

Now for Grades 1 - 6

Primary Matters

Aligned to
the NCS and
Foundations for
Learning

Edition 02
09/02/09

A hands-on educational resource for learners, teachers and parents



This week's Learning Programme:

Literacy (Foundation Phase)
Language (Intermediate Phase)

Theme for the week:
My Body



I'm a special somebody

IN THIS EDITION

- PAGE 2 Reading texts for Grades 1 - 6
- PAGE 3 Grade 1 Literacy worksheet
- PAGE 4 Grade 2 Literacy worksheet
- PAGE 5 Grade 3 Literacy worksheet
- PAGES 6 & 7 Poster for Grades 1 - 6
- PAGE 8 Grade 4 Literacy worksheet
- PAGE 9 Grade 5 Literacy worksheet
- PAGE 10 Grade 6 Literacy worksheet
- PAGE 11 Resource - Create your own storybook
- PAGE 12 Resource - "My Body" flash cards

SPECIAL FEATURES

See if you can find Tatty Mcattie da Wicked Witch. She is hiding somewhere on each page.



Reading texts
Page 2
Wonderful me



Poster
Pages 6 and 7
The human body



fingers

Flashcards
Page 12
Use these theme-related flashcards to introduce and reinforce vocabulary

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The Star PRETORIA NEWS Cape Argus Daily News

INDEPENDENT NEWSPAPERS

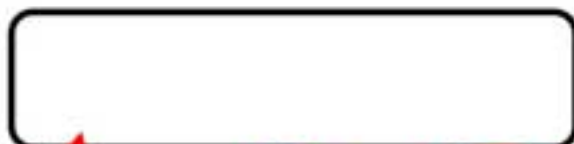
Wonderful me

Grades 1 - 3

Orange	Grade 1 phonics and sight words
Blue	Grade 2 phonics (initial blends)
Green	Grade 3 phonics (digraphs: wh, ch, sh)

I am me, as special as can be.

My body is covered with **skin**.
Skin can be dark or light.
My skin is very **smooth** but my granny's skin is wrinkled.
Her skin is **thin**.
No one has finger **prints** like mine!



Wrinkled skin

Smooth skin

Put your finger prints here!



My body is covered with **hair**.
I have so **much** of it on my head.
Hair can be **short** or long.
It can be **straight** or curly.
Eyelashes and eyebrows are lots and lots of **short** hairs!
My dad has hair on his **chest**.
My granddad has none. He is bald!



I have **muscles**.
They help me move.
I run, hop and jump.
I sing and play all day.



Muscles help me **smile**, muscles make me **frown**.
What faces can you make?

Twenty-four rib bones **protect** my organs.
There are twenty-seven bones in **each** hand.
I have one less bone **than that** in **each** foot. **That's** twenty-six!
I have **thirty-three** bones in my **spine**.
What a lot I have!



A Poem

Grades 4 - 6

Everybody Ought To Have A Body

by Carol Lynn Pearson

Everybody ought to have a body,
A body is the only way to go.
Oh, everybody ought to have a body,
Having a body really helps you to grow.

It can yell, it can cry,
But it can't stay dry.
It can shout and crawl around the floor.
It can stumble and fall,
It can bump into a wall.
Having a body is really a chore.

It can dance, it can sing,
It can race around a ring.
It can jump and thump until it's sick.
It can quiver and quake,
It can tumble and break.
Keeping a body is really a trick.

It can frown, it can stare,
It can pull somebody's hair.
It can pound around and weep and sob.
It can hit, it can bite,
It can even fight.
Teaching a body is really a job.



TEACHER AND PARENT TIPS: How to use this page

How to use this story: Use it to reinforce the phonics programme on pages 3, 4 and 5: Get your children to circle the phonics sounds they have learned on the grade-specific pages – e.g. r blends in Grade 2. Ask them if the sound is at the beginning or end of the word. Then let them sound out the words. Cut out the flashcards on page 12. Hold up a card and let your children find and circle the word in the text. This is a visual discrimination exercise.

Let children find the sight words they have learned, e.g. I. Adapt the text to include the phonics and sight words your children are learning at school.

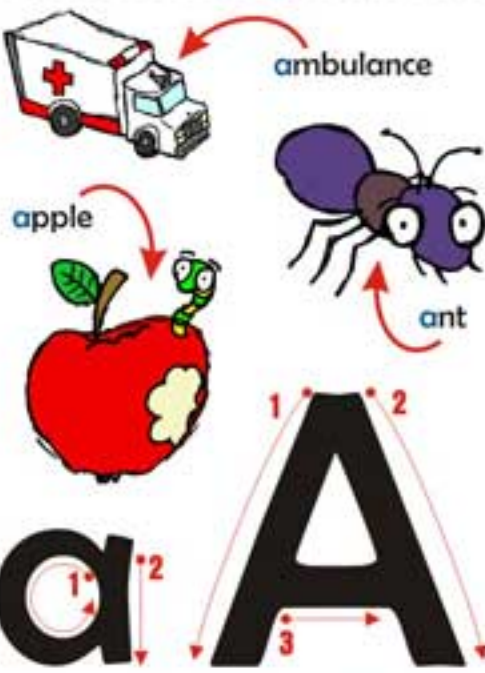
Primary Matters

GRADE 1
Literacy



Who are you?
I am me, as special as can be!

This is the letter a
The capital letter is A
This letter makes the "a" sound as in:



This is how we write the letters a and A

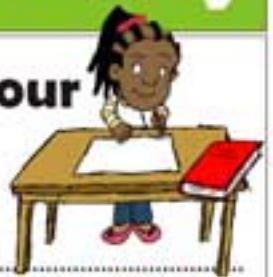
This is the letter m
The capital letter is M
This letter makes the "m" sound as in:



This is how we write the letters m and M



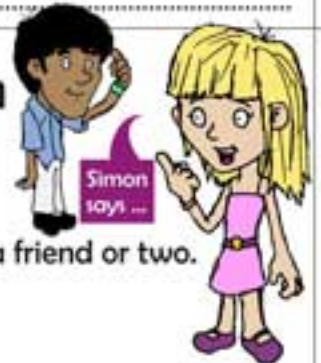
Write your name



I am



Simon says



Play this fun game with a friend or two.

Here's what to do:

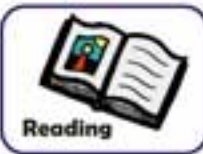
1. Face each other.
2. Call out an action, e.g. "Simon says touch your head."
3. Your friend must do the action.
4. Your partner is out if you give an action without saying "Simon says", e.g. "Touch your nose", and they do it.
5. Now it's your turn.



Body phonics



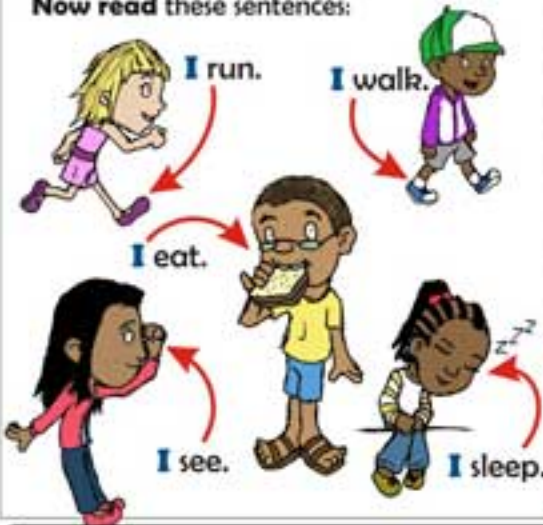
Say these words out loud. Which ones have the same sound at the beginning? Colour the circles next to them the same colour.



Let's read and write

Can you read this word? **I**

Now read these sentences:



Write your own sentences.



head			cheek		
knee			hair		
chin			tummy		
finger			nose		

TEACHER AND PARENT TIPS: How to use this page

- Sing songs like "Head and shoulders" and get your children to do the actions.
- Say a sequence of words that begin with same sound, e.g. a or m, and ask what sound they hear at the beginning. Add a word that begins with a different sound and ask which word doesn't belong.
- Play action games and let them verbalise what they are doing, e.g. I am skipping. Use bath time to create body awareness, e.g. wash your ears, soap your feet.

Oral: FFL - Listens to simple instructions/ responds/ without interrupting. NCS - LO1 AS1, 2
Phonics: FFL - Distinguishes between initial sounds of words. NCS - LO3, AS5, LO6, AS7
Reading: FFL - Recognises own name. NCS - LO3, AS2, 4
Handwriting: FFL - Holds pencil and crayon correctly. NCS - LO4, AS1
Writing: FFL - Draws pictures to convey a message. NCS - LO4, AS2

GRADE 2 Literacy

Primary Matters



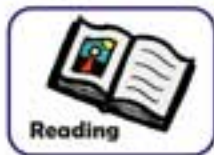
Can you remember?

Play this listening game with a friend.

Read the poem.

Hands on shoulders, hands on knees.
Hands behind you, if you please.
Touch your shoulders, now your nose.
Now your hair and now your toes.
Hands up high in the air, down at your sides and touch your hair.
Hands up high as before, now clap your hands, one-two-three-four!

Touch your body parts in the order in the poem. Did you touch all the body parts in the correct order? Try again.



Label the face



Use the words below to help you label the face.

eyes ears nose mouth tongue chin hair cheek

I see with my

I hear with my

I smell with my

I taste with my



What sense do you use?

These are your five senses.

Can you match the labels with the correct sense?

taste	smell	sight	hearing	touch

Here are some things that we experience with our senses.

Can you write the letter each picture starts with? Some of the pictures have two beginning sounds, write both those letters.

sp			



Upper and lower

Here are some lower case letters. Can you write the capitals? Remember to write the letters in the correct places.

d	D	r
u	m	

What word can you make from the letters above?

Write it here:

Circle the sense or senses you use with this item.



TEACHER AND PARENT TIPS: How to use this page

Children enjoy learning through their senses. Make smelling pots: soak cotton wool balls in vinegar, perfume, citrus juice, etc. Place each in a yoghurt cup. Blindfold children and let them identify the smell. Make feely bags: place various textures or objects into an opaque bag and let them feel what it is. This is a good vocabulary enrichment activity. As you go about your day ask children what sound various objects begin or end with. At this stage they should be able to identify initial single and double sounds (blends, e.g. sp in spoon). Let them also sound out syllables while clapping – e.g. spa-ghet-ti (clap, clap, clap). Being able to identify syllables is an important skill in helping to read and spell words.

Oral: FFL - Listens without interrupting/ showing respect/repeats sequence of events in story or song. NCS - LO1, AS1, 2, 4
Phonics: FFL - Identifies letter-sound relationships/ single sounds. NCS - LO3, AS3
Reading: FFL - Uses visual cues to predict a story/ expresses personal response/uses clues and pictures for understanding. NCS - LO3, AS1
Handwriting: FFL - Holds pencil correctly/forms letters correctly. NCS - LO4, AS7
Writing: FFL - Draws pictures to convey message/ writes one sentence. NCS - LO1, AS4

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Primary Matters

GRADE 3
Literacy



Copy cat



Do this activity with a friend.
Call out four instructions at a time for your friend to follow.

For example:

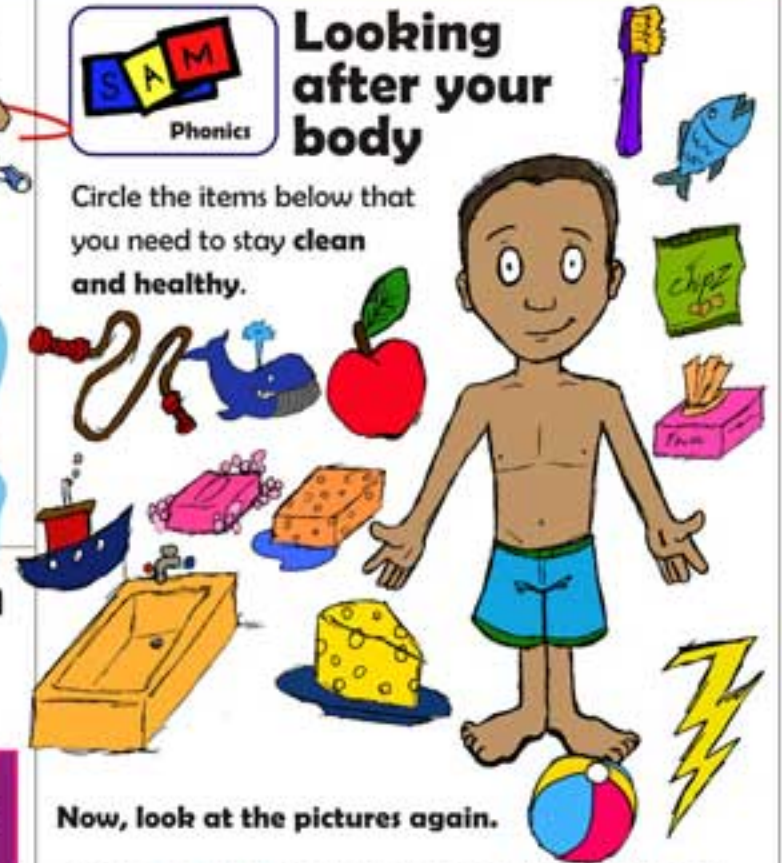
1. Jump up and down five times.
2. Hop to the wall.
3. Turn around twice.
4. Lie down on your tummy.

It's your turn once your friend has had a go.



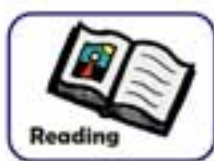
Looking after your body

Circle the items below that you need to stay **clean and healthy**.



Now, look at the pictures again.

- Draw a **red cross** through those that start with the sound **sh**.
- Draw a **green cross** through those that start with the sound **th**.
- Draw a **blue cross** through those that start with the sound **wh**.
- Draw a **yellow cross** through those that start with the sound **ch**.
- Draw a **purple cross** through those that end with the sound **sh**.
- Draw a **pink cross** through those that end with the sound **th**.
- Draw an **orange cross** through those that end with the sound **ch**.



Tatty's health column

Read the poem below and then write **two sentences** of your own in the column on the right

Witchy Times

I'm Tatty Mcattie the wicked witch
Excuse me while I scratch my itch
I never bath or brush my teeth
Nor wash my undies underneath!

I hate to sleep, it's such a waste
Vegetables ... I hate the taste
Drinking water is a bore
Excuse me while I nurse this sore!

Exercise is for the dumb
I love to sit upon my bum
When I need to leave the room ...
My mode of transport is my broom

I'm Tatty Mcattie you can tell
Your nose can't miss the dreadful smell!



Now write your own health column giving readers advice for good health.

Use two of the words you made in a sentence. Write the sentence on the lines below.



Build it

Just like your body needs food to build healthy muscles, we need letters to build words.

How many words can you make from these letters? Write the words on the lines.

m	o	e	f	l	n
s	a	b	h	i	p



TEACHER AND PARENT TIPS: How to use this page

Use **everyday activities** like shopping to encourage good listening and recall habits – e.g. at the store ask your child to fetch three tins of pilchards, two tins of spaghetti and one bottle of tomato sauce. Then **ask your child to tell you** what they did in the order that they did it. The 'h' blends occur at the beginning, end and middle of words. **Get children to find words** that contain these sounds in newspapers or magazines. **Discuss the importance** of good health with your children. Let them **write their own** good (or bad) health rhymes.

Oral: FFL - Listens to a complex sequence of instructions and responds/ without interrupting showing respect. **NCS** - LO1, AS1
Phonics: FFL - Identifies letter-sound and letter-name relationships - single sounds/ builds words. **NCS** - LO3, AS1; LO6, AS1
Reading: FFL - Identifies the main idea/ uses word recognition skills when reading aloud. **NCS** - LO3, AS1, 2
Handwriting: FFL - Uses handwriting tools effectively/ writes legibly and correctly. **NCS** - LO4, AS7
Writing: FFL - Uses a picture for a topic to write about/ writes words to form a sentence using sounds and punctuation. **NCS** - LO4, AS1

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THE HUMAN BODY

Your body is made up of different groups or systems. These systems have various organs that perform very important functions in your body. In order for the body to work properly all the organs in all the systems need to be in top working condition. There are many different systems in the human body – this poster shows four of them.

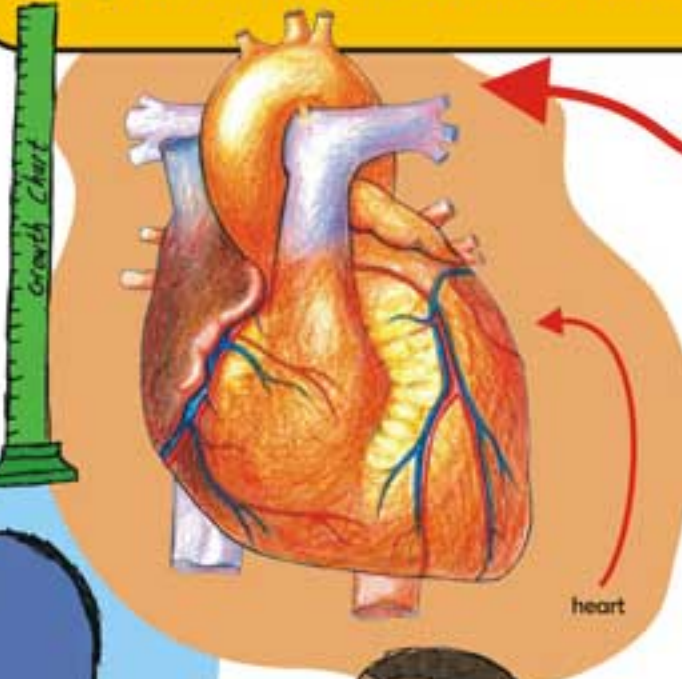
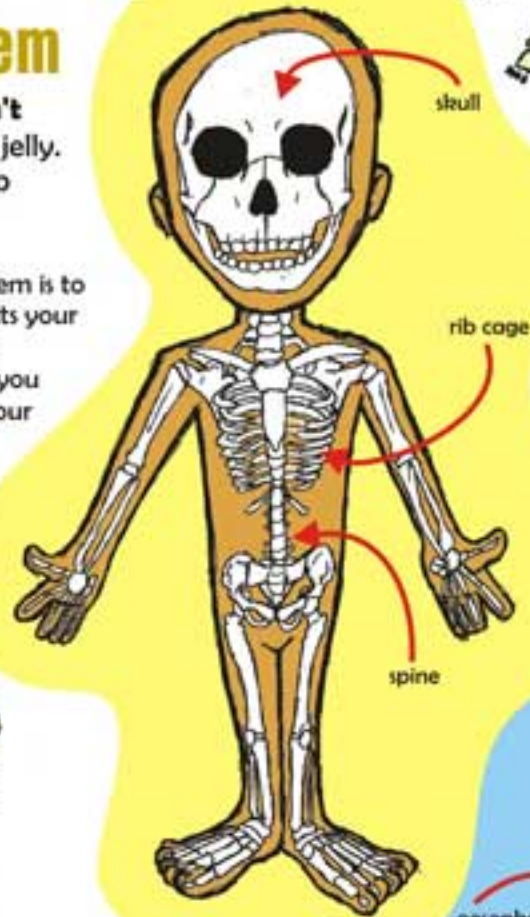


1

The skeletal system

What would happen if you didn't have bones? You'd be floppy like jelly. You would not be able to stand up straight or walk.

- The main function of the skeletal system is to give your body support. It also protects your internal organs from harm. The **skull** protects your brain. The **spine** keeps you upright and your **rib cage** protects your upper internal organs.
- When you were born you had over 300 bones. As you grow, some of these bones will join together. As an adult you will only have **206 bones!**



3

The cardiovascular system

This is one of the most important systems in the body. It is made up of the heart, blood and blood vessels.

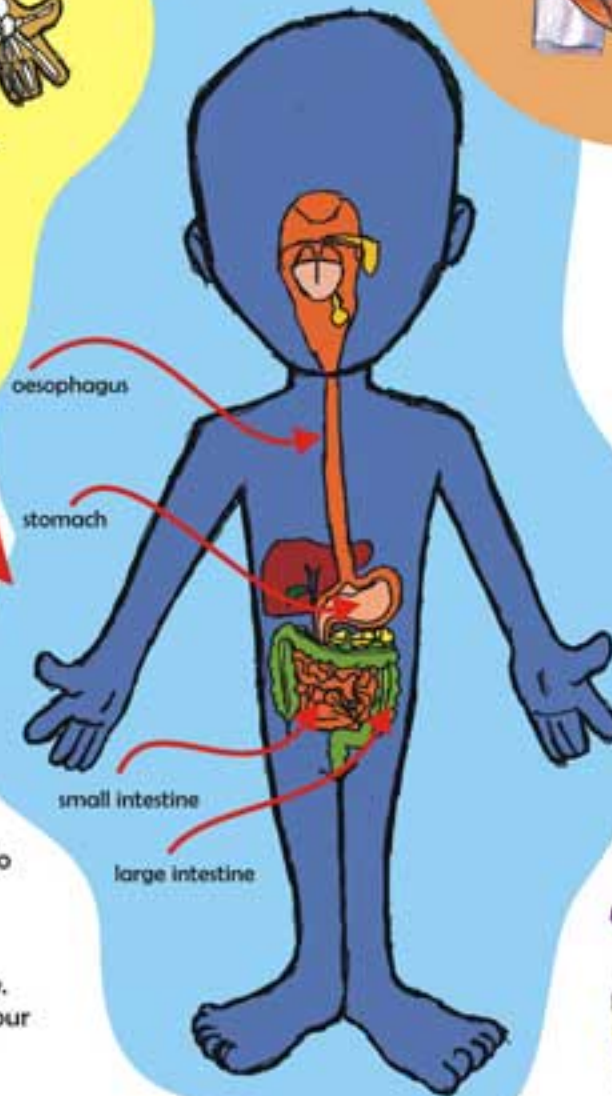
- Blood** moves via the blood vessels from the heart, and delivers **oxygen** and **nutrients** to every part of your body. On the return trip, the blood picks up the waste products so that your body can get rid of them.
- The **heart**, which is about the size of your fist, is a muscle. It contracts and relaxes about 70 or so times a minute at rest - more if you are exercising - and it squeezes and pumps blood to all parts of the body.

2

The digestive system

The main role of the digestive system is to break down and absorb nutrients from food.

- Digestion** begins with your imagination, just thinking of a yummy burger will cause you to salivate, and this will later help you digest the burger.
- The **alimentary canal** is a tube that includes the **mouth, pharynx, oesophagus, stomach, small intestine** and **large intestine**.
- When you take a bite of food, the **saliva** wets the food and begins to digest it. Once the food is wet and chewed, the tongue then forces the food to the back of the mouth or **pharynx**. It then moves through your **oesophagus** and down into your **stomach**. The stomach mixes the food with **gastric juices**. This then moves to the **small intestine**. Here the food is broken down. Vitamins, nutrients and fat are absorbed back into the body.
- The waste products then move to the **large intestine** where it then leaves your body when you go to the toilet.

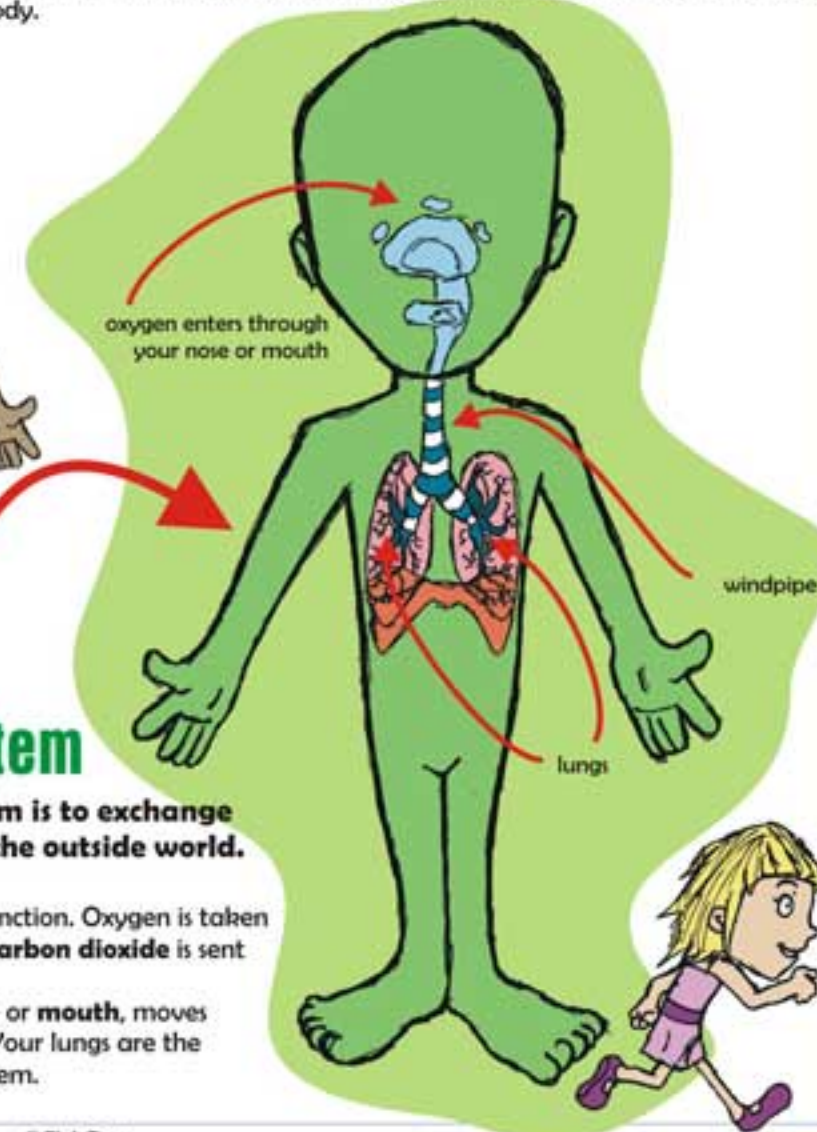


4

The respiratory system

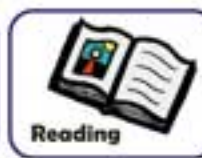
The main role of the respiratory system is to exchange or swap air between your blood and the outside world.

- All the **cells** in your body need **oxygen** to function. Oxygen is taken in from the atmosphere into the body and **carbon dioxide** is sent out from the body.
- Oxygen enters your body through your **nose** or **mouth**, moves down your **windpipe** and into your **lungs**. Your lungs are the most important part of your respiratory system.



GRADE 4 Language

Primary Matters



Read it aloud

Get together with a friend and take turns to read the poem on page 2. Then together discuss the following points:

- What type of body is being described in the second stanza? What makes you think so?
- In stanza 3 it reads, "Keeping a body is really a trick." What kinds of tricks are mentioned in the stanza?



Parts of speech

Tatty Mcattie's parts of speech prompt

Paste this prompt onto the corner of your desk. It will remind you of the different parts of speech.



- A noun is a naming word. It names a person, place or thing. Common nouns refer to things – e.g. broom, table, house. Proper nouns refer to people, places, pets and special things – e.g. Paul, Gauteng, Ferrari.
- A pronoun takes the place of a noun – e.g. I, you, he, she, they, it.
- A preposition tells you how a thing or person is linked to something else – e.g. under, on and in. It is usually easy to identify because it is always followed by a noun (or pronoun).
- A verb is an action or doing word. It tells you what a person, animal or thing is doing.
- An adverb tells us how, when and where actions are done. They give more information about verbs – e.g. Sindile dances gracefully, Roland slipped accidentally.
- An adjective describes the noun. It tells you more about it.



Replace all three nouns with pronouns

Tatty Mcattie gave the fish to Tatcat. _____

Write these sentences in (a) the future tense and (b) the past tense.

The ugly witch flies on a broom. _____

She crashes badly. _____

Refer to the poem on page 2 once again. Find and circle in red three common nouns. Find and underline three verbs. Find and underline an adverb. Find and cross out four adjectives. Find and circle in blue one preposition.



Rhyme time?

Bodies are amazing machines but from time to time they can really embarrass us! You know ... strange smells and funny noises! But these situations also make us laugh. Here are a couple of limericks about such moments.

A limerick is a short, humorous poem. Its rhyme pattern and rhythm are always the same:

- The last words of the first, second and fifth lines all rhyme with each other. Let's call these rhyming words "A".
- The last words of the third and fourth lines rhyme with each other. Let's call these rhyming words "B".

Tatty Mcattie's foul smell (A)
Was more powerful than a spell (A)
It cleared witch-crowded rooms (B)
As they dashed for their brooms (B)
To escape Tatty Mcattie's bad smell (A)

Now try writing your own limerick!

1. Start with your name.
2. Make a list of words that rhyme with your name.
3. Fill in the frame (a).
4. Now think of an event that resulted in an embarrassing or ridiculous moment where your body made you or someone else laugh.
5. Write your second line using one of the words that rhyme with your name.
6. Fill in frame (b).
7. Now describe the embarrassing moment.
8. Fill in frame (c).
9. Continue the embarrassing moment ending with a word that rhymes with the last word in (c).
10. Fill in frame (d).
11. Now you need to go back to the list of "A" rhyming words to find one to end the poem.
12. Fill in frame (e).

Read the limerick on the left. Now complete the one on the right using different rhyme sounds and your own words.

There was a young boy called Hugh
Who ate a disgusting stew
He let out a burp
And lost his desert
Now he's more careful about what to chew

There was a young boy/girl called _____
Who _____ a _____
He/she _____
And _____
Now he/she is _____



TEACHER AND PARENT TIPS: How to use this page

Parts of speech can be difficult to understand. Glue the prompt into the cover of your child's literacy book or on their desk and let them refer to it when necessary. Provide lots of opportunities to analyse simple sentences into their various parts of speech.

Children love rhymes. Nurture this interest as rhyming is an important skill that develops an appreciation for language. Rhyme whenever possible – e.g. at the table: Siphon, peepo, pop eats a carrot top.

Oral: FFL - Listens to fables and stories/ relates them to own experience. NCS - LO1, AS1; LO2, AS1
Reading: FFL - Reads fiction texts independently. NCS - LO3, AS1
Writing: FFL - Writes for personal purposes/uses appropriate grammar, spelling and punctuation/ different tenses. NCS - LO4, AS1, 4
Spelling and grammar: FFL - Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, pronouns, prepositions). NCS - LO6, AS2
Investigation: FFL - Asks questions to obtain information, sequences the information and reports back orally. NCS - LO5, AS3; LO6, AS4

Primary Matters

GRADE 5
Language

Reading

Your healthy body

Turn to the poster on pages 6 and 7 of Primary Matters.

Read the information and then answer the questions that follow:

- How many main systems does the human body consist of?
- What keeps your body upright?
- What does the cardiovascular system consist of?
- What organ is the size of your fist?
- Describe the passage of air into and through your body. You can also draw a picture to demonstrate the flow.

Spelling and Grammar

Pre-fix it!

Just like our bodies are made of different parts, so too are words. Words are made of prefixes, stems and suffixes.

A **prefix** is a group of letters added **before** a root word or stem to add to or change its meaning and form a new word – e.g. **dis** + **comfort** = **discomfort**.

A **suffix** is a group of letters added **after** a root word or stem – e.g. **comfort** + **able** = **comfortable**.

root word (stands on its own)

prefix root word (stands on its own) suffix

Oral

Shout about it!

We use our lips, teeth, tongue, palate and vocal cords to speak! Just like an orchestra ... they work together to produce sounds. Work with a friend to see how well they all work together ... try to repeat these funny tongue twisters as quickly as you can.

Every prefix has a meaning

Look through the newspaper and try to find words where the prefix also means not.

- mis** means wrong
mis + spelled = misspelled, which means wrongly spelled
- sub** means under
sub + marine = submarine, which means under the water
- pre** means before or in front
pre + cook = precook which means cooked earlier
- un** means not (there are also other prefixes which mean not)
un + done = undone which means not done

Usually, when adding a prefix to a root word both the prefix and root's spelling do not change – e.g. un + kind = unkind

Tongue-twisters are phrases that are tricky to say.

Fuzzy wuzzy was a bear,
Fuzzy wuzzy had no hair,
Fuzzy wuzzy wasn't fuzzy, was he? (wuzzy)

How many cars can a carpark park if a carpark could park cars?
A carpark could park all the cars that it could if a carpark could park cars

Make up your own tongue twister using the letters 's' and 'sh' to express how you feel when the sun shines on your skin.

When the prefix 'all' is added to a root word the final 'l' of 'all' is dropped.

all + together = altogether
all + ways = always

Look at the picture clues and fill in the prefix.

nourished weight ease behave

Writing

Investigation

Body poem

Read the poem on page 2 and the poster on pages 6 and 7.

Look at the second verse again. In red circle all the words that rhyme with the last word in the first sentence. Write the rhyming words in your exercise book. Look at the third sentence. In blue circle another word that rhymes with this word. Write these rhyming words in your exercise book. Look at fourth sentence. In green circle another word that rhymes with this word. Write these rhyming words in your exercise book.

Write a poem about the skeleton following the same rhyming pattern.

1. Write a key sentence about the skeleton – e.g. My skeleton it keeps me straight
2. Write down words that rhyme with the last word in your sentence – e.g. gate, fate, late, weight
3. Write a second sentence with one of your rhyming words – e.g. It carries all my body's _____
4. Write the third sentence ending with a new word to rhyme with the last sentence you will write – e.g. It really has a lot to bear
5. Your fourth sentence must end with another new word for rhyming – e.g. My heart and veins work night and day
6. List words that rhyme with the last word in the previous sentence – e.g. stay, way, obey
7. Write a sentence with one of these words – e.g. My brain makes sure that all _____
8. End your poem with a sentence that rhymes with the third sentence – e.g. But my skeleton does more than its fair _____

My skeleton it keeps me straight (A)
It carries all my body's _____ (A)
It really has a lot to bear (B)
My heart and veins work night and day (C)
My brain makes sure that all _____ (C)
But my skeleton does more than its fair _____ (B)

TEACHER AND PARENT TIPS: How to use this page

Encourage healthy literacy habits by reading from a wide range of sources and genres to your children. Tell them family stories too. If possible let them record these stories with text and illustrations.

Let your children find prefixes in newspaper and magazine articles. Ask them to identify the root word in each word they find.

Oral: FFL - Expresses thoughts and feelings in an imaginative way. NCS - LO1, AS1
Reading: FFL - Reads fiction texts independently. NCS - LO3, AS1
Writing: FFL - Writes for personal purposes/ writes sentences using tenses. NCS - LO4, AS1, 4
Spelling and grammar: FFL - Uses phonics and spelling rules to spell/uses prefixes, stems and suffixes to form words. NCS - LO1, AS1
Investigation: FFL - Asks relevant questions to obtain information, organises and reports back orally. NCS - LO6, AS1

GRADE 6 Language

Primary Matters



Share your success

Sit in a circle with all your friends. Roll a ball to one another. Whoever gets the ball has to say one positive thing about someone else in the circle. **Focus** on saying something that will help build that person's self-esteem.



I feel good!

Self-esteem ... you cannot see it, hear it or touch it. But you can feel it! It's how you feel about yourself. It's what you think you can and can't do. Healthy self-esteem is important, because it makes you believe in yourself, it gives you courage to try new things and make mistakes and it makes you feel proud about yourself.



Investigation

Stereotypes

You watch television, right? Do you enjoy listening to the radio? Then you probably know all about stereotyping, even though you may not know the word.

Talk about the following:

- Look at how boys and girls are stereotyped in advertisements, in movies and television programmes. Talk about how these images limit you. Do you ever feel you aren't "normal" because you don't fit the mould? For example, as a girl you may love to play soccer? Is this acceptable? As a boy, you may love to do ballet. Is this okay? Talk about it.
- Are the people you see on television, especially in soap operas, like the people you know and see in real life? How are they different or similar? Talk about it.
- Think of adverts on television and radio as well as in magazines. Typical advertising shows men as confident, physically active, aggressive and in control. Women are shown as beautiful, helpless and domestic. Are all men and women like this? Talk about it.
- How are female and male musical artists featured in the media (television, radio, newspapers and magazines)? How do they differ? What role does beauty play in the promotion of female artists? Are male artists portrayed the same way? Talk about it.

A stereotype is when we have an over-simplified opinion of a person or group based on how they look or act. In other words, we decide what we think of them without really getting to know them first.



Body art

You are going to write an acrostic poem about the character you role-played in the "Everybody ought to have a body" activity (see bottom left).



An acrostic poem is very easy to write.

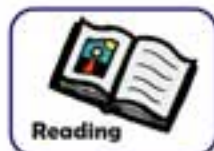
Put the letters that spell your character's name down the left side of a page. Now go back to each letter and think of a word, phrase or sentence that starts with that letter and describes your subject.

Here's an example:

Men everywhere love me
Everything about me is beautiful, only I am so
Rotten inside
Mostly because I really don't like people, not
At all!
Idiots they all are
Don't you agree?



Now it is your turn to write an acrostic "body" poem. How do people feel about your character?



Everybody ought to have a body

Read the poem on page 2. The poem describes a body as special as yours. But just imagine if you could swap your body for another ... a fantastical one! **What would you choose?** A superhero, monster, animal, giant or fairy ...

- Prepare:** Work with four friends. Each of you should choose a fantastical "body" to role-play.
- Rehearse:** Each of you will read a stanza of the poem on page 2 but pretending to be the character (body) of your choice. If you have chosen to be a giant you will read the stanza using a big, booming voice and your movements will be large and heavy.
- Perform:** Get the audience to guess what character you were role-playing.



Nouns and pronouns

Nouns: These are "naming" words.

Common nouns name people, animals, objects and places – e.g. boy, dog, desk and village. **Proper nouns** are the actual names of people, animals, objects and places – e.g. Siphso, Jabulani Primary. **Abstract nouns** name feelings – for example: pride, sadness, etc. **Collective nouns** name groups of things – for example: a team of players, a herd of cows.

Pronouns: These take the place of nouns.

For example: I scored two goals. He gave the boots to me. They are mine, not his or theirs.

We will beat them.

List of pronouns: I, we, he, she, they,

it (when used as the subject of a sentence); me, us, him, her, them, it (when used as the object of a sentence); mine, ours, his, hers, theirs, its (when used to show possession).



Circle all the nouns and pronouns in the first stanza of the poem.

(proper) noun → **Tatty Mcattie** is ugly. (common) noun
 pronoun: this refers to Tatty → **She** has warts on her nose. → pronoun: this refers to the warts
They are big. → pronoun: this refers to the warts

TEACHER AND PARENT TIPS: How to use this page

Grammar is very challenging for young children. A good understanding of the different types of nouns will lay a good foundation for further grammar teaching and learning. Use everyday situations to reinforce noun identification – e.g. when you are busy: a flurry of activity, when you see birds flying in the sky: a flock of birds, etc.

Acrostic poems are fun to do. Use family and friends' names to spark poetry writing.

Oral: FFL - Listens for specific details /identifies how stereotypes are created and their effects/ asks thought-provoking questions using appropriate language/interacts positively during group discussions. **NCS** - LO1, AS3; LO2, AS1, 2

Reading: FFL - Reads aloud adjusting to suit the listener/explains themes, plots, setting and characterisation of the read text. **NCS** - LO3, AS1, 5, 6

Spelling and grammar: FFL - Identifies and uses parts of speech. **NCS** - LO6, AS1

Investigation: FFL - Asks relevant questions. **NCS** - LO5, AS3

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Primary Matters



Useful RESOURCES

My body book

Foundation Phase

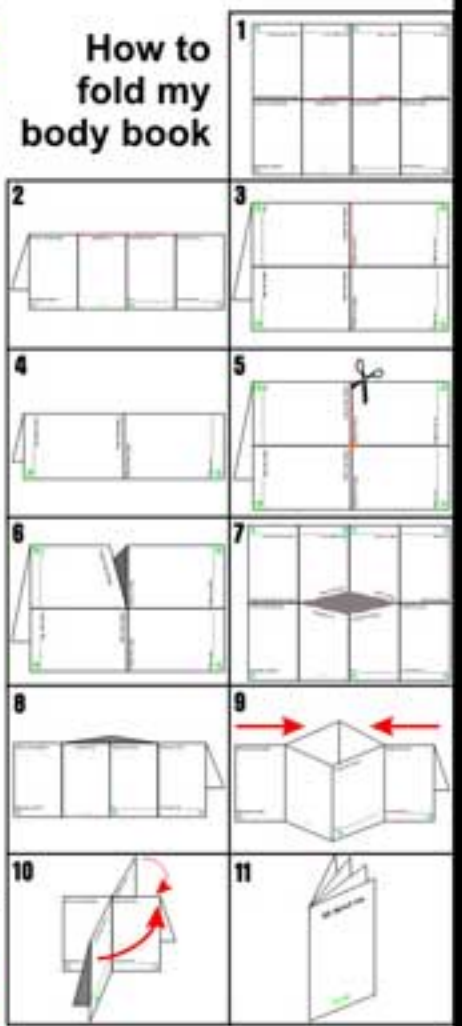
Name: _____

Date: _____

Make your own reader. Either alone or with an adult, read each page. Fill in the missing words and draw a picture on each page. Let an adult help you cut out and make your book. Have fun reading all about you! (Some of the pages will be upside down so you need to turn them around to read them. Or if you prefer, you can stand on your head!)

<p>2</p> <p>_____</p> <p>_____</p> <p>I smile a lot because _____</p>	<p>3</p> <p>_____</p> <p>_____</p> <p>They help me to _____</p>	<p>4</p> <p>_____</p> <p>_____</p> <p>I like to smell _____</p>	<p>5</p> <p>_____</p> <p>_____</p> <p>They are _____</p>
<p>6</p> <p>_____</p> <p>_____</p> <p>I have a mouth full of teeth.</p>	<p>7</p> <p>_____</p> <p>_____</p> <p>I have two arms.</p>	<p>8</p> <p>_____</p> <p>_____</p> <p>I have a nose.</p>	<p>9</p> <p>_____</p> <p>_____</p> <p>I have two eyes.</p>
<p>I have a strong body.</p>	<p>All about me</p>	<p>I have lots of hair.</p>	<p>I have two ears.</p>
<p>My body is great!</p>	<p>Cover</p>	<p>It is _____</p> <p>_____</p>	<p>I can hear the _____</p> <p>_____</p>

How to fold my body book



All about me

Reproducible Worksheet - Intermediate Phase

Name: _____ Date of birth: _____ Height: _____

Weight: _____ Star sign: _____ Pets: _____

Most memorable event: _____

Best friends: _____ Hobbies/interests: _____

Amazing skills: _____

Future hopes: _____

Use the information above to write a short autobiography about wonderful you!

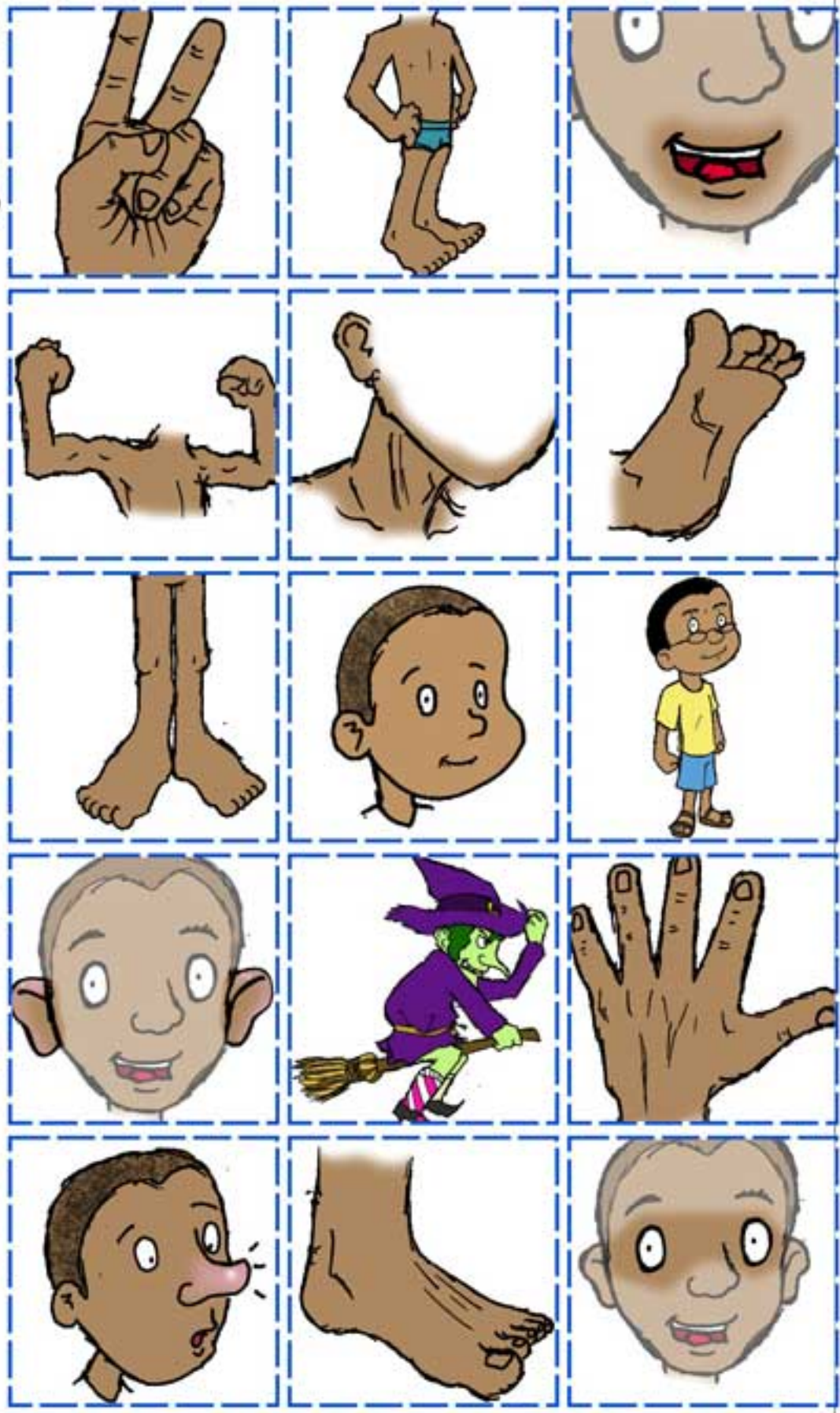
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Cut-out RESOURCES

Primary Matters

Use these theme-related flashcards to introduce and reinforce vocabulary.



- | | |
|-------|---------|
| body | legs |
| head | hand |
| eyes | foot |
| ears | fingers |
| mouth | toes |
| nose | neck |
| arms | I |



TEACHER AND PARENT TIPS: How to use this page

Play the following games:

- Let children match the pictures and words.
- Use picture cement (Prestik) to place flashcards around the home or classroom. Let children read them as you go about your day. Reward them for every three (or more) words read correctly.
- On newspaper or brown paper trace around the child's body. Cut out the shape and use the flashcards to label the cut-out.
- Use the flashcards together with the cut-out book on page 11. Hold up a flashcard and let the child find the matching word in the text.