

Grade 2



A Big Book of little stories

ENGLISH



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

5



The stories in this book:



1 Bheki's new bike

1



2 My grandmother's story

19



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).

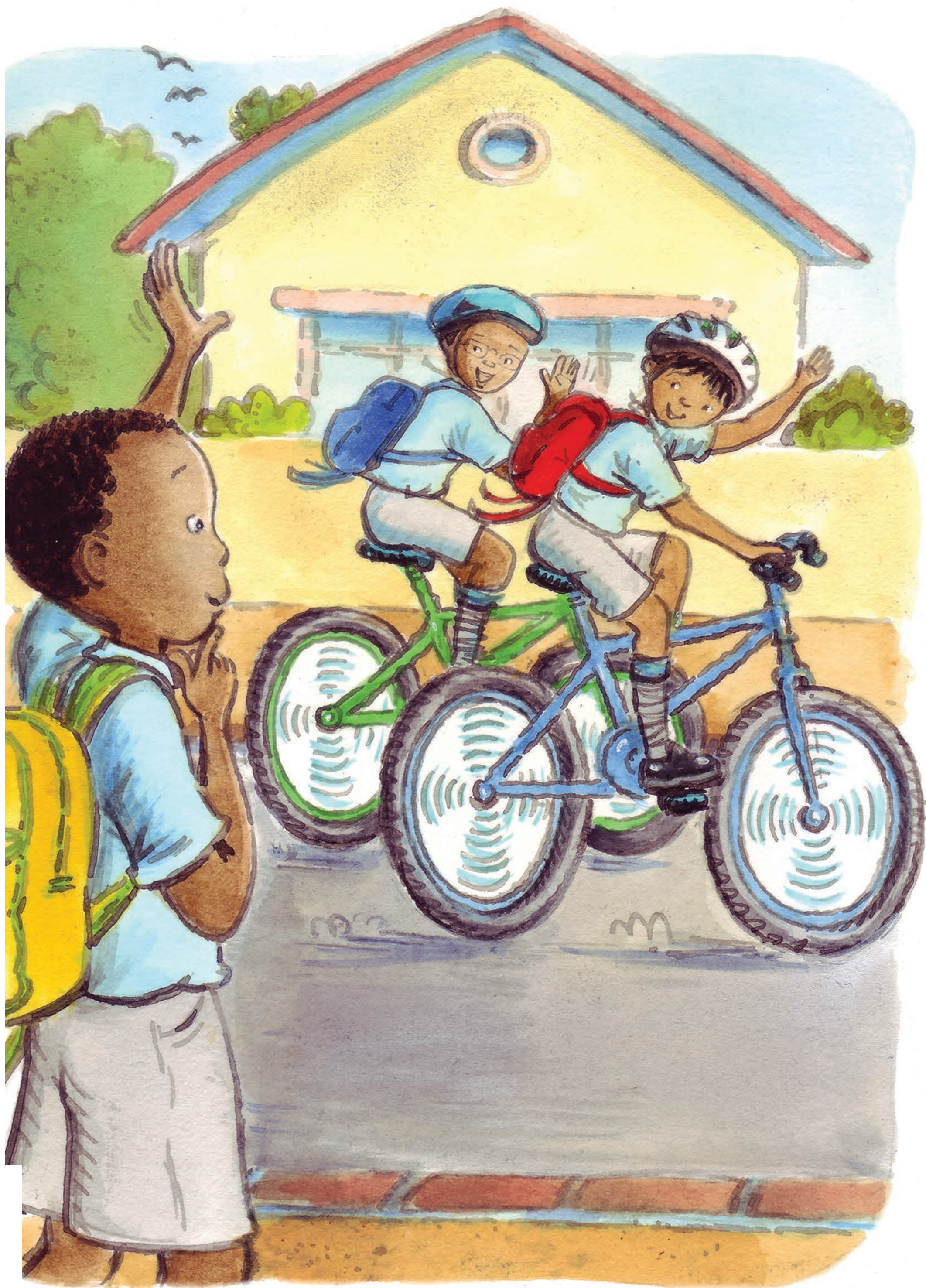
The third shared reading session

- 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.



All Bheki's friends had bikes.
Bheki wished he had one too.
He watched as his friends rode
their bikes to school.
"Oh, I wish I had a bike," Bheki
said.





Then, when Bheki
turned eight, his mother
and father bought
him a red bike for his
birthday.

Bheki was very happy.
"I have always wanted
a bike. Now I can ride
with my friends."





Bheki was very happy.
He jumped onto his new
bike, but fell off.

He tried again, and
fell off again and
again and again.

Bheki did not know how
to ride a bike.





Oh no! What am
I going to do?

He pushed the bike into his room.
It stood next to his bed. Every day
he polished it so that it shone.

Bheki looked at the bike. "I wish I
could ride it," he thought. "I must
make a plan."



"Bheki, come and ride with us," his friends called.

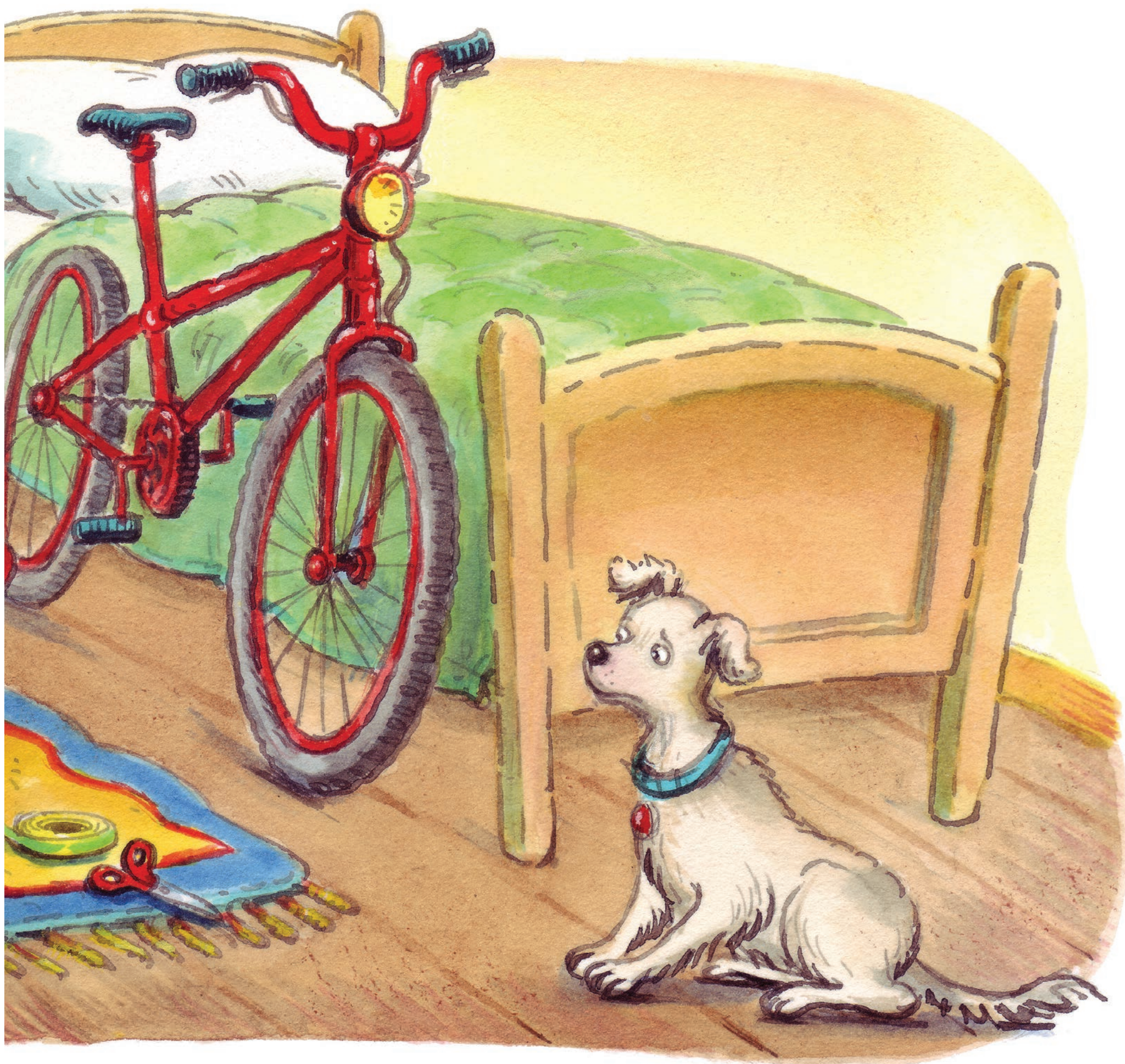
"I am polishing my bike," Bheki said.

"Why don't you go outside and ride with your friends?" Bheki's mother asked.



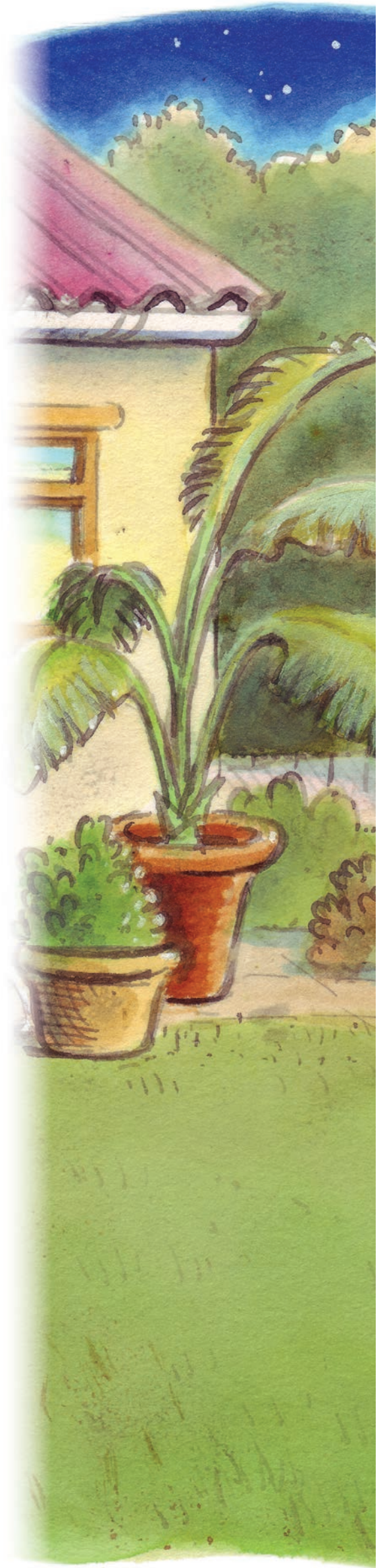
"I am fixing the hooter," Bheki said.

Bheki did not tell anyone his secret. He could not ride a bike.



Every night Bheki went
into the garden and tried
to ride his bike when no
one could see him.

But poor Bheki kept
falling and hurt himself.





One night, his friend Jane saw Bheki trying to ride his bike.

“Bheki!” she called. “Let me hold the bike so that you can ride.”

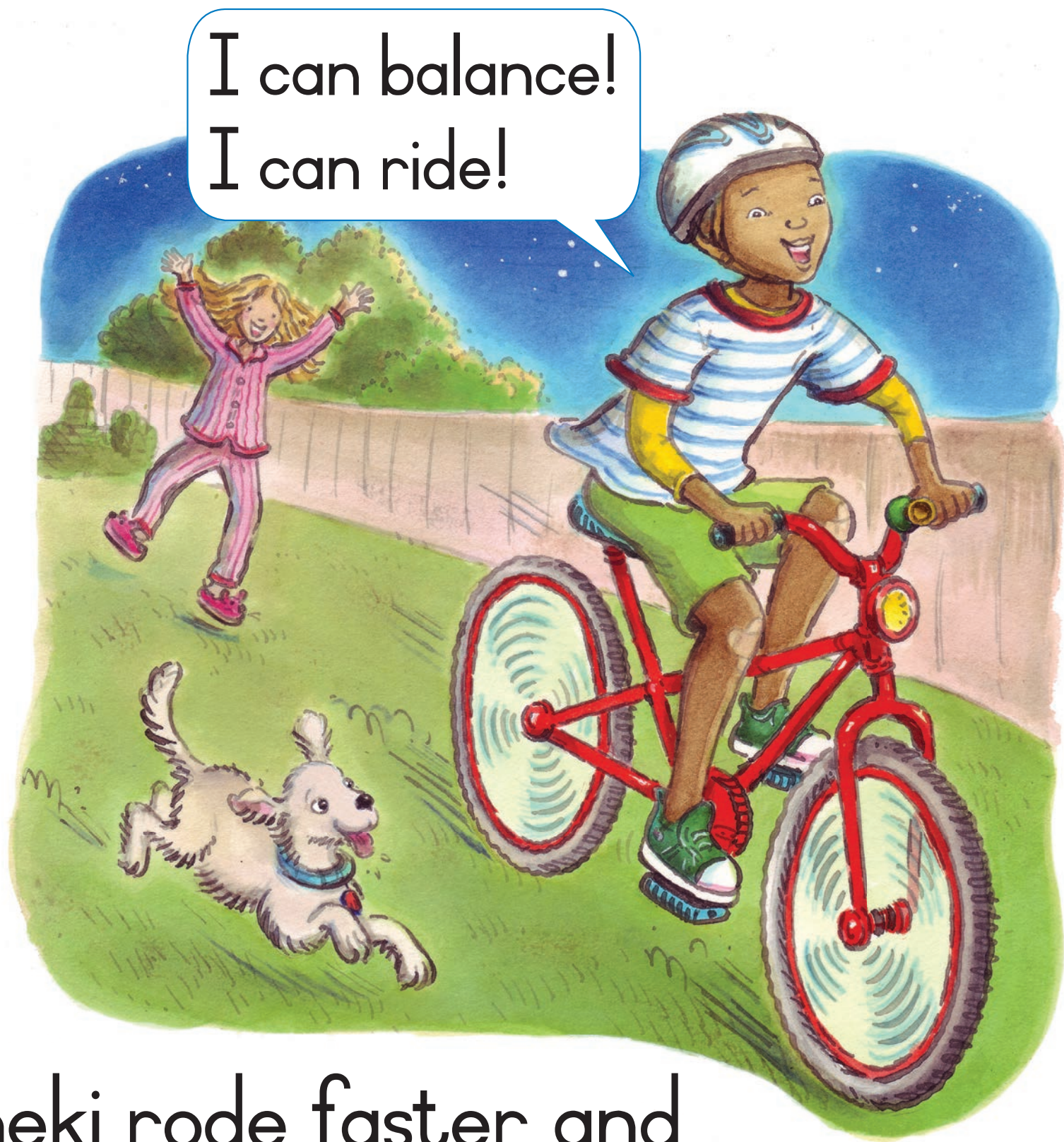




Jane held the bike and ran behind Bheki.

He fell once, he fell twice, and then he did not fall again.

"I can balance, I can ride!" Bheki screamed.



Bheki rode faster and faster. Jane ran behind him.

Then off he went with Scamp running next to him.

"Yippee!" shouted Jane.

"Yippee!" yelled Bheki as he rode in the moonlight.

The next day, Bheki rode with his friends to school. He was glad that he kept trying.



If at first you don't succeed, try,
try, try, again!

2

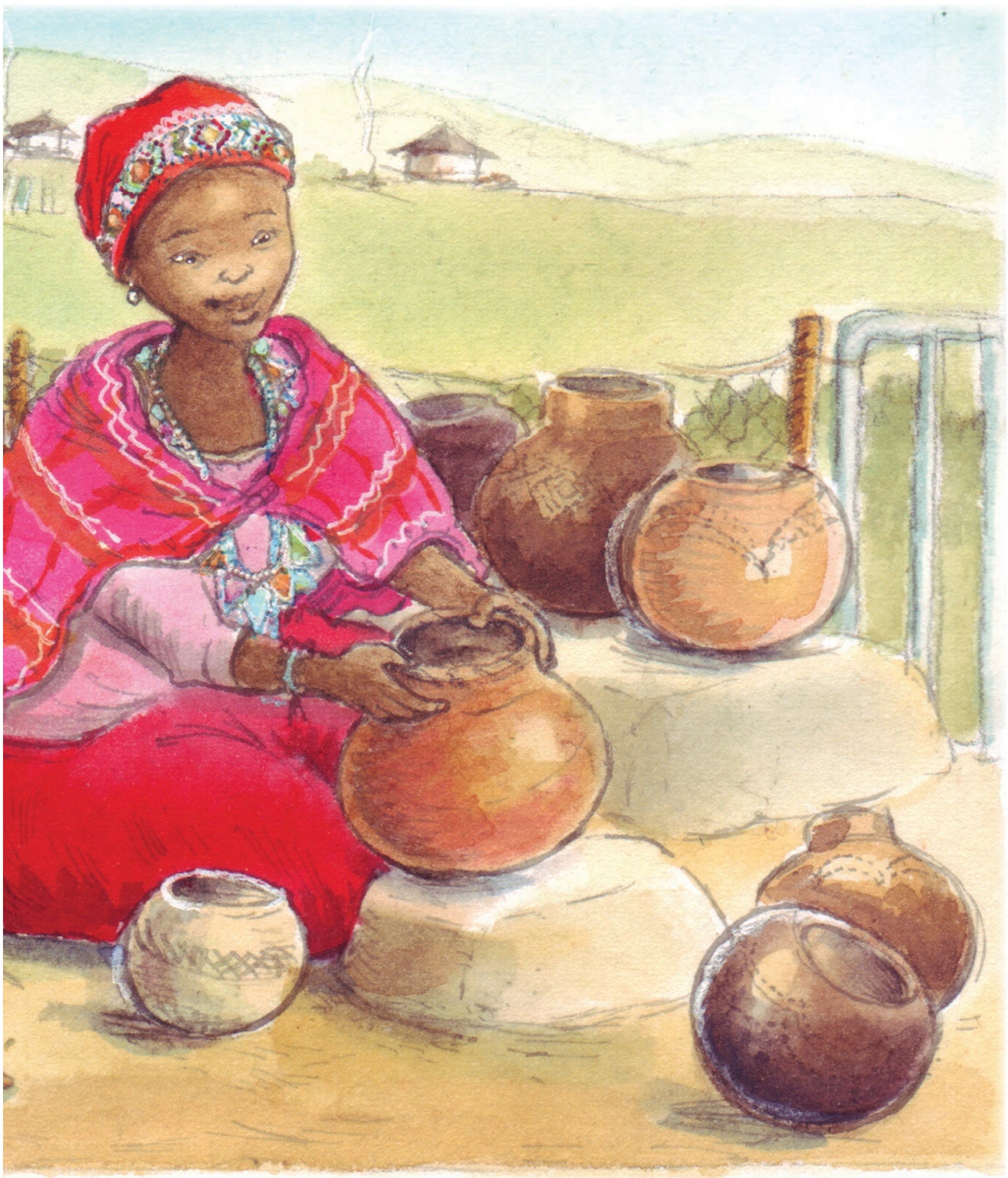
My grandmother's story



A long, long time ago when I was as young as you, I lived with my mother and father in a village.



We had lots of cows and sheep, but we lived on a farm far from our friends.



I had no one to play with. I used to watch my mother making clay pots.

She mixed the clay from the soil.
She formed the pots with her
hands, and then she put them in
the sun to dry.

Then one day she
let me make my
own pot. I formed
the pot carefully
and turned it
round and round.
I was so excited
to make my very
own clay pot.



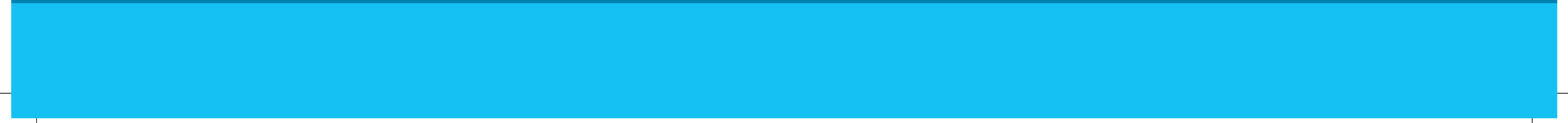
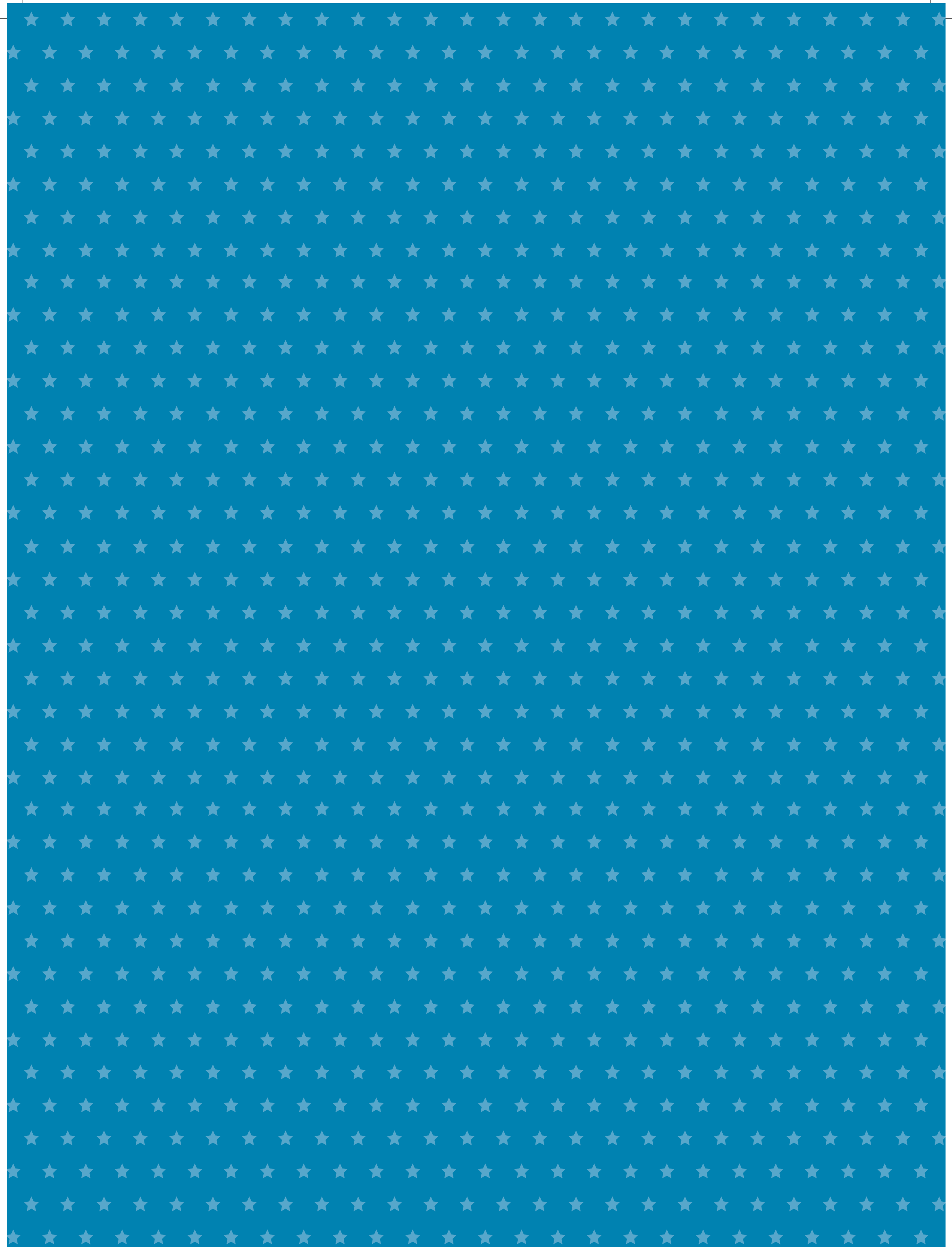
I put it out in the sun to dry.
That night, while I was asleep, it
began to rain. When I woke up I
could not find my pot. All I could
find was the trail of red soil running
down the garden. I had to make
another pot.



I practised and practised. It was then that I learned to make beautiful pots. Everyone admires my beautiful pots.



Practice makes perfect!



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.

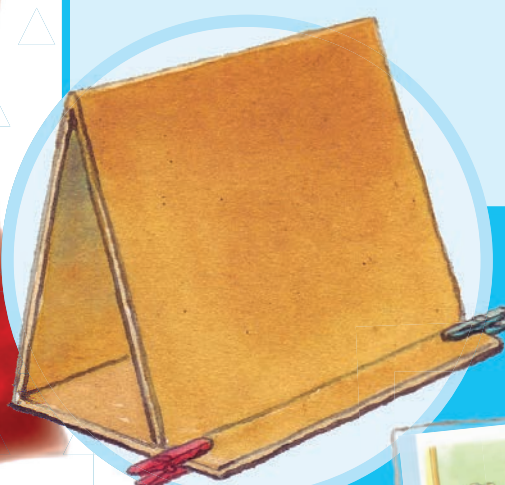
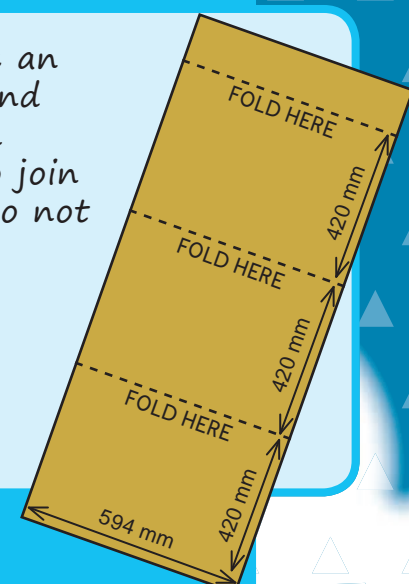


Make your own Big Book stand

You will need:

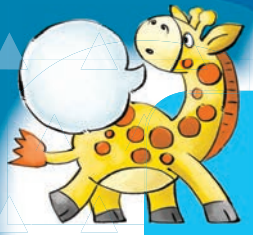
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

- 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 978-1-4315-2805-9



ISBN 978-1-4315-2805-9

THIS BOOK MAY NOT BE SOLD.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

© Department of Basic Education
First edition 2016

The Department of Basic Education has made every effort to trace copyright holders but if any have been inadvertently overlooked, the Department will be pleased to make the necessary arrangements at the first opportunity.

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

