out of her office and told them they must walk home before dark.



As he walked home, Mogau beamed. What if I become the best reader in class? What if I make new friends? What if, what if, what if...?



READ 1

I **wonder** why Mogau beamed? It must be because school wasn't so bad, now that he was a reader!

READ 2

I can **visualise** Mogau's big smile as he walked home. I think he will begin to love school again, now that he doesn't have to feel scared of Mr Lehoko finding out he can't read.



READ 1

When did Mr Lehoko meet with Mogau and the other learners who needed extra help?

He met with them after school.

Who were the other learners who needed help reading?

Kelebogang and Mojakisani also needed help with reading.

Why didn't Mogau like school anymore?

- Because he couldn't read.
- Because he felt scared all day at school because he couldn't read like the other learners.
- Because he was worried he would never learn to read.
- Because he was worried that something was wrong with him.
- Because he thought Mr Lehoko might yell at him if he found out he couldn't read.
- Because he thought he was the only learner in his class who didn't know how to read.

READ 2

How did Mogau think Mr Lehoko would feel when he found out he couldn't read?

He thought Mr Lehoko would feel angry.

How do you think Mogau will feel about school now?

I think he will feel...because...

Why do you think Mr Lehoko wanted to meet with Mogau after school?

- Because he wanted to give Mogau extra help.
- Because he could see that Mogau was embarrassed. He didn't want all the other learners to realise Mogau (and Kelebogang and Mojakisani) were struggling to read.
- He wanted to give the learners who were struggling his full attention.
- He wanted Mogau, Kelebogang and Mojakisani to see that they are readers!

10

Lesego feels uncomfortable



Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.



READ 2

Lesego must **be evaluating** whether her feelings about Uncle Tumelo are right or wrong.

Mapule, Lesego's older sister, came into the room. 'What's wrong Lesego?' she asked.

'Nothing,' Lesego lied.

Mapule sat down next to her. 'I can see something is wrong!' she said. 'Tell me!'



READ 1

I **wonder** why Lesego is scared to tell her sister? She must think her feelings are bad or wrong!

READ 2

Lesego must **be evaluating** whether she should tell her sister about her feelings, or keep them a secret!

'I don't like it when Uncle Tumelo comes over. I just feel...I don't know,' Lesego said. 'But don't tell anyone! I don't want Mom to be angry with me!'

'I know how you feel. I don't like when he kisses me on the lips.' Mapule said. 'I think we should tell Mom. It is a serious thing if someone makes us feel uncomfortable!'



READ 1

I **wonder** why Lesego is scared to tell her mom? Oh! It must be because she is afraid her mother will say her feelings are wrong!

READ 2

Mapule makes **the evaluation** that their feelings about their uncle are not wrong!

'No! She will be angry with us for saying mean things about her brother. I don't want to make her mad!'

Lesego cried.

'I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,' Mapule said, holding Lesego's hand.



READ 1

I **wonder** why Mapule isn't scared? She must feel like their feelings are right.

READ 2

Mapule makes **the evaluation** that their feelings are important and must be shared!

Mapule and Lesego found their mother cooking lunch. 'Mom, we need to talk to you,' Mapule said bravely. Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable.



Mom took a deep breath. Lesego thought she was getting ready to shout.

'I'm glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn't ignore. I will speak to him.' 'And also, Mapule, I don't want you or Lesego to ever be alone with him,' Mom said seriously. 'Always stay together when you are with Uncle Tumelo.'



READ 2

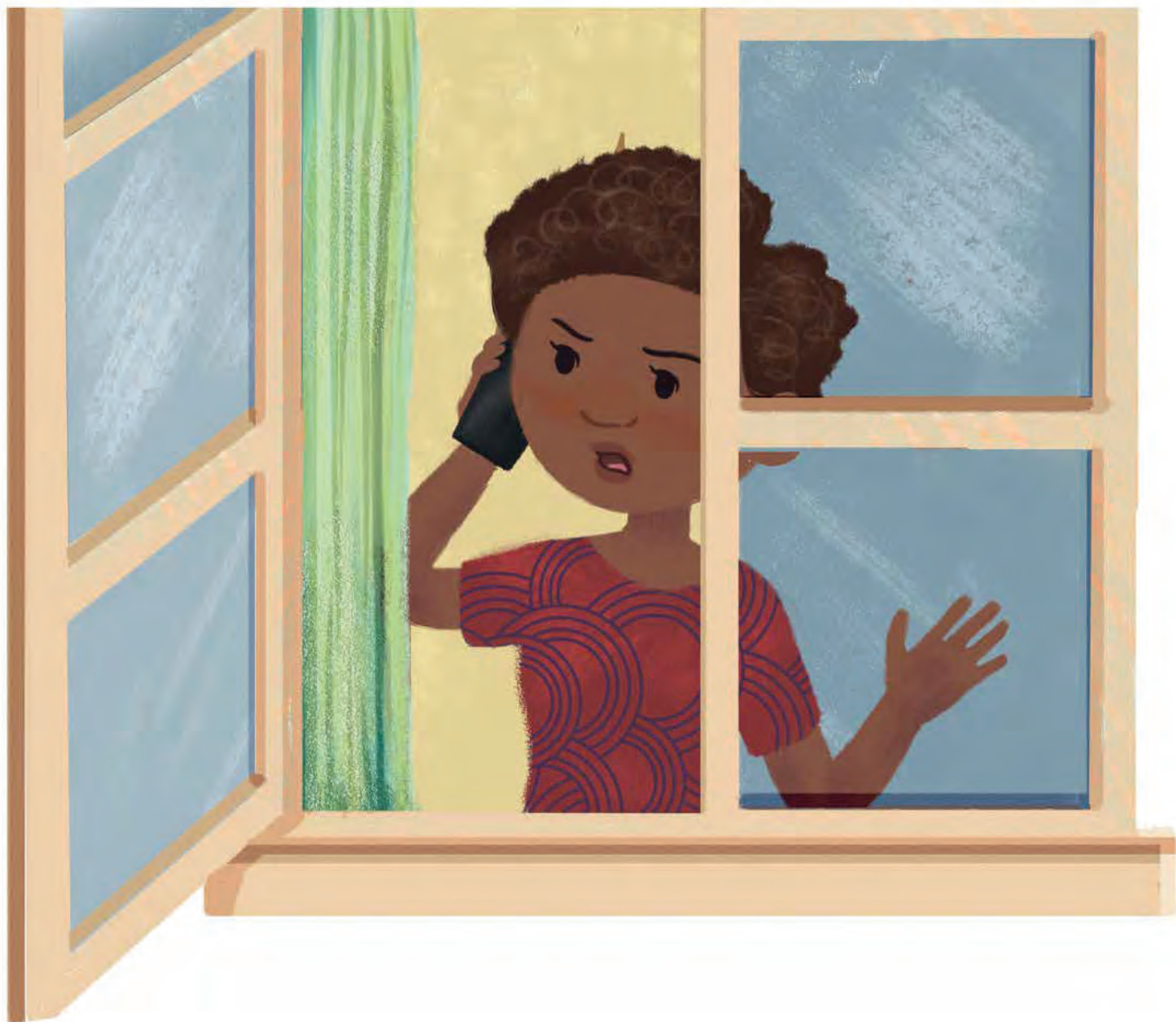
Mapule's **evaluation** was correct! Their feelings are serious and important.

Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn't listen, but she couldn't help it. She ran and sat underneath the kitchen window.



READ 1
I **wonder** why Lesego is worried? She must still feel like maybe her feelings about Uncle Tumelo were wrong.

'Tumelo,' said Mom in a serious voice, 'the girls feel uncomfortable when men other than their father hug and kiss them. Please respect their feelings – just give them a high five when you greet them.'



READ 2

Lesego's mother took their feelings seriously. Next time, I think Lesego will make **the evaluation** that her feelings aren't wrong!

When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, 'Happy Sunday, Mapule and Lesego,' and he put up his hand for high fives.



READ 1

I wonder how Lesego feels now? She must see that her feelings were right, and important.



READ 1

Who makes Lesego feel uncomfortable?

Uncle Tumelo makes her feel uncomfortable.

Who does Lesego tell that she feels uncomfortable?

She tells her sister Mapule.

Let's make an evaluation. Do you think Lesego's feelings were right or wrong?

- I think Lesego's feelings were right because...
- I think Lesego's feelings were wrong because...

READ 2

What makes Lesego feel uncomfortable?

The way Uncle Tumelo hugs and kisses her.

Why did Lesego sit underneath the kitchen window?

- So she could hear her mother talk on the phone.
- So she could hear what her mother said to Uncle Tumelo.

Why didn't Lesego want to tell anyone about her feelings?

- Because she wasn't sure if her feelings were wrong.
- Because she was afraid to make her mother angry.



'Time for bed!' Hulisani's dad said, switching off the TV.



But Hulisani could not fall asleep. A new virus was spreading around the world. She knew that viruses made people sick. Sometimes, viruses even made people die. Hulisani imagined germs sticking to her body, making her sick.



READ 1

I **infer** that Hulisani must feel scared, because she can't sleep!

READ 2

I can **infer** that Hulisani knows a little bit about viruses but she doesn't have a lot of information. Maybe she feels scared because she doesn't know enough about the new virus.

'I can't go to school!' Hulisani told her dad in the morning. 'There is a virus spreading all around the world. I don't want to get sick!' she said through tears.



READ 1

I **infer** that Hulisani doesn't want to go to school because she is afraid she will get sick there.

'Huli, there is a virus that is spreading. But we don't have to panic. We can learn more about keeping ourselves safe,' her dad said, taking out his phone and typing. 'Let's do some research.'



READ 1

I **infer** that Hulisani doesn't know what she can do to stay healthy and safe. That must make her feel very scared.

READ 2

I **infer** that more information about the virus might help Hulisani feel safer. I **think that** is why her father suggests they do some research.

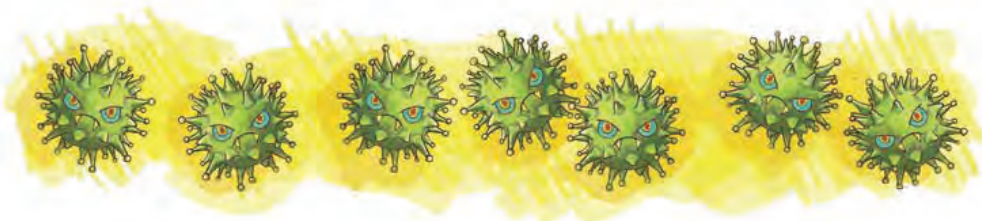
'Okay, the first important thing is to avoid touching other people,' said her dad. 'For now, try to not hug or hold hands with your friends.'

'Okay,' said Hulisani, 'but what about in class? I sit right next to the other kids.'

'Well there are other things that you can do to stay safe,' explained Hulisani's father. 'You must wash your hands as often as you can.'

Hulisani walked over to the sink and ran her hands under the water. 'There!' she said.

Her dad laughed. 'Huli, that isn't the kind of hand-washing that kills germs,' he said, beckoning her back to the sink. 'You must use soap and rub every part of your hands to get the germs off,' he explained as he put a bar of soap into her hands. 'You can sing a song or count to 20 while you rub, so that you remember to wash for long enough!'



READ 1

I can **infer** that Hulisani doesn't always wash her hands properly, because she didn't use soap the first time! I think it is helpful for her to do this research with her father!

READ 2

I can **infer** that Hulisani is learning a lot of important information about how to keep herself healthy and safe. I think it is important to have these facts!

Once their hands were properly washed, Hulisani's father looked at his phone again.

'The next way to stay safe is to avoid touching your face,' he told her, 'because germs can get into your body through your eyes, nose, and mouth.'

At that exact moment, Hulisani had an itch in her nose. She lifted her hand to scratch, but then stopped. 'But what if I have an itch?' she worried.

'Well, you can wash your hands before scratching! Or use a tissue,' he said, handing her one.



READ 1

I infer that Hulisani normally touches her face without thinking about it. I think it is very helpful to do research about how to stay healthy and safe.

READ 2

I can **infer** that doing research with her father is important, because Hulisani has a chance to ask all of her questions. I think having the answers must help her to feel healthy and safe!

'Another thing you must remember is that when you cough or sneeze, you must use your elbow and not your hands!' he said, demonstrating. Hulisani practiced coughing into her elbow.



READ 2

I think it must make Hulisani feel less scared to know and practice all the things she can do to help keep herself safe.

At school, Hulisani had a difficult time focussing. She noticed when Mashudu sneezed into the air. She noticed when Princess bit on her fingers. All day, Hulisani imagined germs sticking to her body, making her sick.



READ 1

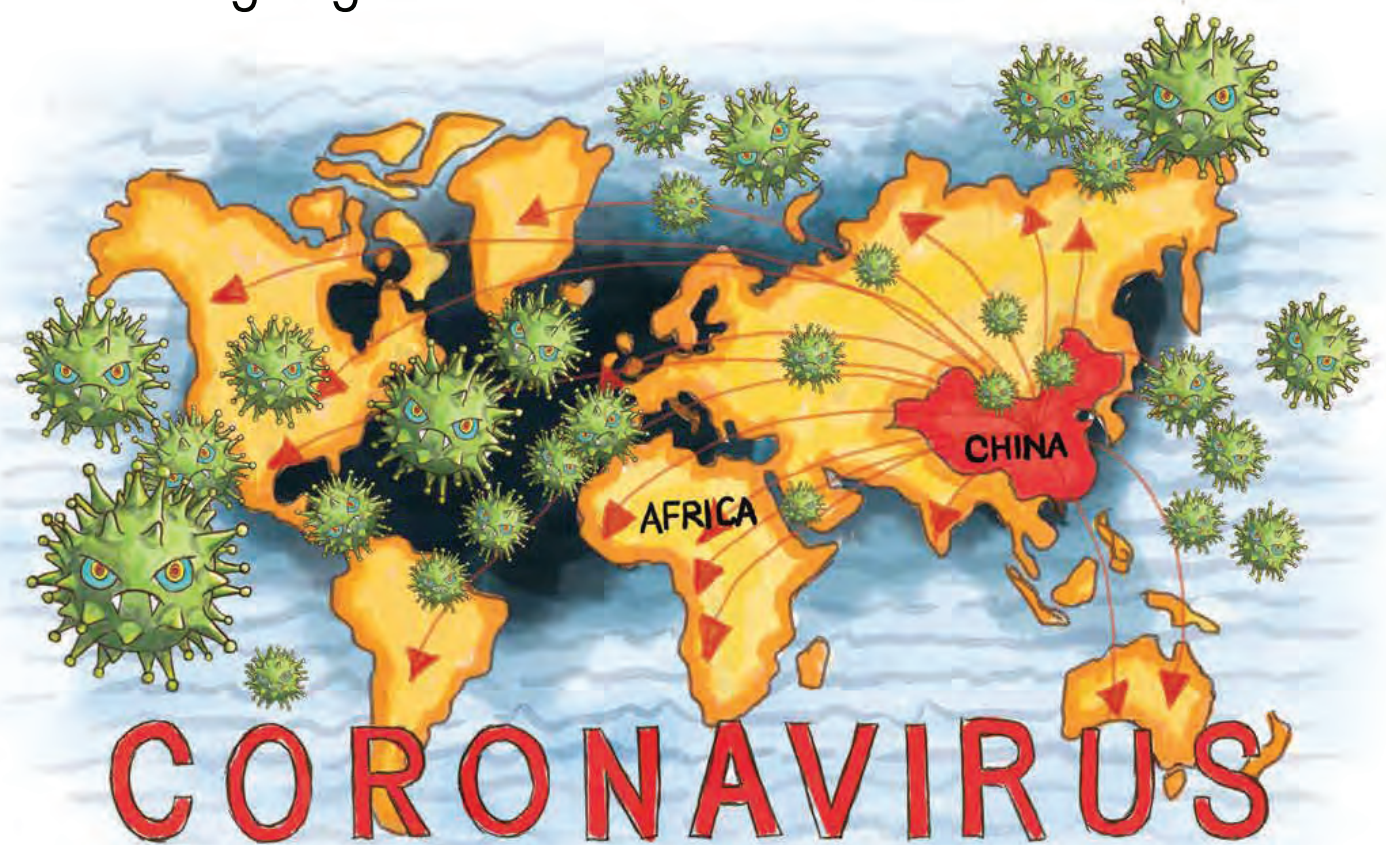
Hulisani knows how she must protect herself. But, I can **infer** that her friends at school haven't done the same research about this.

READ 2

Hulisani must be able to **infer** that her classmates don't have the same information about staying safe that she does. I think this must make her feel scared.

At the end of the day, she approached her teacher, Mrs Khoza.

'Teacher, did you know there is a virus spreading all around the world?' Hulisani asked. 'My daddy taught me how to stay safe, by not touching others, by washing my hands, by not touching my face, and by coughing into my elbow,' Hulisani explained. 'But I don't think my classmates know! Maybe you can tell them?'



READ 1

I can **infer** that Hulisani wants her friends to know how to stay healthy and safe, just like her.

READ 2

I can **infer** that it makes Hulisani feel scared that her friends don't know what to do. I think she wants her teacher to make sure all the learners in the class know how to stay healthy and safe.

'I have a better idea,' Mrs Khoza said smiling. 'Tomorrow morning, you can teach everyone how to stay safe. What do you think?'



READ 2

I **infer** that Hulisani will feel safer if her friends know how to stay safe too. I think it will make Hulisani feel better to share all the new information she has!

That afternoon, Hulisani ran to her father. 'Guess what? Mrs Khoza asked me to teach the other kids about staying safe tomorrow!'

'That's great!' her father said, 'and I have the perfect thing for you to wear!'

Hulisani's dad took a mask out of his pocket. 'I got this for you today. Wearing a mask will help keep you extra safe from germs,' he said.

Hulisani's dad helped her put on the mask. She felt ready to teach her class about staying safe.



READ 1

I **infer** that wearing a mask will help Hulisani feel even safer, and help keep her healthy.



READ 1

How did Hulisani feel about going to school?

She felt scared to go to school.

How would you feel if you heard about a virus spreading around the world?

I would feel...

Why did Hulisani feel scared?

- Because she heard there was a virus spreading.
- Because she was afraid she would get sick.
- Because she didn't know how to stay safe.
- Because her classmates weren't being healthy and safe.

READ 2

How did Hulisani learn about staying healthy and safe?

She and her dad used his phone (the internet) to do research about staying healthy and safe.

Where can you infer that Hulisani heard about the virus?

I can infer she heard about the virus on the TV.

Why do you think Hulisani spoke to her teacher at the end of the school day?

- Because she wants to make sure her teacher knows about the virus.
- Because she sees the other learners doing things that aren't healthy and safe.
- Because she wants to share the information she learned about staying healthy and safe with Mrs Khoza.
- Because she wants to make sure the other learners in her class learn how to stay healthy and safe, like her.

