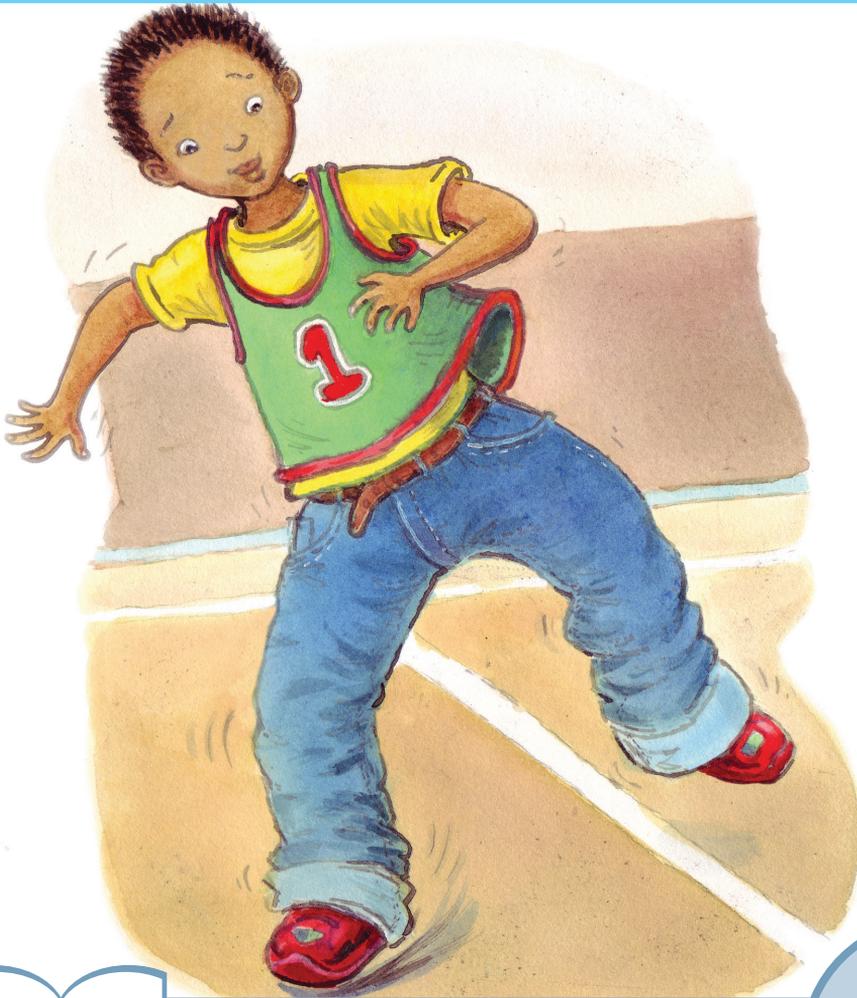


GRADE 1 HOME LANGUAGE

Dressing-up



ENGLISH

Level:

2

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
activities after reading the story.*

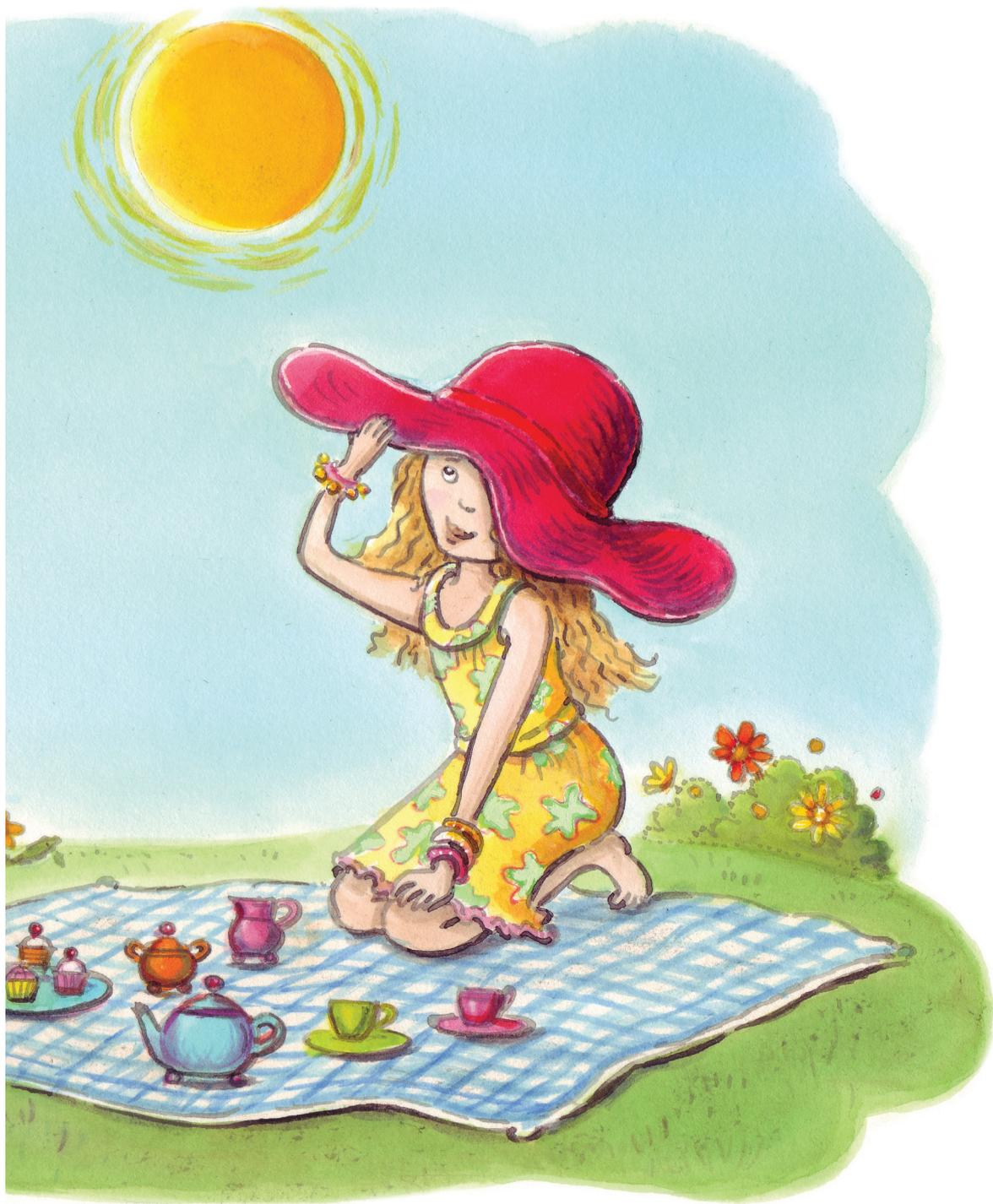
*Let learners work in groups to complete the
appropriate group-reading activities included
in the back of the book. They should not
write in this book. Written activities should
be done in their exercise books.*

Dressing-up



The sun is very hot.
I put on my pretty
red hat.
It is too big.





I put on my old blue dress.
It is too small.



I put on my green socks.
They are too long.
They are much too long.



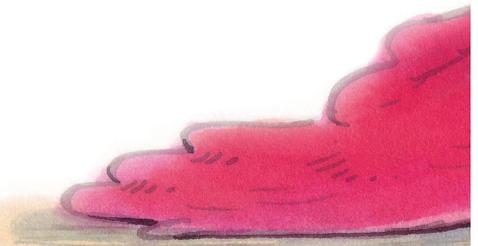


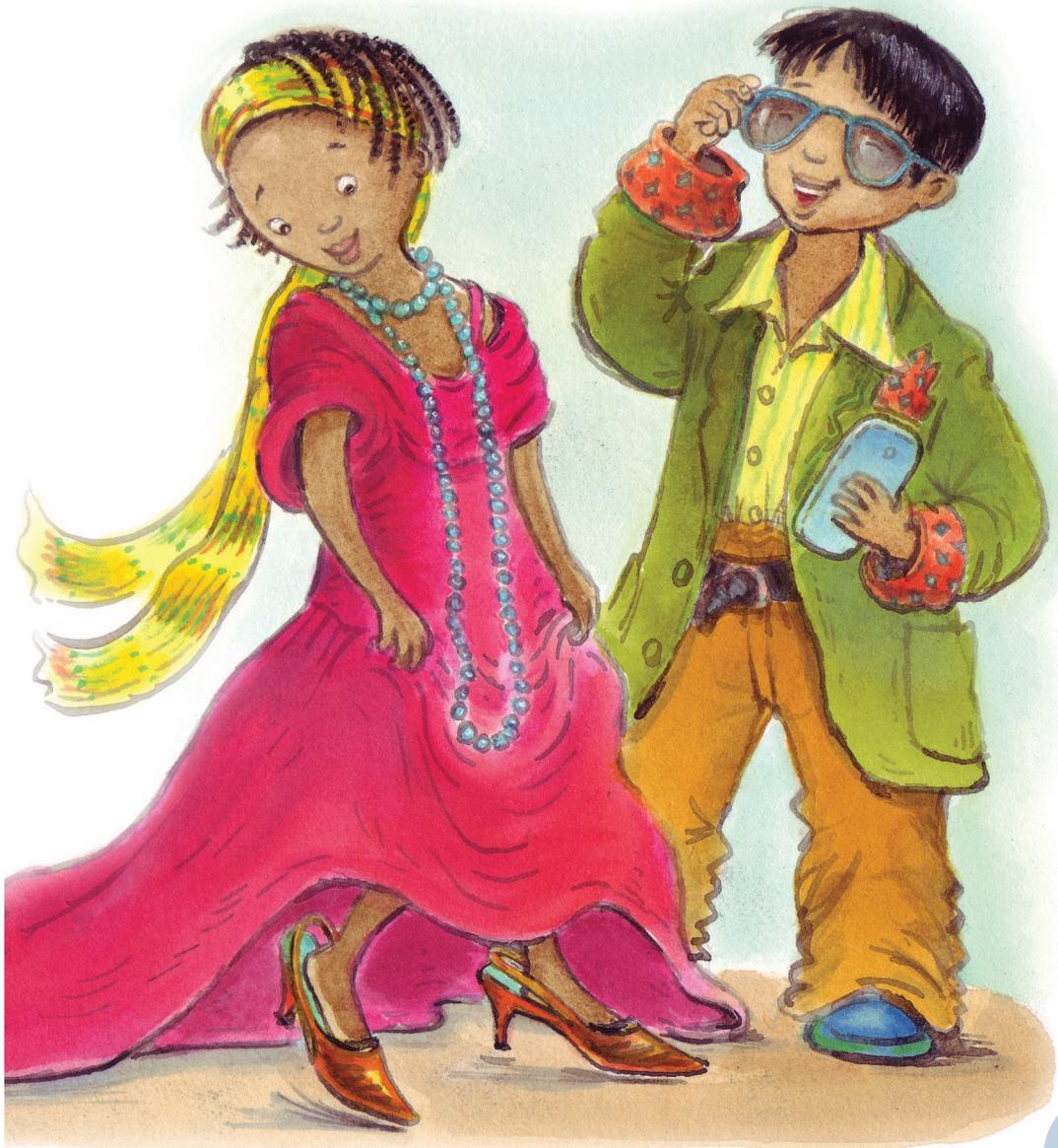
I put on my dad's black shoes.

Oh no! They are too big.
They are much too big.



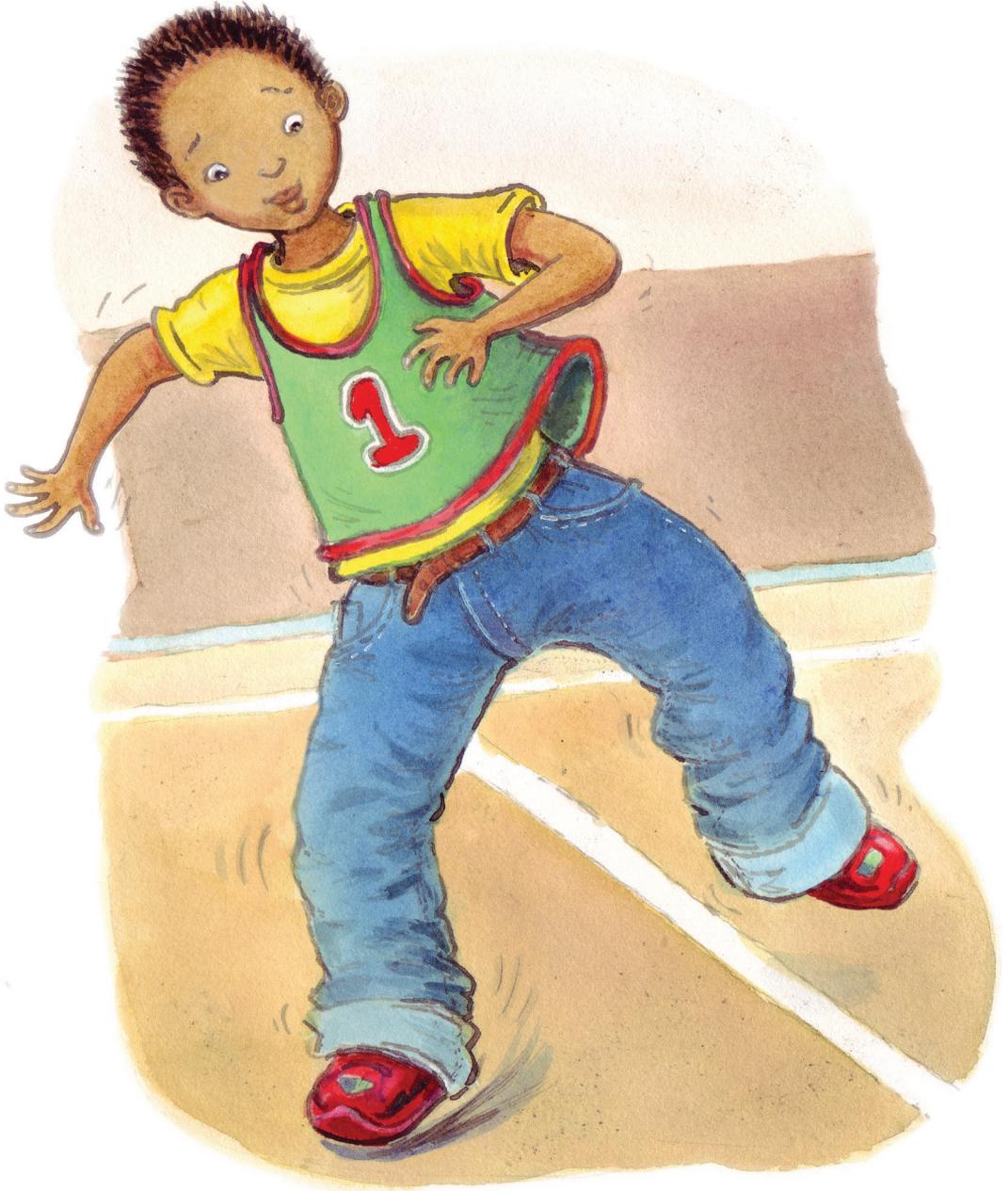
We play mom and dad.
We like dressing up.
Our clothes are too big.
My brown shoes are too
high. I hope I don't fall.
Joe's sunglasses are too big.
His jacket is too long.





My blue jeans are too long.
Watch out! I am going to
fall! Do you like wearing
jeans?





My yellow dress is too big.
It is too long and too wide.





My jersey is too big.
I wear this jersey when
it is cold.





My dad's blue shirt is too big for me. It is too long and too wide. Dad's red tie is much too long.





And now all our
clothes fit!

We love our
school uniforms!
Let's all go
to school!





Group reading activities

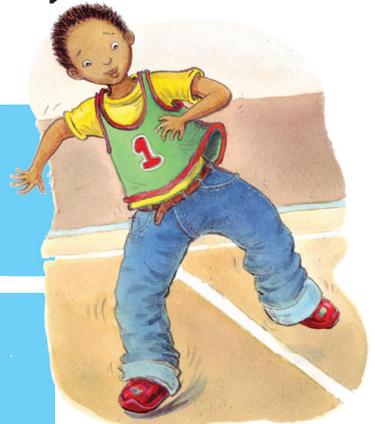


1

Tell your friend what clothes the children are wearing in each picture. Now read and answer the questions to your friend.



What was too big?



What was too small?

What was too long?



What was too short?





2

What clothes can you see on the washing line? What colours are the clothes?



3

Copy and complete these sentences in your exercise book.

hat	dress	shoes	shirt
-----	-------	-------	-------

He has a blue  _____

and black  _____.

She has a yellow  _____ and

a red  _____.



Write down the first word of every row in your exercise book. Then write down the words in each row that rhyme next to it.

hot	pot	not	cat
big	fig	bug	pig
sun	can	bun	fun
hat	cat	fat	hot



Read the questions and answer them to your friend.

- What is the title of the story?
- Name three clothing pieces that were too big?
- What do you like to wear most? Describe it to your friend.
- Which clothes fit the children?
- Did you like the story? Give a reason for your answer.



Copy one sentence from the story. Draw a picture to illustrate your sentence. Write a caption for your picture.

GRADE 1 HOME LANGUAGE



Book 2

<i>Title:</i>	Dressing-up
<i>Language:</i>	English
<i>Level:</i>	Grade 1 Home Language Reader Level 2 Book 2
<i>Text type:</i>	Narrative
<i>Sight words:</i>	the, they, are, much, such, you, when, for, our, too
<i>Vocabulary:</i>	dress, socks, shoes, dressing, clothes, jeans, wearing, jersey, wide, long, caption, illustrate
<i>Phonics:</i>	-ot, -ig, -un, -at, -an, -ut
<i>Content, concepts and skills:</i>	<ul style="list-style-type: none">▪ Describe pictures.▪ Identify clothes and colours.▪ Complete sentences using pictures.▪ Identify rhyming words (word families).▪ Read and answer comprehension questions.▪ Copy one sentence from the story.▪ Illustrate a sentence.▪ Write a caption.

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.

ISBN 978-1-4315-2336-8



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**THIS BOOK MAY NOT
BE SOLD.**



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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Published by the Department of Basic Education
222 Struben Street, Pretoria
South Africa

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First edition 2016

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Author: V McKay

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Level:

1

Frog goes to school

I can read

We all go to school

Animal Sports Day

Level:

2

We love soccer

Dressing-up

Ben finds a new friend

Chuck the truck

Level:

3

The litte red hen

Ann goes to the doctor

Dudu's dream