

Grade 3



A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

3

ENGLISH



The stories in this book:



1 Mandu's Secret Diary

1



2 Grumpy Kid's diary

7

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.

Mandu's Secret Diary



Mandu liked to write in her diary every day. Each day, she wrote down what she did during the day. She also wrote down her secrets that she did not want anyone else to see.

She knew she needed to have a good hiding place for her diary. She looked around her bedroom and wondered where she could hide it, where nobody else would find it. Eventually she decided to hide it under her bed.

One afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom.

"Oh, look Anna! Someone has been reading my diary!" she yelled.



"Don't worry," Anna advised her.

"Just find a better place to keep it in future."

They examined the dairy. "Look at these dirty fingerprints," Anna said.

"This is a good clue."

"I bet it's my younger brother, Thabo," Mandu said. "Thabo always has dirty fingers." But then she remembered her brother was only 5 and he couldn't read yet.

Then she found a blond hair between the pages of the diary. "This is an important clue," she said. "Someone with blond hair must have read my

diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?" she asked, looking suspiciously at Anna's blond hair.

The two girls decided to set a trap. Mandu put her diary back under her bed. She sprinkled some flour on the floor next to her bed.

If anyone came near her diary, they would find the footprints in the flour. The girls left the room, hid around the corner and waited!

Suddenly, they heard scratching noises coming from the bedroom.



They ran back into Mandu's room.
What did they see?

The floor was covered in floury paw prints. There was the culprit! Zola, Mandu's dog, which had long blond hair, was playing with the diary! The girls could not believe their eyes.

So Zola was the diary reader! "Next time," said Anna, running her fingers through her blond hair, "you will have to find a much better place to hide your diary."

Adapted from ANA examination 2012.



Before I begin ...

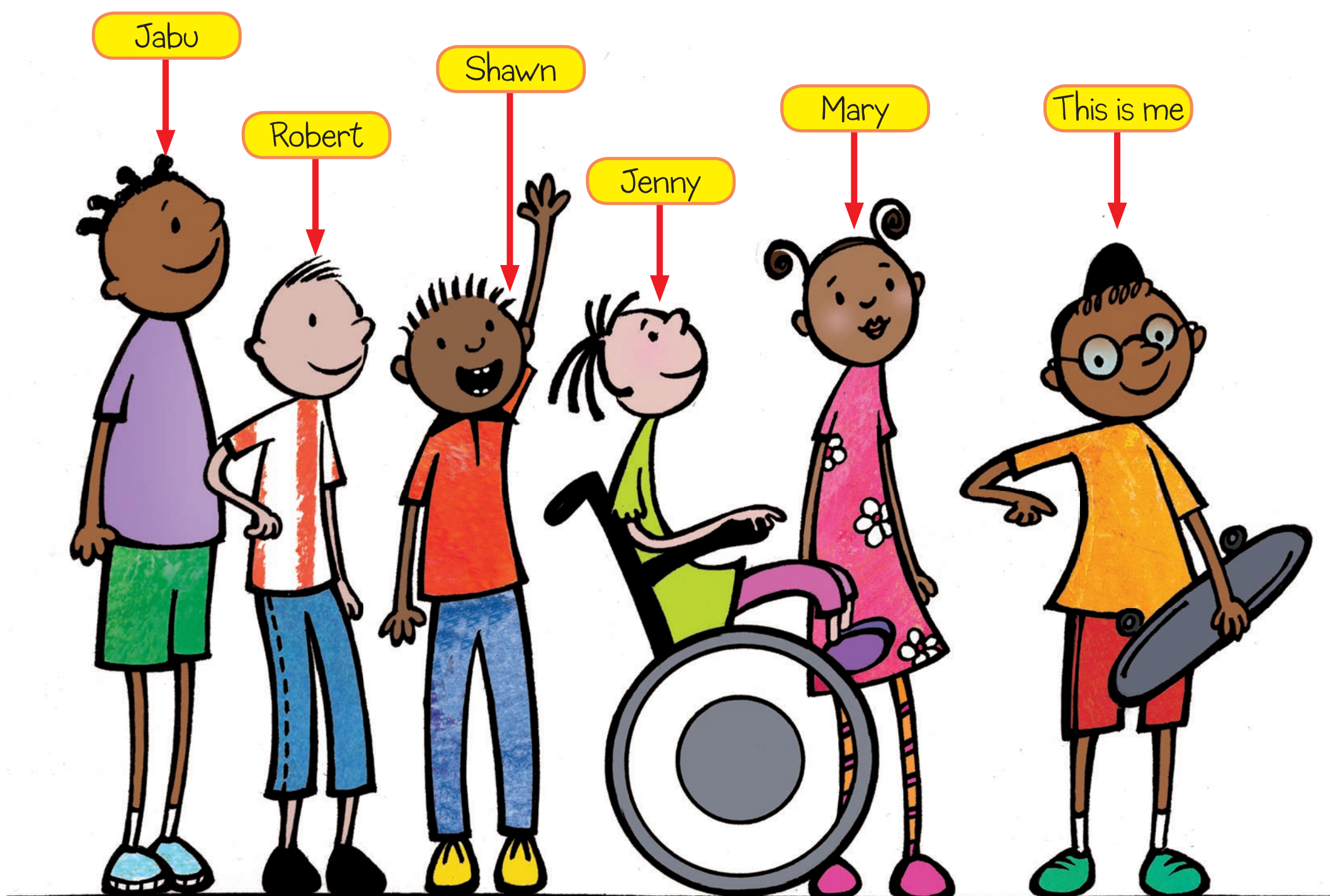
My name is John Twala, but my friends call me Grumpy Kid. Like the famous "Wimpy Kid", I also keep a diary. I really enjoy writing in my diary and try to write a short piece every day. It helps me to think about who I am, what I do each day and how I cope with some of the problems that I have.

Who am I? I am a friendly 9-year-old boy. I live in a township with my mother and father. I have an older sister, Pam, who is 12 and who is quite bossy, and a three-year-old brother who is quite mischievous.

What am I like? I am shorter than all of my friends and I wear glasses. Sometimes that is a problem because the kids think I am a nerd and tease me, but when they get to know me, they always like me. Sometimes they laugh

at me and think I am funny. If you read my dairy you will see what I mean.

Although I live in a township, I go to a school in the suburbs. I have many friends and they are all shapes, sizes and colours. We have great fun together. My best friends are Jabu, Robert, Jenny and Shawn and, when no one is looking, I like Mary very much.



Month: October

Monday

Today was back to school after my action-packed holidays. (I went on holiday, I rode a horse, I fell off the horse, I did not think about school.)

At school it was good to be back with Jabu, Robert and Shawn.

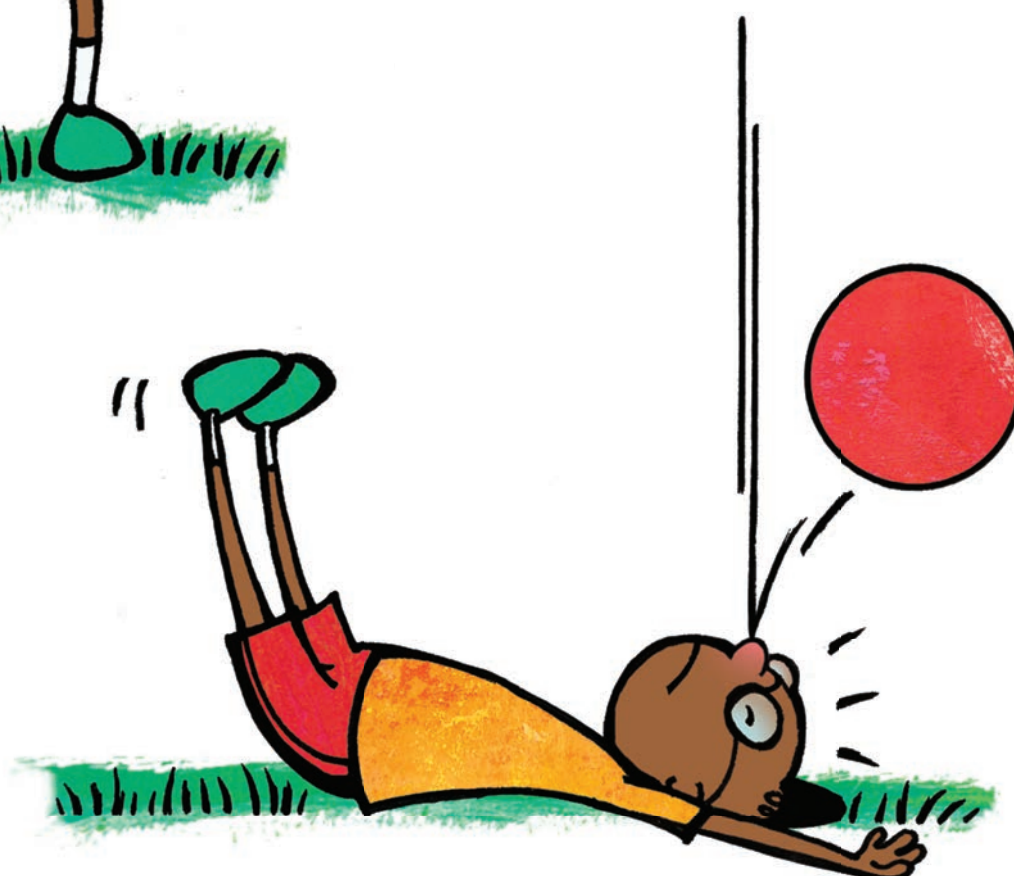
My problems started after school. We had soccer practice. Mr Jones the coach told me to look at the goal post and to kick the ball.



I saw Mary watching me from the side-line. I don't know what came over me. I did a cartwheel, and then tried to impress her by walking on my hands. Then I kicked very hard. The ball went like a thunderbolt and I fell flat on my back. The ball flew straight up and then came down and landed on my face leaving



me with a bloody nose!
I felt like a real idiot.
I was feeling quite grumpy.



Friday

Today was another disastrous day. My mother always told us never to swim in the river. But today it was very hot, and so Robert and I decided to swim in the river. We undressed and left our clothes on the rocks. We splashed and swam in the river. Time passed quickly while we were playing and we had great fun.

Much later, as the sun was setting, we got out of the water and looked for our clothes. We could not find them. We looked all over and then we saw the goats eating our clothes. I saw a goat run off with my shorts. We covered ourselves as best we could and we ran home. Mother was furious! I am not allowed to go out and play for a week. I am feeling quite grumpy because the goats ate our clothes.



Monday

Tonight I am feeling grumpy again. It was our school concert. I had to play the role of the wolf in the story of the "Seven kid goats". As I came onto the stage I suddenly went blank. Although I had been practising my lines for the past three weeks, I could not remember a single word. I got stage-fright and my legs were paralysed.

I tried to say, "Children let me in, I am your mother. I have something for you to eat." But my voice disappeared. I stammered, "ch- ch- children ... I ... for you ... eat!" My teacher kept prompting me but the words just wouldn't come out of my mouth. I could see my family in the audience. I was so nervous Then, as I was leaving the stage, I suddenly knocked the goat-house over. Oh dear! What a nightmare!



Wednesday

Today we had an English exam. It was an ANA exam that children all over South Africa write. While I was working my mouth felt dry. I was nervous. I carefully took out my juice bottle hoping that my teacher would not see me. But she did! As she looked at me, I knocked the bottle over and the juice spilled all over my exam book and across to Robert's book.

I was sent to the principal's office and he phoned my mother. I am going to be in trouble again! Of course I don't feel happy. Actually I am feeling grumpy again.

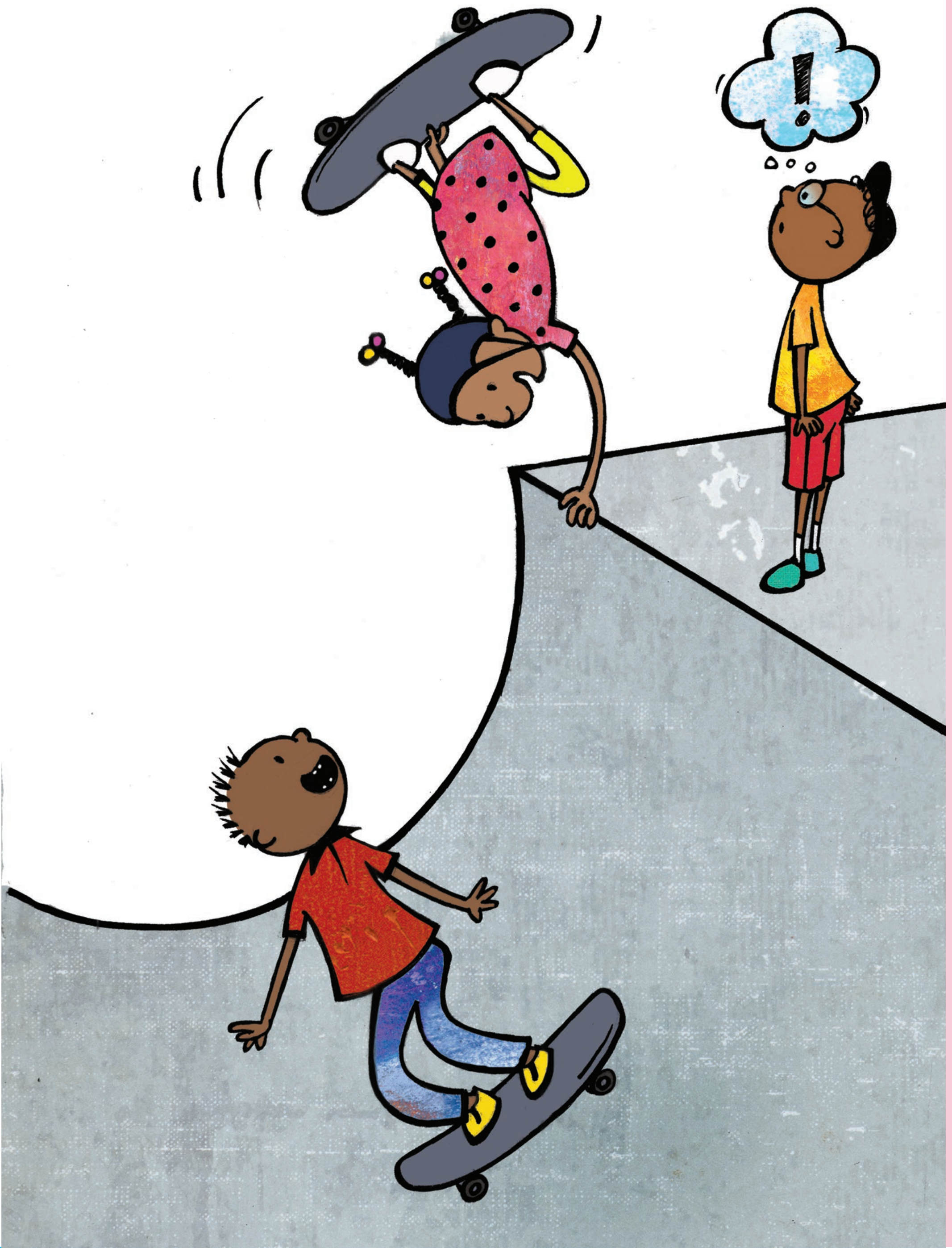


Month: November

Wednesday

Today I went skateboarding with Shawn and Robert. We went to the skateboard park. Shawn and Robert flew over the humps and off the ramps. I tried, but landed flat on my face. While I was wiping the dust off I saw Pam, my 12-year-old sister. She said mother was looking for me.

Pam took my helmet and within a few seconds, she was skateboarding up the side of a half-tube and doing a 360 degree flip! How come girls are always good at everything! Then she skated home on my board and I ran behind trying to keep up with her. Mom yelled at me because I was not wearing my helmet. I just couldn't get her to understand that Pam was wearing my helmet. Sometimes adults just don't get it!



Sunday

Today we had to go to my grandmother for lunch. It was good to see my cousins again but I also had to encounter a whole "bunch" of aunts!

"Look how cute Johnny is!"

"My how you've grown, you are now a big boy!"

"Are you in grade 3 already! What a big little boy you are!"

And then Aunt Jane gave me a jersey she knitted for me. I know that she put love into every stitch but she thought I was still five years old.

"Oh thank you aunty. I have always wanted a yellow jersey," I said politely. Sometimes adults just don't get it.

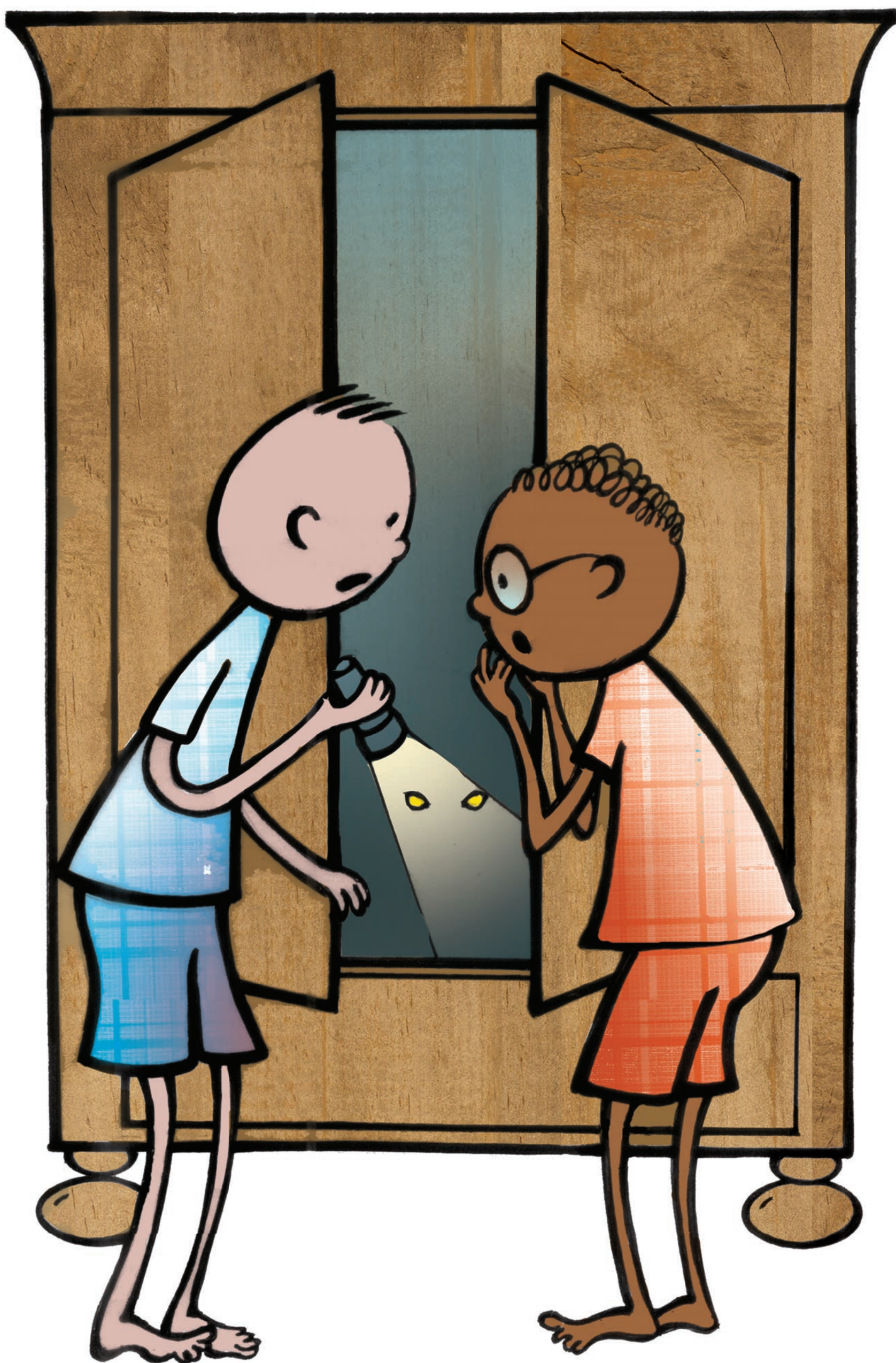


Month: November

Friday

Last night I went to sleep at Robert's house. While I was fast asleep Robert woke me because he heard a noise in his cupboard. He thought it was a monster. We were terrified and eventually we shone a torch into the cupboard and saw two bright yellow eyes. Suddenly something jumped from the cupboard. We screamed thinking it was a monster. What was it? It was only Robert's cat but I could not sleep afterwards.

Today I fell asleep in class. My teacher said she was going to phone my mom in case I was sick. I told teacher that I had not slept last night. But she phoned my mom. Sometimes adults just don't understand.



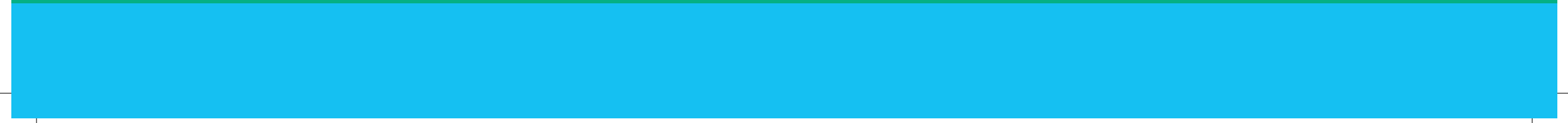
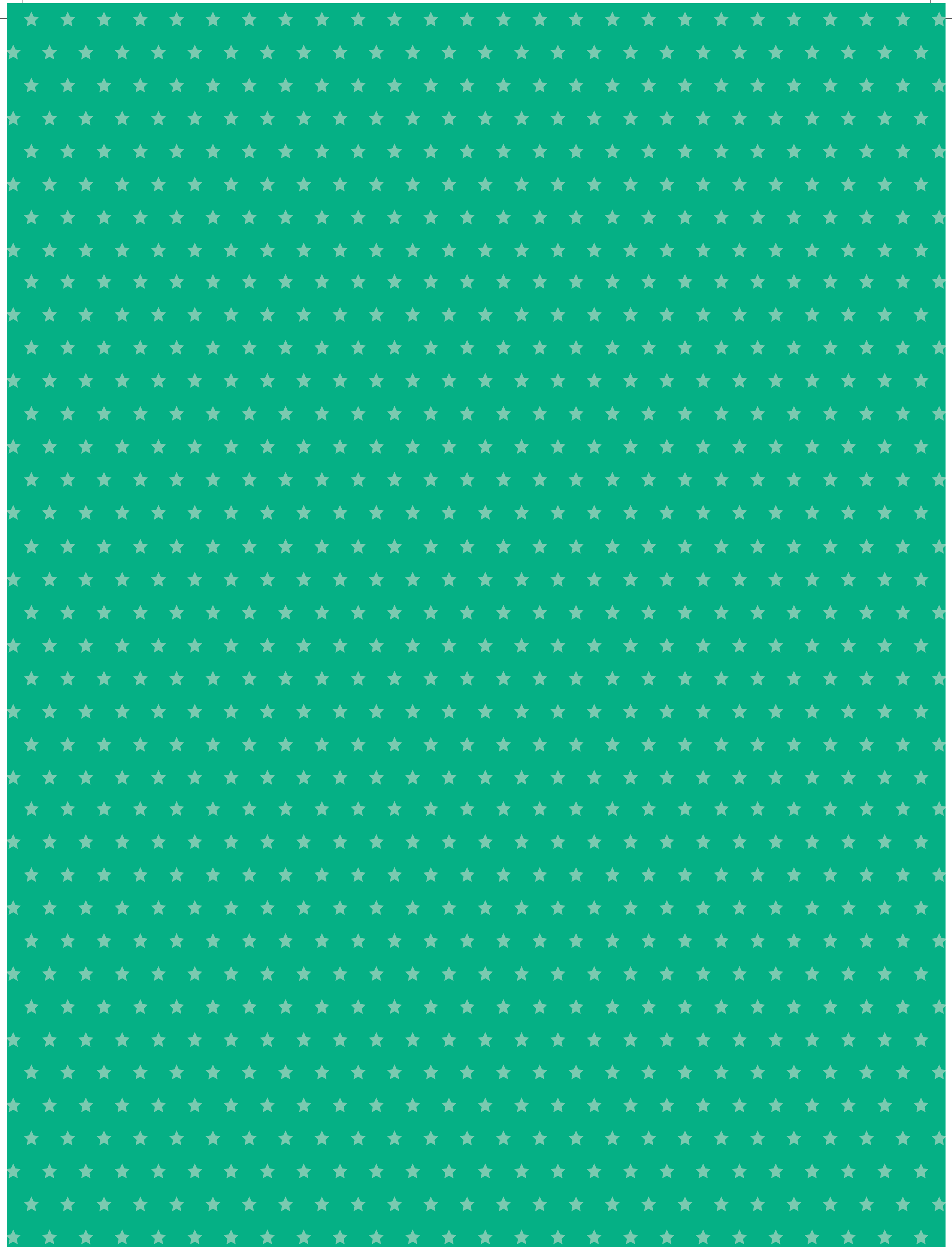
Tuesday

Today was my teacher's birthday. Mother gave me a bunch of red roses for my teacher. "I can't carry flowers on the bus," I thought. "What will the other guys think of me?" I had an idea! I put the flowers into my bag so that no one would see them.

"Good morning and happy birthday, Ms Smith." I took the flowers from my bag but they were flat and bent in half.

Later we all sang happy birthday to our teacher.





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.

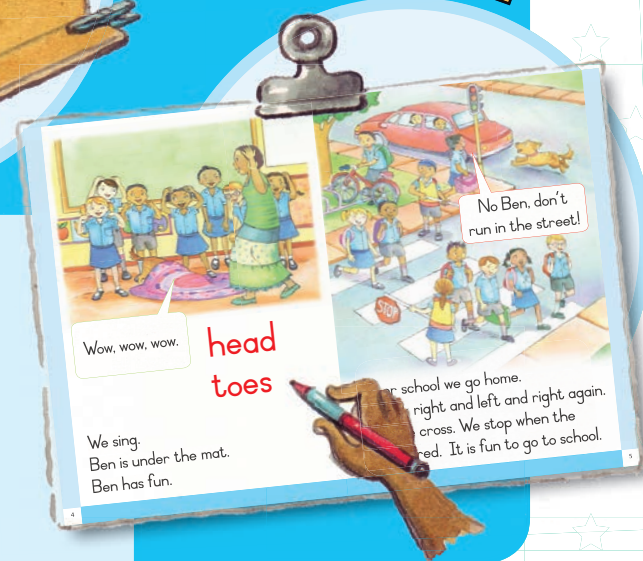
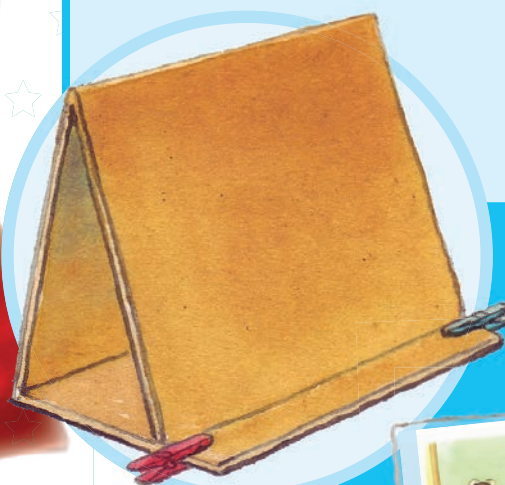
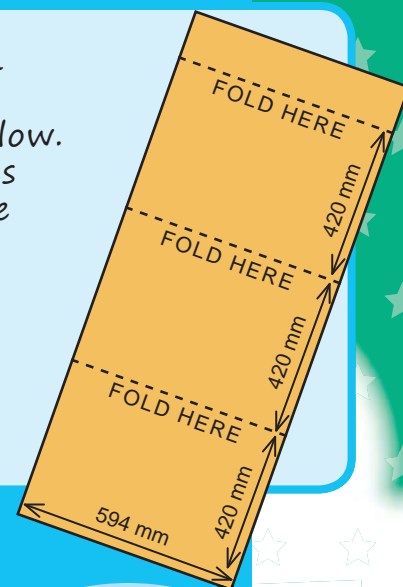


Make your own Big Book stand

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

