

Grade 3



A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

6

ENGLISH



The stories in this book:



1 There's a monster in my cupboard

1



2 Strange but true

17



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.

1 There's a monster in my cupboard



"John and Robert," called John's mother. "Put that Nintendo away and get into bed now!"

"Ok, but I just want to finish this game," John called back.

"Switch the game off now!" said his mother. "You can carry on playing tomorrow."



"Okay, mom," said John as he switched off his light and carried on playing his Nintendo game in the dark.

Robert fell asleep.

Eventually John stopped playing and also fell asleep. The moonlight shone through the window onto the cupboard.





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Suddenly John woke up. What was that noise? Scratch! Bump! Scratch! Scratch!

John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. They were coming from his cupboard.

The cupboard was glowing in the moonlight and the door shook. Then the cupboard door shook. Squeak! Squeak!

Something was bumping against
the door.

"A monster!" John whispered.

"Who's there?" he asked, in a shaky
voice.



The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door.

"I hope I can go back to sleep now," he thought.

Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump.

"Oh no!" he thought. "What am I going to do now?"



Gripped by fear, he woke his friend, Robert.

"Robert! There's something in my cupboard! It's a monster of some kind, it could be a prehistoric dinosaur," he whispered.

"You probably had a nightmare. Let me sleep, I'm tired," replied Robert.

"It wasn't a dream. I had to lock the door. The cupboard door was opening by itself!"

"Don't be silly, John. You are dreaming about your game."

"Let's open the door together, then you'll see!"



Robert gave a great big sigh and picked up his backpack. He scratched around in it and found his torch. He walked towards the cupboard.

Suddenly there was another loud thump. The two boys stood still, too frightened to move. A scratching sound now came from the cupboard.

"Did you hear that?" John asked.

Robert nodded. He could feel his heart pounding in his chest.



John and Robert tiptoed to the cupboard. John opened the door slightly and Robert shone the torch through the crack. Something was trying to push the door open.

Suddenly the torch revealed two glowing eyes. The two boys jumped back in fright.

"What can it be?" whispered Robert, as he pressed the door closed.



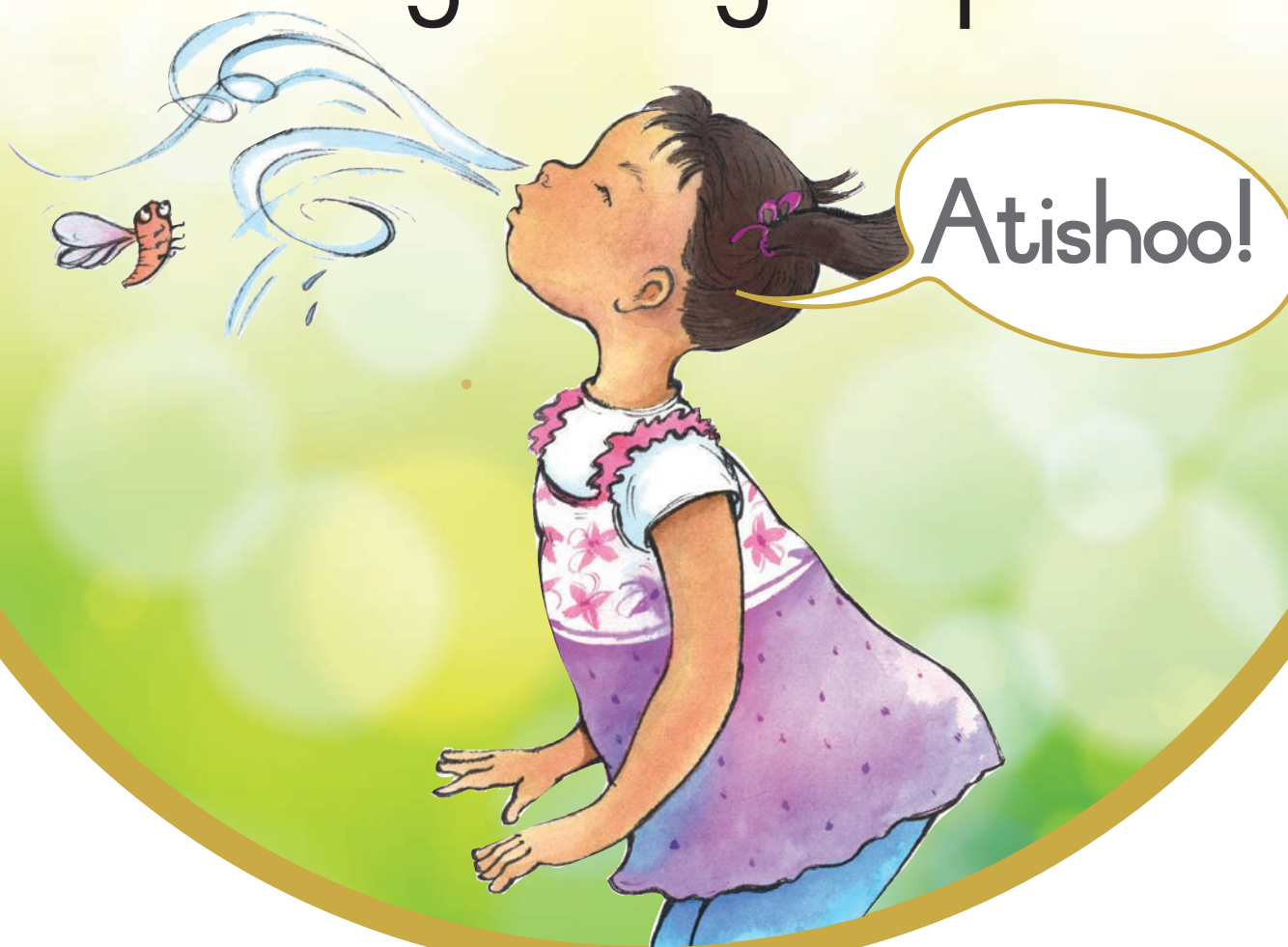


The bumping and scratching got louder. Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them.

"What was that?" John screamed.
"It was your cat!" shrieked Robert, laughing nervously.

Did you know?

It is impossible to sneeze
with your eyes open.



Both giraffes and humans have seven vertebrae (bones) in their necks.



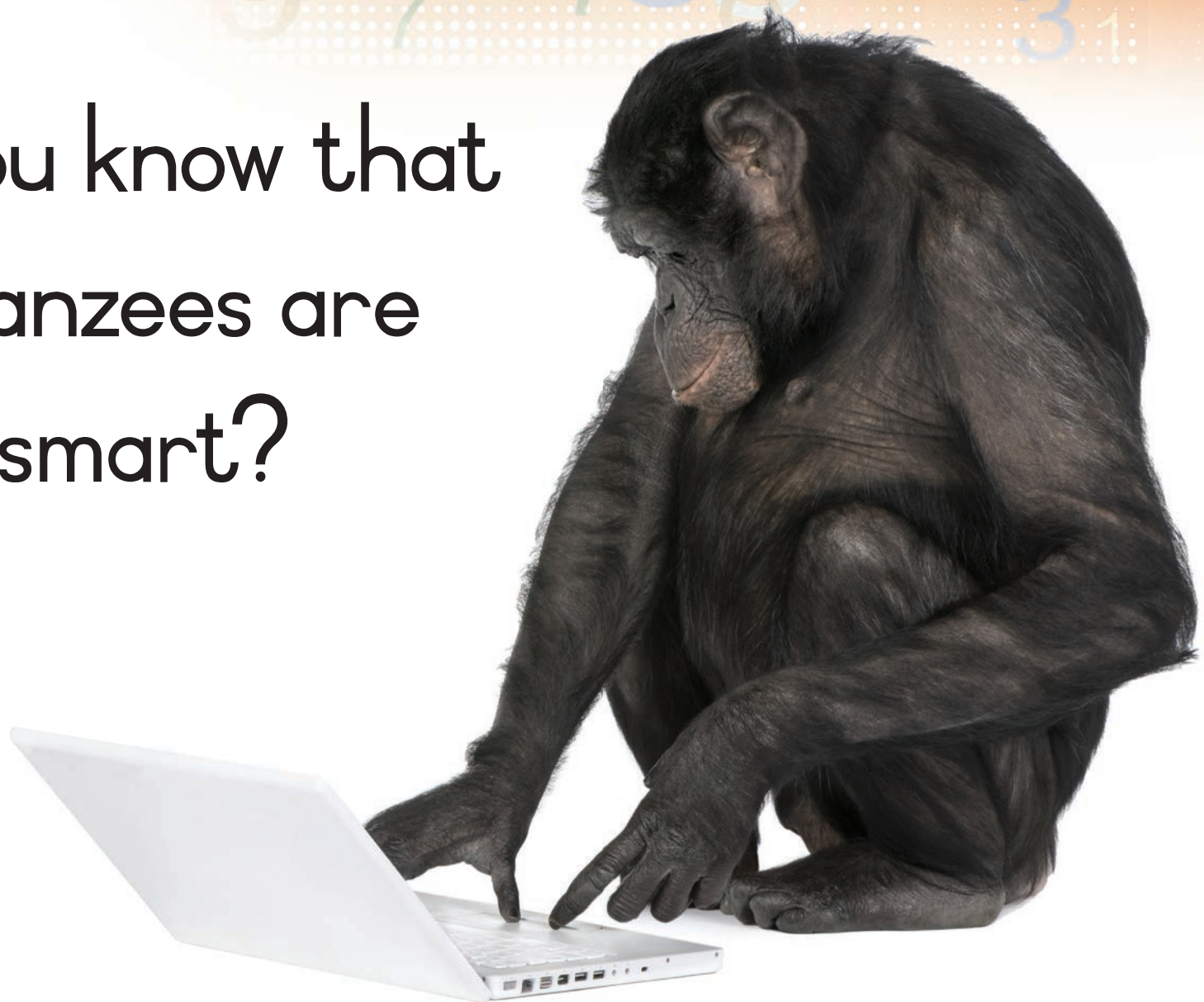
Giraffes use their long necks to reach the leaves from the higher branches of trees, while buck can only reach the leaves on lower parts.



Did you know that a giraffe's tongue is long enough to lick its ear?



Did you know that chimpanzees are really smart?



They can be trained to recognise numbers and can identify numbers far quicker than humans.

Did you know?
Some animals
change their
colours very quickly
to camouflage
themselves when they need
to hide.



When a chameleon or an octopus
moves from one surface to another
of a different colour, their skin
colour adapts to that of the new
background so that they can't be
seen by their enemies.



If an octopus is attacked, it can shoot out a cloud of dark ink which irritates its attacker.



Who are the best jumpers?

Springboks can jump high and far.

Good athletes can jump further than eight metres. The African lion can jump a distance of ten metres, and the Australian kangaroos can jump up to thirteen metres.

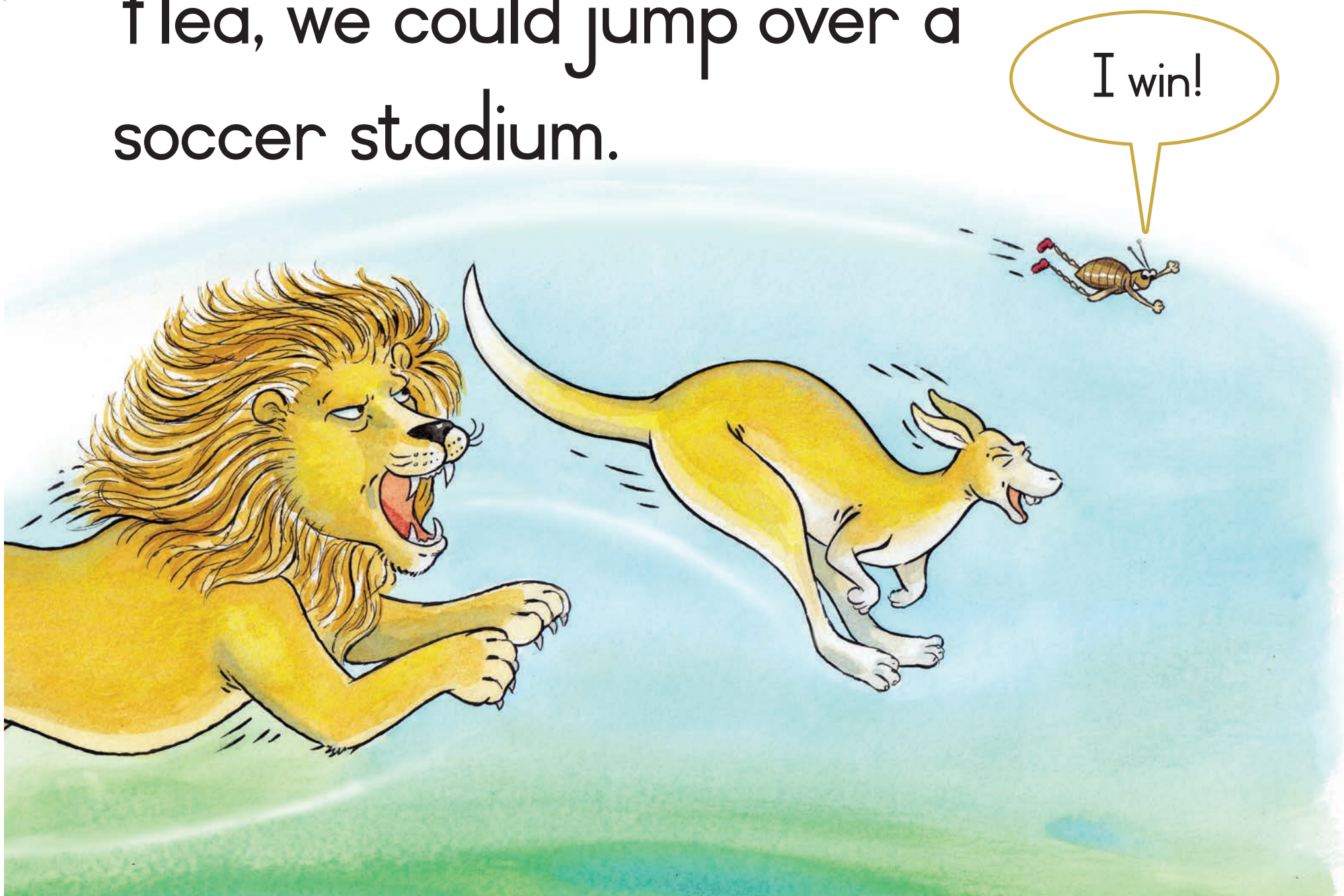


But the flea is the champion! It can jump up to three hundred times its body length.

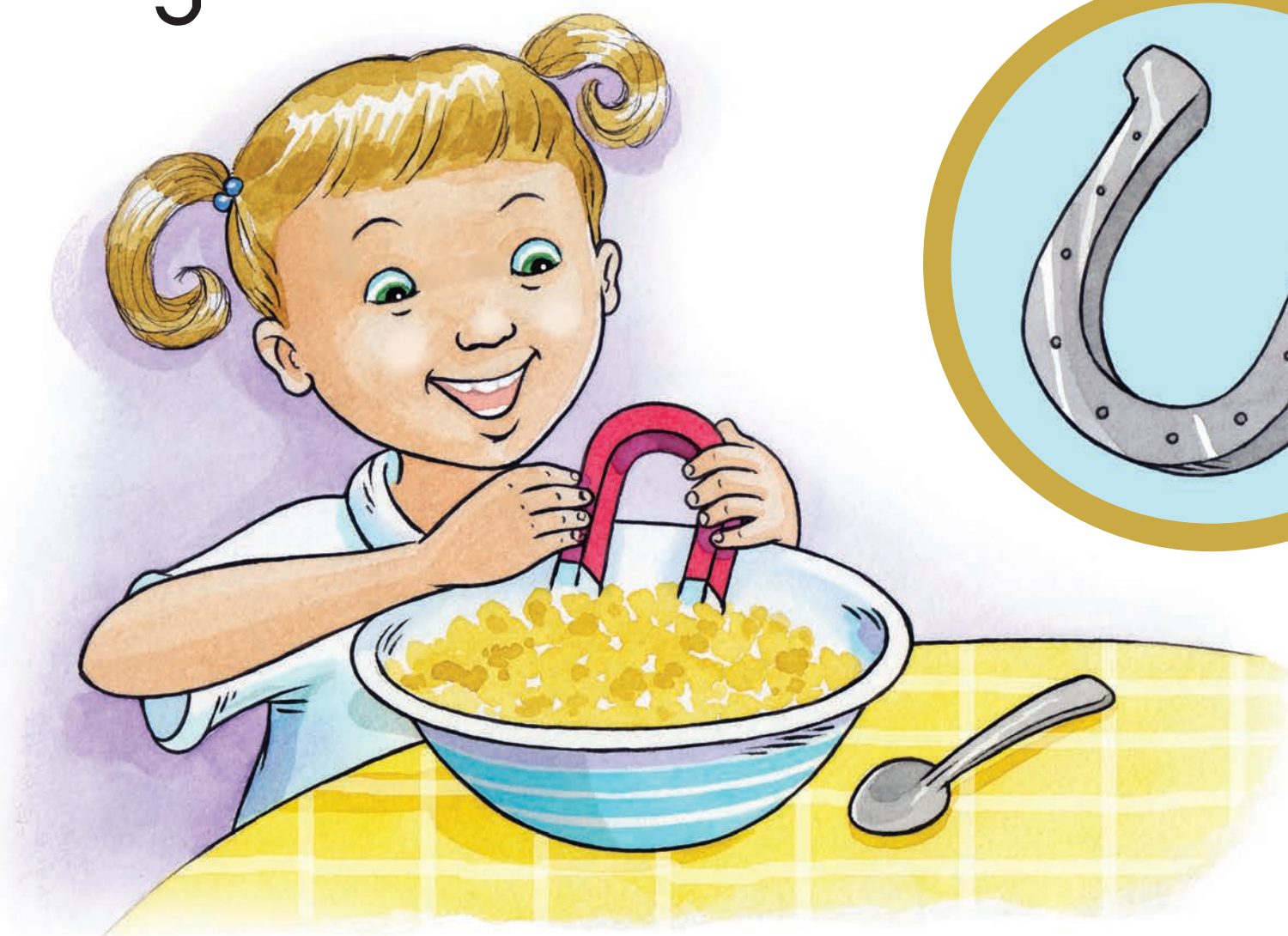
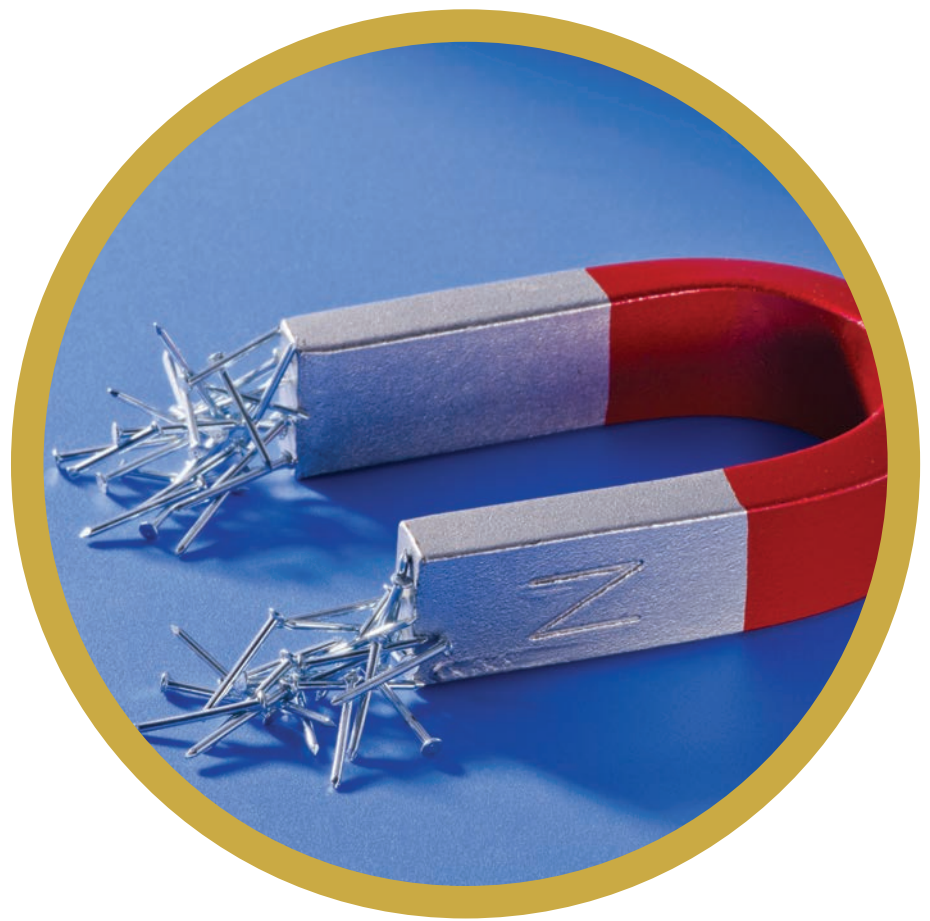


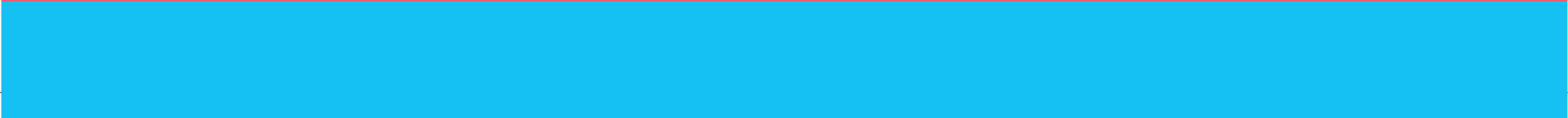
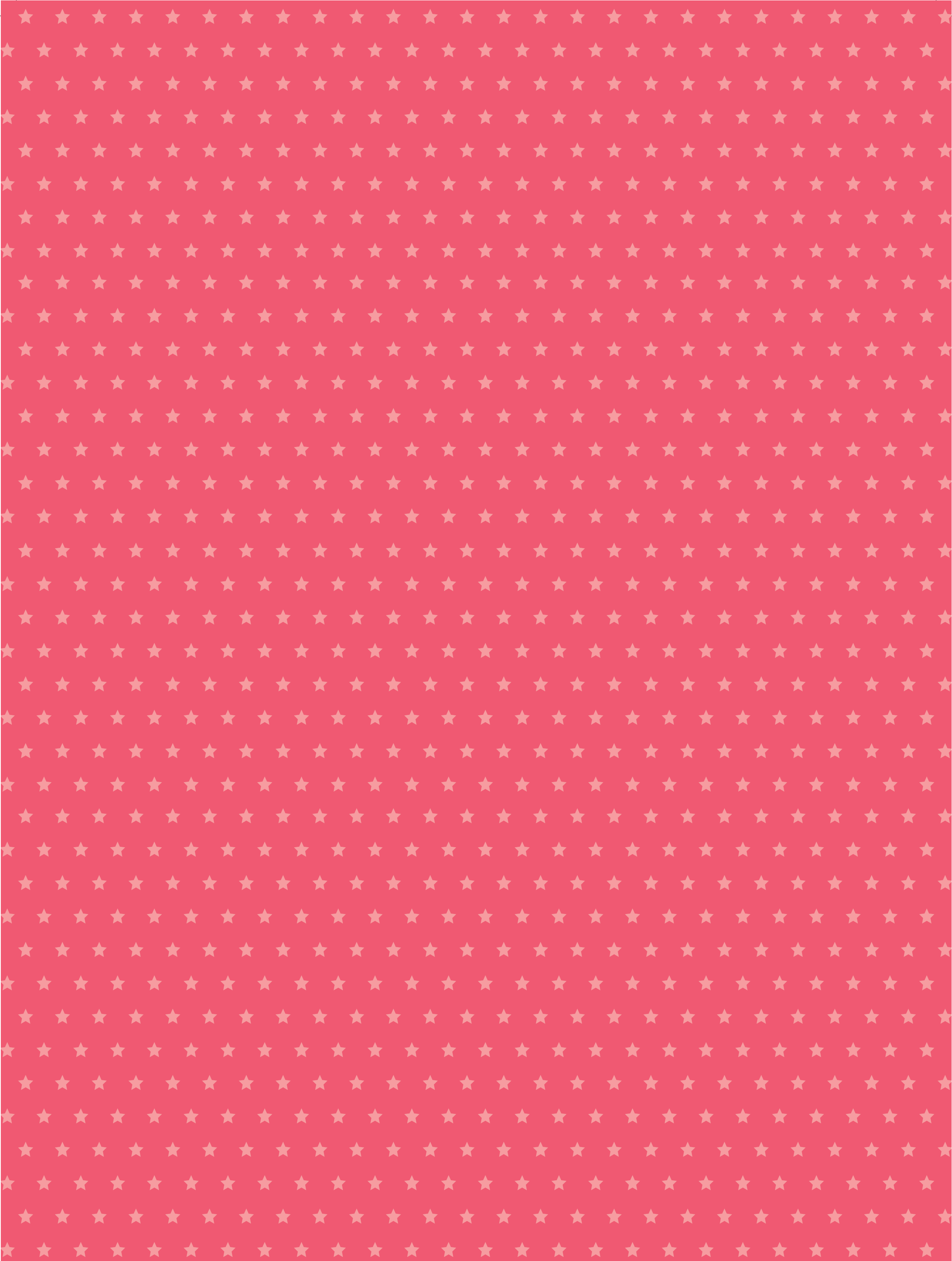
Imagine, if a flea was half a centimetre, it could jump over your head.

If we had the jumping ability of the flea, we could jump over a soccer stadium.



Did you know?
If you hold
a magnet in
or above sand
or over crushed
cereal, small
fragments of iron
will cling to your
magnet.





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.

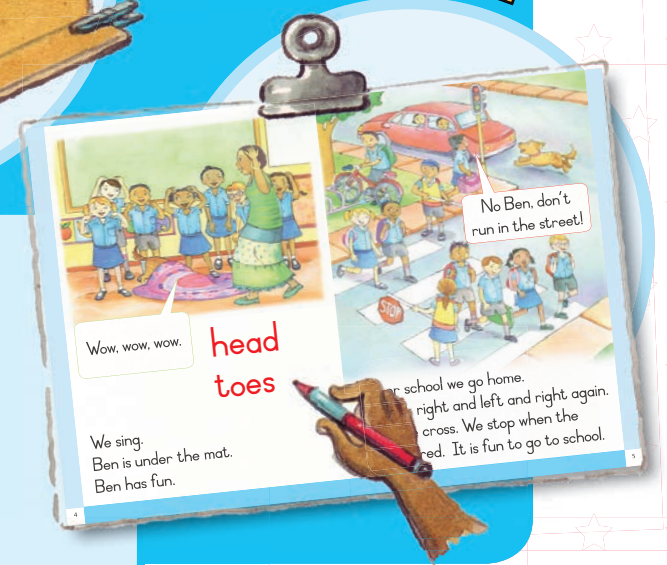
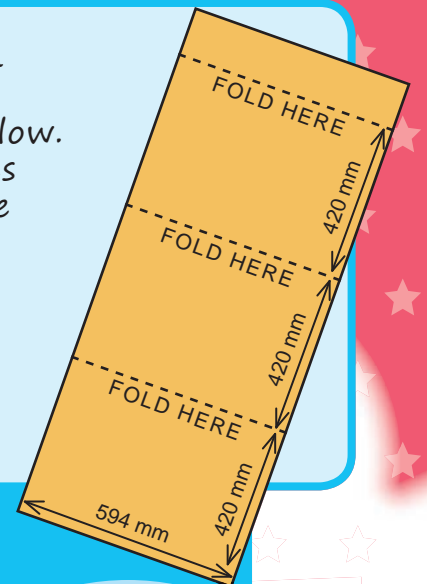


Make your own Big Book stand

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

