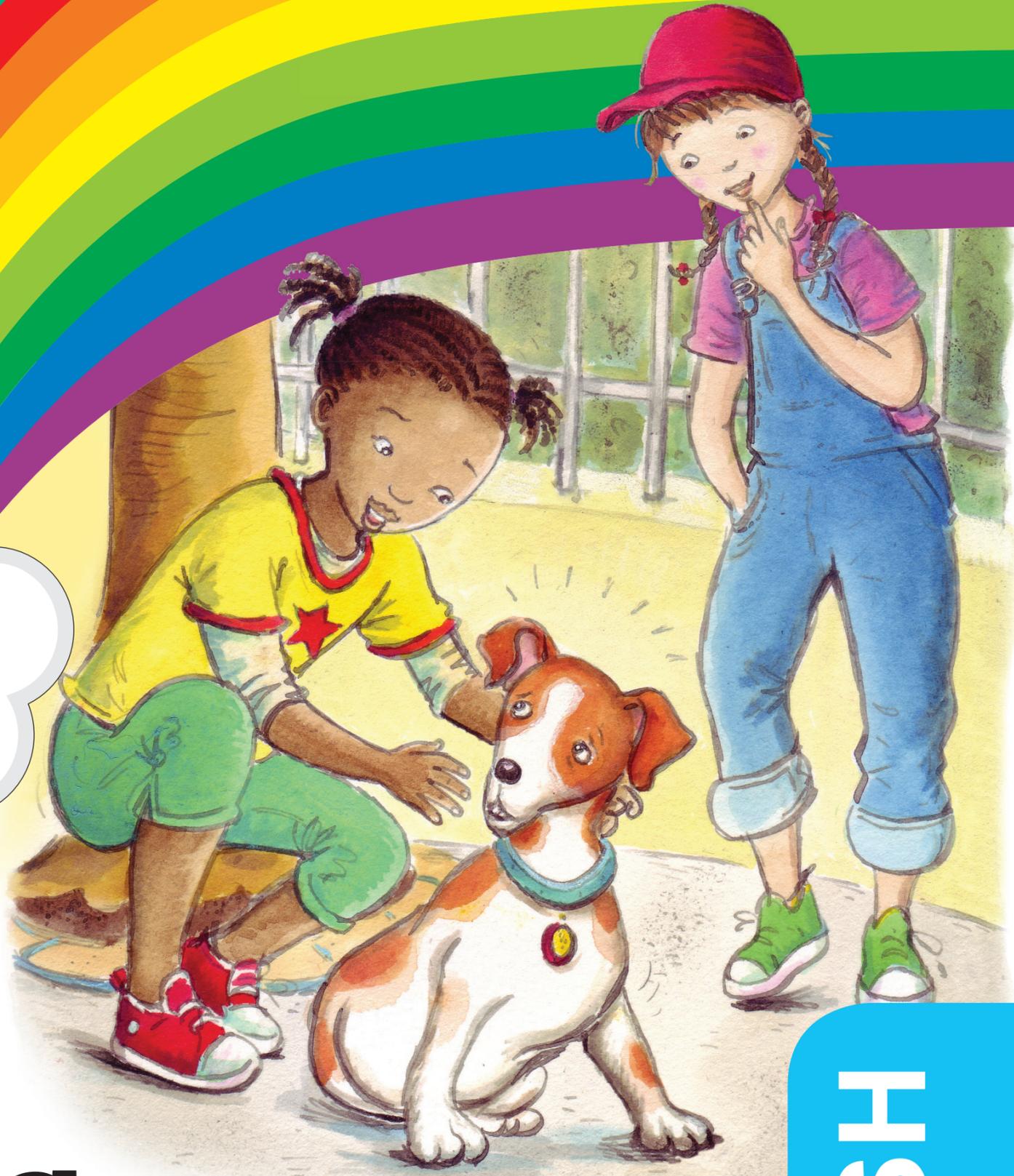


Grade 2



A Big Book of little stories

ENGLISH



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

3



How to use this Big Book:



The stories in this book:



1 A dog's life

1



2 The school shed is on fire

16



3 A new baby

20

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.



On Thursday, Abby and Lebo got onto the school bus.

Poor Ben could not get onto the bus.

"No Ben, you can't come on!"
said Lebo. "No dogs allowed!"

On Friday, Abby and Lebo went to the library. Poor Ben could not go into the library.

“No Ben, you can’t come in!” said Abby. “No dogs allowed!”



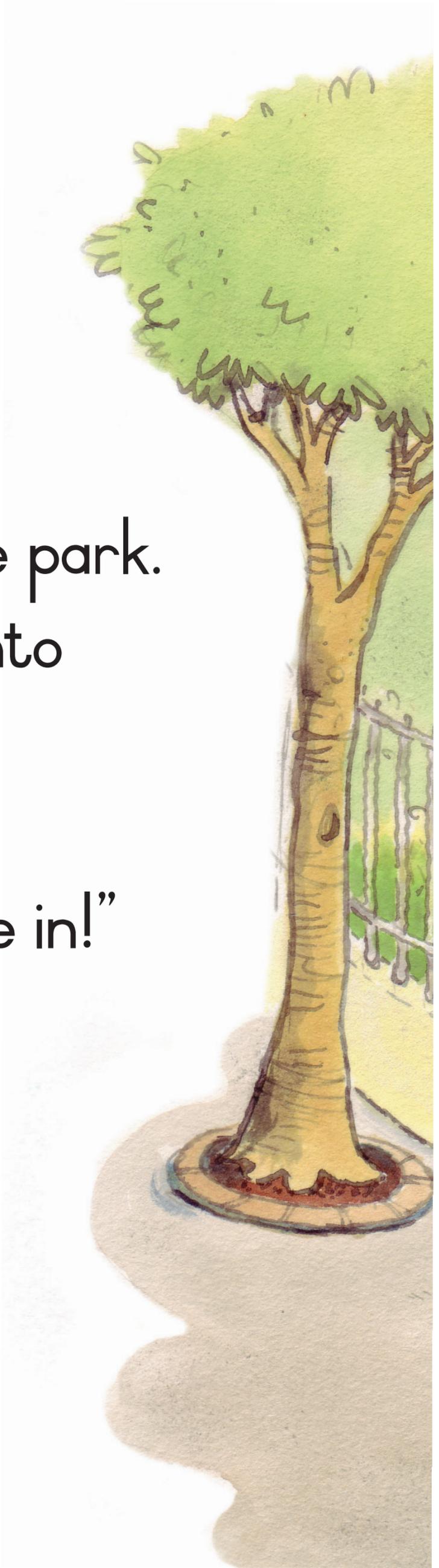


On Saturday, Abby and Lebo went to the beach. Poor Ben could not go onto the beach.

“No Ben, you can’t come with us!” said Abby. “No dogs allowed!”

On Sunday, Abby and Lebo went to play in the park. Poor Ben could not go into the park.

“No Ben, you can’t come in!” said Abby. “No dogs allowed!”





Poor Ben sat under the
tree at the gate.

"Grrr!" said Ben. He waited
and waited.

Ben fell asleep. Zzzzzz ...

Then he started to dream.





What did Ben dream?



Ben dreamed he was on the bus.

“I will sit on the front seat of the bus,” said Ben.

Ben looked out of the window and enjoyed the ride.

Ben dreamed that he was in class.
He sat in the front of the class,
between Abby and Lebo.

“I can’t wait for playtime,” said
Ben.

“And then it will be lunchtime!”



Ben dreamed he was digging in
the sand and surfing the waves.

Ben was having a good time.

“Life is great!” he shouted.





Then Ben dreamed he was in the park with lots of other dogs. There were big dogs and small dogs and long dogs and short dogs.

Ben jumped on the swing. "Swing, swing!" he sang.



Ben went round and round on the merry-go-round. He went up and down the slide. He went up and down on the see-saw. Then Ben dug in the sandpit. Ben had a great time.

And then . . .

Lebo and Abby came to the gate.
“Wake up Ben! We are going home now,” said Lebo.

“Huh? Wake up?” said Ben.

“Do you mean I was dreaming?”

“Oh no! It’s a dog’s life!” thought Ben.





Today when we were in class
we smelled smoke.

Ben the dog started to sniff.
What was that smell?

We had to stand together in a line
under the trees.

We watched the shed burning.

We felt afraid.

Teacher phoned 10177.





Six firemen came to put the fire out. They had big belts and choppers and they wore masks.

They came in a bright red fire engine. They used a thick hose and put the fire out. Our shed was saved.



A new baby

Today Bobby's mother told him that she was going to have a baby.

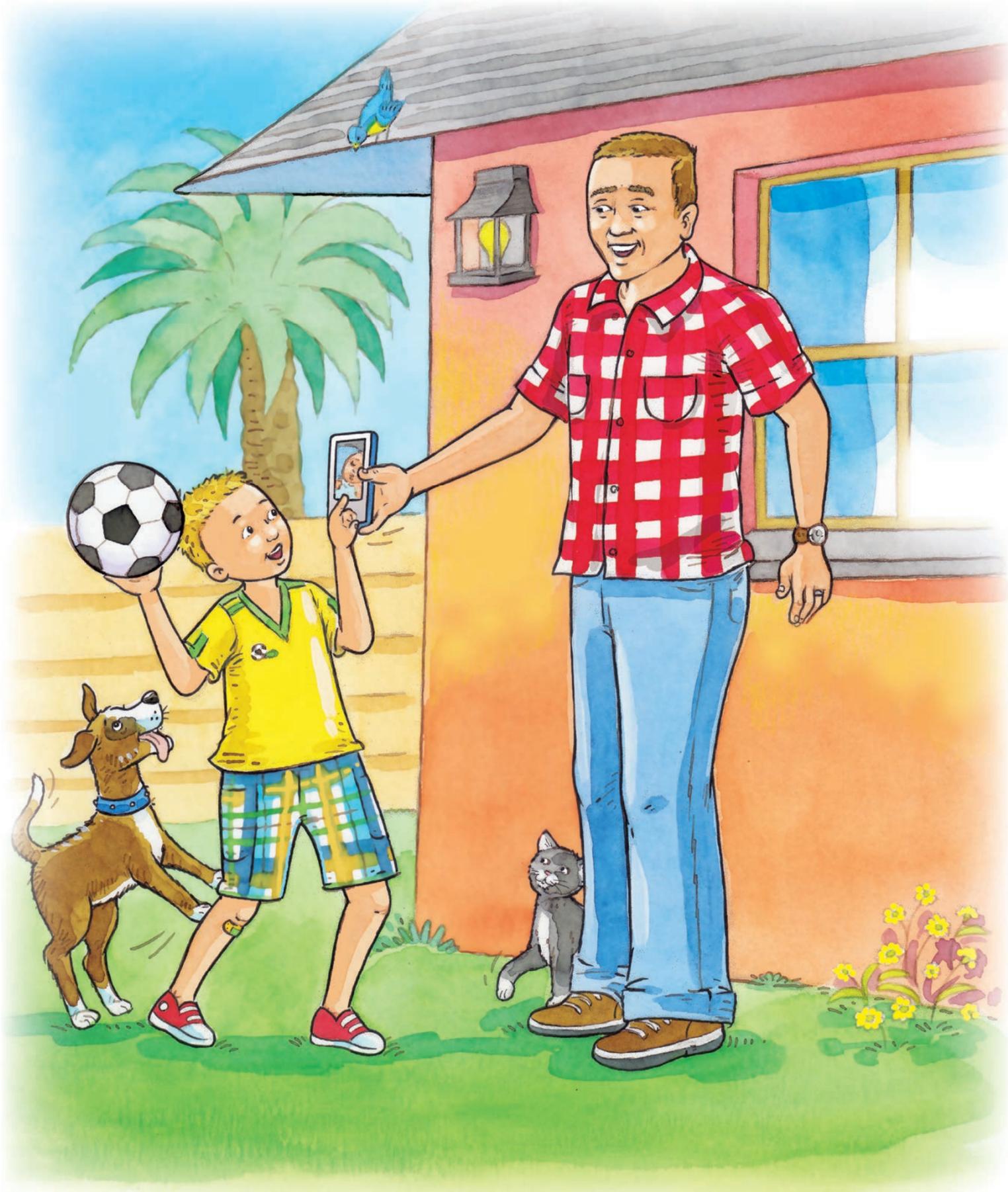
"While I am in hospital, granny will look after you," she said.

"But I don't want a baby," Bobby complained.

"How can I play with a baby?"

"I want a big brother," he said.





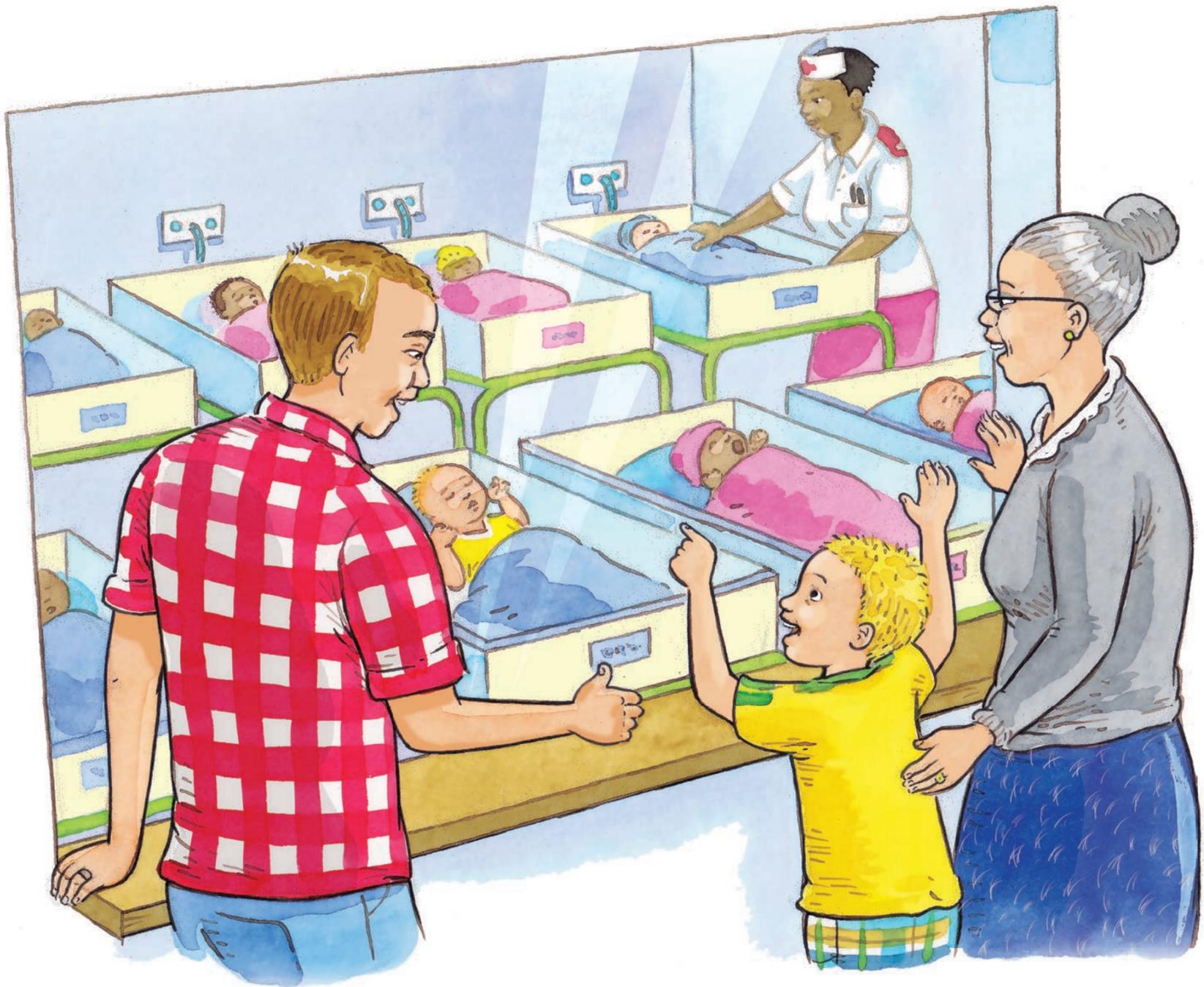
A few days later mother went to hospital. Father told Bobby that the baby was born.

“Is it a girl or a boy?” Bobby asked.

“It is a boy,” answered father.

That afternoon, father, Bobby and granny went to see the baby. The hospital was very busy. Bobby saw doctors and nurses. He saw an ambulance arrive with a sick man. "Where is the baby?" Bobby asked.





Bobby went to the baby ward.
He looked at the babies.
He stared at a baby wearing a
Bafana jersey.
Bobby knew this was his brother.
“He is so cute. He looks just
like me,” Bobby said.

Bobby looked at the baby and asked: "Does he have a name?"

"Yes, Andy."

"Does he have teeth?"

"Not yet."

"Can he play soccer?"





Baby Andy opened his eyes.
He looked at Bobby.
Then, the baby lifted his hand.
“Look, he is giving me a high five!”
Bobby said excitedly.
“Don’t worry baby brother. I love
you just as you are. We will play
soccer when you are a bit older.”

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.



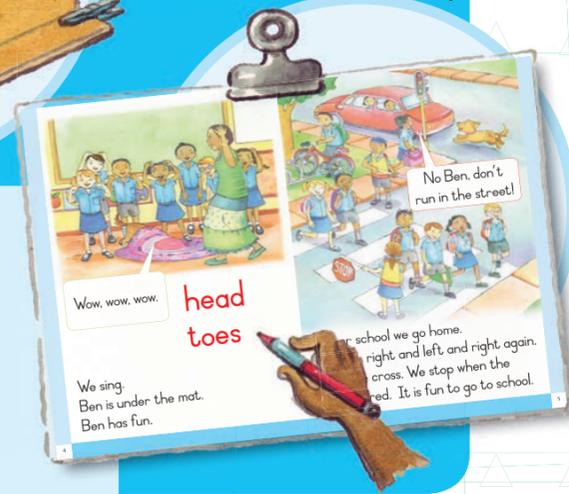
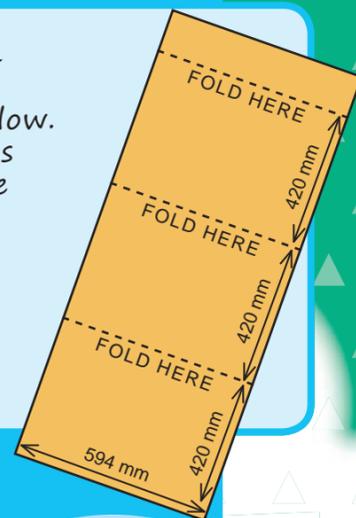
Make your own Big Book stand

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

