



Grade 2

# A Big Book of little stories



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Book

7

ENGLISH





## The stories in this book:



### 1 Animals at sea

1



### 2 The wolf and the Seven Little Goats

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# 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.









One day, the wild animals, birds and insects from Africa wanted to see the world. They decided to go on a boat trip.

They enjoyed the first few days of their new adventure, but after a few days they became bored and began to quarrel.



Woody Woodpecker started to fight with Peter Pigeon. While they were rolling around, the woodpecker accidentally poked a hole in the boat. Water started leaking into the boat. The hole got bigger and bigger. More and more water flooded into the boat.





The animals were worried that the boat might sink and that they might drown.

"Buzz, buzz, buzz," Busy Bee said,  
"Let's work together to fix the hole."

So, all the animals worked together  
to try and fix the hole.







Flap, flap, flap.

The birds tried to lift the boat out off the water by flapping their wings, but they were not strong enough.

The elephant sucked up the water from the bottom of the boat and sprayed it into the sea.

Swish! Swash! Swish! Swash!







The bees, ants, mice and spiders tried everything they could think of to close the hole.

They used spider thread, beeswax and honey, but they could not close the hole.

The water continued flowing into the boat and the level of the water in the boat got higher and higher.









The little fish went to fetch Wally Whale. He pressed his huge body against the hole and stopped the water from flowing into the boat.



Finally the animals were able to fix the hole while there was no water flowing into the boat!

They were very relieved, and they all cheered Wally Whale.





King Lion said, "Thank you little fish.  
Thank you Wally Whale. You have  
saved us!"

The animals were excited that they  
could continue their trip.

All animals agreed, "Together we can  
make a difference!"

Alone we  
can do  
so little,  
together  
we can do so  
much more!





# The wolf and the Seven Little Goats



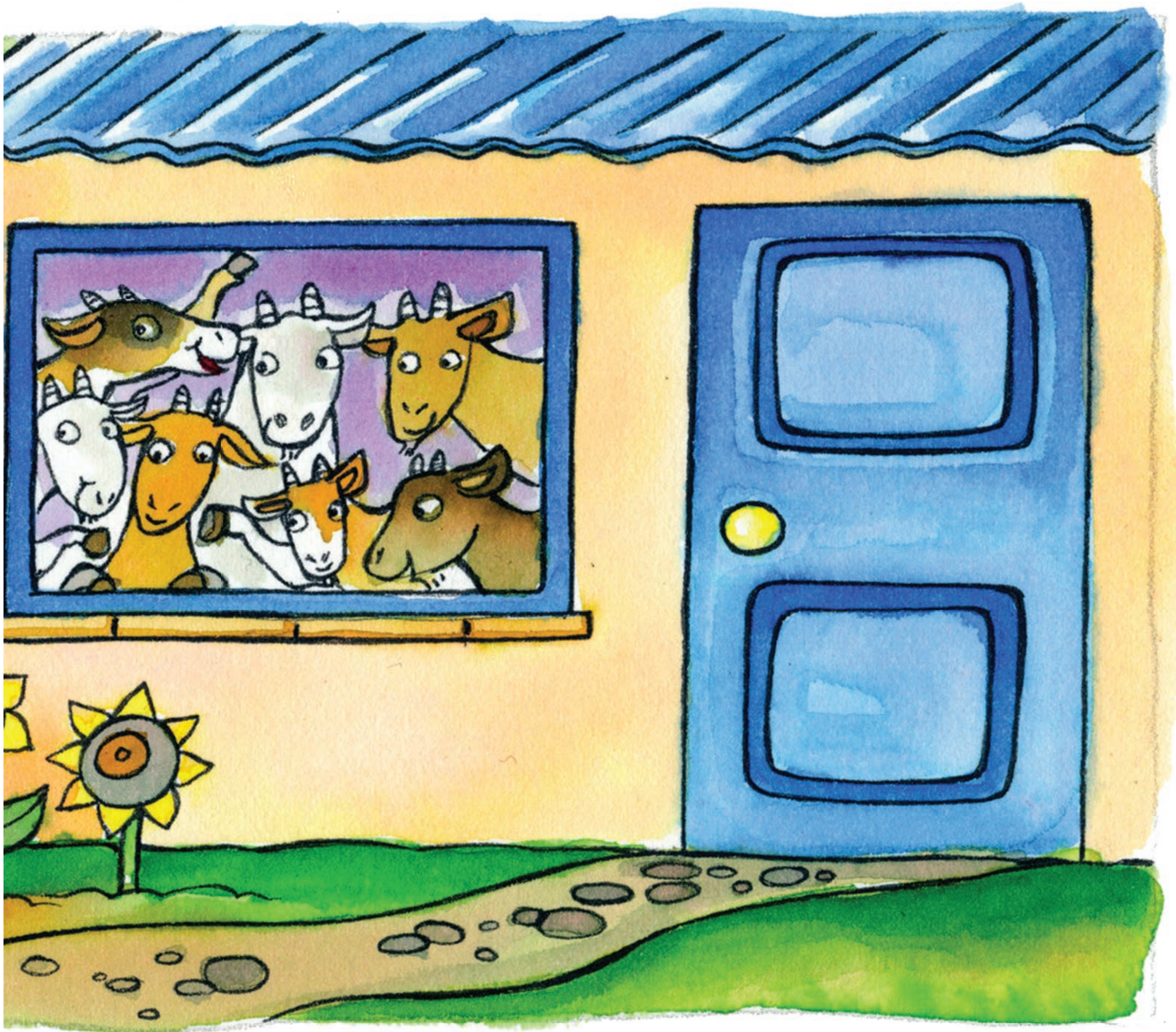
Once upon a time there was a mother goat who lived in a house with her seven little kid goats. One day she wanted to go into the woods to get some food.





**Mother:** Children, I am going into the woods. Be on your guard for the wolf. If he gets in, he will eat up all of you. You will know it's the wolf if you hear his gruff voice and if you see his black feet.





**Kids:** Don't worry about us, mother.  
We will take care of ourselves and  
we won't open for the wolf.

It was not long before someone  
knocked at the door.



**Kids:** We will not open the door. You are not our mother. Your voice is too rough. You are the wolf.

The wolf went off and found himself a large piece of chalk which he swallowed to make his voice softer.

**Wolf:** Open the door, children dear. Your mother is here.

The wolf's voice was now soft and sweet. The little goats were about to open the door when they saw a pair of big black paws at the window.







**Kids:** We will not open the door. Our mother does not have black feet. You are the wolf.

By now the wolf was very hungry. He sprinkled cake flour onto his feet so they looked white and fluffy. He knocked again.

**Wolf:** Children, I am home. Open the door for me. I have brought you lots to eat.

**Kids:** Show us your paw so we can see that you are our mother.

The wolf put his white paw inside the window.







**Kids:** Okay mom, we are unlocking the door.

When they opened the door they saw the wolf. They tried to hide. One of the little goats jumped under the table, the second into the bed, the third into the oven, the fourth hid in the kitchen, the fifth hid in a cupboard, the sixth under the sink, and the seventh climbed into the clock case. The wolf found six of the goats and he swallowed them. The seventh goat was safely hidden in the clock case. Soon afterwards the mother goat came home.







**Mother:** Where are you, my little goats?

**Kid seven:** Mother, I am hiding in the clock case. The wolf ate my brothers and sisters!

The mother goat walked towards the well looking for the wolf and found him fast asleep under a tree. She saw that something was moving and jiggling inside his full belly.

**Mother:** Baby goat, go and fetch my scissors and a needle and thread.

Mother goat cut open the wolf's stomach. Out jumped the six little goat kids.



**Kids:** Hooray, we are all alive!

**Mother:** Let's fill the beast's stomach with stones while he is still asleep.

They filled his belly with stones and the mother goat stitched up his belly. The wolf finally awoke.



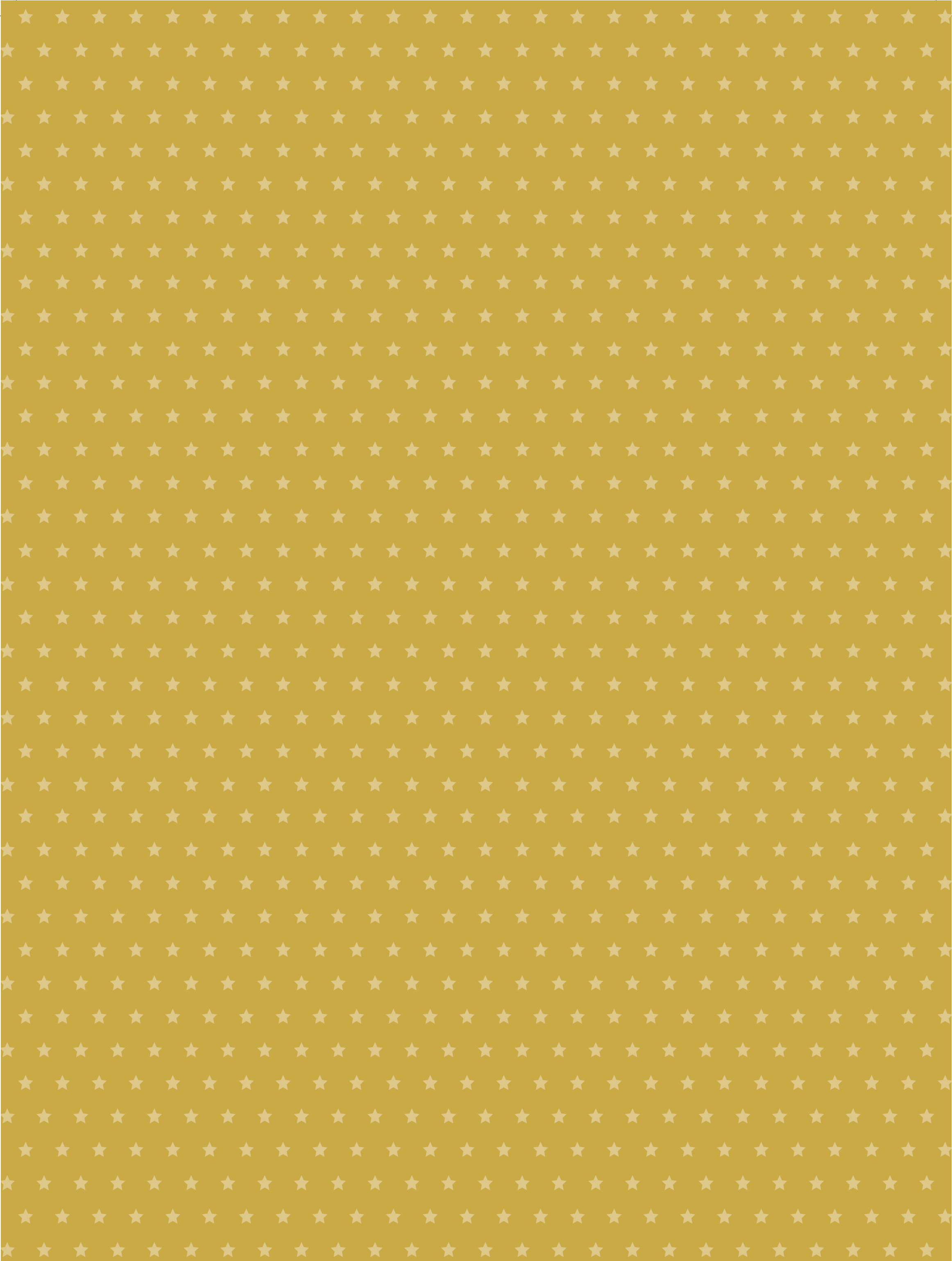


**Wolf:** What rumbles and tumbles inside of me? It feels like I have eaten stones.

The wolf ran away with a great pain in his stomach and the goat family lived happily ever after.









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.

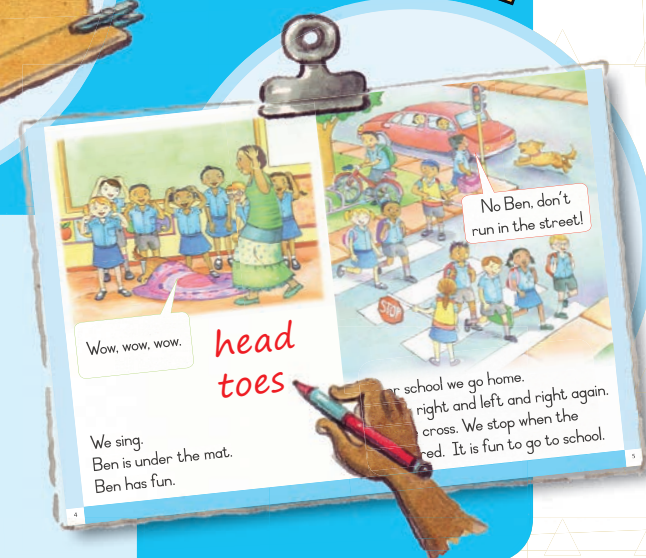
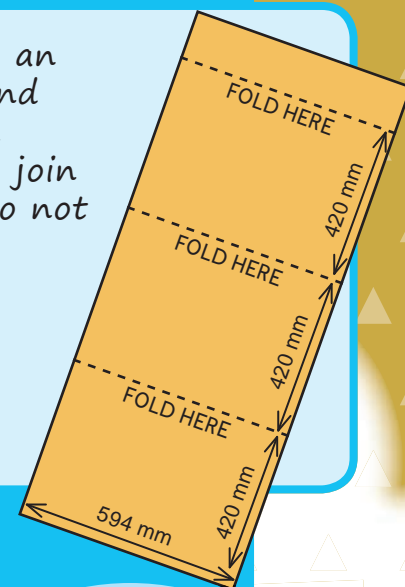


## Make your own Big Book stand

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

