

Grade 3



A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

2

ENGLISH



The stories in this book:



1 A weekend to remember

1



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.



It was my weekend to visit my Granny and Grandpa on their farm. My best friend Daza and I had been talking about our weekend at every possible moment.

Our teacher, Ms Stewl had caught us passing notes to each other about the weekend, but we were so excited we really didn't care.



We loved the farm. There were ducks, geese, chickens, donkeys, dogs, monkeys and, of course the three little goats.

The goats were kept in a pen near the donkeys. They had coarse coats, big ears and eyes, and knobbly horns in the middle of their foreheads.

Every Saturday, Granny and Grandpa would put on their rubber boots and overalls to clean out the goats' pen.

The goats' pen got very messy and muddy.



As we drove up to the farmhouse, I felt there was something wrong. Granny and Grandpa hadn't been at the gate to meet us.

"Look mom, something's happened. Granny and Grandpa are lying in the middle of the dirty pen!"

"Goodness gracious!" exclaimed Mom, "I hope they haven't broken any bones! And where are the three goats, Ngwenia, Layla and Billy? They must have escaped again! Benjamin, you and Daza see where the goats have gone while I help Grandad and Gran."



Ngwenia, the very tame goat that had been brought up with the dogs, was a very odd creature. He didn't know whether he was a dog, a goat, or a human. Gran had bottle-fed him. When he was little he used to steal scraps and sleep on the couches!



Ngwenia was clever and often lifted the latch and escaped from the pen. The other two always followed him.

Layla, the youngest goat had also been rescued, and Billy, the oldest, was grumpy and often butted people.

I knew this was what had happened to Granny and Grandad!





We ran quickly down to the fields. All the goats were romping in the newly mowed fields, eating the cut grass and minced thorns.

I wished I could leave them there but there were no fences and the goats loved Mr and Mrs Nathe's prize proteas.

We called them softly. "Ngwenia, Billy, Layla, come here." Billy pricked up his ears and started pawing at the ground.



First I walked up to Ngwenia. I whispered in his ear and he walked next to me quietly. Layla followed Daza, and we led them back to their pen.

Granny and Grandpa were no longer there. My mom had made sure that they weren't hurt and they were sitting on their chairs on the back stoep.

We locked the pen securely and went to fetch Billy. We put a dog collar with a long rope round his neck and led the protesting Billy back into the pen.



There were home-made biscuits and Milo waiting for us.

"Thank you, Gran!" we both shouted. Her biscuits were our favourites.

Gran and Grandad had five dogs: Jasmine, Joya, Carlo, Big Dog and Ditto. All of them had been homeless strays that had been adopted by my grandparents.

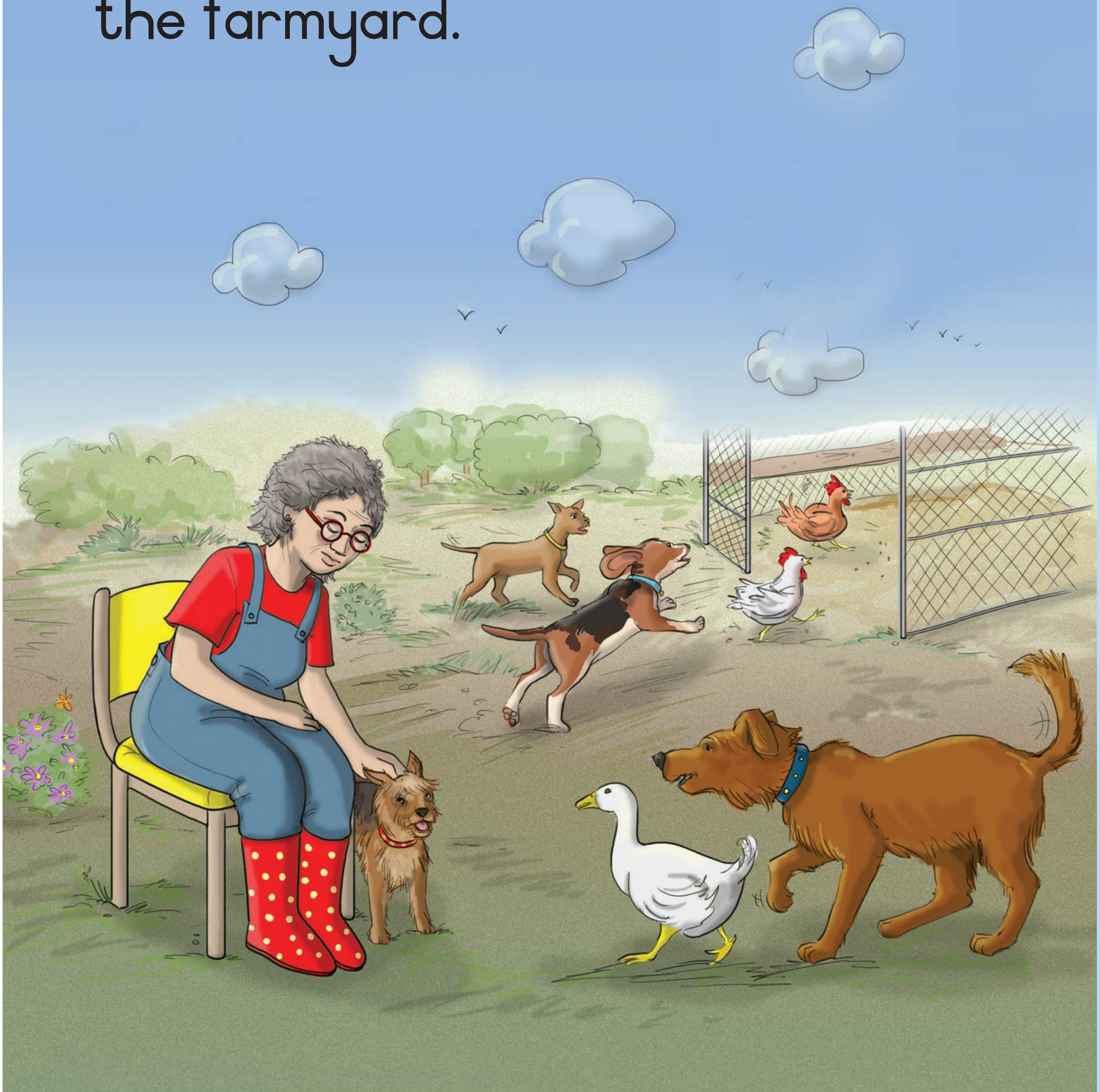
Jasmine was a long-legged, aristocratic looking girl with a shiny coat and large, soulful eyes.



The dogs played an important role on the farm. Big Dog was a gentle giant that had befriended Goosey the goose. When we called Big Dog to fetch his treat, Goosey complained about not being given a tidbit too. I hurried back to the kitchen to get her some bread.

Joya was Gran's special dog. She had been with Gran ever since I could remember. She loved Gran and would snuggle up against her whenever she could.

Ditto and Carlo were small dogs who loved being together. They would make sure that the chickens were safe whenever foxes came into the farmyard.



Gran and Grandpa had a big dam on their farm. Daza and I loved swimming there.

The following morning, the five dogs, Daza and I raced to the dam for our morning swim.

Jasmine, in particular, loved swimming. Once, when I got a very bad cramp in my leg, she gently grabbed hold of my arm and pulled me to the side. Daza and I felt very safe with Jasmine.



After spending lazy hours at the dam, it was time for lunch. On our way back, we heard a desperate "baaa". A newborn lamb had got stuck in a thorny bush.

"Daza, help me free the little lamb from these thorns," I asked.

After some effort, we managed to free the lamb. It trotted to its mother, who had anxiously been looking on.

Back home, we told everyone what we had done.

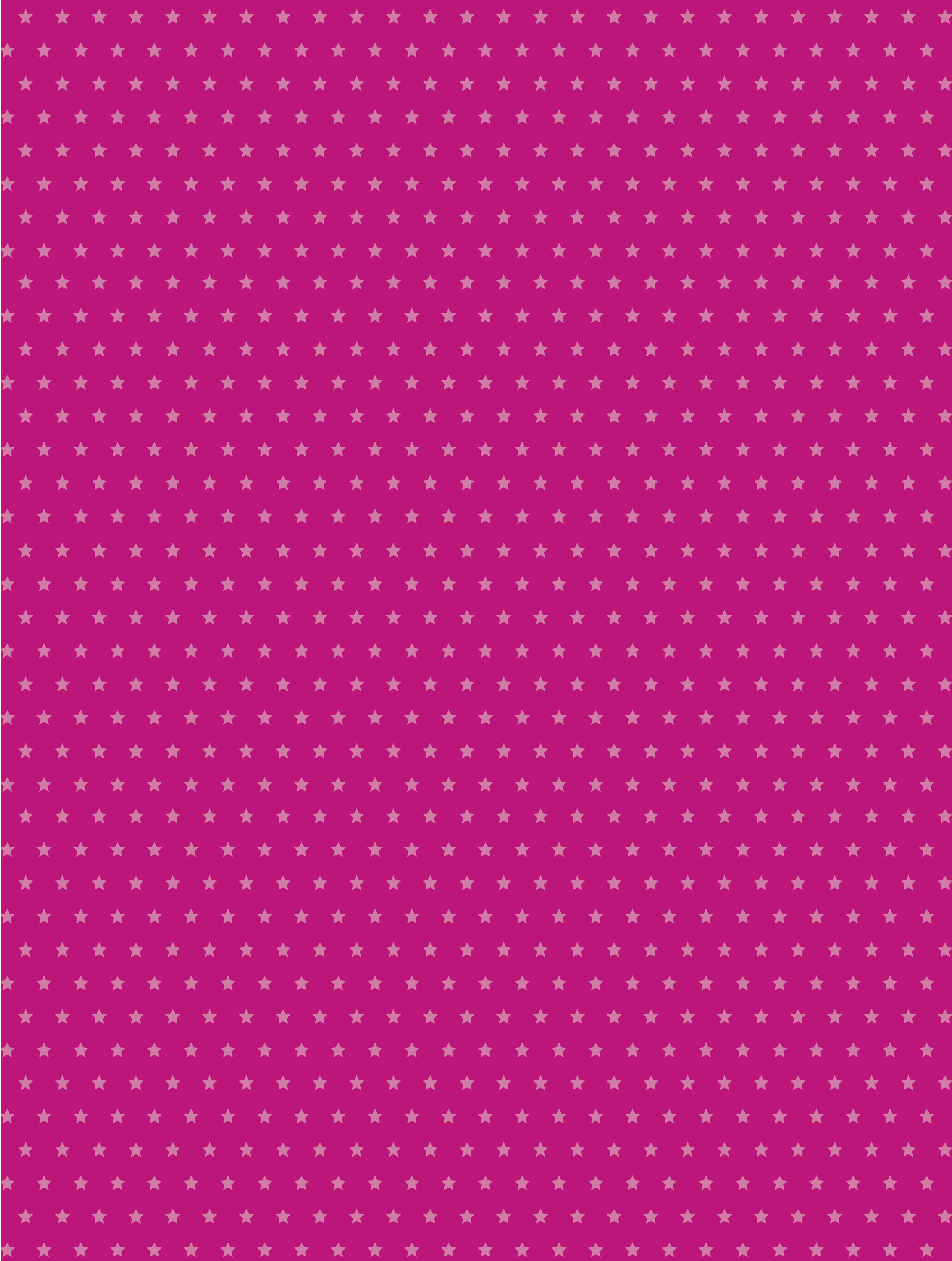


“Well done,” said Grandad. “And you will certainly have a lot to tell your friends at school tomorrow!”

What a weekend! We love the farm.

Good memories remain with us
forever.





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.

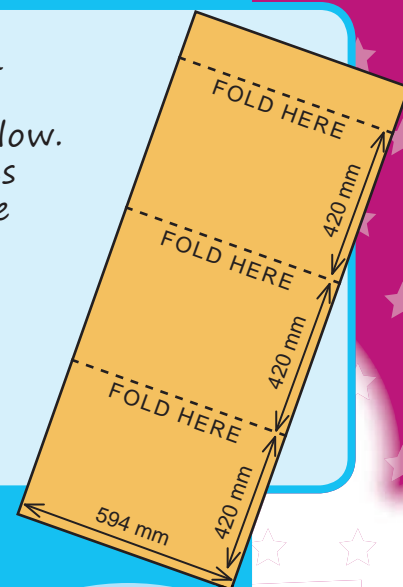


Make your own Big Book stand

You will need:

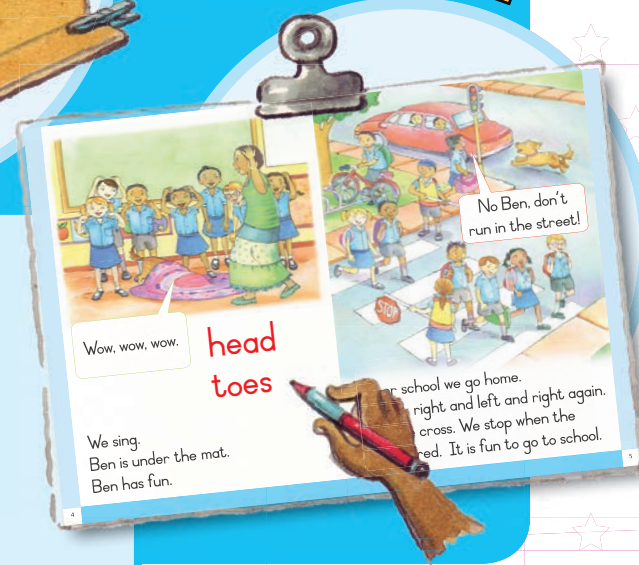
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

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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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

