



Grade 1

A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

3

ENGLISH



The stories in this book:



1 Chuck the little truck

1



2 A farm visit

10



3 A happy birthday party

15



4 Baking a cake for Lebo

20



How to use this Big Book:

As a teacher, you will need to plan and prepare for doing a shared reading activity with your class. Usually when doing shared reading, the teacher works with the whole class, however, if your class is too large, it will be best to work with a group or part of the class. Care must be taken to ensure that learners are able to sit around and see the Big Book so that they can read the text.

In the Big Book shared reading session the child learns how to handle a book, hold the book the right-way up, turn pages correctly. It develops basic concepts of a book – the cover, front, back and title. It also models how the reading process takes place and is important for developing learners' listening, speaking, reading, thinking, reasoning and writing skills as required by the CAPS:

- Develop listening and speaking skills.
- Develop emergent reading skills.
- Answer questions about the story.
- Participate in discussions, taking turns to speak.
- Draw, act out or role play a story.
- Use pictures to predict what the story is about.
- Use shared reading as the basis for shared writing.



Getting ready for a Big Book reading session

- Ensure that all the learners can see the book. If your class is large, rather work with a smaller group.
- You will find it useful to make a book stand so that you do not have to hold the book while reading. (See the instructions to make a book stand on the back cover.)
- Use a ruler or a pointer to point to track words as you read.
- If you want to highlight individual words, you can paste sticky notes around the word to single it out or you can make a 'magic window'. Use a rectangular piece of paper with a smaller rectangle cut out in the middle and place rectangle over the text so that only one word is visible.

The first session of shared reading

The first session focuses on the enjoyment and first 'look' at the text, with the learners giving a personal response to the text.

- Page through the story they will read. Talk about the illustrations.
- Ask learners to predict the story based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary.
- Read the story, using expression and varying your voice, speed and tone. Use gestures and facial expressions.
- Track the print as you read by pointing to words with a stick or a ruler so that learners see what you are reading and they associate a sound with the symbols on the page. This will also help them to see the process of reading from left to right and from top to bottom.
- Use this as an opportunity to introduce 'book language' such as: words, sentence, page, author, title, etc.
- Let learners participate in the story by joining in on a recurring phase (e.g. "Run, run, run as fast as you can, you can't catch me – I'm the gingerbread man!").
- The same story should be read two to three times to give learners the opportunity to chorus language chunks, to role-play activities or to retell parts of the story in their own words.

The second shared reading session

- In the second session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary comprehension, decoding skills and text structures (grammar, punctuation etc).
- It is up to you, the teacher, to draw attention to the learning focus which deals some of the following: the concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (literal, reorganisation, inferential, evaluation and appreciation questions).

The third shared reading session

- In the third shared reading session, learners should read the text themselves and engage in oral, practical and written activities based on the text.
- Where possible, the shared reading text should inform the shared writing where the teacher models how to write a text and the learners engage in the composition of the text while you take on the role of facilitator and scribe. This modelling of the writing process helps to prepare learners for their own writing tasks.

Chuck the little truck



Chuck was a little yellow tipper truck. He wished he was big.

One day Chuck looked at a fast
blue train that was speeding past.
“I wish I was a fast blue train,”
said Chuck.

Then, he saw a big orange bus.
“I wish I was a big orange bus,”
said Chuck.



Later, Chuck saw a big shiny white plane.

"I wish I was a shiny white plane,"
said Chuck.



Then Chuck saw a big red lorry.

"I wish I was a big red lorry,"
said Chuck.

Later, when Chuck was at the river,
he saw a bright green boat.



"I wish I was a bright green boat,"
said Chuck.

Soon after, Chuck saw a fast red
racing car. "I wish I was a red racing
car," said Chuck.



Suddenly, Chuck saw a little boy fall into the river.

"Help!" shouted the boy. "Who will help me?"

"Not I," said the train. "I can't stop."

"Not I," said the bus. "I only stop at bus stops."

"We can't," said the lorry and the racing car. "We can't go into water."

"Not I," said the plane. "I am too high."

"I can't," said the boat. "The wind is too strong to turn."



HELP!

"Then I will help you!" said the brave little truck.

He tipped off the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water.

"Yippee!" shouted the little boy.





"I am safe!"

"Thank you brave yellow truck!"
said the boy.

You don't have to be big to be brave.

We all go to the farm. What do we see?

I can see a big red tractor.

I can see green mealies.

I can see lots of animals.



I can see Ben, the funny dog.

I can see a little lamb. It feels nice and soft.

I can see a little pig. It is eating.

I can see Ken, Bongji, Ann, Jabu and Sam.



Baa, baa.

Oink, oink.





Neigh, neigh.

I can see a big brown horse.
I can see a little goat.



Moo, moo.

Baa, baa.

Cheep, cheep.

I can see a big brown cow.
We have lots of milk.
I can see some baby chicks.
Look at all the eggs.

Poor Mary is lost. She can't see anything!

Who will help to find Mary?

Don't cry, Mary. Ben the dog will help to find you.



A happy birthday party



Today is Jim's birthday.

Jim is 7 years old.

Jim's friends dress up for his party.

Ann dressed like a rabbit.

What present did she bring?



Jabu dressed like Spiderman.

What present did he bring?





Mike
dressed
like Superman.

What present did he bring?

Lulu dresses like a fairy.

What present did she bring?



Sam and Pam dressed like
a cat and mouse.

What presents did they
bring?



Ben the
dog also came to
the party.

What present did he bring?



Let's all sing "Happy Birthday".
Look at Jim's presents!

Baking a cake for Lebo



Today is Lebo's birthday.
Let's bake a cake.



We need eggs, butter, flour and sugar. Mix, mix, mix.



Sam puts the cake in the hot oven.
Wait, wait, wait.



We all help to frost the cake.

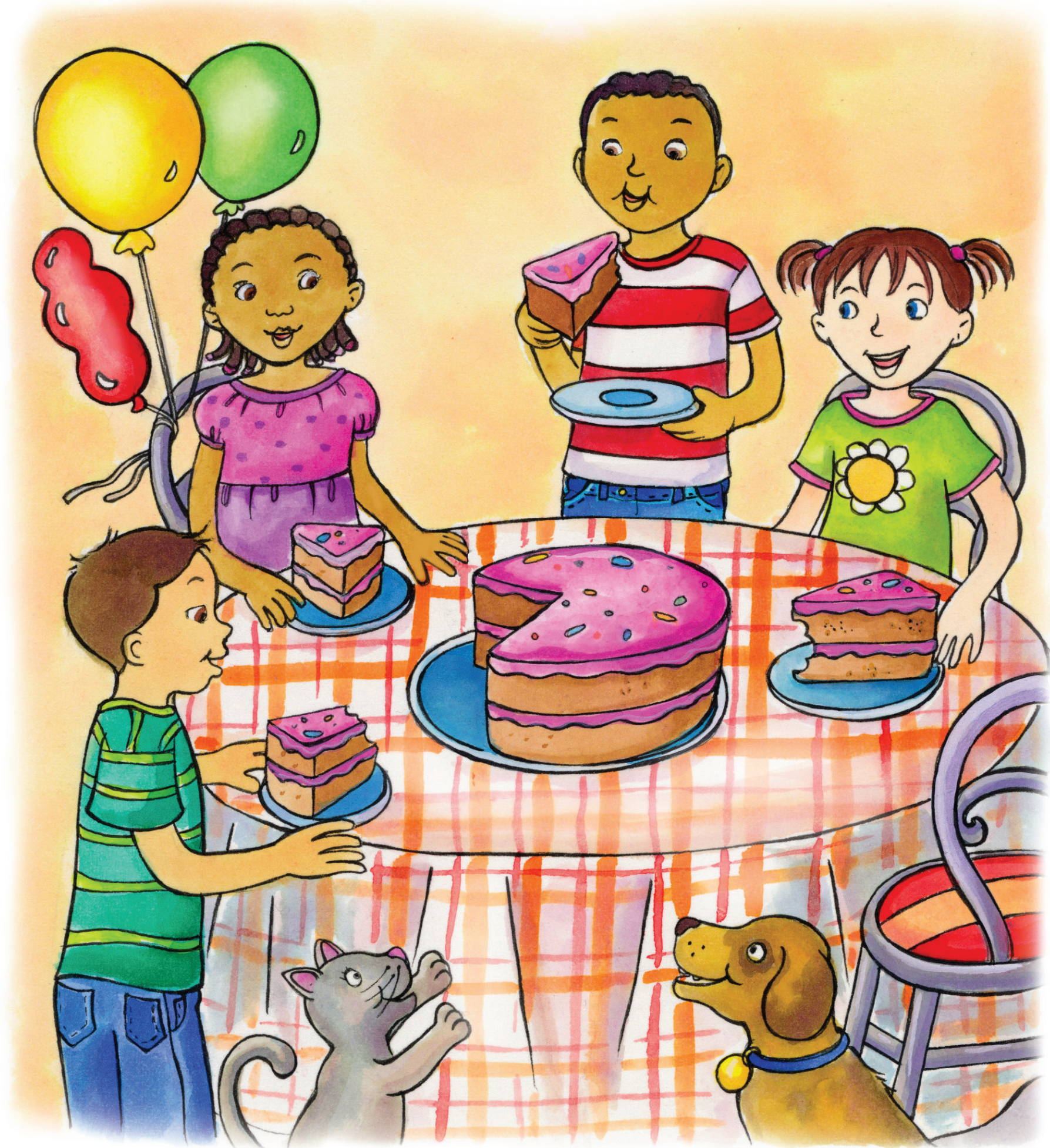
Mix, mix, mix.

Happy birthday to you.



Lebo blows the candles out.

Blow, blow, blow.



We all eat the cake.

Munch, munch, munch.

Happy birthday, Lebo.

Welcome to the Big Book series. This Big Book forms part of the wider Rainbow Series which includes workbooks, an anthology, graded readers and posters. We hope that you will find the variety of stories included in the eight Big Books for this grade useful for your teaching and that your learners will enjoy their shared reading experience.

The Curriculum and Assessment Policy Statement (CAPS) for the Foundation Phase highlights shared reading as one of the important components of the reading strategy. Shared Reading usually takes place for two to four days a week with each child having the same text to read.

Using a Big Book with enlarged print is an excellent way of doing shared reading because the learners can see the words and pictures, and follow as you read in a way that is similar to traditional family story telling. It is important that they sit around the Big Book, so that they can all see and read the text. The large print of Big Books makes it possible to read aloud to several learners at once in a relaxed and non-threatening atmosphere.

The Big Books in this series will introduce your learners to a range of stories, poems, rhymes and plays as well as information and graphical texts.

It is your task, as teacher, to make the stories come to life and to create an environment of fun and excitement. Big Book reading enables you to model the experience of reading in a way that is enjoyable for both you and your learners. We hope that this book will help you to do just that.



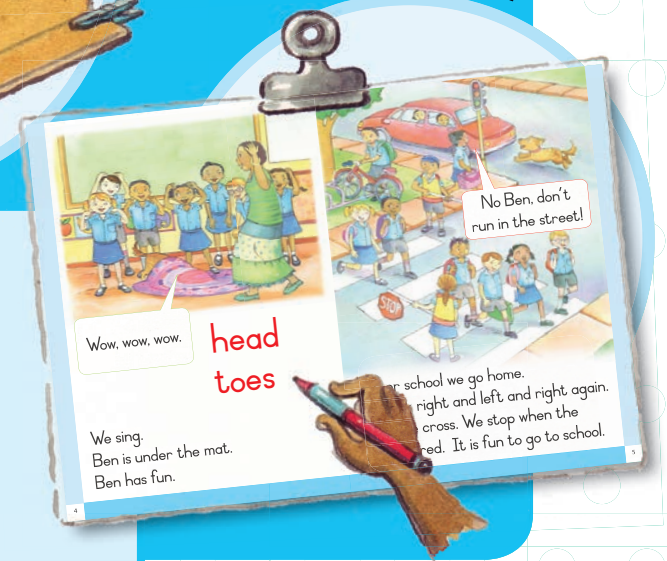
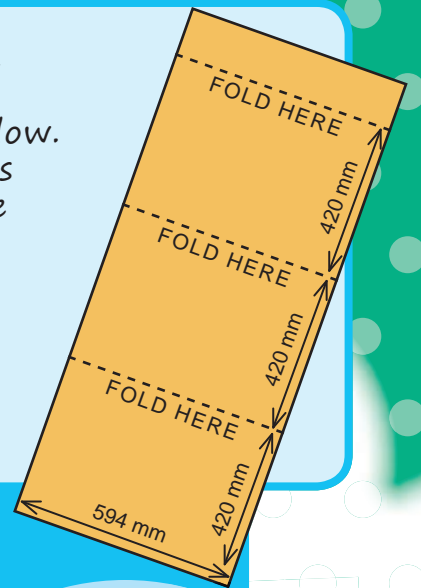
Make your own Big Book stand

You will need:

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



Fold the cardboard to make an A-shape and clip the base and the front together as shown below. (Use masking tape to join pieces of cardboard if you do not have a long enough piece.)



- Use a sheet of clear plastic as an overlay for your Big Book. It will be useful for you and the learners to write on the plastic.
- Write on the overlay with a water-based washable pen (white board markers).
- Use a clip or peg to attach the transparent overlay to the Big Book.



Some other ideas for using a Big Book

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The Big Books in this series are available in all languages. They were developed by a team of UNISA Language and Education experts as part of their Community Engagement contribution to South Africa's education sector.

Author: V McKay

