

Grade 2



A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ENGLISH

Book

4



The stories in this book:



1 That's what friends are for

1



2 It's my bird

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.

1

That's what friends are for



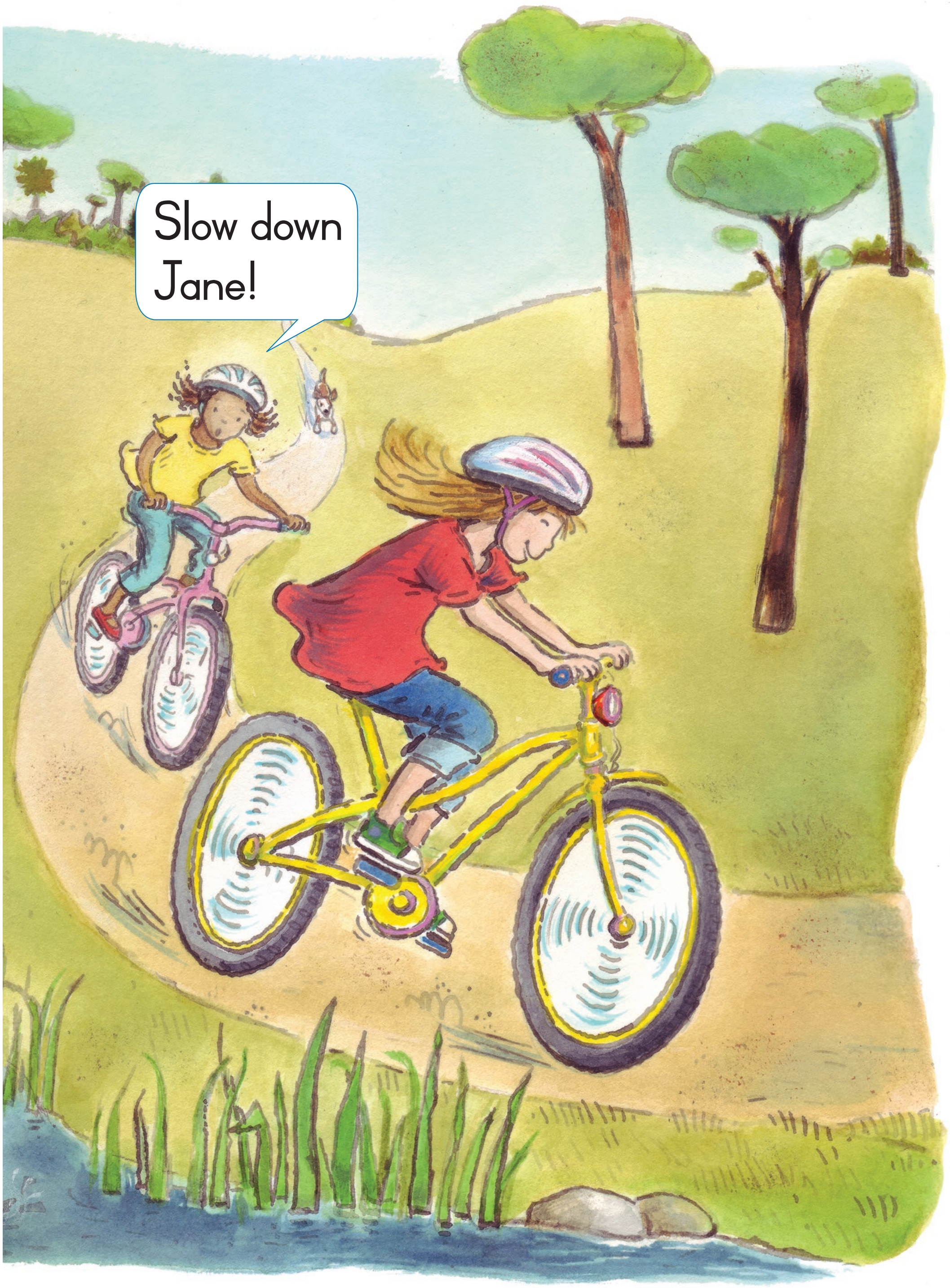
Jane and Mandu were riding their bikes near the river.

Jane was riding fast. As she was going down the hill, she rode faster and faster.

Mandu said, "Slow down, Jane! Slow down! You are riding too fast!"



Slow down
Jane!



Suddenly Jane hit a sharp rock.
She looked down and saw her
tyre was flat.

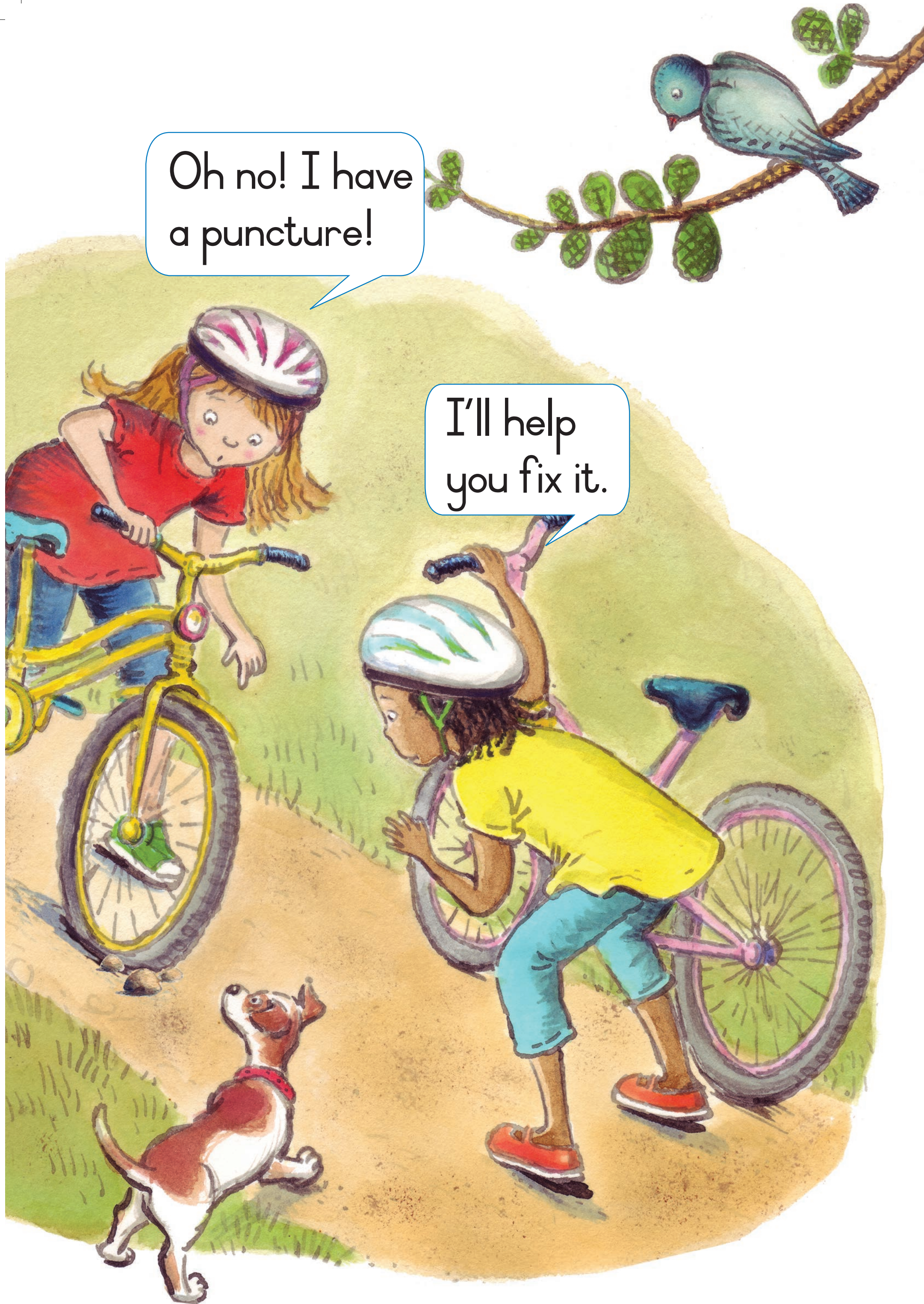
"Oh no!" she cried. "I have a
puncture!"

"Don't worry, Jane," Mandu
replied. "I will help you fix it."
But Mandu and Jane forgot
to bring the pump.



Oh no! I have
a puncture!

I'll help
you fix it.



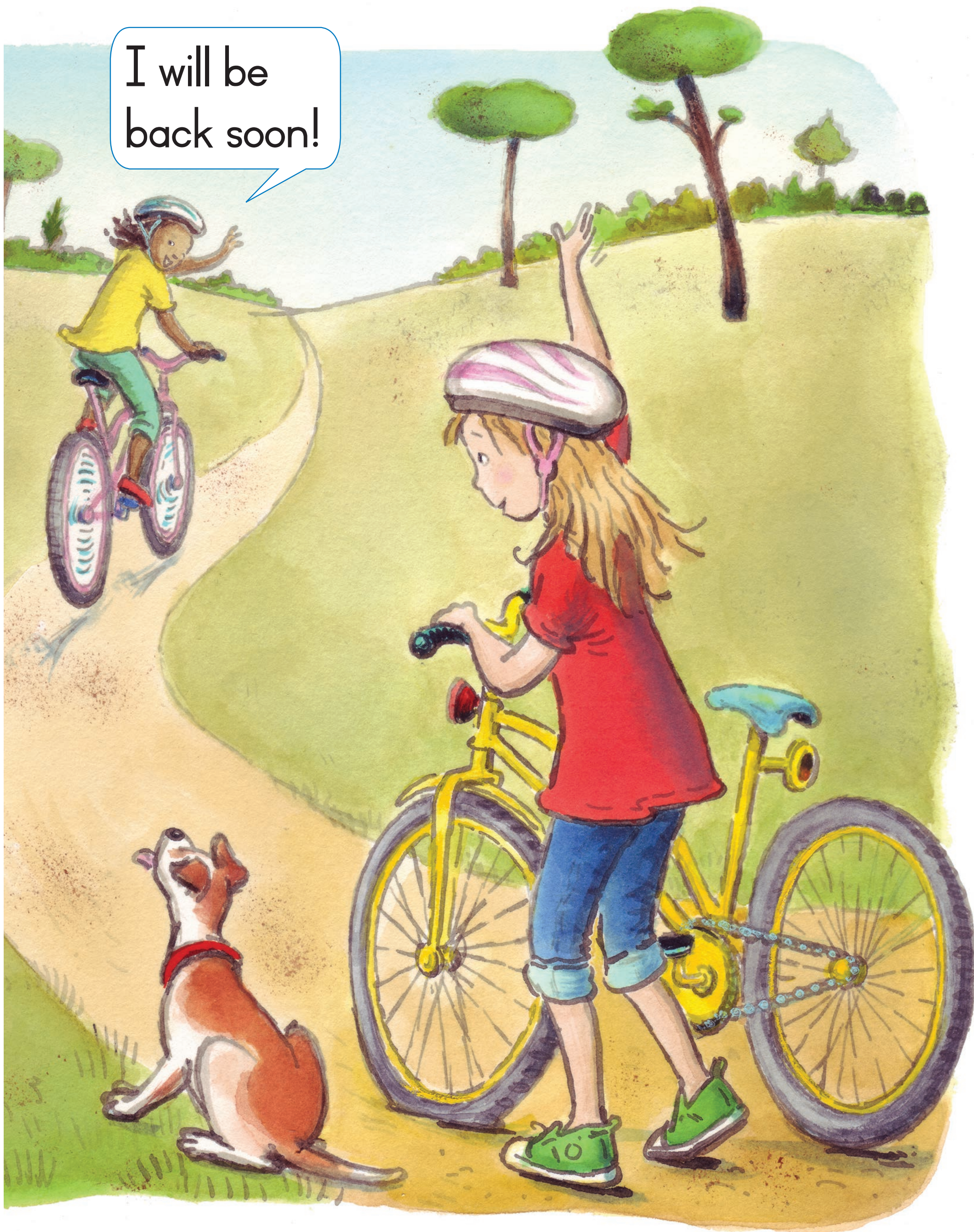
Mandu said, "I will ride home
and fetch my pump and repair kit."

Mandu rode back home leaving
Jane with her dog.

"I will never ride without my pump
again," Jane muttered to herself.

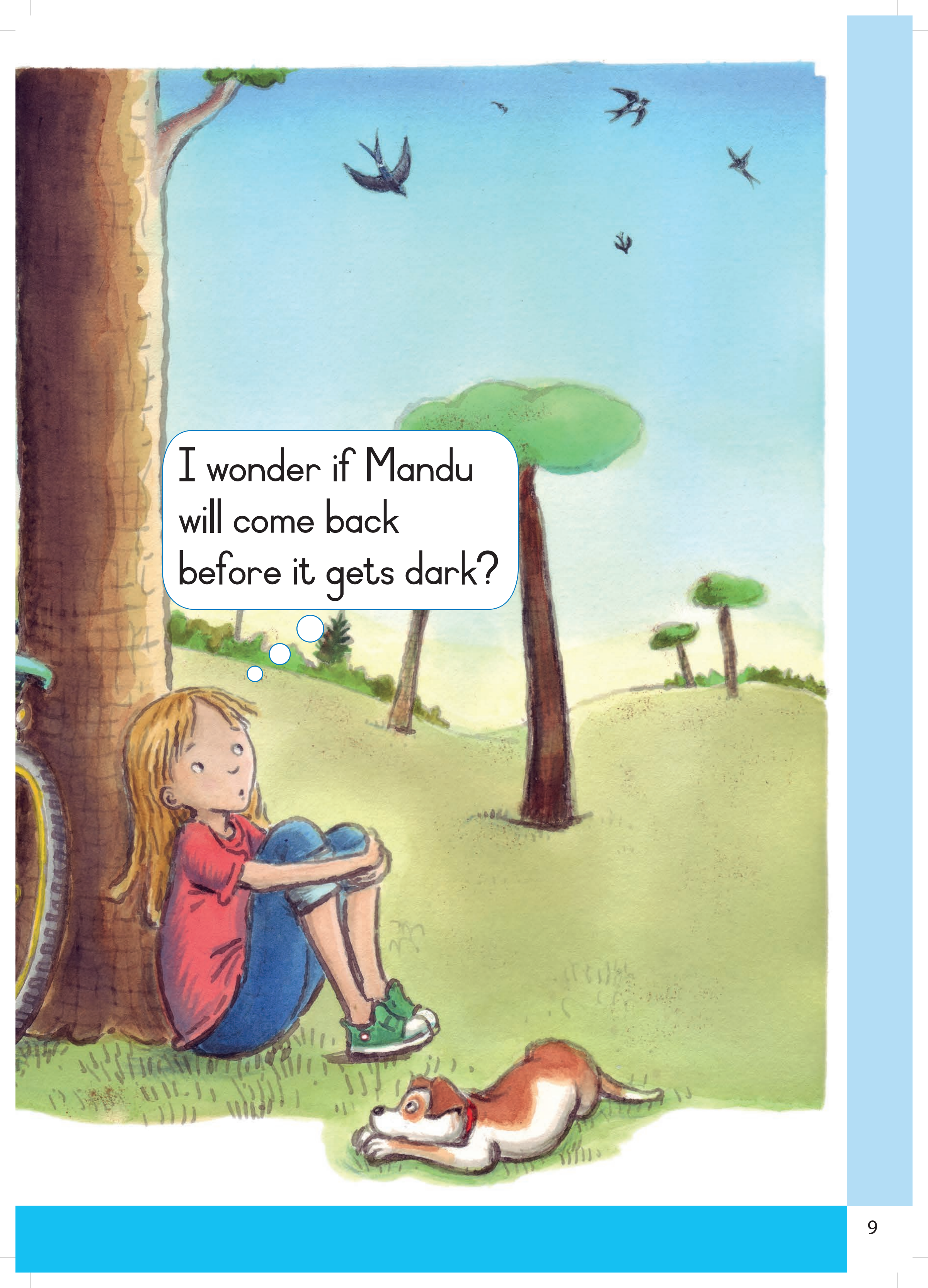


I will be
back soon!



Jane waited and waited
and waited. She felt
very hungry and thirsty.
“Soon it will be dark,” she
thought.



A watercolor illustration of a young girl with long blonde hair, wearing a red shirt and blue pants, sitting on the grass under a large tree. She is looking up with a worried expression. A small dog with brown and white fur is lying down in front of her. The background shows a grassy field with several trees and birds flying in a blue sky. A speech bubble is positioned above the girl.

I wonder if Mandu
will come back
before it gets dark?

Then Jane saw Mandu riding down the road with her brother Dumisani.

Jane was very happy to see them.

"I am so glad you are back!" shouted Jane.





Thank you for coming
back. Did you bring the
pump and repair kit?

Dumisani helped the two girls repair and pump the tyre.

Then he said, "Let's go home before it gets very dark."





The children rode back home in the moonlight.

It was a long ride. They could hear the frogs croaking and the owls hooting. They could hear the crickets chirping and the mice squeaking.

"Home at last!" said Jane as
gave Mandu a hug. "Thank you
Mandu," she said. "You are a good
friend!"

"That's what friends are for,"
Mandu said.



Good friends help each other!



Today Sipho's father went to town.

He asked Sipho and his friend Jim to watch over the sheep in the field.

Soon the two friends became bored.

Jim: Let's look for a bird's nest.

Sipho: Yes, then we can hatch the eggs and have baby birds.





The two boys looked up into the trees.

They saw a small nest high in a tree.

Jim climbed the tree to get the nest but fell and hurt his leg.

"You climb, Sipho, you are smaller and lighter," said Jim.

But the nest was too high and Sipho also fell from the tree.





While they were resting under the tree, a beautiful yellow and red bird flew down and sat on a log near the two boys.

Jim: Wow! Look at that!

That's my bird!

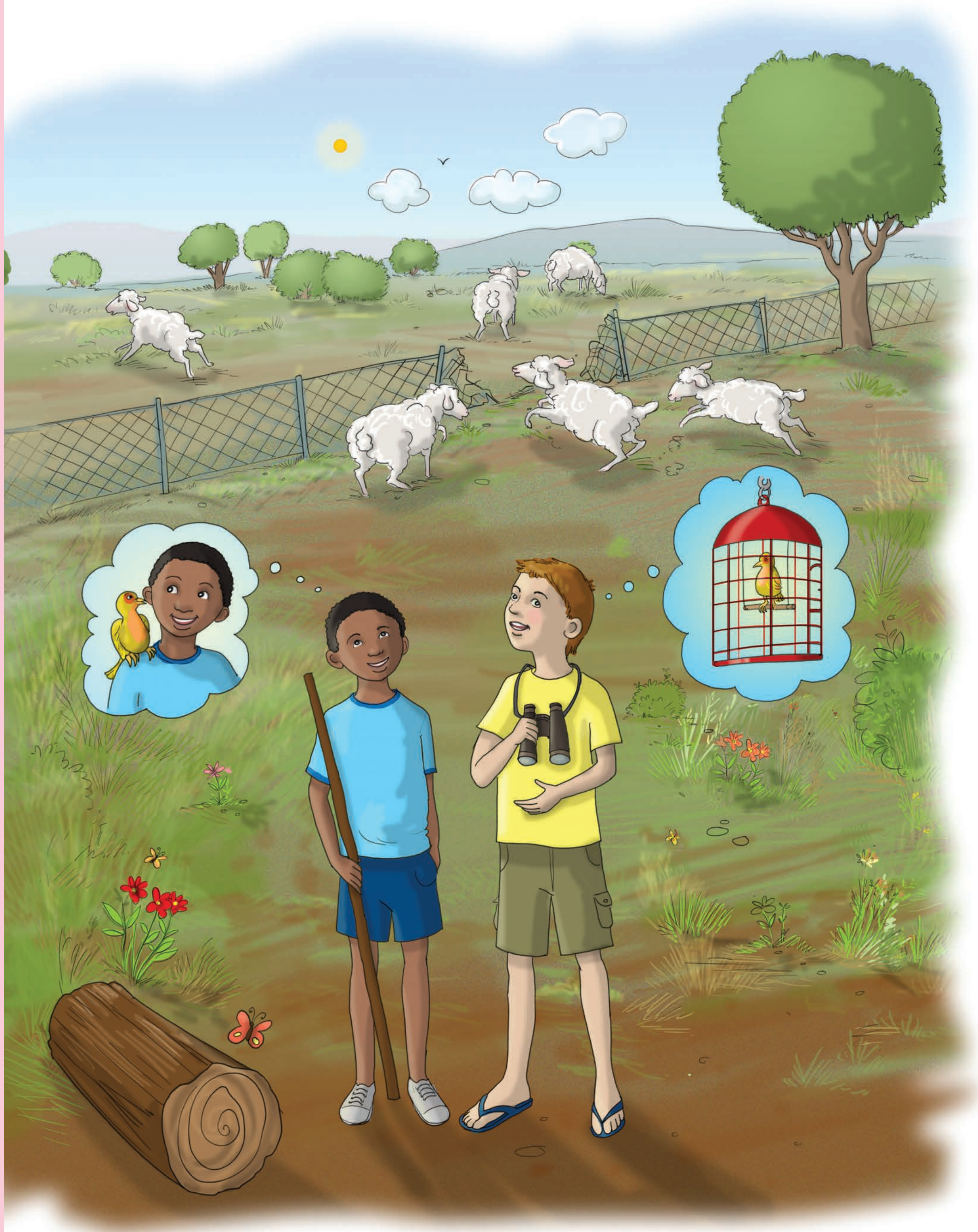
Sipho: No, it's mine!

I saw it first!

Jim: No Sipho, I am bigger than you and so it's mine!







Jim: I've already got a cage at home for the bird. So the bird is mine.

Sipho: Oh no! It's mine. My bird will sit on my shoulder.

And then Sipho's father came back.

Father: What are you boys shouting about?

Sipho: Jim wants my bird!

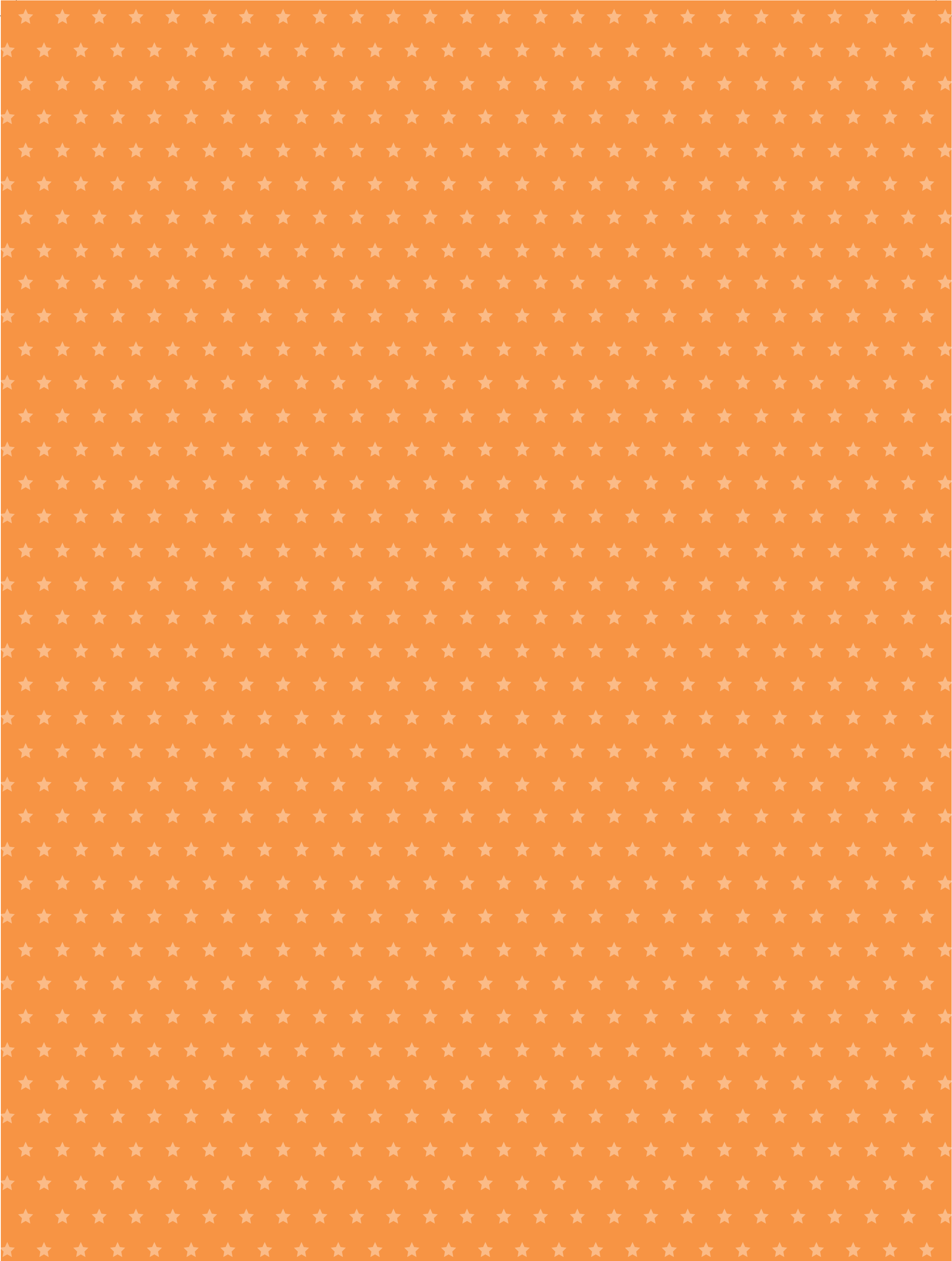


Father: What bird?

Jim: Oh no! It's gone!

Father: And where are all the sheep?

It is not good to be jealous.



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.

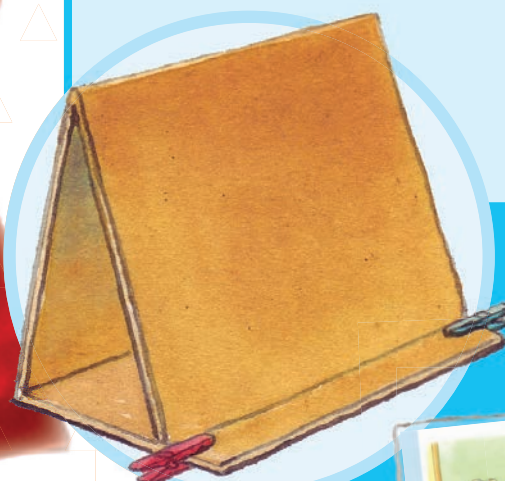
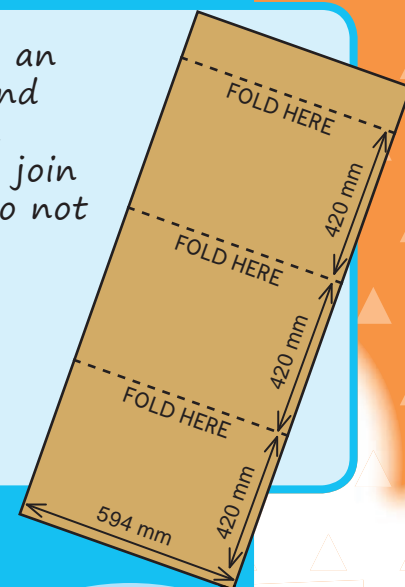


Make your own Big Book stand

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.

ISBN 978-1-4315-2804-2



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ISBN 978-1-4315-2804-2

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Published by the Department of Basic Education
222 Struben Street, Pretoria
South Africa

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First edition 2016

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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

