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Email: tking@juta.co.za

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Pieter Smith
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Fax: 011 883 8465
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Key Links



CATALOGUE

by Jill Eggleton QSO



www.juta.co.za



Unlock the keys and meet the needs of the new CA

Key Links encourages explicit teaching through engaging fiction and nonfiction texts.

How? Easy-to-access prompts focus teacher-learner discussions to maximise teaching opportunities. The lessons address all three curriculum strands of language, literacy and literature. They give specific focus to active learner interaction. Learners are expected to think and talk about what and how they read.

So? Learners are specifically taught processing skills, such as word recognition and sound and letter knowledge. They also explicitly discuss and use comprehension strategies right from the beginning. As they develop their reading skills, links between reading and writing are made more precise.

Why? Learners learn to read text, comprehend it, and learn from what they read.

What makes *Key Links* truly different for learners?

The books

- The humorous fiction titles and fascinating non-fiction titles engage readers.
- The wrap-around covers increase excitement and add information about the book before reading.
- There is a good balance of fiction and non-fiction titles at each level.

The design

- The design is cutting edge, to appeal to young, visually savvy learners. Features include speech bubbles, variety of fonts and design, and non-fiction features.

Documentary-Style Non-Fiction

- To make non-fiction more accessible to beginning readers *Key Links* uses a documentary style.
- Using a 'case study' approach, experiences of animals or people are recounted to give students a more familiar story-like feel.

What makes *Key Links* truly different for teachers?

The Focus Panel provides practical support 'on the page'.



The FOCUS PANELS provide prompts to use

- PREVIEW – before reading
- VIEW – during reading
- REVIEW – after reading

The prompts focus on:

- oral language – thinking and talking about text.
- comprehension strategies – making meaning.
- processing skills – unlocking the text
- vocabulary and letter-sound relationships in context
- reading fluency
- writing letters, words and word families

The prompts for non-fiction titles focus students on:

- clarifying and building vocabulary
- 'reading' the non-fiction features
- making connections
- forming opinions
- making inferences
- comparing and contrasting
- posing questions
- summarising

to reading success

PS - Foundation & Intermediate Phase



Activities

Paired Activities

- each title includes a paired activity to practice oral language and reinforce comprehension

Independent Activities

- each title includes an independent activity that encourages learners to develop their critical thinking skills and expand their horizons

Glossary

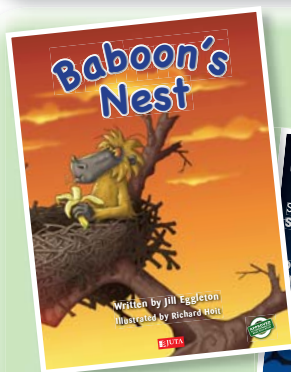
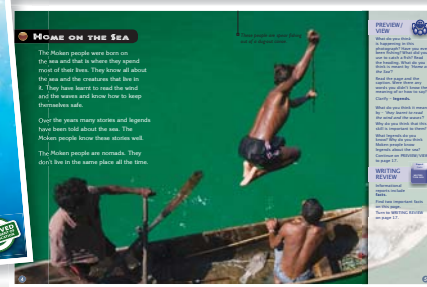
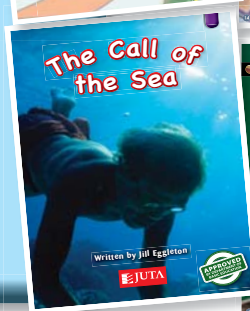
- each title includes a glossary of new words to build learners' vocabulary

Guided Reading

Levelled fiction and nonfiction

Scaffolded skills, strategies and processes

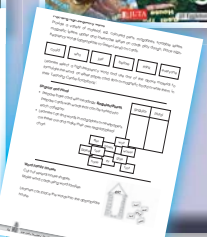
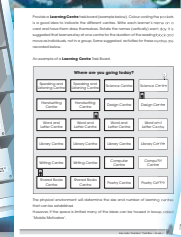
Opportunities for explicit teaching through prompts for speaking, listening, reading and writing



Shared Reading

Specifically model language, literature, literacy skills and strategies in context

- 24 books
- 4 "age-appropriate" levels



Teacher's Tool Box

3 Teacher's Tool Boxes for foundation phase include classroom organisation and independent Learning Centre ideas

Keylinks Graded Reader

Scaffolded imaginative

Magenta to Green



Key Links' fiction and non-fiction titles engage beginning readers in carefully-crafted texts. They provide rich opportunities for developing early understandings of language, literacy and literature concepts, skills and strategies.

How?

To get the most out of each title, there is an easy-to-access Focus Panel on each page. This 'pedagogy on the page' changes as learners develop their skills and strategies.

Magenta

Red

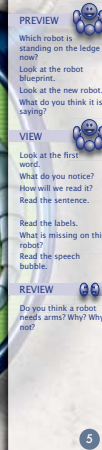
and Yellow

For Magenta, Red and Yellow titles, the Focus Panel invites learners to:

PREVIEW – the images before reading

VIEW – the text during reading

REVIEW – discuss the story, write and respond after reading. At the end of each Magenta, Red or Yellow fiction title the images are replicated so learners are able to use them for **retelling**.



Magenta - Emergent

Blue

and Green

Some Blue titles and all Green titles combine **PREVIEW/VIEW** prompts, because:

- learners are able to 'read' both images and text at the same time.
- the characters and plots are more complex
- learners are able to participate in a more comprehensive discussions

For Blue titles, there is a **REVIEW** prompt in each Focus Panel. In Green titles, as the text is becoming more sophisticated, there is a **REVIEW** prompt on selected pages.

At the end of each Blue and Green fiction, there are selected images from the story. Learners are able to **sequence** and **retell** the story using them.



Blue

Books for Foundation Phase

texts for beginning readers

The Focus Panel provides prompts to encourage oral interaction between the teacher and learners, and learners in pairs.

Learners are encouraged to:

- question
- answer
- listen
- express opinions
- retell and sequence

Through expressing their ideas, learners are actively involved in developing:

- comprehension strategies
- processing skills
- early concepts about text structure and organisation
- vocabulary and sound and letter knowledge
- drawing conclusions

The **FOCUS PANEL** supports parents and ensures to ensure they are 'on the same page', if books are taken home.



Red - Early

The lizard is under a rock.

The snake is under a rock.

The rabbit is under the ground.

PREVIEW

What do you notice now in the photograph?
Why are the animals back in these places?

VIEW

Read the sentences.
How do we know it is daytime?
Find the sentence that tells you...

REVIEW

These animals live in the desert and they do different things on the day and the night. What do you do at night? What do you do in the day? Are they the same things or different? Why?

Yellow - Early

Wow! Look at all the little moon rocks!

"Bla! Bla! Bla!" they said and they kicked all the apples out of the box.

PREVIEW

What are the aliens doing now? Are they having fun? How can you tell? What do you think the shopkeeper might do now?

VIEW

Read the pages.
Would there have been any apples left in the box when the aliens had finished? How do you know?
Find the sentence that tells you.
Find the words that tell you...

REVIEW

Write the word all. Write it again and again.
Add a letter to the start of the word to make a new word. How many other words can you write with _all?
Put the two letters (blend) in front. What word have you written?

PREVIEW

What are the aliens doing now? Are they having fun? How can you tell? What do you think the shopkeeper might do now?

VIEW

Read the pages.
Would there have been any apples left in the box when the aliens had finished? How do you know?
Find the sentence that tells you.

Green - Early

In the night, there was a big wind. The tent went ... flap! flap! flap!

"I will have to tie it down," said Uncle Al. "But how? There's nowhere to tie it."

What's he up to now?

I'll tie this here.

PREVIEW

What do you know about seeds? What helps to make seeds grow? Can seeds move? Why do you think that? What can you see in this photograph? What do you think the arrow might be showing you?

VIEW

Read the page.
What doesn't a seed have? Find the words that tell you.
What did you find interesting about this information? Read the sentence.
How do you think the seed got there?

REVIEW

Which words are plural? (wings, feet)
Write the word wings. Write the word that makes it just one. (singular)
Write the word feet. Now write the word that makes it just one. What is different about the word foot?

Green - Early

What is happening now?

What do you think a problem might be? How do the boy and Dad feel? Why do you think they feel like this?

Read the pages aloud together. Use the punctuation and other clue to help you read with expression.

Which word tells you a sound? What does flap mean? What can make things flap?

Do you think Uncle Al's idea was a good one? Why or why not?

PREVIEW/VIEW

What is happening now?

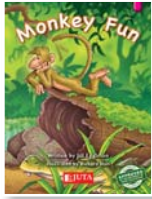
What do you think a problem might be? How do the boy and Dad feel? Why do you think they feel like this?

Read the pages aloud together. Use the punctuation and other clue to help you read with expression.

Which word tells you a sound? What does flap mean? What can make things flap?

Key Links Graded Reader

Magenta - Emergent



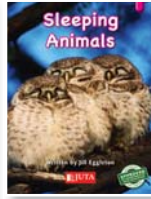
Monkey Fun
978-0-7021-9002-5



I am a Robot
978-0-7021-9003-2



What Next?
978-0-7021-9004-9



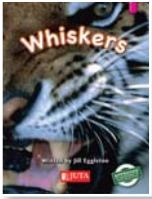
Sleeping Animals
978-0-7021-9005-6



Racing
978-0-7021-9006-3



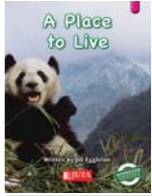
What is Long?
978-0-7021-9007-0



Whiskers
978-0-7021-9008-7



No Bones
978-0-7021-9009-4



A Place to Live
978-0-7021-9010-0



Where can they Live?
978-0-7021-9011-7



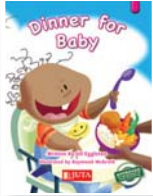
Wheels
978-0-7021-9012-4



Kind Bird
978-0-7021-9013-1



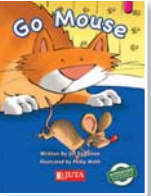
Night in the Garden
978-0-7021-9014-8



Dinner for Baby
978-0-7021-9015-5



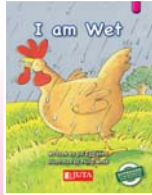
Look at the Web
978-0-7021-9016-2



Go Mouse
978-0-7021-9017-9



The Kings Pants
978-0-7021-9018-6



I am Wet
978-0-7021-9019-3



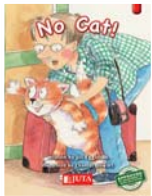
Tricky Tiger
978-0-7021-9020-9



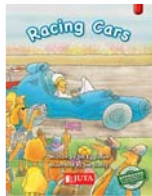
Look Bee!
978-0-7021-9021-6



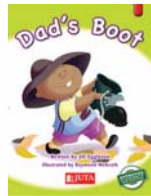
Key Links Grade 1
Teachers Tool Box
978-0-7021-9155-8



No Cat
978-0-7021-9022-3



Racing Cars
978-0-7021-9023-0



Dad's Boot
978-0-7021-9024-7



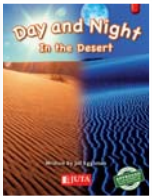
Rabbit and the Frog
978-0-7021-9025-4



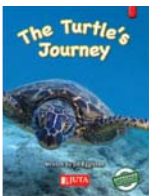
Lucky Seal
978-0-7021-9026-1



Look! No Tail
978-0-7021-9027-8



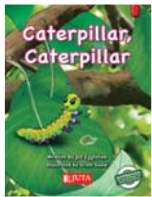
Day and Night in the Desert
978-0-7021-9028-5



The Turtle's Journey
978-0-7021-9029-2



Crazy Cat
978-0-7021-9030-8



Caterpillar, Caterpillar
978-0-7021-9031-5



No Kings in the Kitchen
978-0-7021-9032-2



Hide and Seek
978-0-7021-9033-9



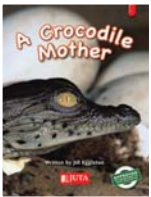
Hungry Fox
978-0-7021-9034-6



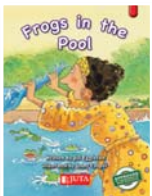
Brown Bear
978-0-7021-9035-3



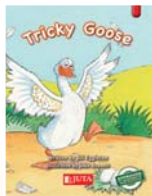
Big Gorilla
978-0-7021-9036-0



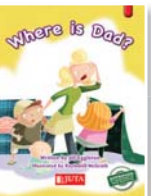
A Crocodile Mother
978-0-7021-9037-7



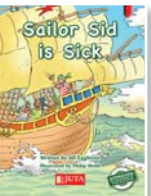
Frogs in the Pool
978-0-7021-9038-4



Tricky Goose
978-0-7021-9039-1



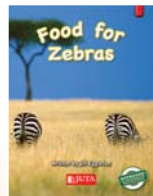
Where is Dad?
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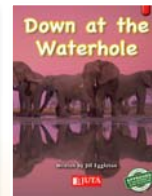
Sailor Sid is Sick
978-0-7021-9041-4



Where are the Bats?
978-0-7021-9042-1



Food for Zebras
978-0-7021-9043-8



Down at the Waterhole
978-0-7021-9044-5



Helicopters Help
978-0-7021-9045-2

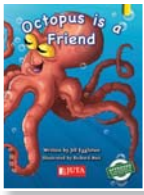


Key Links Grade 1
Teachers Tool Box
978-0-7021-9155-8

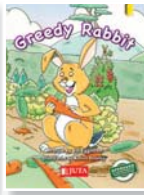


Books for Foundation Phase

Yellow - Early



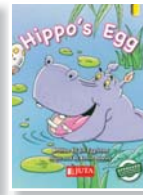
Octopus is a Friend
978-0-7021-9046-9



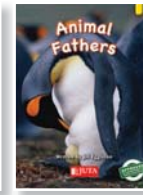
Greedy Rabbit
978-0-7021-9047-6



Crazy Cat Helps Out
978-0-7021-9048-3



Hippo's Egg
978-0-7021-9049-0



Animal Fathers
978-0-7021-9050-6



Octopus Mothers
978-0-7021-9051-3



Smoke Jumpers Help
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Going Under
978-0-7021-9053-7



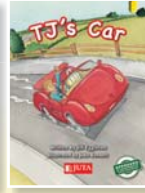
The King's Ride
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Cat and Fish
978-0-7021-9055-1



Aliens Go Shopping
978-0-7021-9056-8



TJ's Car
978-0-7021-9057-5



Tall Tree
978-0-7021-9058-2



It Started With a Plant
978-0-7021-9059-9



Super Dog
978-0-7021-9060-5



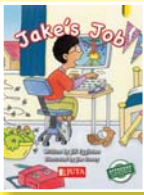
Going Up
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Big Bull
978-0-7021-9062-9



Cool Sails
978-0-7021-9063-6



Jake's Job
978-0-7021-9064-3



Big Dinosaur
978-0-7021-9065-0



Under the Ice
978-0-7021-9066-7



Changing Colours
978-0-7021-9067-4



Robot Crab
978-0-7021-9068-1



Living in Space
978-0-7021-9069-8



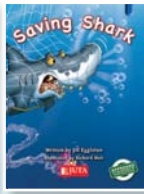
Key Links Grade 2
Teachers Tool Box
978-0-7021-9156-5



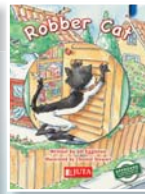
Blue - Early



Tricky Aliens
978-0-7021-9070-4



Saving Shark
978-0-7021-9071-1



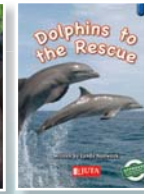
Robber Cat
978-0-7021-9072-8



Sailor Sid is Clever
978-0-7021-9073-5



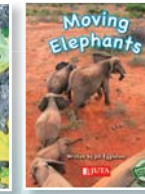
Baby Bonobos Alone
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Dolphins to the Rescue
978-0-7021-9075-9



In a Nutshell
978-0-7021-9076-6



Moving Elephants
978-0-7021-9077-3



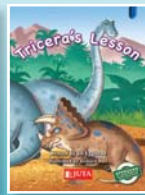
Big Bull Gets Bored
978-0-7021-9078-0



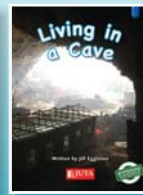
Lazy Lily
978-0-7021-9079-7



Mrs Spatt and Spider
978-0-7021-9080-3



Tricerat's Lesson
978-0-7021-9081-0



Living in a Cave
978-0-7021-9082-7



A Handy Horse
978-0-7021-9083-4



Moving Seeds
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A Big Earthquake
978-0-7021-9085-8



Key Links Grade 3
Teacher's Tool Box
978-0-7021-9157-2

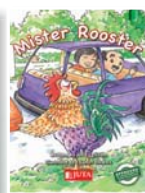
Green - Early



Spider Gets Jealous
978-0-7021-9094-0



Moon Mouse
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Mr Rooster
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Tilly's Tantrum
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KNUT A Pet or Not?
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Junk Raft Journey
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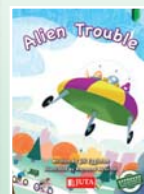
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A Real Tree House
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I Dare You
978-0-7021-9102-2



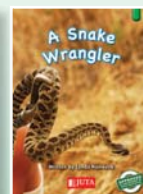
Alien Trouble
978-0-7021-9103-9



A Bag in the Jungle
978-0-7021-9104-6



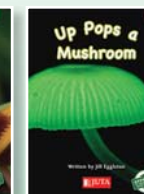
Uncle Al
978-0-7021-9105-3



A Snake Wrangler
978-0-7021-9106-0



Bully Bugs
978-0-7021-9107-7



Up Pops a Mushroom
978-0-7021-9108-4



Bug Hunters
978-0-7021-9109-1



Cousin Kate
978-0-7021-9110-7



Baxter
978-0-7021-9111-4

Models for demonstrating concepts

- *Key Links'* Big books provide a source of literature-quality text for beginning readers.
- They are language-rich, humorous and filled with lively, rhythmical, rhyming text.
- They also provide the opportunity for teacher-led demonstrations of reading concepts, skills and strategies, in context.
- These skills and strategies are reinforced and carefully scaffolded through the prompts in the *Key Links'* Guided Reading books.

KEY FEATURES

- Specifically designed for "age" not "stage"
- Strong characters
- Engaging visuals
- Humour
- Emotion
- Rich and descriptive language

There is a different focus for each day.

The FOCUS PANEL provides prompts to support each focus.

- Day 1:** Comprehension
- Day 2:** Vocabulary
- Day 3:** Flow/Phrasing/Fluency
- Day 4:** Phonic Knowledge, Phonemic Awareness
- Day 5:** Oral, Written and Visual Language

'Shared reading is where the language beats its way through the book, inspires children and motivates them to want to read' Jill Eggleton

Each title is written specifically for Shared Reading and is designed to:

- inspire a love of reading, language and literacy
- tap into children's imaginations
- trigger emotion
- promote discussion
- enable learners to make connections
- extend and enrich their vocabulary
- enrich and extend learners' language experiences beyond their independent reading ability

Day 1

Read the entire story to the learners. Use expression and voice characterisations.

Focus on comprehension.

- Ask the learners:
Who were the characters?
Who was the main character?
Where did the story happen? (setting/s)
What was the problem/s?
Did the problem/s get solved?
Why not?
- Ask the learners:
What did Suzee Sing think about herself?
Why do you think Suzee Sing didn't find out who was causing the problem in the museum?
Who do you think did it?
Why do you think that?
How do you know Suzee Sing wanted to really find out what was happening in the museum? (She stayed there all day and all night.)
If you were the museum man, what would you do next?
- Ask one learner to be Suzee Sing.
Say to the learners:
What question can you ask Suzee Sing?
You can use: *how, why, when, where, what?*
- Say to the learners:
Suzee Sing had a job to do. She tried but it was a difficult job and in the end she never found the answer to the problem in the museum. She was a good spy and knew a lot, but not everything. Nobody can know everything. Have you ever tried to do something that you have found too hard?
Why?
What did you do?

Day 2

Read the pages. Focus on the word **special**. Talk to the learners about what they think this word means.

Focus on the words **ring ringetty ring**. Talk about them being words for a sound. Ask the learners what other words could have been used to make the sound of a phone ringing.

Read the rest of the story, encouraging the learners to join in when they can, particularly at repetitive parts. Stop only on the pages as indicated by Day 2' to clarify vocabulary. Otherwise continue reading.

Read the page, encouraging learners to join in the reading. Focus on the words **rap tap tap**. Talk about what they mean here.

Write **rap** and **tap** on the WOW WORDS chart.

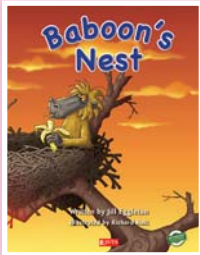
Read the pages, encouraging learners to join in the reading. Focus on the words **peered/peeked/knowled/sneaked**. Talk about what they mean. Ask learners to demonstrate the meaning through action.

Write them on the WOW WORDS chart.

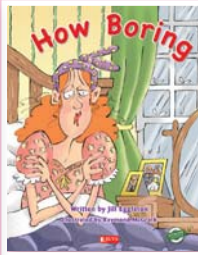
Reading

of language, literature and literacy

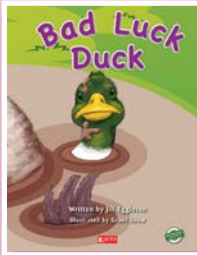
Shared Reading 1



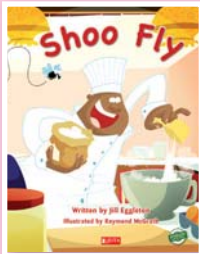
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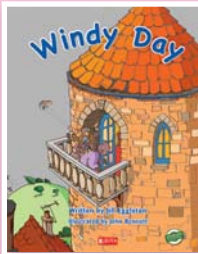
How Boring
978-0-7021-9132-9



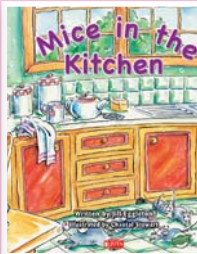
Bad Luck Duck
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Shoo Fly
978-0-7021-9134-3

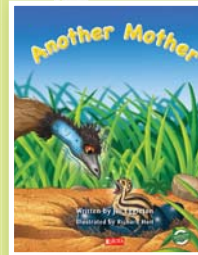


The King and the Windy Day
978-0-7021-9135-0



Mice in the Kitchen
978-0-7021-9133-6

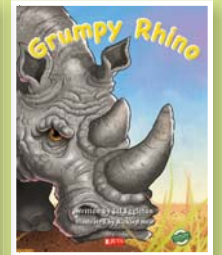
Shared Reading 2



Another Mother
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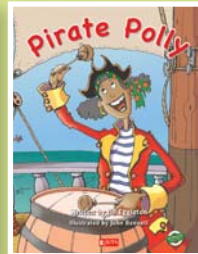
Cass and the Colour Robber
978-0-7021-9137-4



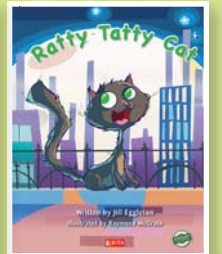
Grumpy Rhino
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Mrs McFee
978-0-7021-9140-4

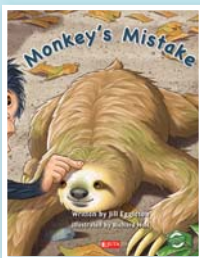


Pirate Polly
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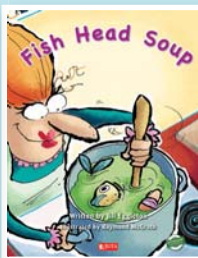


Coco the Ratty Tatty Cat
978-0-7021-9138-1

Shared Reading 3



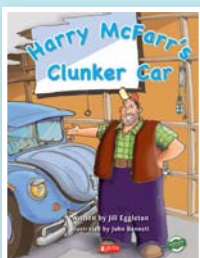
Monkey's Mistake
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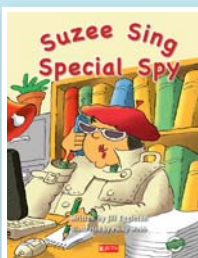
Fish Head Soup
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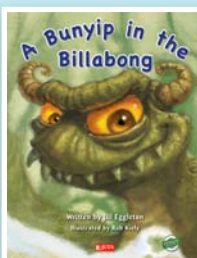
Bat is a Bat
978-0-7021-9142-8



Harry McFarr's Clunker Car
978-0-7021-9145-9

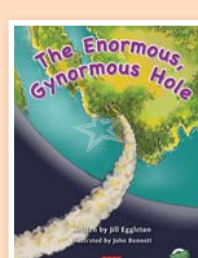


Suzee Sing Special Spy
978-0-7021-9147-3



Bunyip in the Billabong
978-0-7021-9143-5

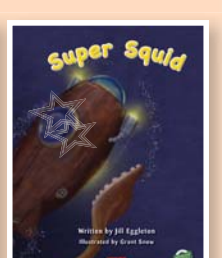
Shared Reading 4



The Enormous Gynormous Hole
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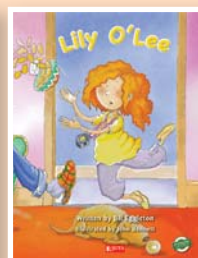
Otis O'Doodle
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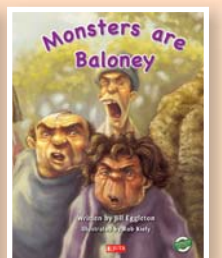
Super Squid
978-0-7021-9153-4



The Cantankerous Camel
978-0-7021-9148-0



Lily O'Lee
978-0-7021-9150-3



Monsters are Baloney
978-0-7021-9151-0

Key Links Graded Reading for Development

At the Fluency level, *Key Links* presents titles. These titles then become a source of discussion and models.

At the Fluency levels you will find

- ✓ a specific focus on a **READING REVIEW** for some pages and a **WRITING REVIEW** for other pages
- ✓ grammar is highlighted through **WORD SPOTTING**
- ✓ vocabulary is highlighted through **WORD WORK**



Imaginative Texts

In the Fluency titles, there is a growing emphasis on the literary aspects of imaginative texts. Through Jill Eggleton's well-crafted writing, students are provided literature-quality narratives. The focus panel prompts discussion about:

- narrative settings
- identifying characters and building relationships between them
- establishing problems and resolutions
- using dialogue
- using literary elements, such as similes
- creating mood
- grammar in context
- using an underlying theme, eg bullying, selfishness

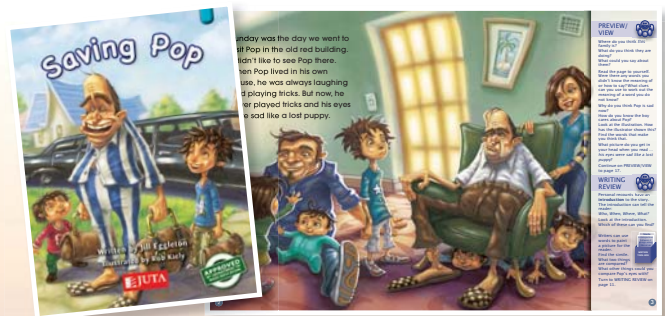
Narrative

Narrative titles provide models for stories where the narrator is not part of the story, but an observer. They are told in the third person.



Personal Narrative

Personal Narrative titles provide models where the narrator or storyteller is part of the story. They present a one-sided view, often based on the narrator's feelings and emotions. They are told in the first-person.



Reading and Writing Links

At the Fluency level, the texts students read provide models for writing. At the back of each book, students are encouraged to engage in a Paired Activity. They are prompted to think and talk about key features of narratives and given a graphic organiser to assist them. At Turquoise, the focus is on discussion of ideas. At Purple and Gold, the students are encouraged to write in the text-type.

Paired Activity

A NARRATIVE IDEA

RETELL: A story I have read or heard

1. Think about the story. What is the title?
2. Begin to retell the story to a partner. In the beginning, make sure you talk:
 - where the story is set
 - when the story happened.
3. Tell your partner what happened in the order it happened.
4. Make sure you tell your partner what the problem or problems were and how they were solved.
5. Get your partner to find out more by asking questions: How, Why, Where, What, Who, What?

The story is called Alan Cat. One day a cat from space arrived into the Big House and made a great cat home. The already had a cat for the house and made Alan Cat the cat of the Alan Cat. Their cats get very jealous.

What did the cat do to show it was jealous?

Independent Activity

Writing a NARRATIVE.

A NARRATIVE has:

1. AN INTRODUCTION:
 - WHO the story is about
 - WHERE the story is set
 - WHEN the story happened.
2. A PROBLEM:
 - the events of the story and the problems the main characters face
 - what the characters do about the problem.
3. A SOLUTION:
 - how the problem is solved.

INDEPENDENT ACTIVITY GRAPHIC

Think of a story idea to write your NARRATIVE about. Make a rocket graphic like this to help you with your planning.

From *KC Miggins*

Developers Intermediate Phase Developing Readers



that are explicit models of specific text-types.
for writing for imaginative, informative and persuasive texts.

Turquoise — Gold (RR 15-22)

Informative Texts

At the earlier levels of *Key Links* a 'documentary' or 'case-study' approach to informative texts was taken. For the developing readers at the Fluency level, more conventional informative text-types are used, such as Information Reports and Explanations. These titles are written to provide examples of information:

- arranged under headings and sub-headings
- based on main ideas and supporting facts
- using photographs, illustrations and diagrams to support ideas
- written using appropriate grammar, vocabulary and generic structure
- using an extended range of nonfiction visual features

Information Reports

The reports provide models of texts that define and classify the topic, then provide factual details.

What is Space Camp?
Space camp is a camp for kids on Earth. It is started to get young people excited about space, science and mathematics.

At work, cameras get to fly in space suits, build and launch a model rocket, and spend time. They also get to be an astronaut. Not only that, they get to fly like one, too.

Students find out how an astronaut's suit and helmet stop the astronaut from freezing or frying in space. They discover that astronauts wear a ladder that's out during space walks!

Check out the fun! All year at the science and mathematics camp. It's a great time to learn and have fun!

Explanations

The explanations go beyond the facts to provide 'how' and 'why' information about a topic.

Why Designs Are Different
Bridge designs are different because they are built for different places and reasons.

One of the most common bridge designs is the beam bridge. This kind of bridge is good for crossing small gaps. It is also the cheapest kind of bridge to build. With this design, one or more beams are supported at each end of the bridge.

Long beam bridges also have supports in the middle to help hold them up. Many highway bridges use the beam design.

Other bridge types shown in the diagram include arch, suspension, and cable-stayed bridges.

Descriptions

Descriptions may be imaginative or informative and are often parts of other texts, such as narratives or factual texts. They are rich in vocabulary and imagery.

Key Links makes a special feature of Descriptions so students have explicit experience with the rich language used in them.

The *Key Links* texts describe

- the specific appearance or actions of animals or people
- places, some imagined and some real



Imagine Being There
The water rolls in to lick the sand with its frothy tongue. Then out it goes again as if sucked by a giant vacuum cleaner.

At the water's edge lie lumps of slimy seaweed – a gift from the sea.

A fish skeleton lies on the sand and the seabirds swoop down to peck at the juicy bones. They squawk loudly and grab and snatch. They pull and tug – fighting for even a crumb.

A crab scuttles along, looking for a rock to hide under, away from the squabbling sea birds.

Paired Activity
A DESCRIPTION: Talking Topics – A Place
In the school playground
on a mountain
at the shopping mall

Independent Activity
Write a DESCRIPTION of what you see, feel and hear in a place.

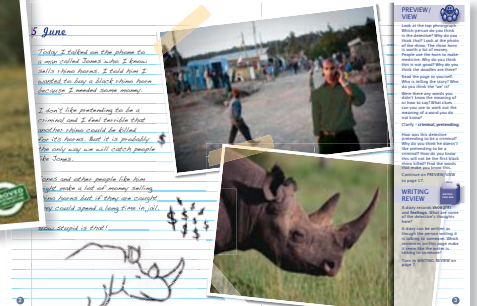
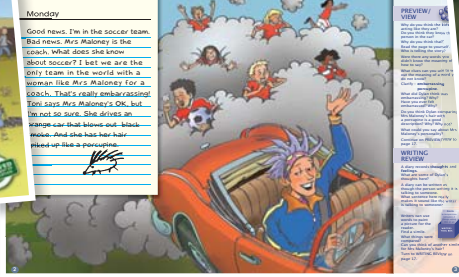
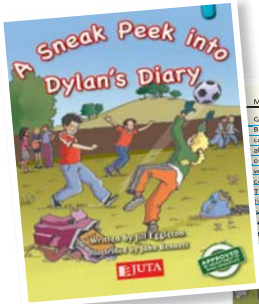
1. Choose a place you know to write about.
2. Make a list of words that describe what is in the and what could be happening there. Use the mountain graphic organizer to help you with your planning.
3. Use the words in your graphic organizer to write a description that paints the best picture for the reader. Remember to add similes and metaphors to help the reader imagine what you are describing.

Diaries

Diaries are sequential recounts of events. There may not be a problem and resolution.

Some *Key Links* diaries are imaginative. Although told as recounts in a diary format, there is a narrative storyline as each text reveals and resolves the plot.

Some *Key Links* diaries are informative. They provide a realistic retelling of a person's experience.



Persuasive Texts

Persuasive texts in *Key Links* are models that present one or more points-of-view. They are designed to convince the reader of the writer's point of view.

These texts provide examples of:

- opinions for and against a topic
- presenting facts to back up opinions
- emotive language
- re-stating a point-of-view in several ways.

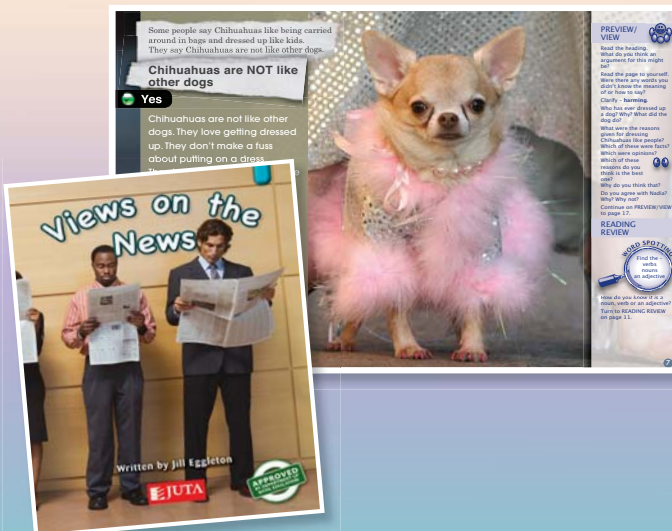


Persuasive Argument

In the *Key Links'* Persuasive Argument titles, students are prompted to make text-to-self connections with the opinions expressed. Students are also prompted to agree or disagree with the opinions expressed and to justify their opinion.

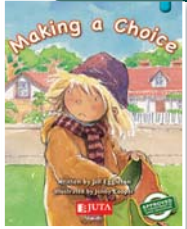
In some titles, a topic is presented as the basis of an argument, eg Chihuahuas are NOT like other dogs.

With other titles, a debate-style topic or dilemma is set up, eg. Should I change best friends? Arguments are then presented for and against.



Turquoise - Grade 4

Narrative

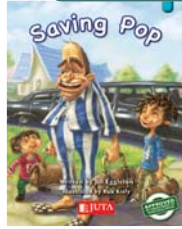


Making a Choice
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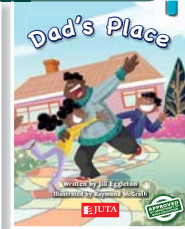


Adventure in the Desert
FAL: 978-0-7021-9202-9
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Personal Narrative



Saving Pop
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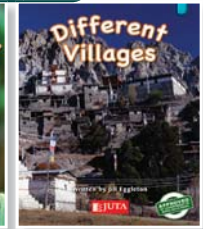


Dad's Place
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Report

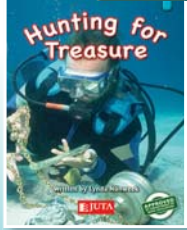


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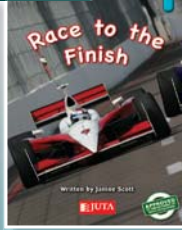


Different Villages
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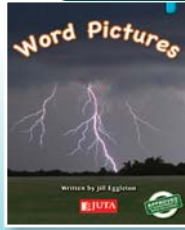


Hunting for Treasure
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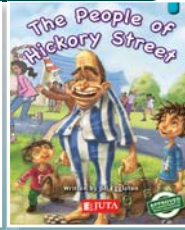


Race to the Finish
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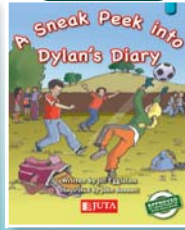


Word Pictures
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The People of Hickory Street
FAL: 978-0-7021-9209-8
HL: 978-0-7021-9119-0

Diary



A Sneak Peek into Dylan's Diary
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Opinion



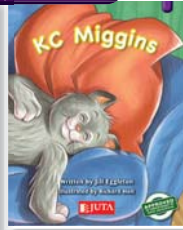
Views on the News
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HL: 978-0-7021-9123-7

Purple - Grade 5

Narrative

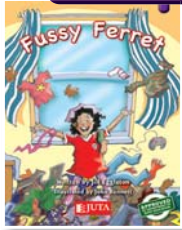


Banjo
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KC Miggins
FAL: 978-0-7021-9221-0
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Personal Narrative



Fussy Ferret
FAL: 978-0-7021-9218-0
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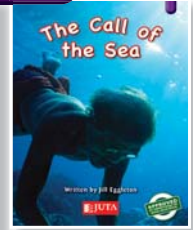


Uncle Al - Surfer
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Report

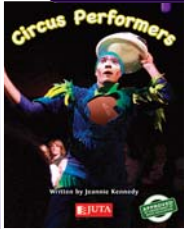


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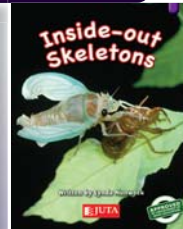


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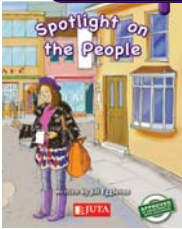


Circus Performers
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Inside-out Skeletons
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HL: 978-0-7021-9183-1

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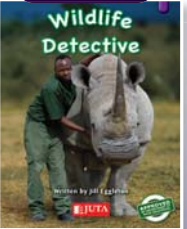


Spotlight on the People
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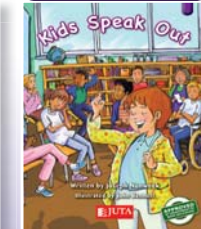
The Hand of Nature
FAL: 978-0-7021-9219-7
HL: 978-0-7021-9182-4

Diary



Wildlife Detective
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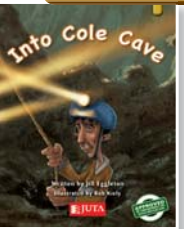
Opinion



Kids Speak Out
FAL: 978-0-7021-9222-7
HL: 978-0-7021-9185-5

Gold - Grade 6

Narrative

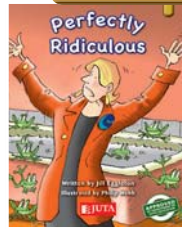


Into Cole Cave
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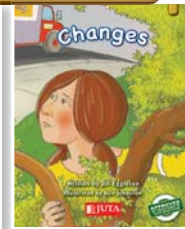


The Secret
FAL: 978-0-7021-9237-1
HL: 978-0-7021-9200-5

Personal Narrative



Perfectly Ridiculous
FAL: 978-0-7021-9234-0
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Changes
FAL: 978-0-7021-9227-2
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Report

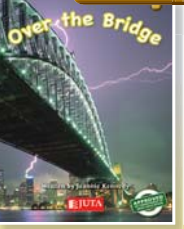


A Mammoth Eclipse
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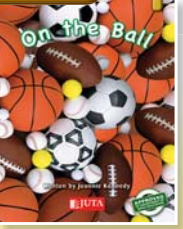


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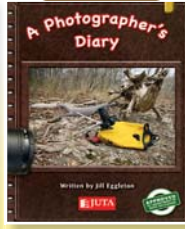


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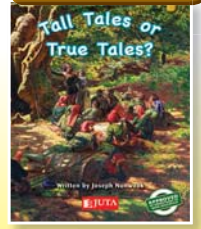
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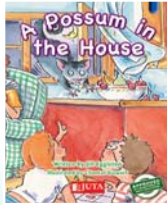
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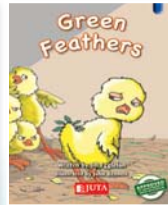
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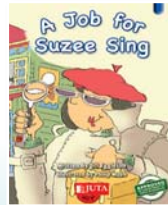
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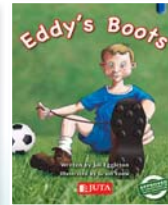
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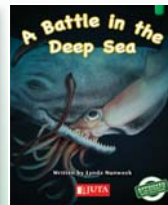
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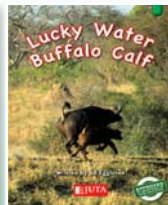
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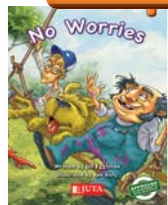
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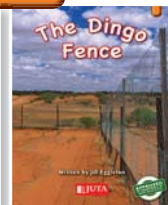


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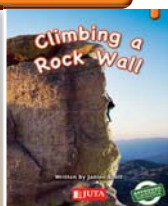


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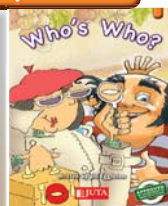


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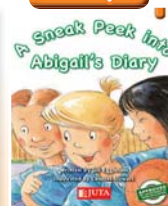


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Orange



Magenta

Grade 1



Red

Yellow



Grade 2



Blue

Green

Grade 3



Orange

Grade 3/4



Turquoise

Grade 4



Purple

Grade 5



Gold

Grade 6





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Michael Ntuli
Sales Consultant

Tel: 011 217 7200
Fax: 011 883 6825
Cell: 073 185 2020
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KWA-ZULU NATAL AND EASTERN CAPE

Tami King
Sales Consultant

Tel: 087 820 5889
Fax: 086 269 7660
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Pieter Smith
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Tel: 011 217 7200
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