



Grade 3

# A Big Book of little stories



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Book

5

ENGLISH





## The stories in this book:



1

### Mandu's running shoes

1



2

### Anansi and the talking watermelon

11

# 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.

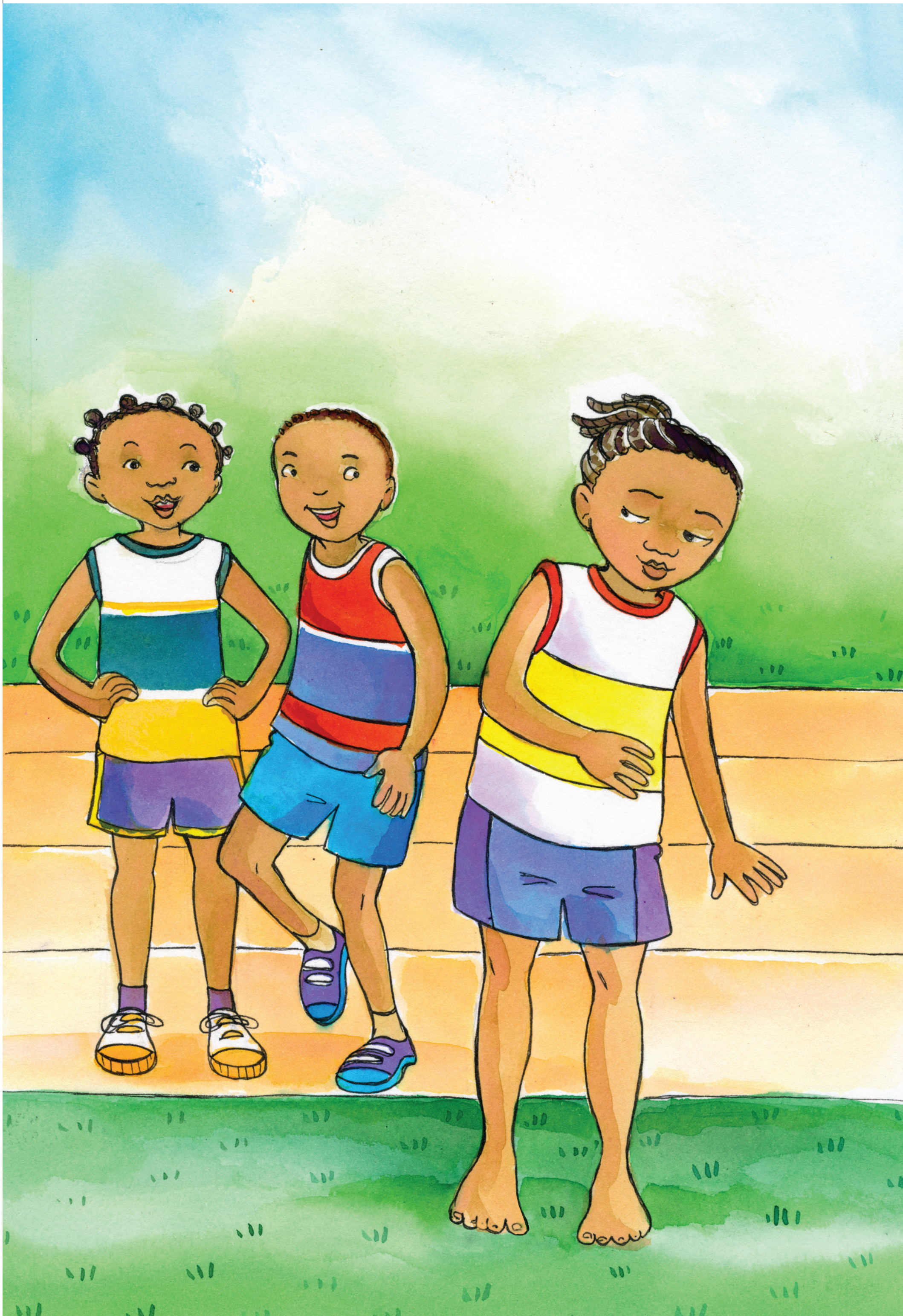


# Mandu's running shoes



Mandu was in Grade 4 at Greenway Primary School in Durban. She was an excellent runner and she practised running every day. The children used to tease her because she did not have running shoes. She wished she had running shoes because her feet hurt, especially when the ground was hot. She also hated it when the children laughed at her.







One Saturday, Mandu took the money she had saved and went to the sports shop in town. She looked at the running shoes but felt very sad, because she did not have enough money to buy them.

Mrs Masondo, the owner of the shop, noticed the sadness in Mandu's eyes. "If you win the race, I will let you have the running shoes for free," she said. "But if you don't win, you will need to pay for them," she added with a smile.



"Oh ma'am, thank you very much!  
I will practise every day and make  
sure I win," said Mandu gratefully.



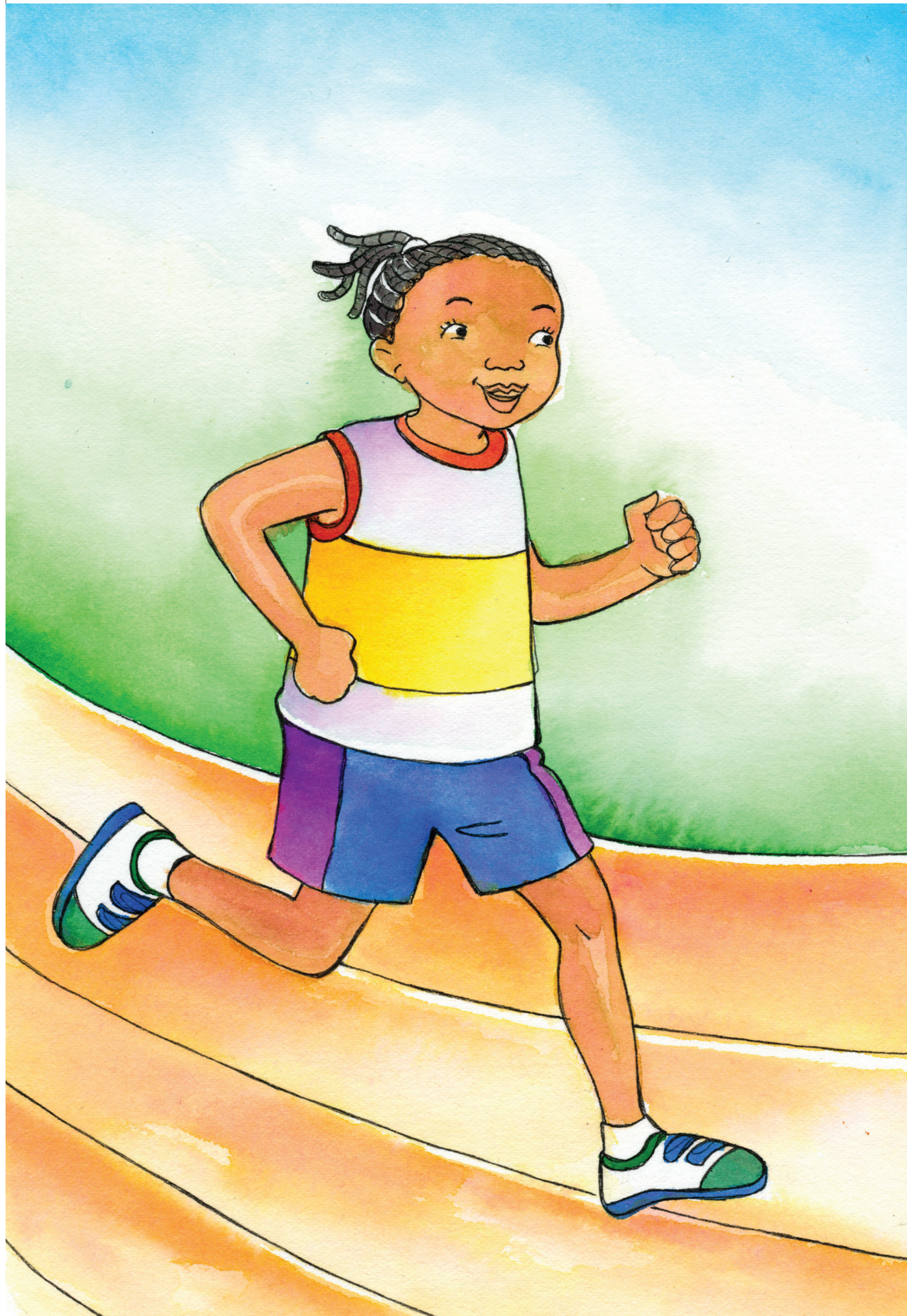


And that was what Mandu did. She ran and ran until her legs ached.

"I must keep going," she told herself.

"I must not give up!"







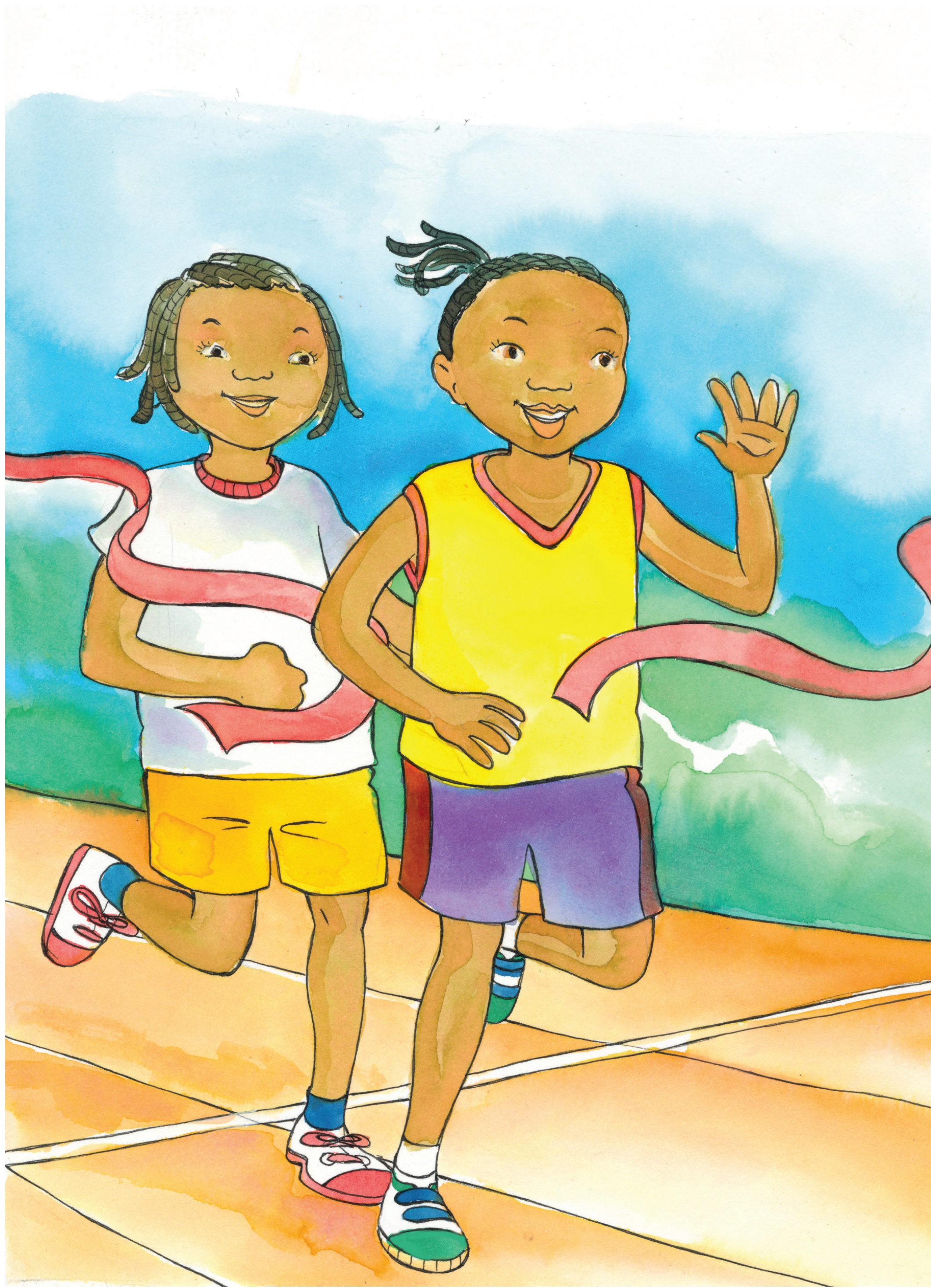
The big day came, and Mandu was very nervous when she went to the starting line.

But as soon as she began to run, she forgot her fear.

She ran like the wind and crossed the finish line long before the other participants.

"I've won! I've won!" she shouted joyfully, looking down at her magic shoes, which now belonged to her.





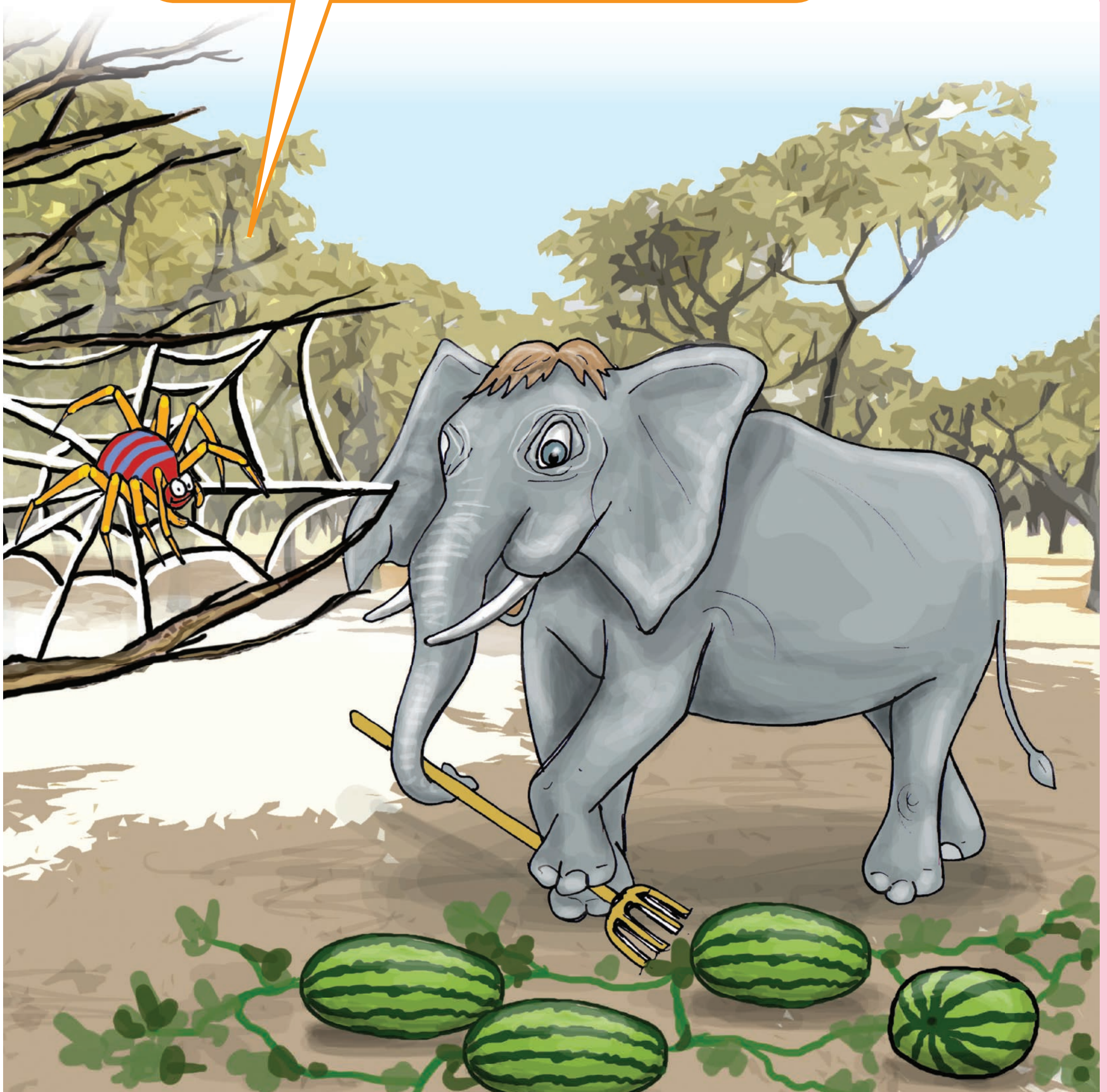


## Anansi and the talking watermelon

One fine morning Anansi the spider sat high up in a thorn tree watching the elephant hard at work raking his watermelon patch. Anansi became hungrier and hungrier.



I love watermelons, but  
they are so hard to grow.  
I must have one.





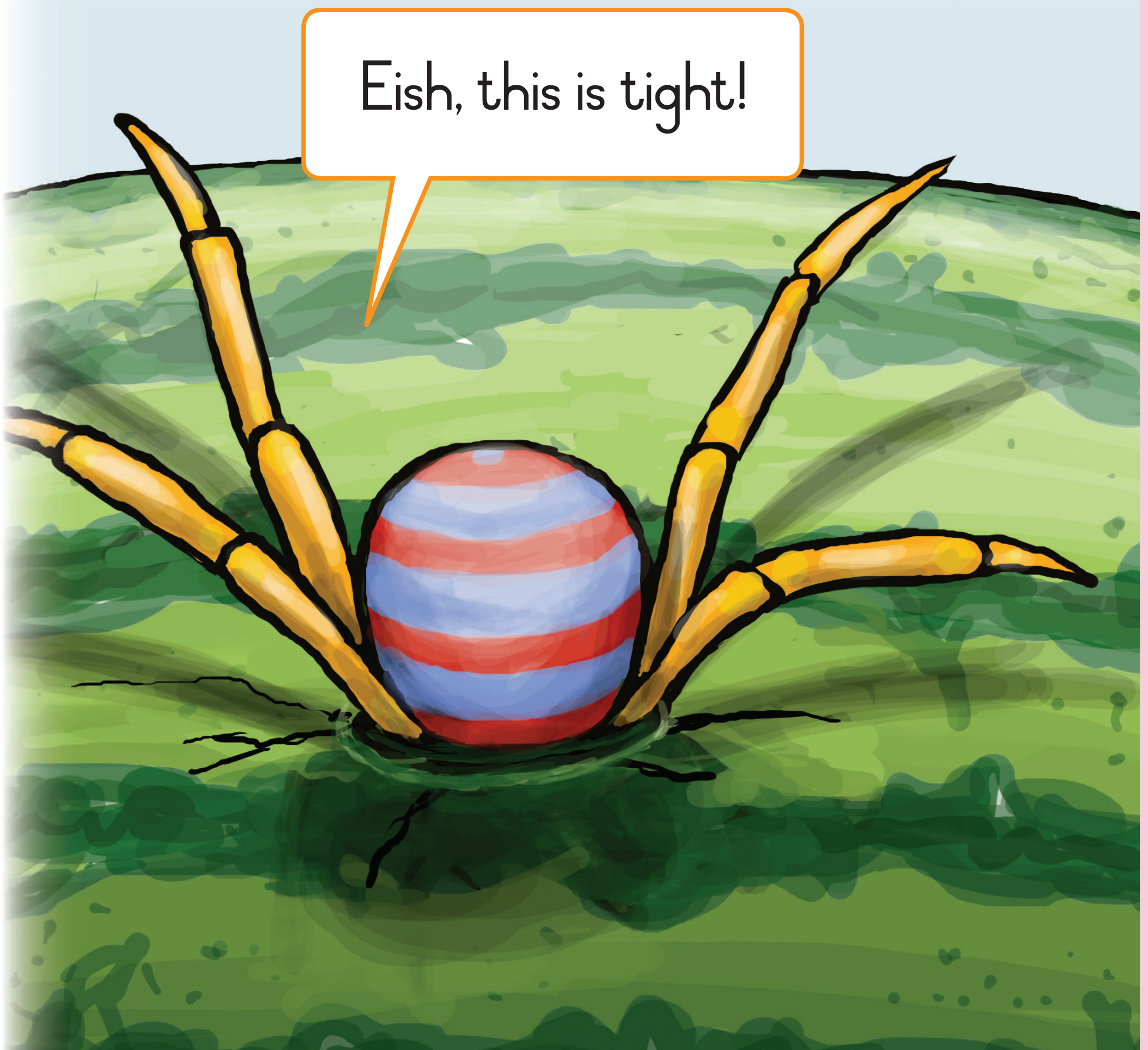
At midday the elephant went to rest. This was the moment Anansi had been waiting for. He broke off a thorn and used it to make a hole in the biggest, ripest melon.

Now's my chance.  
My stomach is rumbling.





Anansi squeezed through the hole into the watermelon and started eating. He ate and ate until he was as round as a ball.





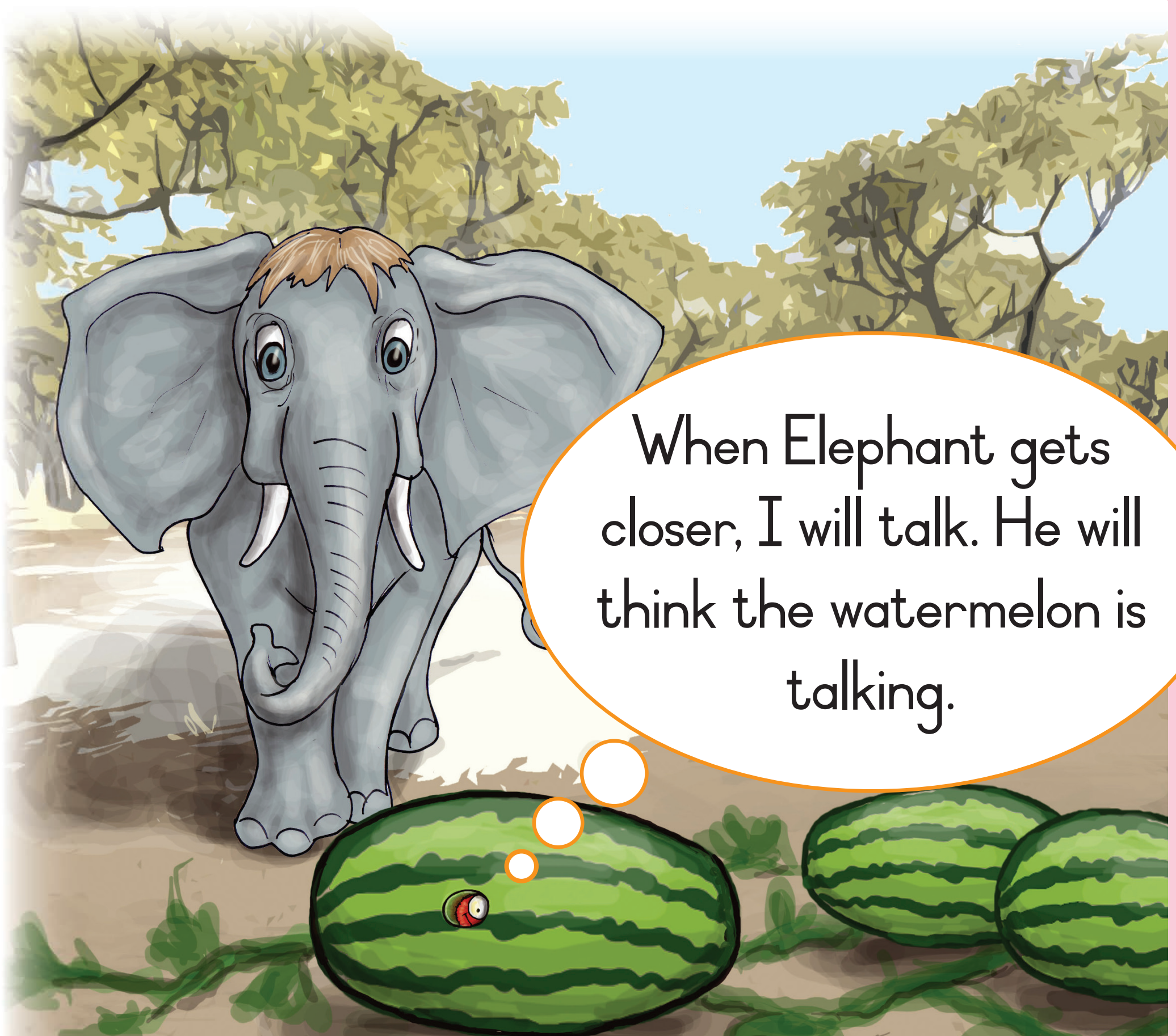
After eating the whole watermelon,  
Anansi was too fat to get out.

My tummy is so full!  
I will never be able to get  
out of this watermelon.





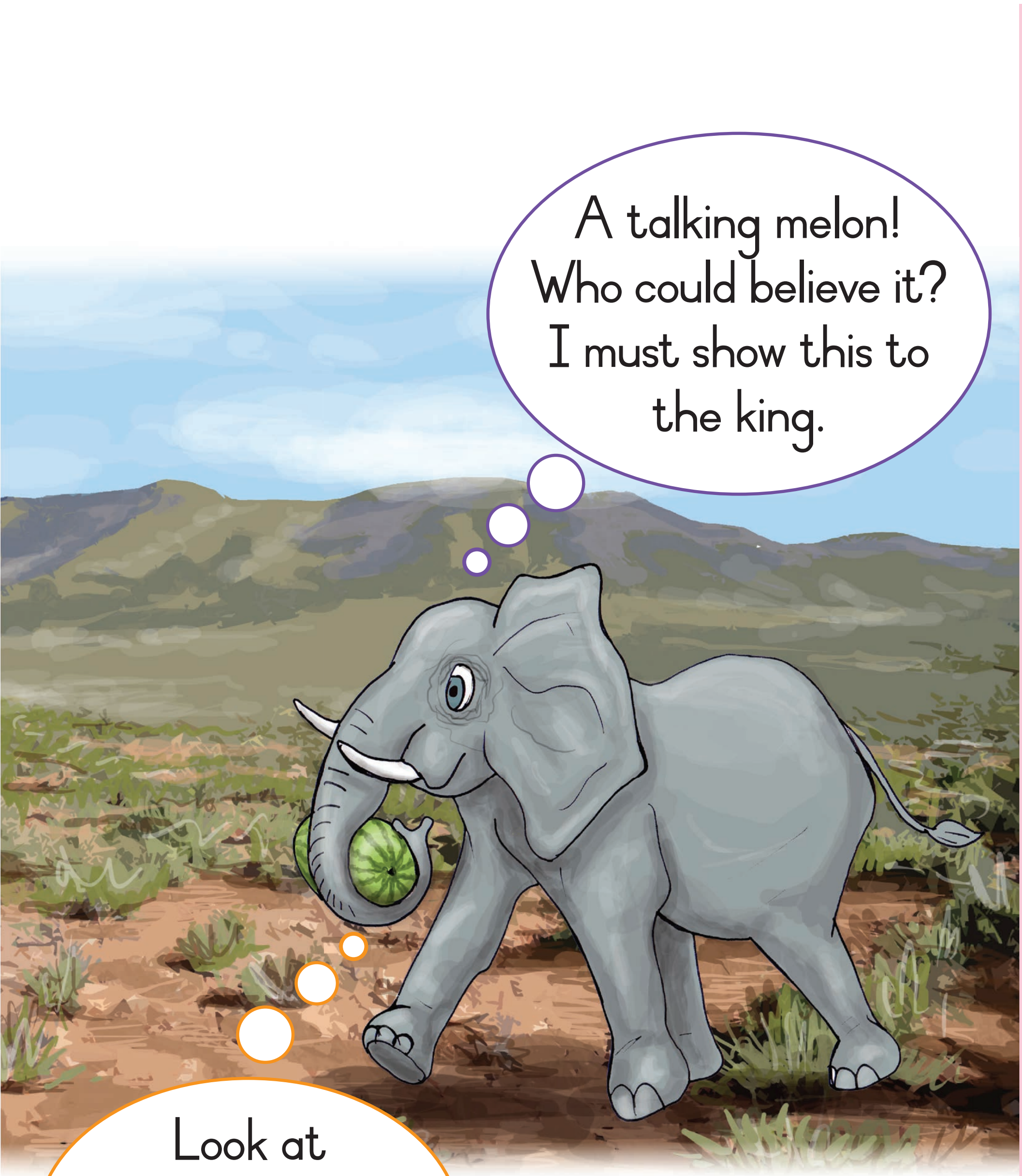
Anansi sat inside the watermelon wondering what to do next. Just then he heard Elephant coming back to the garden. That was when Anansi had an idea.





The elephant was about to pick up the watermelon when he heard it talking. He listened carefully. Yes, the watermelon was talking! This was something the king should see.





A talking melon!  
Who could believe it?  
I must show this to  
the king.

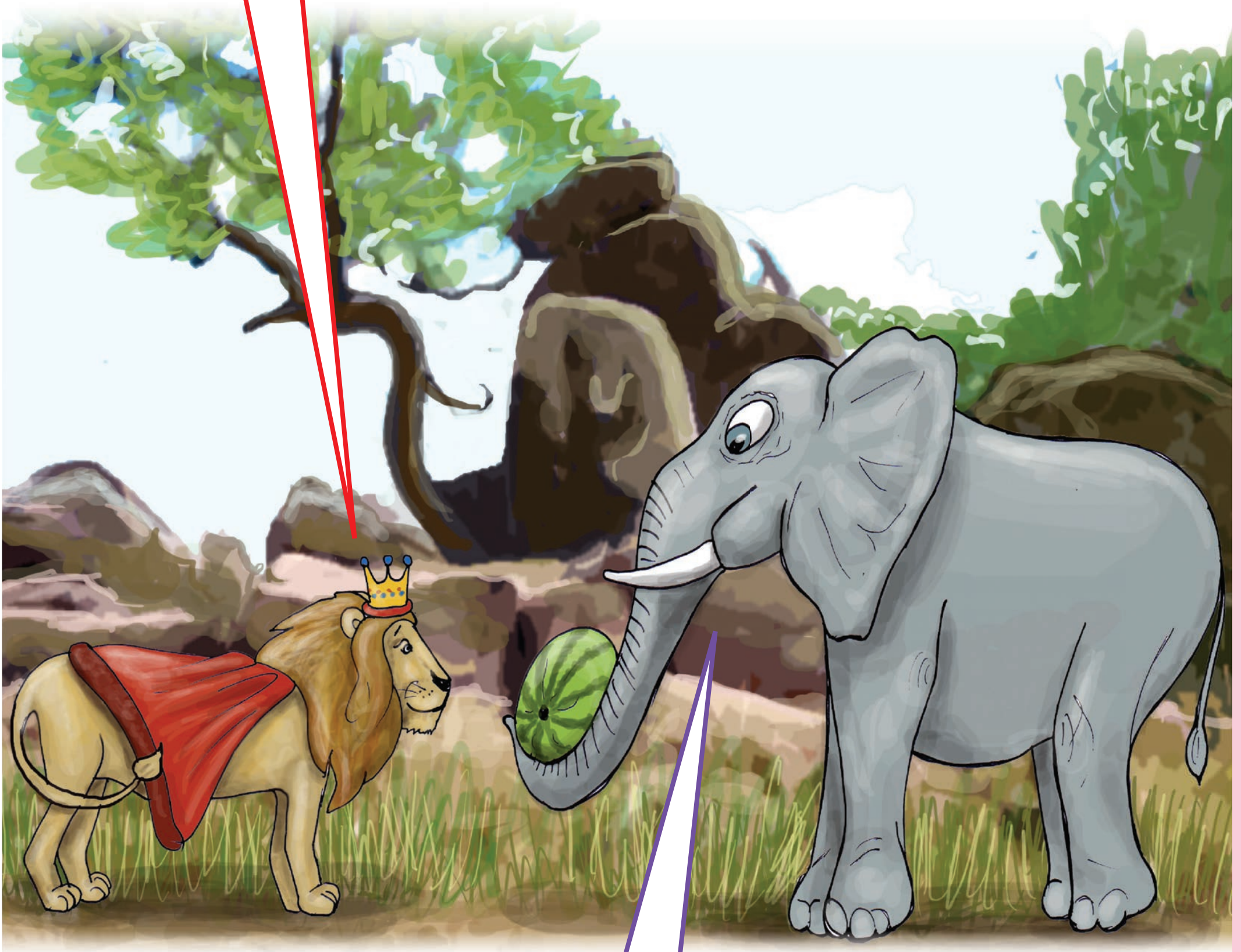
Look at  
me. I am the  
Watermelon King.



The king was surprised when the elephant gave him the watermelon. The king liked special gifts. A watermelon was not a special gift.



Why did you bring me this watermelon? I have hundreds of watermelons in my garden.



This watermelon can talk.



The king thought the elephant was making fun of him. He was beginning to feel angry.

A talking watermelon?  
I don't believe it. Say  
something, Watermelon.





The king was so angry he threw the watermelon as far as he could. It bounced and rolled back to the elephant's house. It hit the thorn tree and burst into pieces. Anansi was free!

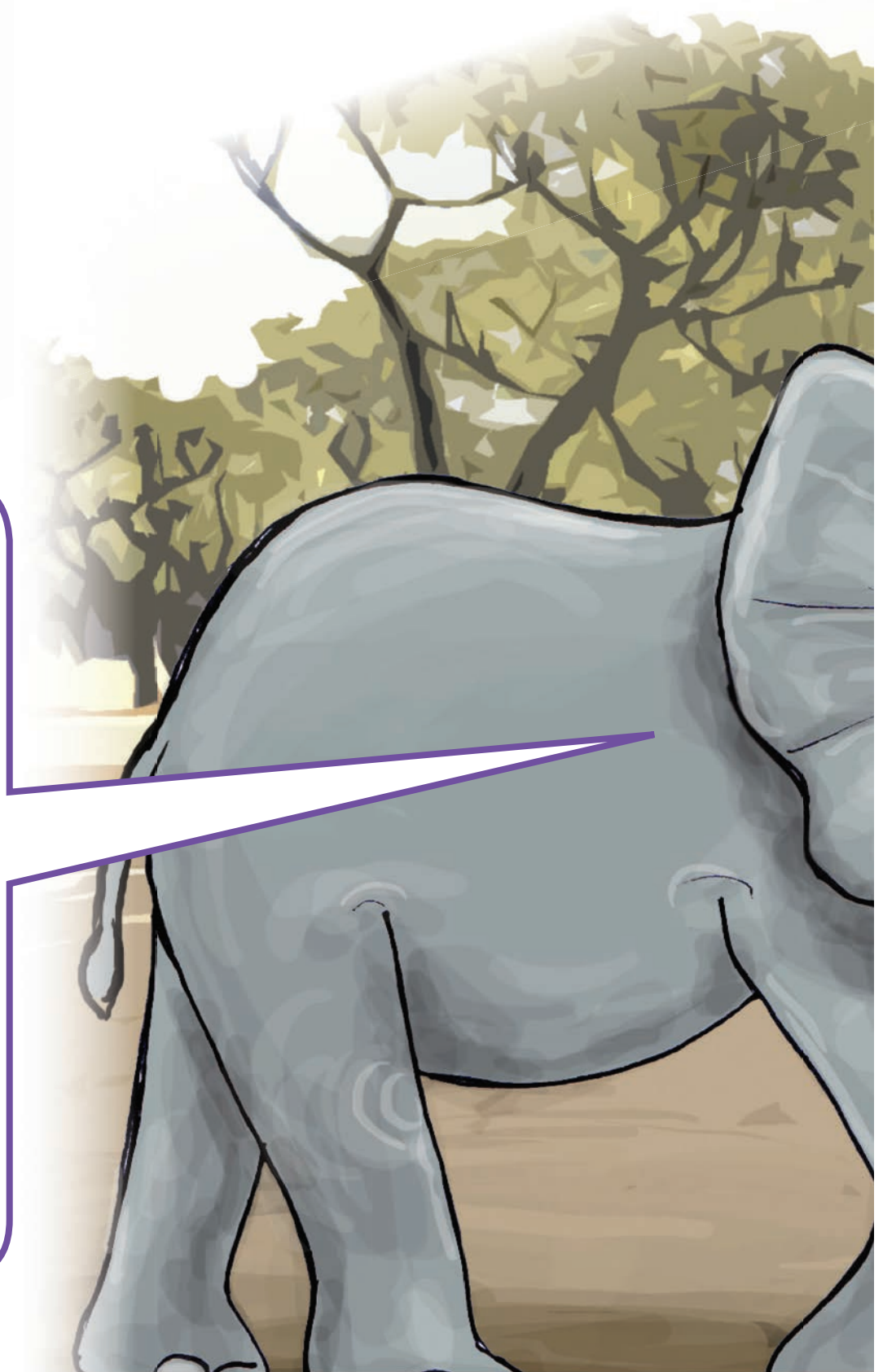




By now Anansi was hungry again. He climbed the banana tree looking for bananas to eat.

Just then the elephant came home. He was upset. What was going on in his garden? Where was the talking watermelon?

You watermelons got me into trouble with the king! There was a watermelon who said he was the king.

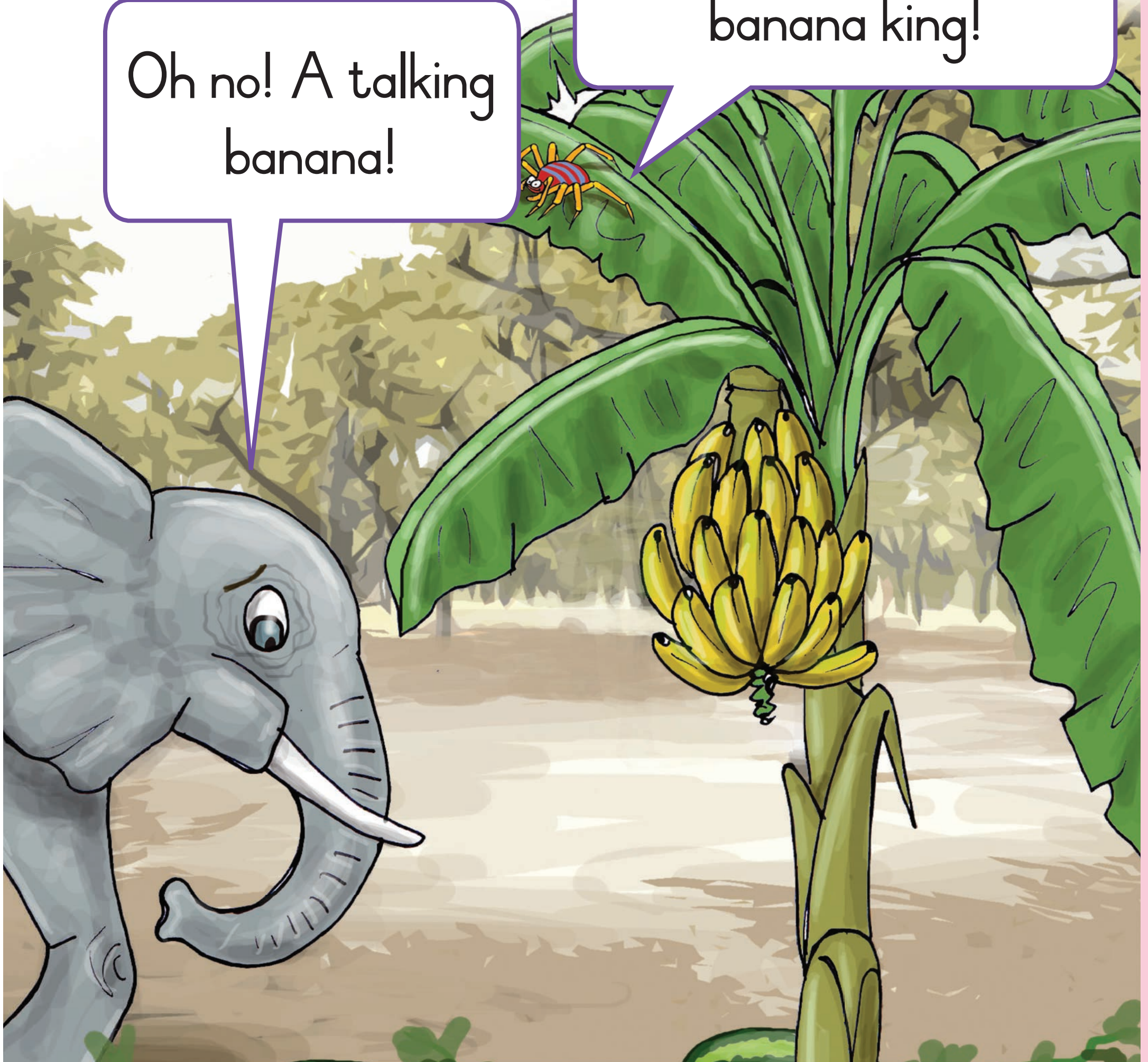




Anansi smiled to himself. This was going to be a good joke!

Watermelon king?  
How silly. I am the  
banana king!

Oh no! A talking  
banana!





The poor elephant thought he was  
going bananas.







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.

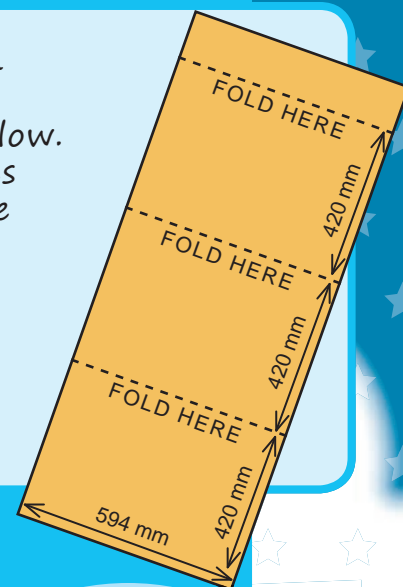


## Make your own Big Book stand

You will need:

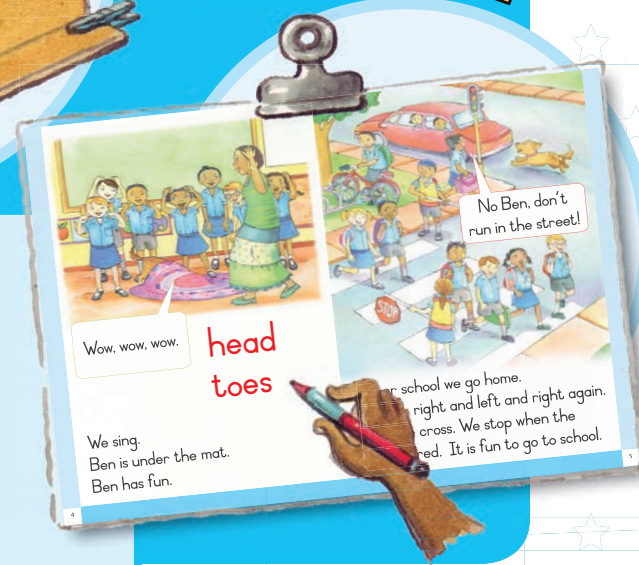
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

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

