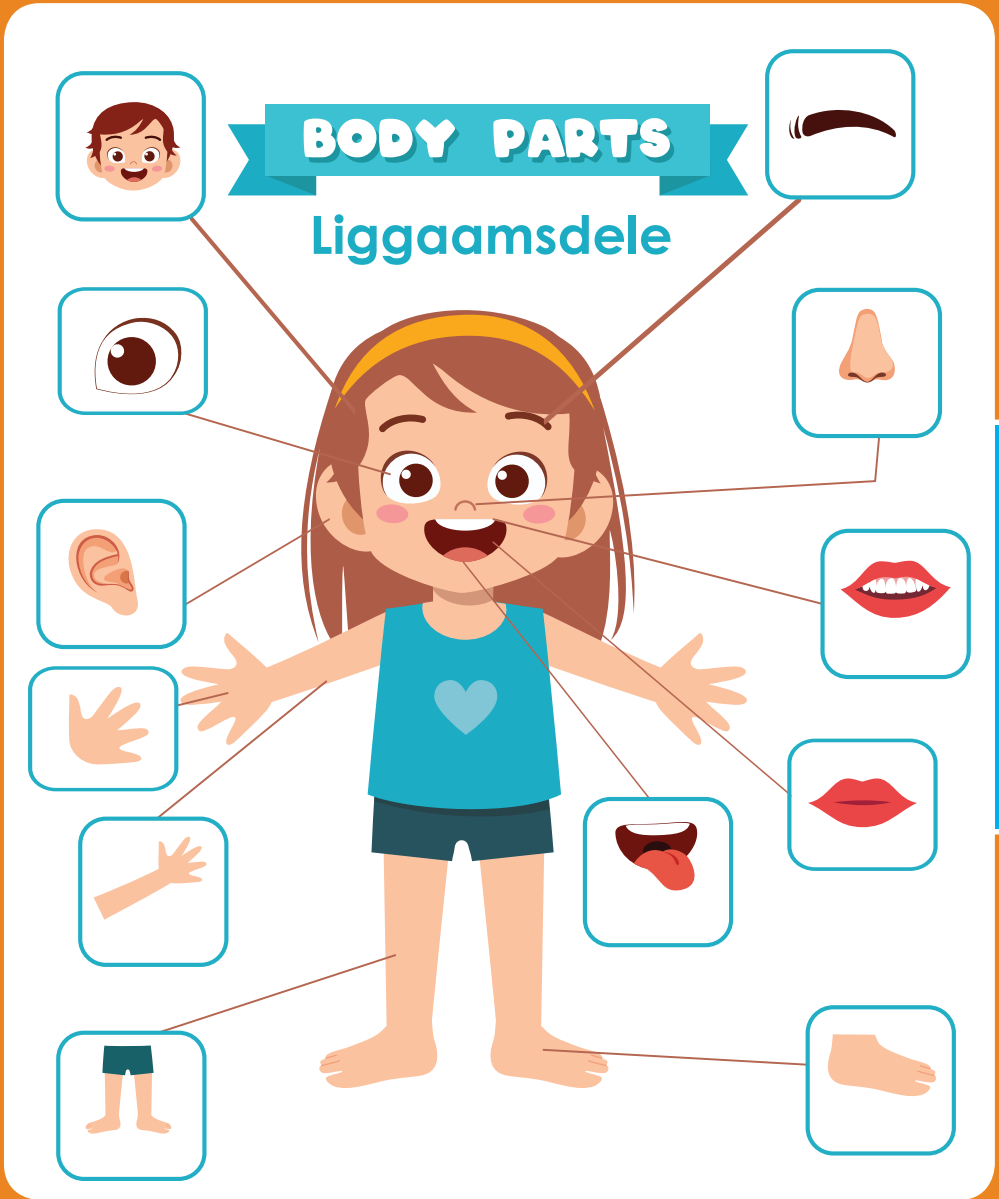


# Grade 1 / Graad 1: Week 15 & 16



## Body Parts / Liggaamsdele



Ministry of Education,  
Arts and Culture



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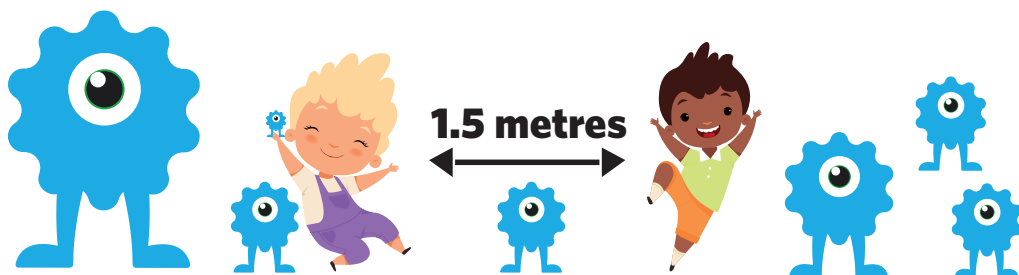
**Capricorn Foundation**

unicef

for every child



ONLINE SCHOOL



These numbers indicate which day you can complete each worksheet! But if you want to, you can work ahead and do the rest as well.

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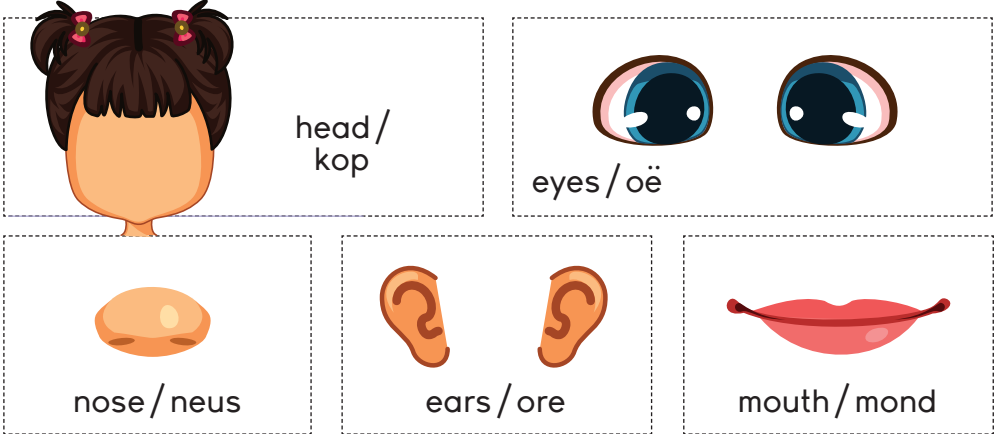
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# Vocabulary / Woordeskat

Read the vocabulary words. / Lees die woordeskat.



Fill in the missing letters:

h\_\_a\_\_

\_\_ar\_\_

n\_\_s\_\_

e\_\_e\_\_

\_\_o\_\_th

Vul die ontbrekende letters in:

k\_\_p

\_\_ë

m\_\_n\_\_

ne\_\_s

\_\_r\_\_

Search the vocabulary words.

h	e	e	d	m	n
e	a	y	f	t	o
a	r	e	k	u	s
d	s	s	l	o	e
e	m	o	u	t	h

Vind die woordeskat woorde.

k	u	g	d	o	m
o	e	o	b	r	o
p	t	ë	r	e	n
n	e	u	s	f	d



## Sight words/Sigwoorde

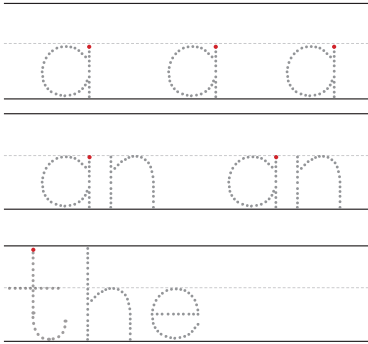
Read:

a

the

Trace it:

Write it:



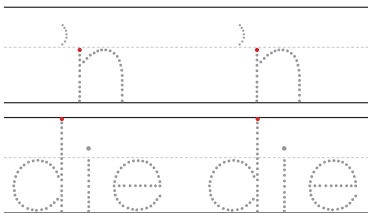
Lees:

'n

die

Teken op die stippellyne:

Skryf dit:



Search the vocabulary words.

m	a	a	t
y	n	z	h
a	a	n	e
l	t	h	e

Vind die woordeskat woorde.

m	d	i	e
y	n	z	h
'n	a	'n	e
l	d	i	e

# English Activity

## Number 15

Colour in



Make 15 dots on the dice

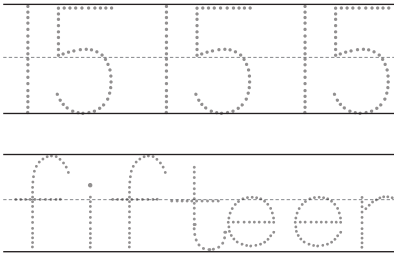


Circle the word fifteen

fourteen      fifteen  
                    fifteen  
fifteen      sixteen

Trace

Write

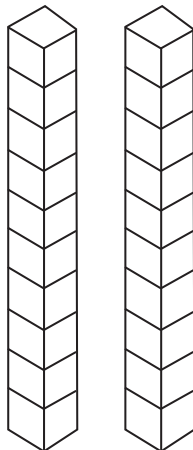


Week 15  
Grade 1

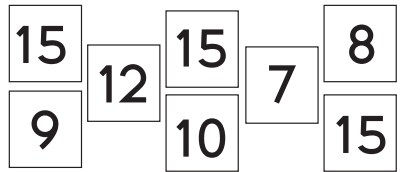
Colour in 15 smiley faces



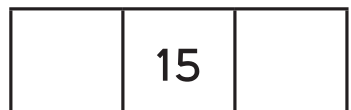
Colour in 15 blocks



Colour in the number 15

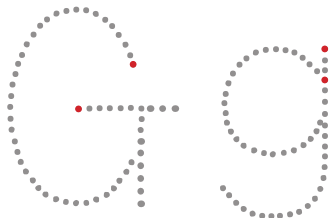


Before and after



# The 'G' 'g' sound / Die 'G' 'g' klank

Trace/Trek op die stippellyn



Circle the g's in the sentence: /  
Omkring die g's in die sin:



The girl got a  
golden gift.

Die meisie het 'n goue  
geskenk gekry.

Draw a line from the circle to the  
images that begin with the letter 'g':/  
Teken 'n lyn van die sirkel tot by die  
prente wat met 'n 'g' begin



hat  
hoed



giraffe  
kameelperd

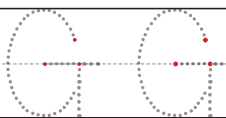
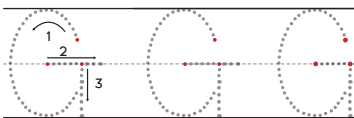


girl  
meisie

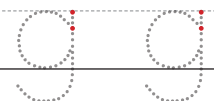
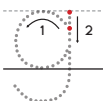


grass/gras

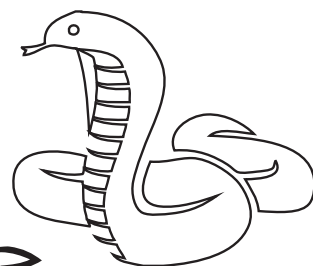
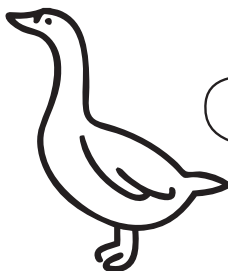
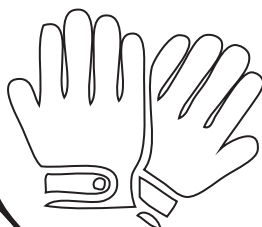
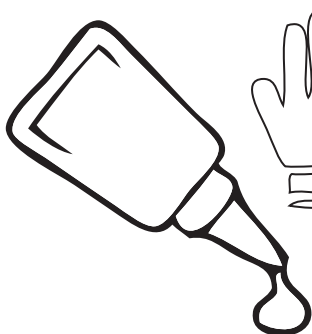
Trace/Trek op die stippellyn



Write/Skryf



Colour the picture that start with the letter 'g' /  
Kleur die prentjie in wat begin met die letter 'g'

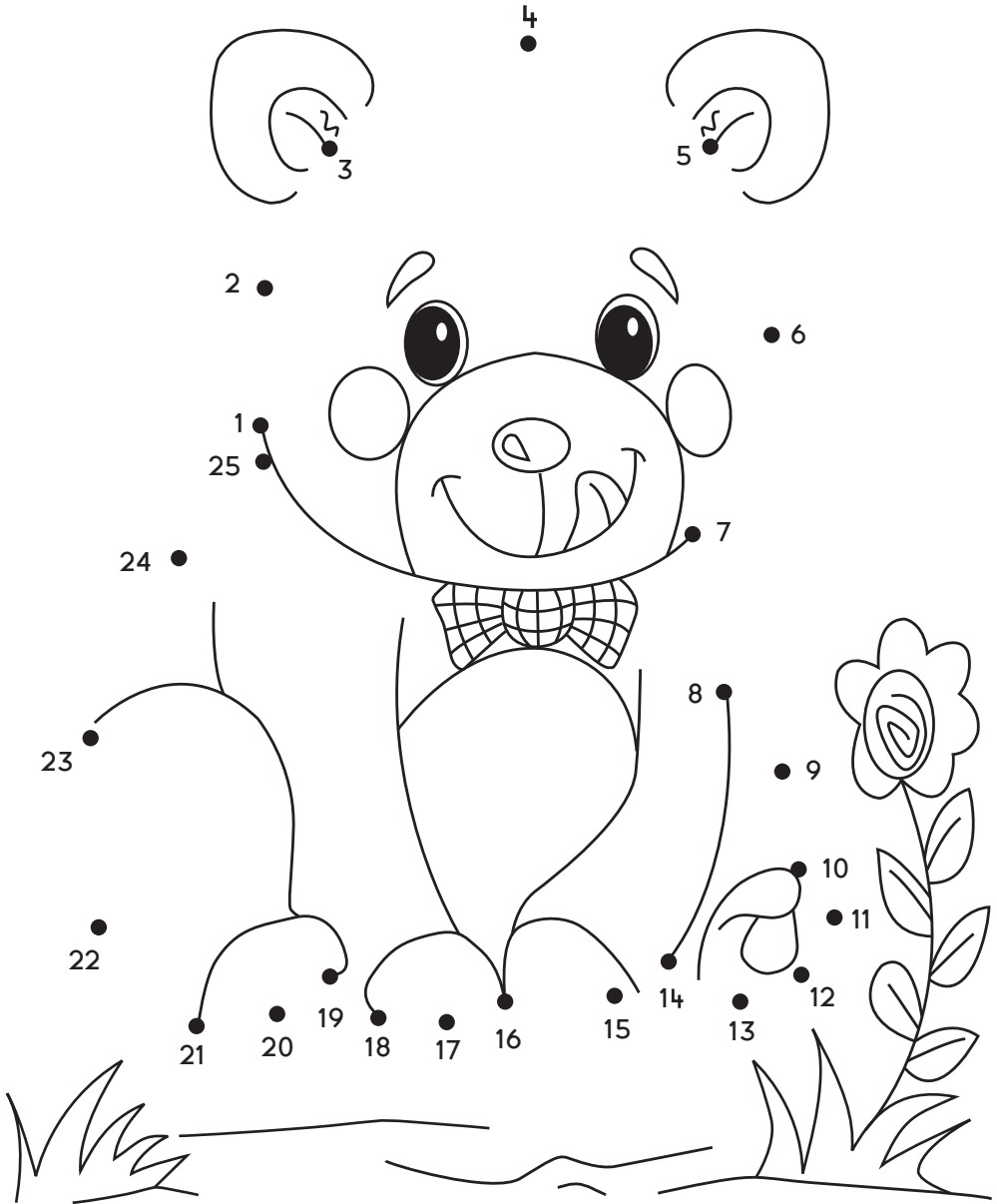


## Number bonds / Getalbande

$\begin{array}{c} \boxed{7} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{6} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{3} \end{array}$	$\begin{array}{c} \boxed{4} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{9} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{7} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{1} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{2} \\ \diagdown \quad \diagup \\ \boxed{0} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{3} \\ \diagdown \quad \diagup \\ \boxed{1} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{8} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{5} \end{array}$	$\begin{array}{c} \boxed{4} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{3} \end{array}$	$\begin{array}{c} \boxed{7} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{1} \\ \diagdown \quad \diagup \\ \boxed{1} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{0} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{7} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{2} \end{array}$	$\begin{array}{c} \boxed{6} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{4} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{0} \end{array}$	$\begin{array}{c} \boxed{6} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{7} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{1} \end{array}$



Connect the dots: 1-25 / Verbind die kolle: 1-25





## Reading comprehension/ Lees begrip

Read the story and answer the questions.

My name is Pam.  
I have two big blue eyes.  
I have two ears.  
I have one nose and one mouth.

1. What is her name?

---

2. How many ears does she have?

---

3. What colour is your eyes?

---

Lees die storie en beantwoorde die vrae:

My naam is Pam.  
Ek het twee groot blou oë.  
Ek het twee ore.  
Ek het een neus en een mond.

1. Wat is haar naam?

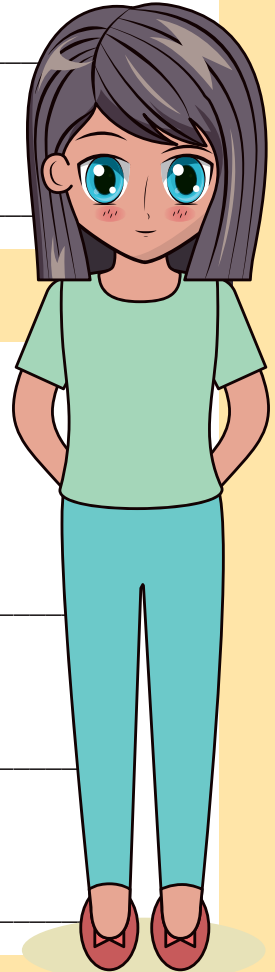
---

2. Hoeveel ore het sy?

---

3. Watter kleur is jou oë?

---




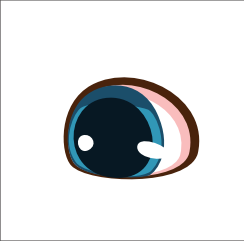
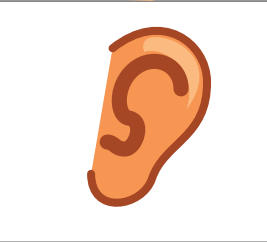
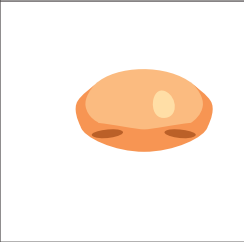
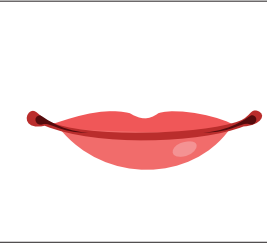
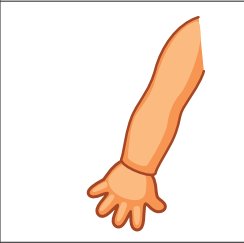
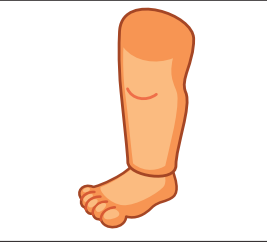
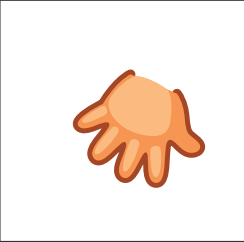


Week 15

Grade 1



## Body Parts/ Liggaamsdele

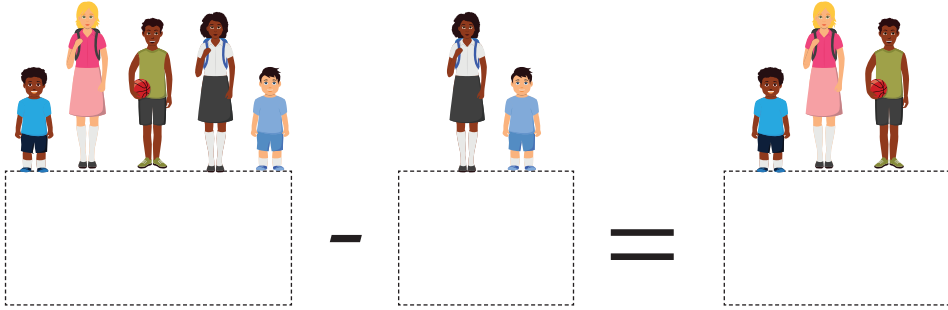
Look at the picture and circle the correct word. /  
Kyk na die prente en omkring die regte woord.

	<p>head / kop</p> <p>hed / kip</p>		<p>ear / oor</p> <p>eye / oog</p>
	<p>ear / oor</p> <p>eye / oog</p>		<p>noz / nees</p> <p>nose / neus</p>
	<p>mouth / mond</p> <p>mouf / mont</p>		<p>alm</p> <p>arm</p>
	<p>leg / been</p> <p>lig</p>		<p>hand</p> <p>hanb</p>
	<p>her</p> <p>hair / hare</p>		<p>hand</p> <p>foot / voet</p>

## Problem Solving / Probleem oplossing

1. 5 learners were playing on the playground. 2 of them go back to the classroom. How many learners are on the playground now? /

5 leerders het op die speelgrond. 2 van hulle gaan terug klas toe. Hoeveel leerders is nou op die speelgrond?



2. There are 8 cows on a farm. The farmer sells 4 of them. How many cows are left on the farm? / Daar is 8 koeie op die plaas. Die boer verkoop 4 van hulle. Hoeveel koeie is nog oor op die plaas?



3. Riya bought a stationary set for N\$2. She paid with N\$5 coins. How much change would she receive? / Riya koop skryfbehoeftes vir N\$2. Sy betaal met 'n N\$5 munt. Hoeveel kleingeld moet sy kry?



## Capital letters & Full stops / Hoofletters & Punte

Rewrite each sentence correctly. Begin each sentence with a capital letter and end with a full stop.

1. i see five penguins

---

2. they are black and white

---

3. fish is their favourite food

---

4. they are on the ice

---

5. sliding is fun

---

Skryf elke sin reg oor. Begin elke sin met 'n hoofletter en sit die regte leestekens op die einde.

1. ek sien vyf pikkewyne

---

2. dit is swart en wit

---

3. vis is hulle gunsteling kos

---

4. hulle is op die ys

---




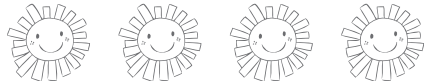
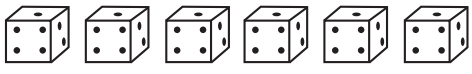

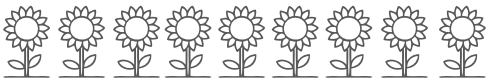



5. gly is lekker

---



# I know my numbers. / Ek ken my getalle.






Colour the number, its name and the correct number of objects with the same colour. / Kleur die getal, getal naam en die regte hoeveelheid van elke item met dieselfde kleur.

7	six/ ses	
3	nine/ nege	
10	two/ twee	
1	four/ vier	
4	one/ een	
8	seven/ sewe	
5	ten/ tien	
9	five/ vyf	
2	eight/ agt	
6	three/ drie	

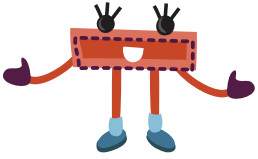


## Questions: Yes or No / Vrae: Ja of Nee

Circle Yes or No: / Omkring Ja of Nee:

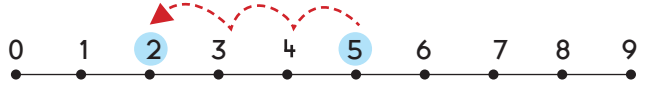
<p>Yes Ja</p>	<p>Is this a hand? / Is dit 'n hand?</p> 	<p>No Nee</p>
<p>Yes Ja</p>	<p>Is this a nose? / Is dit 'n neus?</p> 	<p>No Nee</p>
<p>Yes Ja</p>	<p>Are these eyes? / Is dit oë?</p> 	<p>No Nee</p>
<p>Yes Ja</p>	<p>Is this a heel? / Is dit 'n hak?</p> 	<p>No Nee</p>
<p>Yes Ja</p>	<p>Is this skin? / Is dit vel?</p> 	<p>No Nee</p>



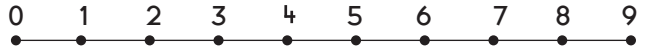


# Computation: Subtraction / Berekening: Aftrekking

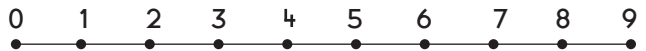
$5 - 3 = \boxed{2}$



$6 - 2 = \boxed{\phantom{00}}$



$4 - 2 = \boxed{\phantom{00}}$



$9 - 7 = \boxed{\phantom{00}}$



$7 - 1 = \boxed{\phantom{00}}$



$7 - 5 = \boxed{\phantom{00}}$



$8 - 2 = \boxed{\phantom{00}}$







$7 - 3 = \boxed{\phantom{00}}$



## Data Handling/ Data Hantering

Study the picture graph. Use the information from the graph to answer the questions below.

Tool's in Joyce's Kitchen / Gereedskap in Joyce se kombuis

Kettles/ Ketels	
Cups/ Koppies	
Plates/ Bords	
Pots/ Potte	

1. How many of each? /  
Hoeveel van elk?

Kettles/  
Ketels

Cups/  
Koppies

Plates/  
Bords

Pots/  
Potte

2. Are there more plates or cups? /  
Is daar meer borde of koppies?

---

3. Which kitchen tool counts to 2? /  
Watse kombuisgereedskap tel op  
tot by 2?

---

4. What is the total number of  
Joyce's kitchen tools? / Wat is the  
totaal hoeveelheid van Joyce se  
kombuisgereedskap?

---



# Vocabulary / Woordeskat

Read the vocabulary words. / Lees die woordeskat



Unscramble the letters:

Ontleed die letters:

deah \_\_\_\_\_  
 seye \_\_\_\_\_  
 srea \_\_\_\_\_  
 esno \_\_\_\_\_  
 thuom \_\_\_\_\_

pko \_\_\_\_\_  
 öo \_\_\_\_\_  
 suen \_\_\_\_\_  
 eor \_\_\_\_\_  
 dmon \_\_\_\_\_

Write sentences with the vocabulary words

eyes \_\_\_\_\_  
 ears \_\_\_\_\_  
 nose \_\_\_\_\_

Skryf sinne met die volgende woordeskat woorde

oë \_\_\_\_\_  
 ore \_\_\_\_\_  
 neus \_\_\_\_\_

★ Sight words/Sigwoorde

look/kyk

is

for/vir

up/op

I/ek

now/nou

little/klein

we/ons

the/die

down/af

an/'n

blue/blou

in

a/'n



English Activity

Number 16

Colour in



Make 16 dots on the dice

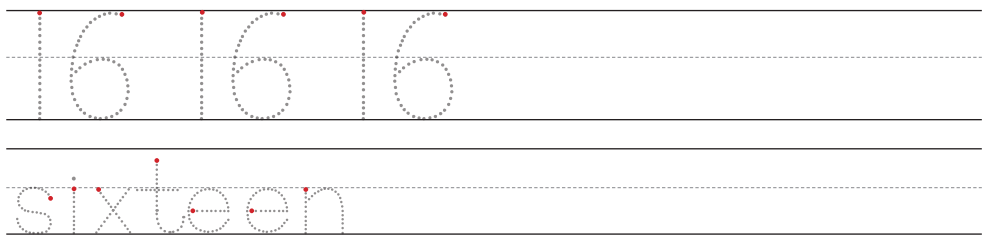


Circle the word sixteen

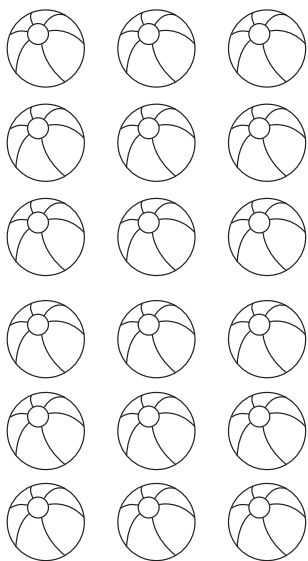
- sixteen                      eleven
- fourteen
- sixteen                      sixteen

Trace

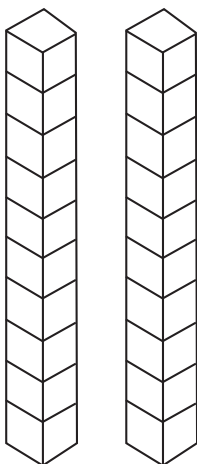
Write



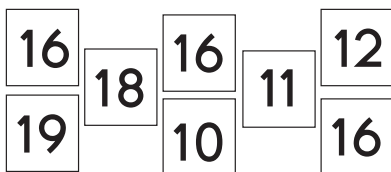
Colour in 16 balls



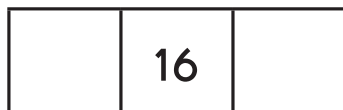
Colour in 16 blocks



Colour in the number 16



Before and after

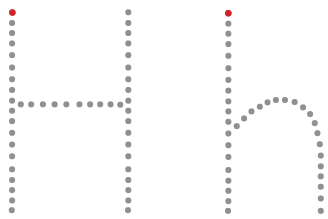


Week 16  
Grade 1



# The 'H' 'h' sound / Die 'H' 'h' klank

Trace/Trek op die stippellyn



Draw a line from the circle to the images that begin with the letter 'h':/  
Teken 'n lyn van die sirkel tot by die prente wat met 'n 'h' begin



hat  
hoed



hut

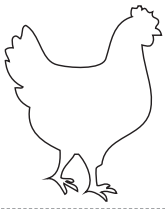


flower  
blom



house  
huis

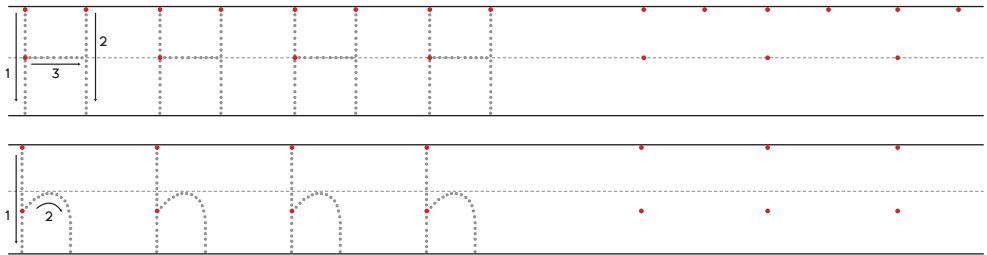
Circle the h's in the sentence: /  
Omkring die h's in die sin:



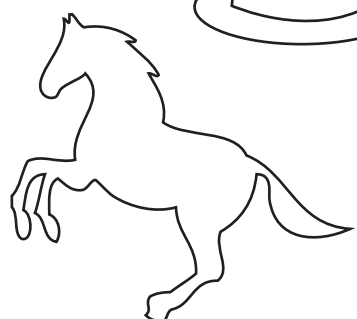
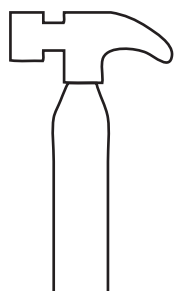
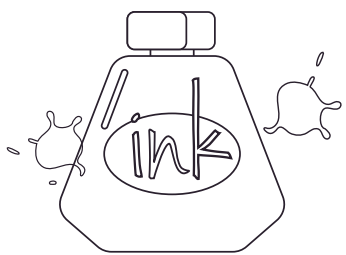
Hannah hen is  
in the hut. /  
Hanna hen is in  
die hut.

Trace/Trek op die stippellyn

Write/Skryf



Colour the picture that start with the letter 'h' /  
Kleur die prentjie in wat begin met die letter 'h'



Week 16  
Grade 1



## Number names / Getalname

Trace the name of each number, then write it once. /  
Skryf elke naam van die getalle op die stippellyne en dan  
skryf dit een keer oor.

Write

Skryf

1 one een

2 two twee

3 three drie

4 four vier

5 five vyf

6 six ses

7 seven sewe

8 eight agt

9 nine nege

10 ten tien

Week 16

Grade 1



# Number bonds / Getalbande

Complete the number bonds / Voltooi die getalbande

$\begin{array}{c} \boxed{4} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{4} \end{array}$	$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{7} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{7} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{8} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{9} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{7} \end{array}$	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{3} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{0} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{6} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{7} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{6} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{4} \end{array}$	$\begin{array}{c} \boxed{9} \\ \diagdown \quad \diagup \\ \boxed{3} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{2} \end{array}$
$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{4} \end{array}$	$\begin{array}{c} \boxed{6} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{7} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{4} \end{array}$	$\begin{array}{c} \boxed{8} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{0}} \end{array}$
$\begin{array}{c} \boxed{9} \\ \diagdown \quad \diagup \\ \boxed{3} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{0}} \quad \boxed{7} \end{array}$	$\begin{array}{c} \boxed{5} \\ \diagdown \quad \diagup \\ \boxed{3} \quad \boxed{\phantom{0}} \end{array}$	$\begin{array}{c} \boxed{6} \\ \diagdown \quad \diagup \\ \boxed{3} \quad \boxed{\phantom{0}} \end{array}$


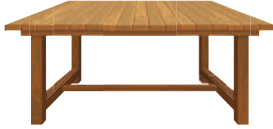












## English Activity

## Articles

We use 'an' in front of the vowels (a,e,i,o,u) and 'a' in front of the consonants.

Fill in the blank space with a or an.

 _____ ant	 _____ table	 _____ car
 _____ bulb	 _____ hen	 _____ ox
 _____ elf	 _____ nose	 _____ pot
 _____ bed	 _____ onion	 _____ van



## Modals / Hulpwerkwoorde

**Can** describes an ability to do something.

**May** is used to ask permission or talk about future possibilities.

**Example:** He can climb mountains.

John may visit us this weekend.

**Kan** beskryf 'n vermoë op iets te kan doen.

**Mag** is gebruik om permissie te vra of wanneer jy praat van toekomstige moontlikhede.

**Example:** Hy kan berge klim.

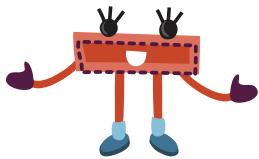
Oom Johan mag dalk kom kuier die naweek.

Complete each sentence with 'can' or 'may': /  
Voltooi elke sin met 'kan' of 'mag':

- \_\_\_\_\_ Rebecca write poems?  
\_\_\_\_\_ Rebeka gedigte skryf?
- It \_\_\_\_\_ rain tomorrow.  
Dit \_\_\_\_\_ dalk more reën.
- The bottle \_\_\_\_\_ hold one liter of juice.  
Die bottel \_\_\_\_\_ een liter sap hou.
- \_\_\_\_\_ I accompany you to the library?  
\_\_\_\_\_ ek saam jou biblioteek toe gaan?
- \_\_\_\_\_ you recycle these bottles?  
\_\_\_\_\_ jy die bottels herwin?
- You \_\_\_\_\_ use my phone.  
Jy \_\_\_\_\_ my foon gebruik

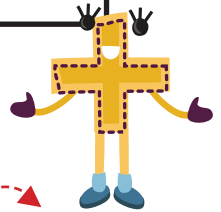






# Addition and Subtraction / Toevoeging en Aftrekking

3



<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>5 + 2 = 7</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>6 - 2 = \square</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>4 + 2 = \square</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>9 - 7 = \square</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>7 + 1 = \square</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>6 + 3 = \square</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>8 - 5 = \square</math> </div>	
<div style="border: 1px dashed gray; border-radius: 50%; padding: 10px; display: inline-block;"> <math>5 + 4 = \square</math> </div>	

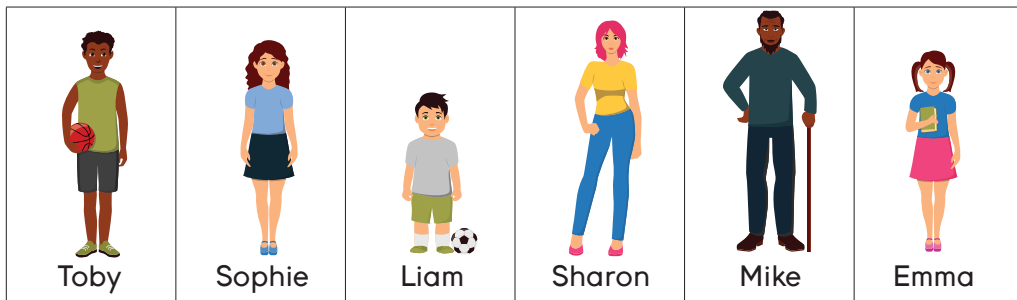
Week 16

Grade 1



# Possessive nouns/ Besitlike selfstandige naamwoorde

Whose is it? / Wie s'n is dit?



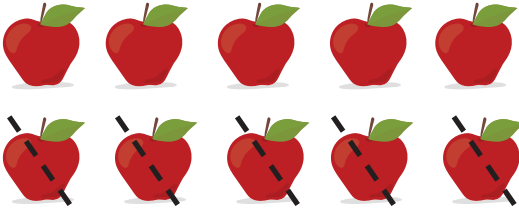
Week 16

Grade 1

	Whose are they? Wie s'n is hulle?	They are Sophie's shoes. Hulle is Sophie se skoene.
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose are they? Wie s'n is hulle?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....
	Whose is it? Wie s'n is dit?	..... ..... .....

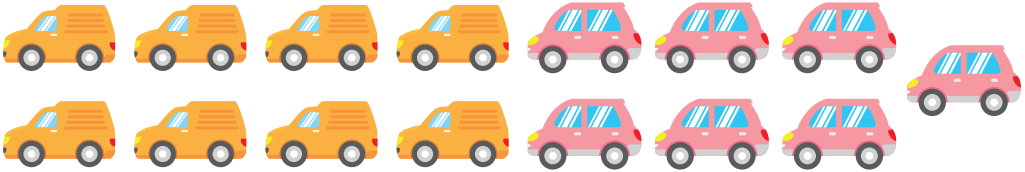
## Problem Solving / Probleem oplossing

1. There are 10 apples in a shop. 5 are sold. How many are left?/  
Daar is 10 appels in 'n winkel. 5 is verkoop. Hoeveel bly oor?



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2. Ben sees 8 cars. Pam sees 7 cars. What is the difference?/  
Ben sien 8 karre. Pam sien 7 karre. Wat is die verskil?



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

3. There are 9 dogs. 7 dogs ran away. How many dogs are left?/  
Daar is 9 honde. 7 honde hardloop weg. Hoeveel honde bly oor?



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Let's read and colour. / Kom ons lees en kleur in.

1. Maya wears an orange jacket. /  
Maya dra 'n oranje baadjie.
2. Maya has a brown basket. /  
Maya het 'n bruin mandjie.
3. There are red apples in the basket. /  
Daar is rooi appels in die mandjie.
4. Carl has black hair. /  
Karl het swart hare.
5. He has a big blue apple cart. /  
Hy het 'n groot blou appelkar.
6. He wears green pants. /  
Hy dra 'n groen broek.
7. Maya and Carl has yellow shoes. /  
Maya en Karl het geel skoene.

Maya

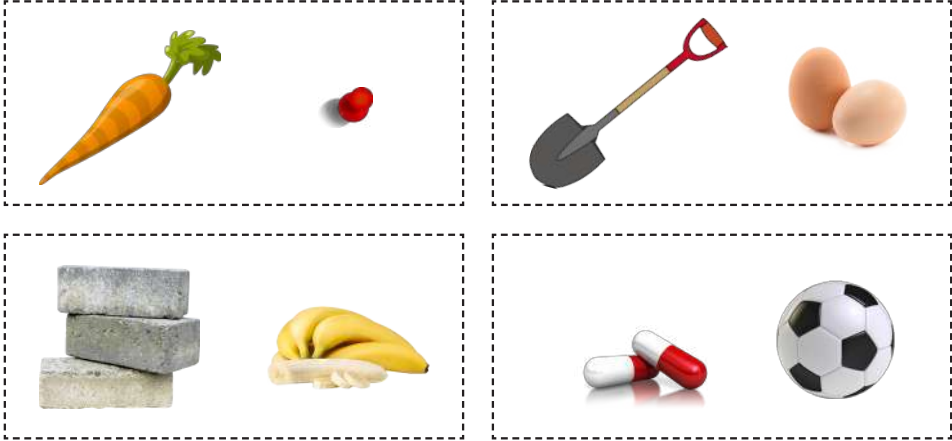


Carl



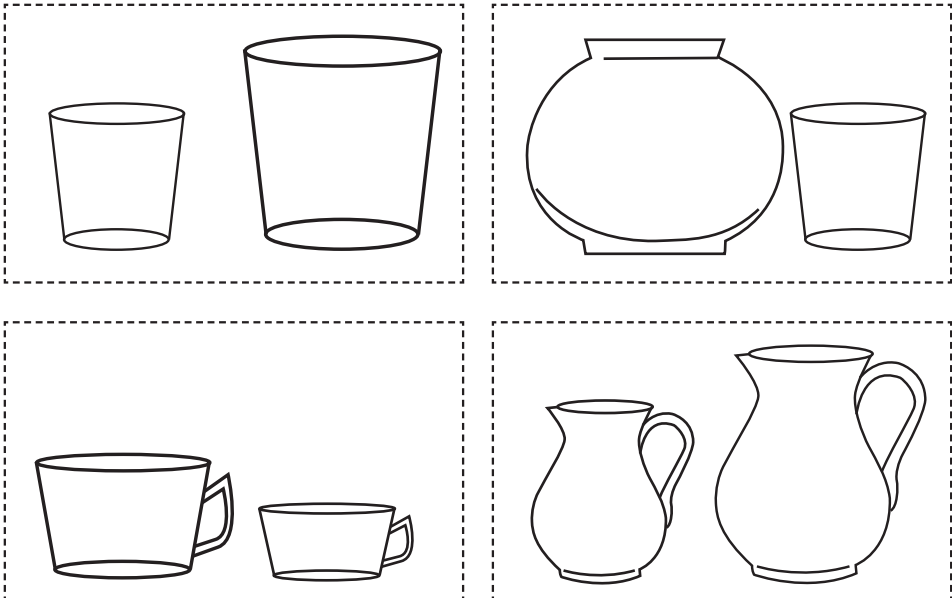
## Mass / Massa

Circle the object that is heavier. / Omkring die item wat swaarder is.



## Capacity/ Kapasiteit

Which container will hold the more?  
 Colour the container you think will hold the most.  
 Watter houer sal die meeste hou?  
 Kleur die houer in wat jy dink die meeste kan hou.



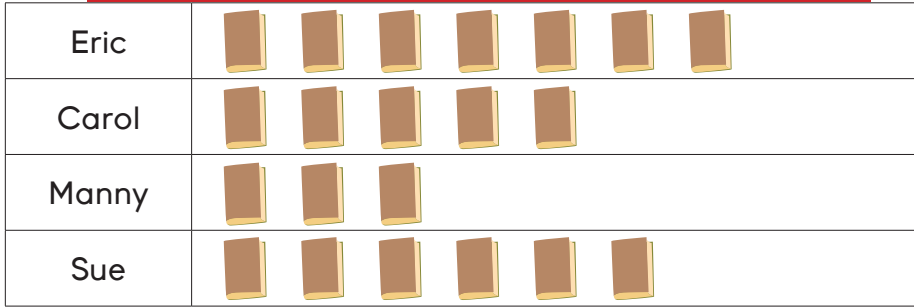
# Data Handling / Data Hantering

## Books Pictograph / Boek Piktogram

Eric, Carol, Manny and Sue are the top readers in their Grade 1 class.  
This pictograph shows how many books they read this month./

Eric, Carol, Manny en Sue is die top-leesers in hulle Graad 1 klas. Die piktogram wys hoeveel boeke hulle die maand gelees het.

Books read this month / Boeke wat gelees is die maand



- Who read the most? /  
Wie het die meeste gelees? \_\_\_\_\_
- How much more did Eric read than Carol? /  
Hoeveel meer het Eric gelees as Carol? \_\_\_\_\_
- How many books did Sue read? /  
Hoeveel boeke het Sue gelees? \_\_\_\_\_
- How much less did Manny read than Sue? /  
Hoeveel minder het Manny gelees as Sue? \_\_\_\_\_
- Who read the least? /  
Wie het die minste gelees? \_\_\_\_\_
- How many books did they read in total? /  
Hoeveel boeke het hulle altesaam gelees? \_\_\_\_\_

# Success begins with education

Parents will be able to visit the website and watch daily videos or they can subscribe to our Zoshy Telegram channel to receive daily videos. One can also download the PDF version of the book on the website. Also watch our daily show on Active Kids to watch your favourite lessons.



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You can save your favourite lessons and find them easier



- Step 1: Find us at [www.zoshy.online](http://www.zoshy.online) or scan the QR code
- Step 2: Find your grade and select the year
- Step 3: Choose your language
- Step 4: Choose the week you want to learn out of
- Step 5: Choose lessons from what lessons there are
- Step 6: Download booklet if you do not have it
- Step 7: Watch and follow the teacher as she explains what to do in the book
- Step 8: Follow us on Facebook (Zoshy & Active Kids ) to never miss a video
- Step 9: Subscribe to our Zoshy Telegram channel if you want to receive daily updates




[www.zoshy.online](http://www.zoshy.online)

In collaboration with the Ministry of Education, Arts and Culture

PRINT


### 1

Turn the booklet to landscape.




### 2

Take a ruler & tear the booklet at the top long fold.




### 3

Fold the booklet in half.



### 4

The learning journey can start.



## STEPS

HOW TO TEAR & USE THE BOOKLET



# How to be a HERO

Protect others,  
protect yourself



ALL HEROS  
WEAR MASKS

