

Grade 2



# A Big Book of little stories



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH

Book

2





## The stories in this book:



### 1 Dan has a bad week

1



### 2 A family visit

15



# 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.



# Dan has a bad week





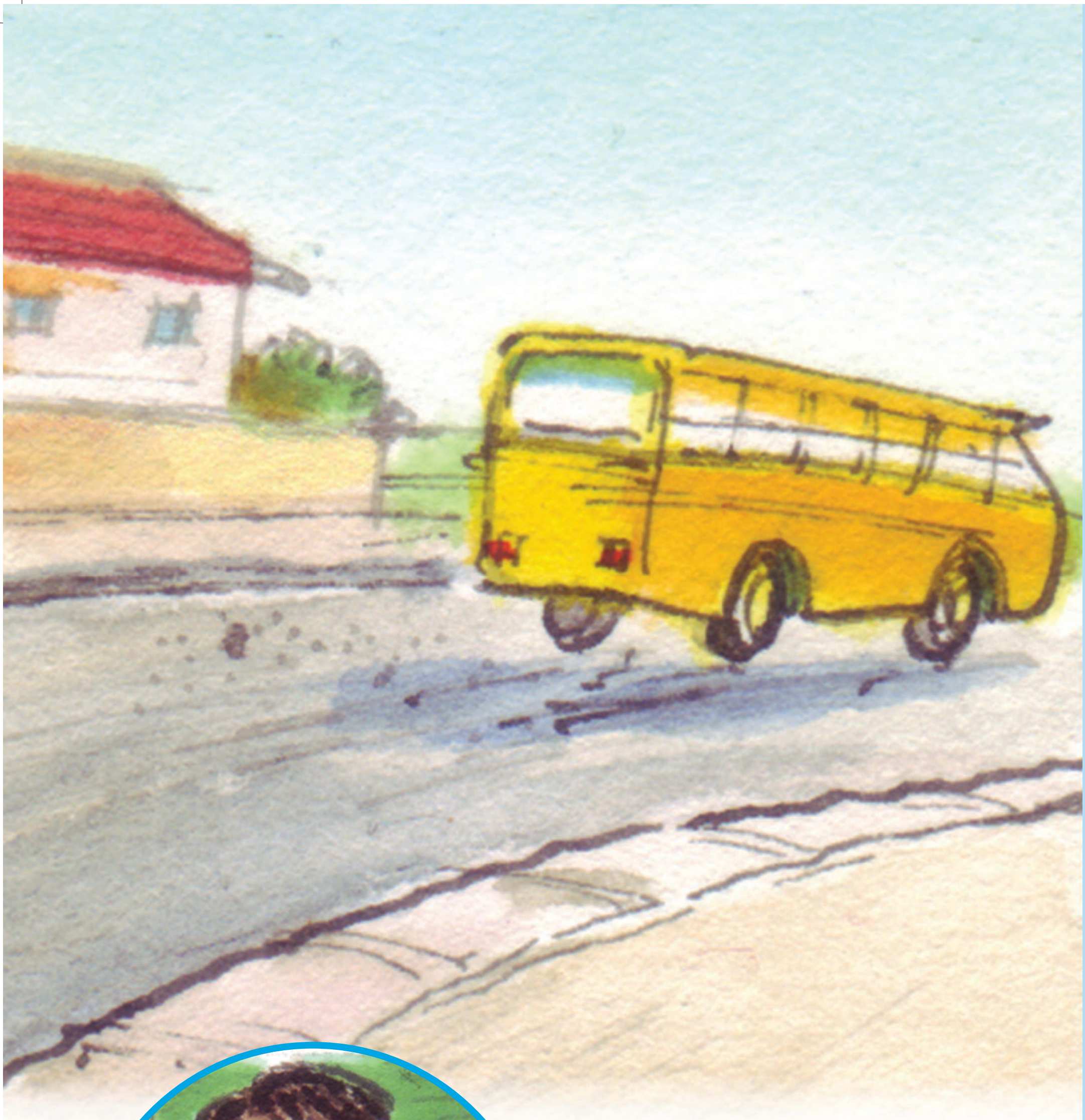


Poor Dan had a bad week.

He woke up late on **Monday**.

He missed the bus and was late for school.





"Why are you  
late, Dan?"  
asked his teacher.



On **Tuesday**, Dan woke up very early so that he would not miss the bus again. Poor Dan left his school bag on the bus.

When he came into class, he only had his soccer ball.

"Where is your school bag, Dan?" asked his teacher.





"Where is your school bag, Dan?" asked his teacher.



On **Wednesday**, Dan woke up early. "I must not forget my bag today," he thought.

He got onto the bus. He rode and rode. But Dan was on the wrong bus ...

The bus took him to the wrong school.





"Where is Dan today?" asked his teacher.



On **Thursday**, Dan could not find his uniform.

“We have swimming on Thursday,” Dan thought.

So Dan went to school in his swimming costume.





“Where is your  
uniform, Dan?”  
asked his teacher.



On **Friday**, Dan woke up very early.

He had his uniform on, he clutched his bag and he got onto the right bus. He arrived at school so early, it was still dark.

Poor Dan was so tired he fell asleep in class.





“Why are you  
sleeping, Dan?”  
asked his teacher.



On **Saturday**, Dan went to school.

“Today I will get it right” he said, as he clutched his school bag.

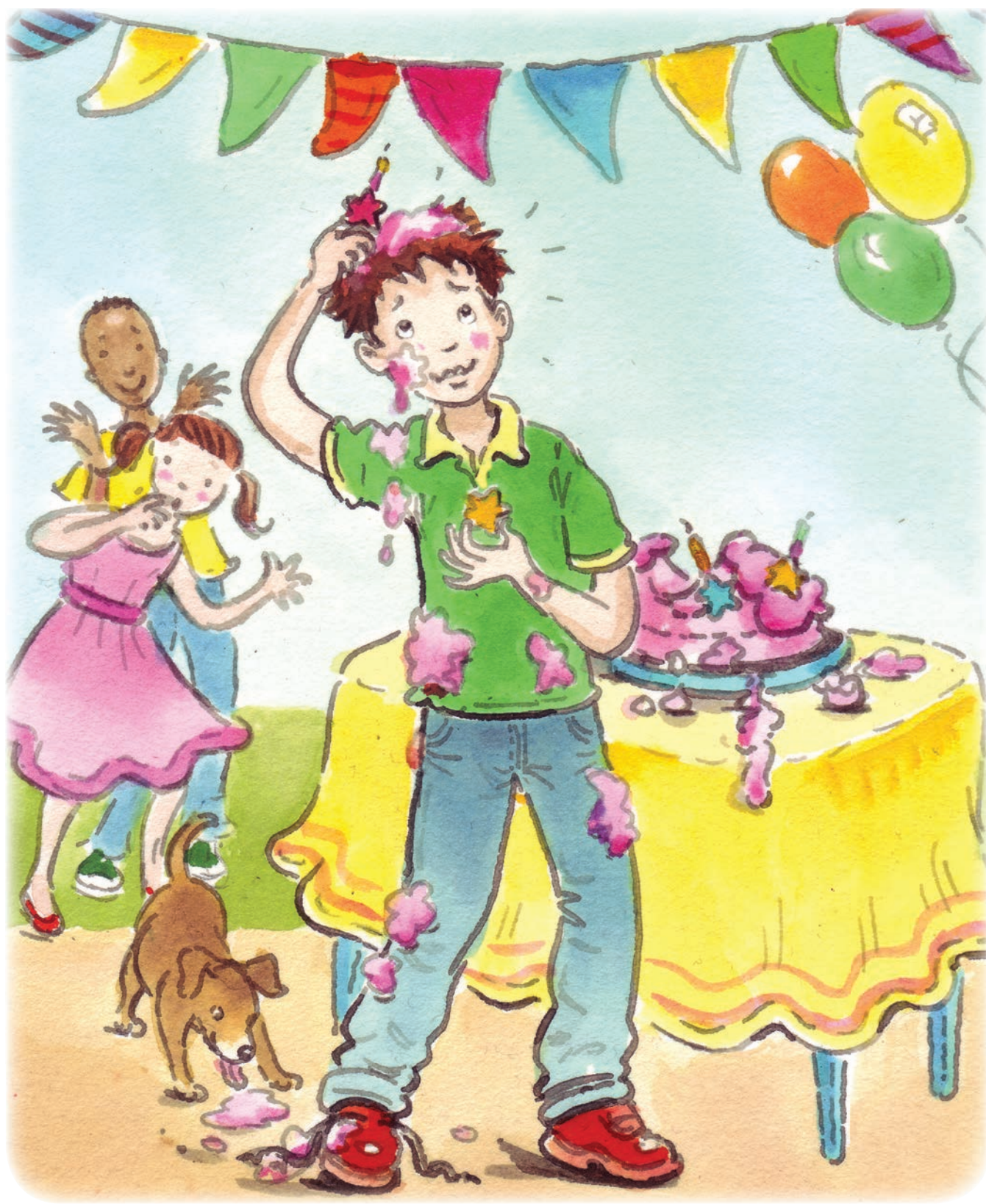
But when he reached his school, the school gate was locked.





Oh dear Dan! There is no school on Saturdays.





On **Sunday**, Dan went to his cousin's birthday party. He was so excited he tripped and fell onto the cake.

"Oh no!" Dan thought. "I hope that next week will be a better week."



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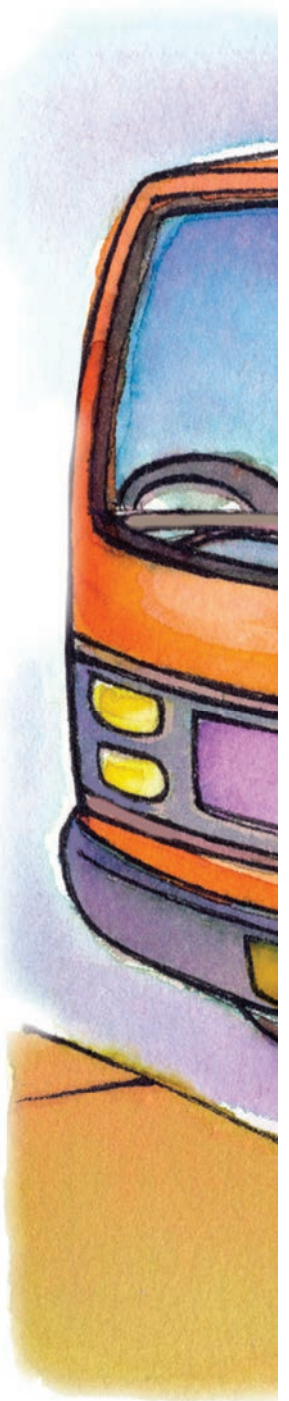
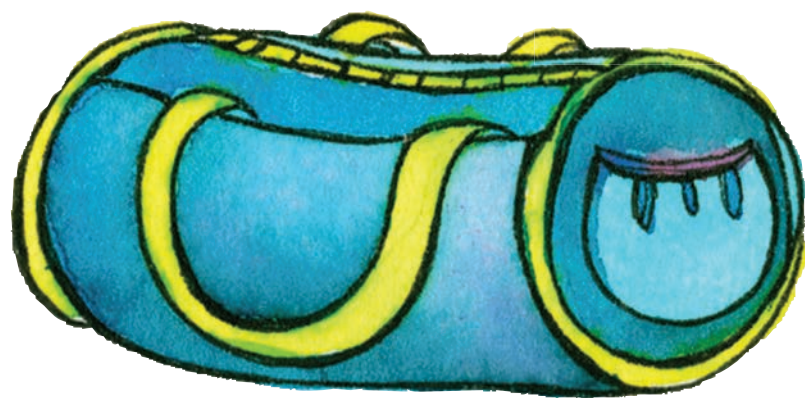
## A family visit



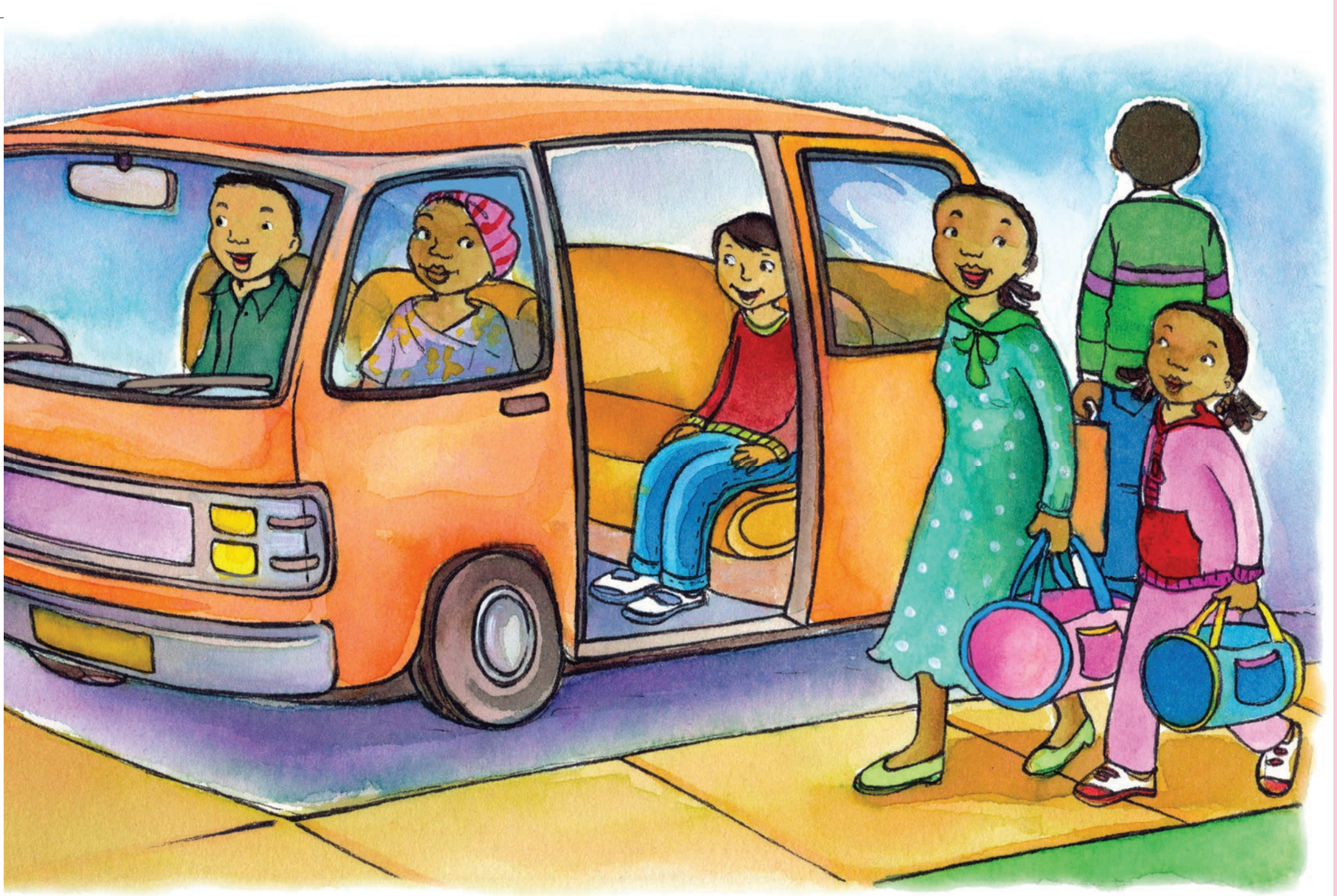


My aunt Mbali was sick, so my mother decided to visit her. I was excited, because I would see my cousin, Dumi.

We packed our things. I bought a present for Dumi and made a get-well card for aunt Mbali.





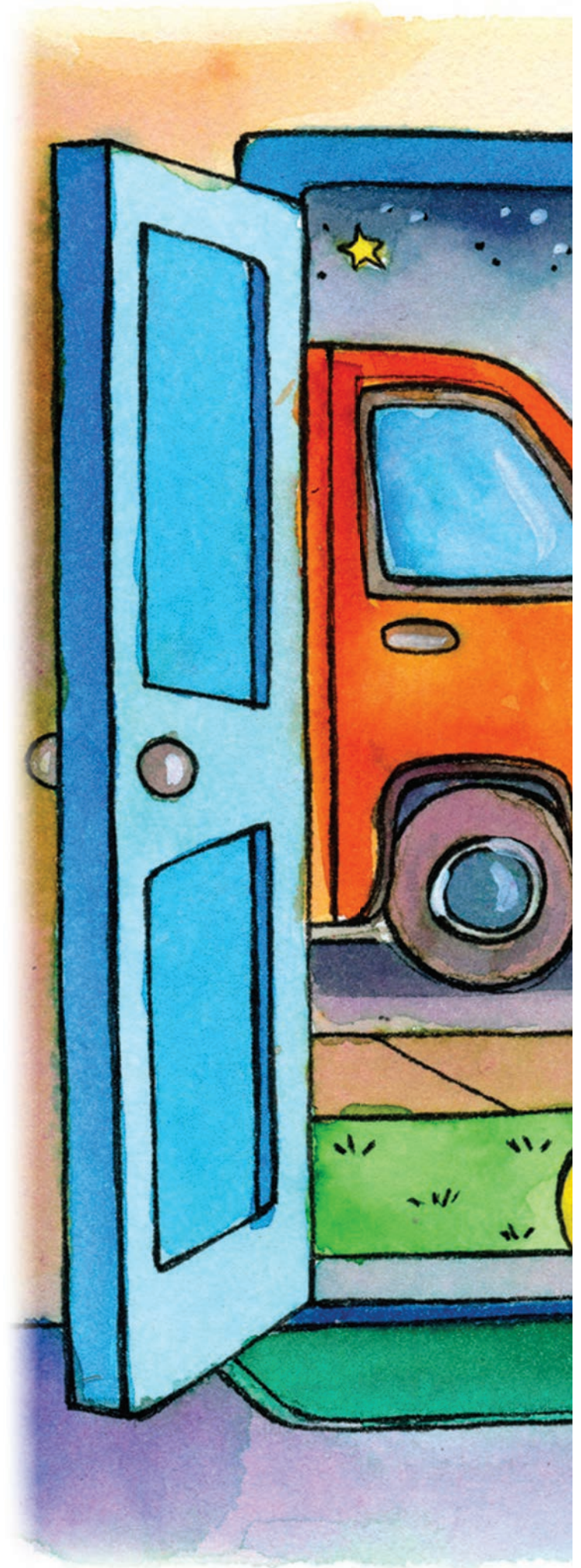


We were going to stay at my  
aunt's house for two days.  
I jumped onto the taxi.

I was excited. The next day,  
I was going to play at the river  
with Dumi and her friends.  
We were going to pick fresh  
fruit from the trees.



At last the taxi arrived  
at Dumi's house.  
It was already 8 o' clock.  
I was very glad to see my  
cousin. "Hi Dumi!" I called.  
"Come and see the baby  
frogs in the river," Dumi  
shouted.  
"No, no!" said Dumi's  
mother, "It's too late. You  
must both sit and eat. It  
is nearly bedtime."









For two days, Dumi and I had fun playing and reading. My aunt was much better and we were not so worried about her any longer.

When I was about to leave, Dumi gave me a present. It was a big teddy bear.









Mother and I travelled home by taxi. While we were driving in the taxi, it started to rain.

The sun was gone and it was very cold. My mother wrapped me in a warm blanket.





We ran from the taxi to the house in the rain. Once safely indoors, I realised that my teddy was missing.

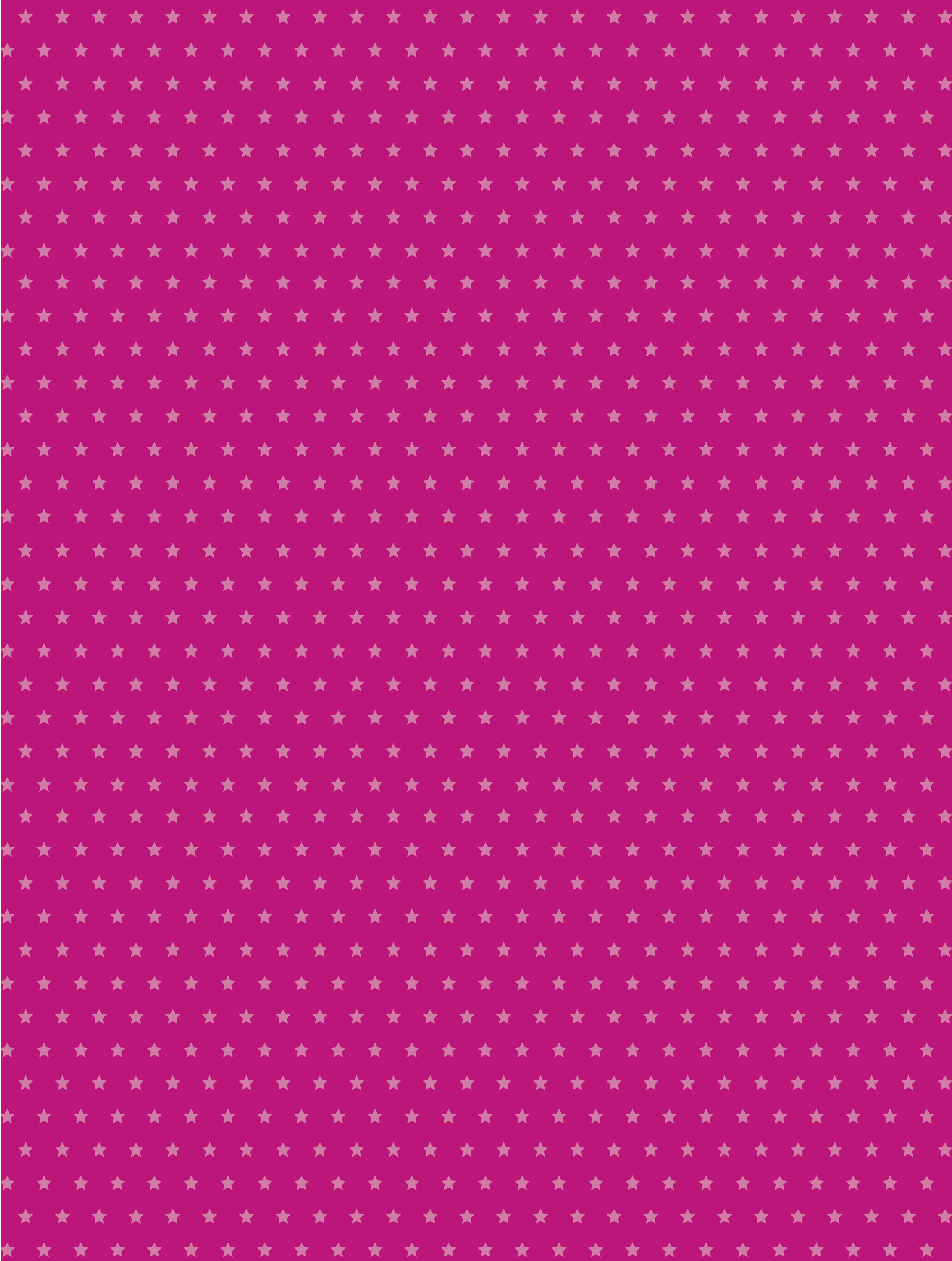


I imagined him in the taxi going off somewhere. I started to cry. I wanted to go to the taxi to look for him, but it was dark and rainy.

Later we found the teddy wrapped up in the blanket. He was safe after all.









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.

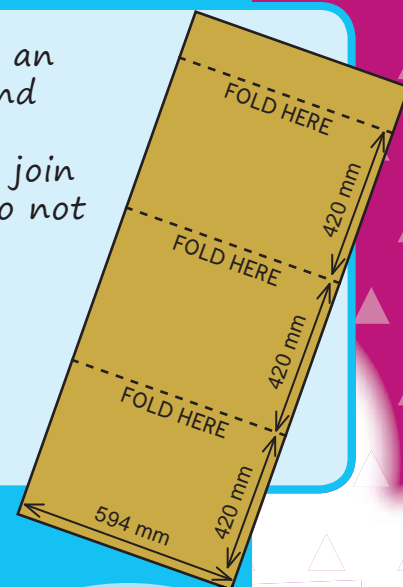


## Make your own Big Book stand

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.)



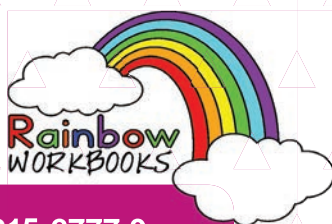
## Some other ideas for using a Big Book

- 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.

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**THIS BOOK MAY NOT BE SOLD.**



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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

