



Grade 3

A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

8

ENGLISH



The stories in this book:



1

A pet for Mary-Ann

1



2

Jojo goes to a new school

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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.

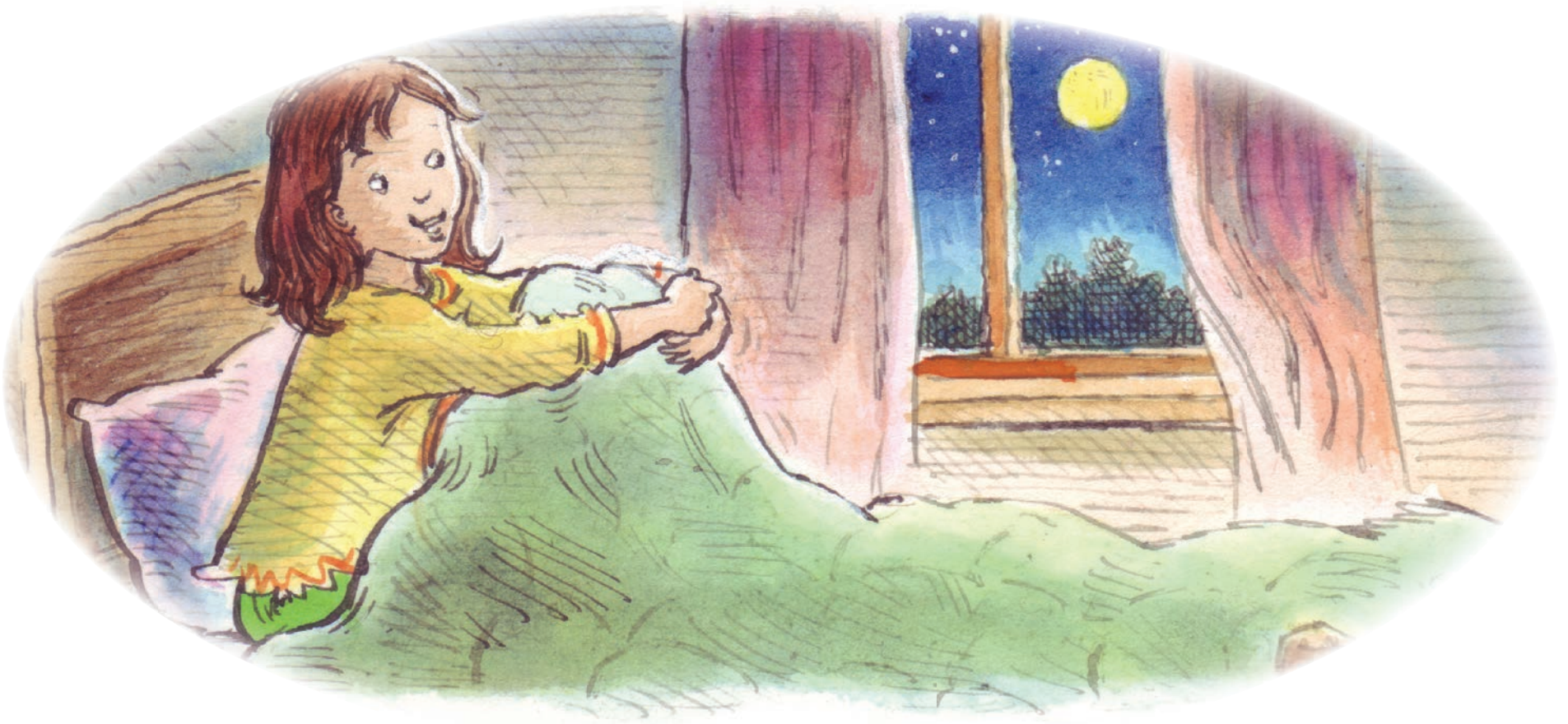
The second shared reading session

- 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.

A pet for Mary-Ann



The moon was bright. It was just after midnight on Friday night and Mary-Ann lay awake in her bed. She was thinking about the little puppy she was going to get when she and Nomsa went to the animal shelter in the morning.

Mary-Ann was the only girl in the class who did not have a pet because she had always lived in a flat. When her family moved into a house, Mary-Ann started saving her pocket money to buy a puppy. She now had enough money to pay for a puppy.

At last it was morning. Mary-Ann woke up early and then waited impatiently for her friend, Nomsa.

Nomsa had promised that she would go to the animal shelter with Mary-Ann to help choose a pet.

Eventually Nomsa arrived. The two girls began to walk eagerly to the animal shelter. They were both excited, and chattered and laughed loudly as they walked.



At last they reached the animal shelter.
Mary-Ann was tired and she sat on top of
a pile of dog food to rest.

She saw six little puppies fast
asleep in a basket. The girls
leaned forward and stroked the
puppies softly, wondering which
one to choose.



"Are you looking for a puppy?"
asked the manager.

"Yes, This will be my first
pet," she said excitedly to the
manager.



"Well, let me tell you about these puppies," said the manager.

"The pups with the red, green and yellow collars are already sold. So now you only have a choice of two pups," she said.

"You will have to choose between the pup with the pink collar and the one with the blue collar."

"Oh," said Mary-Ann. "And what about the pup with the purple collar? Is it also sold?"

"Oh, that puppy," replied the manager. "You won't want to buy him," she said. "He has a damaged leg and so he won't be able to run or play with a ball."



Mary-Ann's eyes searched the animal cages. She looked around at the fluffy white dogs, the small brown dogs, the big, friendly, yellow dogs, and at the cats and the kittens.

Mary-Ann stroked the little pup in the purple collar.

He pricked up his ears, wagged his tail and stared at Mary-Ann with his appealing brown eyes.

Mary-Ann looked around at the other animals in the shop. She looked at the six pups lying in the basket. Then she bent down and carefully picked up the puppy with the purple collar and held him tightly against her chest.



She stroked him gently, and then turned to the manager.

"It doesn't matter if he can't play ball or run," she said.

She pulled up the leg of her jeans to show the manager the orthopaedic callipers on her leg.

"I was also born with a disabled leg," she said. "I also struggle to run and I can't play ball. But I have my family and many friends who love me, and that means so much."

She turned to Nomsa and asked, "What do you think, Nomsa?"

Nomsa nodded her head with approval and lovingly stroked the little puppy with the purple collar.



"Please, ma'am, can I take him?"

Mary-Ann asked. "I want this puppy with the purple collar. This is the puppy I want!"

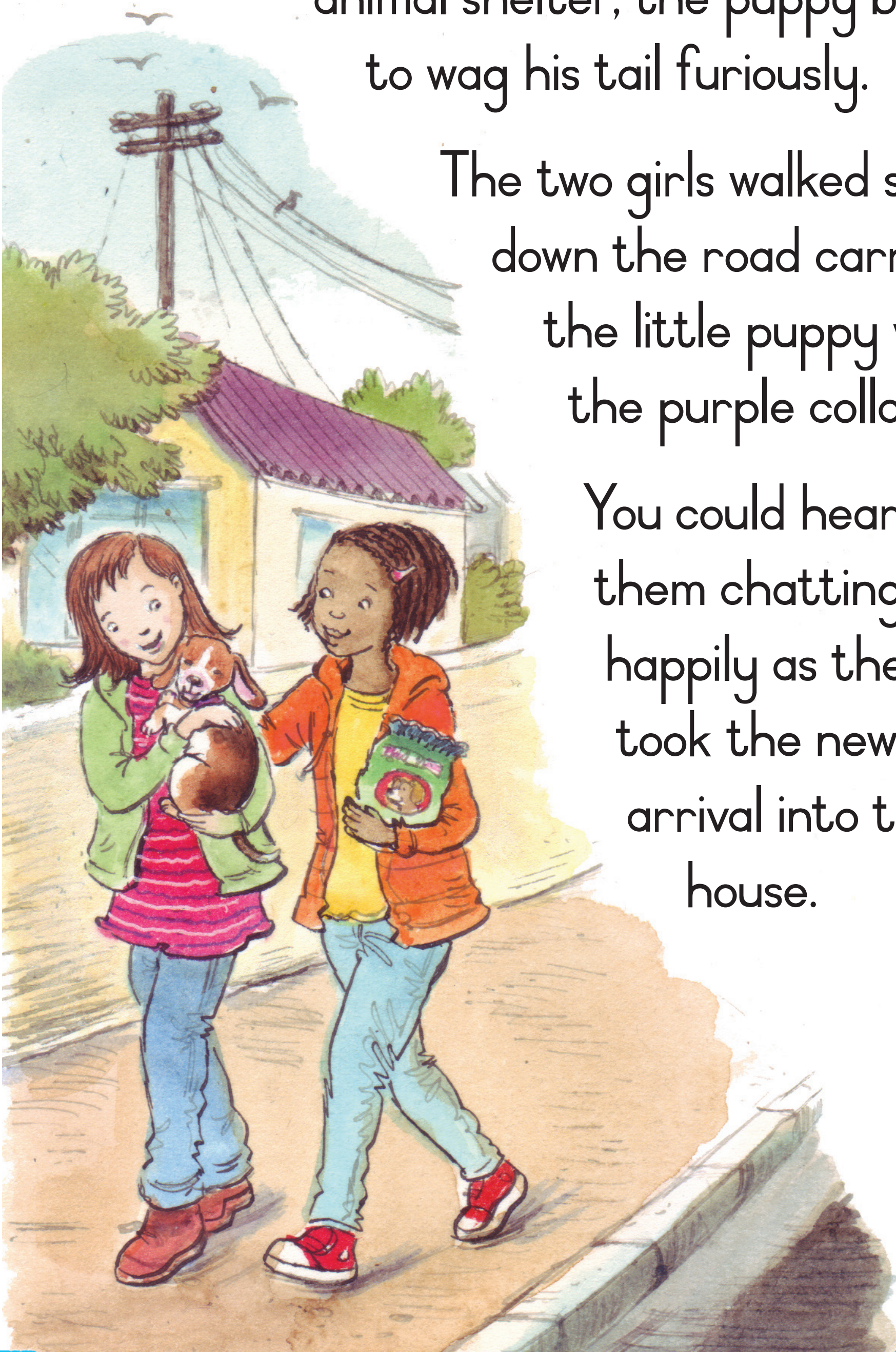
"You will have a caring home, little puppy," she whispered as she handed over the money to the manager.



As Nomsa and Mary Ann left the animal shelter, the puppy began to wag his tail furiously.

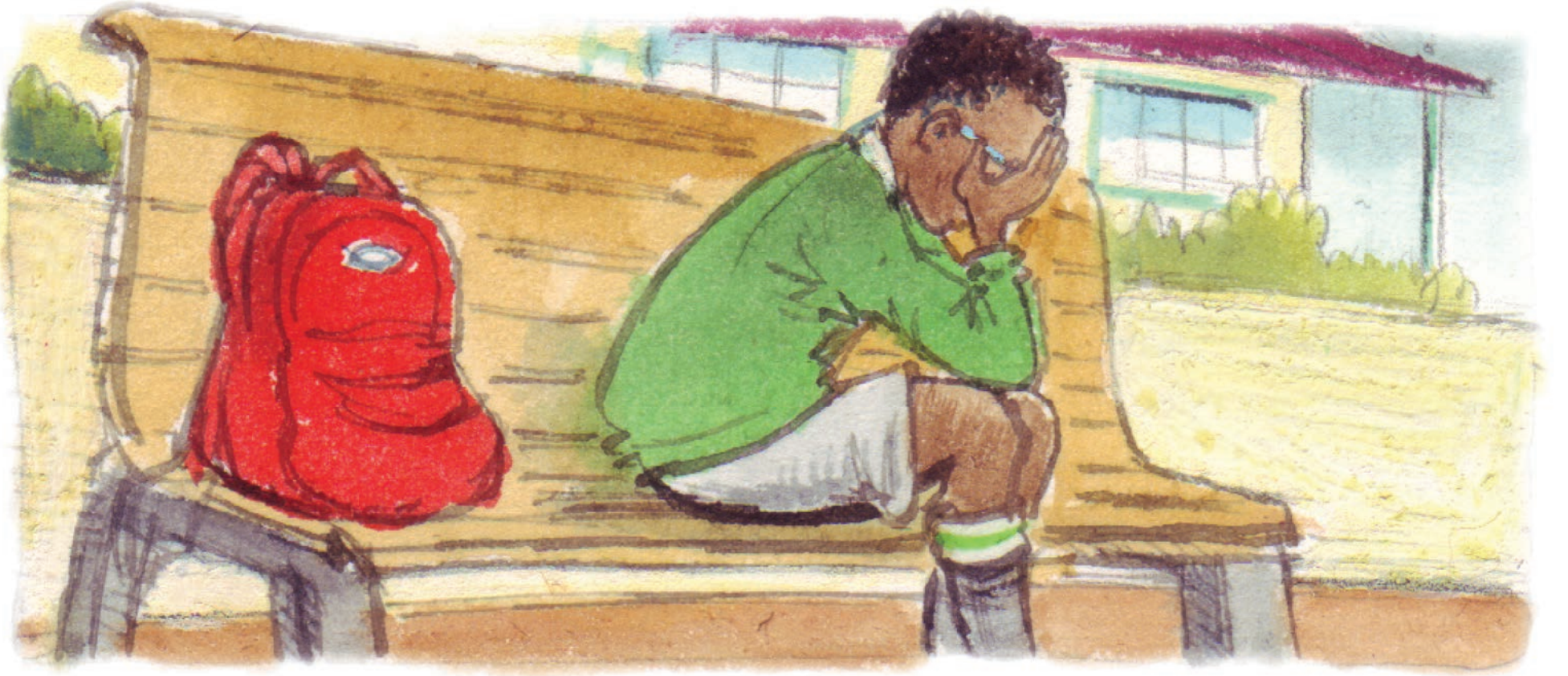
The two girls walked slowly down the road carrying the little puppy with the purple collar.

You could hear them chatting happily as they took the new arrival into the house.

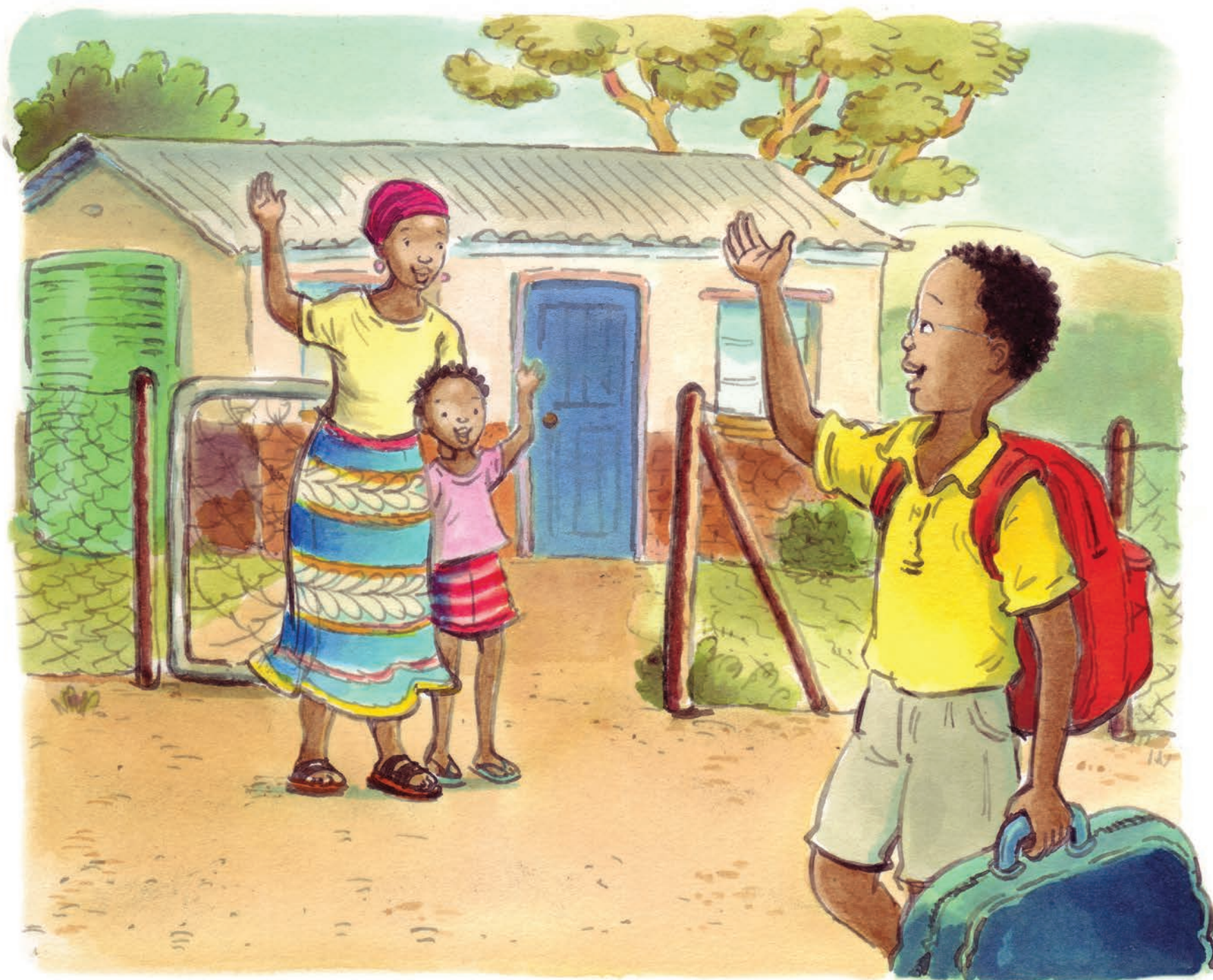


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Jojo goes to a new school



Jojo was having a tough time at school.
“Why did I have to come to this school?”
he muttered as he sat with his face in his
hands. “These kids are so mean!”



Last year, Jojo had to go and live with his dad in Gauteng. He had to leave his mother and sister behind in Limpopo.

He also had to leave his small village school, and all his school friends. He now lived in Johannesburg and went to a large school with nearly a thousand children.

One afternoon, as all the children went over to the sports fields, Jojo stood and watched, and wished he had the courage to join them. But he didn't. So he walked home alone.

He took his usual route, which was over the bridge, past the sports shop, past the Wimpy and then across the field.

Jojo had just crossed the bridge when he was stopped by a group of bullies.

One of the boys grabbed Jojo's bag. They started throwing it to and fro.



Then Bruce, one of the biggest boys in the school, knocked Jojo's glasses off. He picked them up ran away with them and then threw them into the road.

Jojo bent down to pick them up. He could not believe his luck. He had expected the spectacles to be broken into small pieces, but they weren't.

Luckily they had landed on a cardboard box that had given them a soft landing, and so they had not broken.

Jojo picked up his bag and his spectacles. And then he picked up the box. It felt a bit heavy. He shook it. There was something inside it! Jojo shook the box again. He turned it over and over, trying to see if it belonged to anyone. He cautiously opened the box and to his surprise he found one right soccer boot.

He looked around to see if anyone had dropped it. He then tried the right boot on and it fitted perfectly. "Not much use, though," he said to himself. "There's only one boot!"



Just then, the shopkeeper from the sports shop threw out another boot.

"We can't sell these," he told Jojo. "We used them for customers to try on for size," he said.

Jojo picked up the shoe. It was the left boot from the same pair. "They fit me!" said Jojo excitedly, tying up the laces.



"Then they're yours!" said the shopkeeper.

"We're getting new stock tomorrow, and at three o'clock today, Big Ben, the soccer star from the Bears Soccer team in England, is coming to do a promotion. I'm cleaning up the shop."

At that moment, Big Ben arrived.

"Hi there!" he shouted at Jojo. "I'm going to be training the team at the school in the next street. Are you coming?"

"I can't come, sir" said Jojo. "I'm not good at soccer."

"What's your name?" Big Ben asked.

"My name is Jojo, sir."

"I bet you will be a good soccer player!"
And before Jojo knew what was happening,
Big Ben was escorting him back over the
bridge and onto the soccer field.

"What are you doing here?" asked Bruce,
looking at Jojo.

"Jojo came with me and he's in my team,"
said Big Ben.

"Come on Jojo, I want you to go out there
and play like you're a professional.

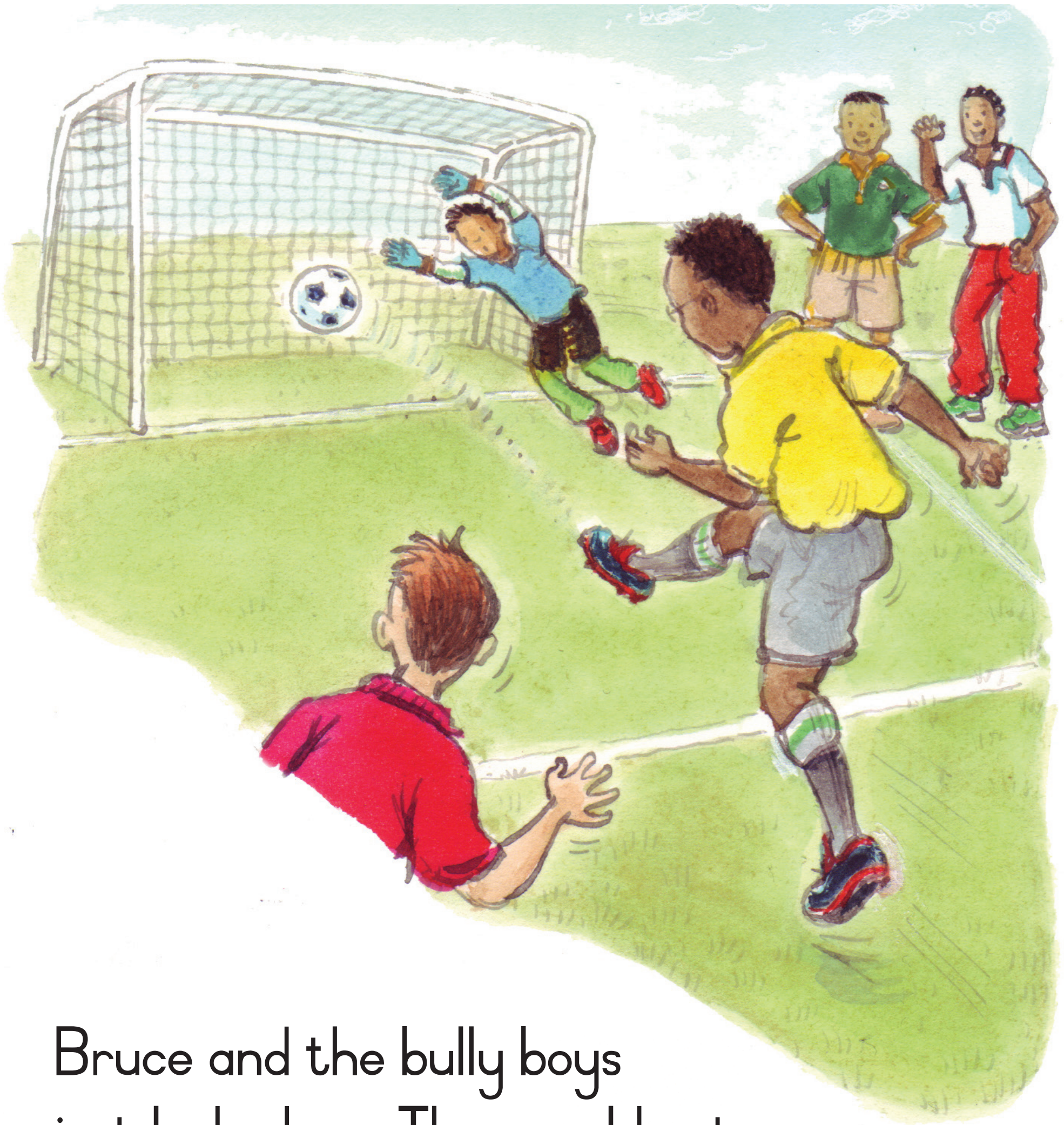
Jojo ran on to the field and started
dribbling down the field.

He dribbled and kicked and the spectators began to shout "Jojo! Jojo!"

Jojo scored, and then he scored again.

Ben rested a big hand on Jojo's shoulder and said, "Well done, Jojo!"





Bruce and the bully boys
just looked on. They could not
believe their eyes.

"Jojo," said Big Ben, "You don't have to
be popular, the only thing that really
matters is what you think about yourself,"
he said.

Even the soccer coach was surprised.

"Well played, Jojo. Are you going to join the team?" he asked.

"No thanks, coach," said Jojo. "I am fine, sir."

"It's all about what I think about myself," he whispered softly to himself.



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.

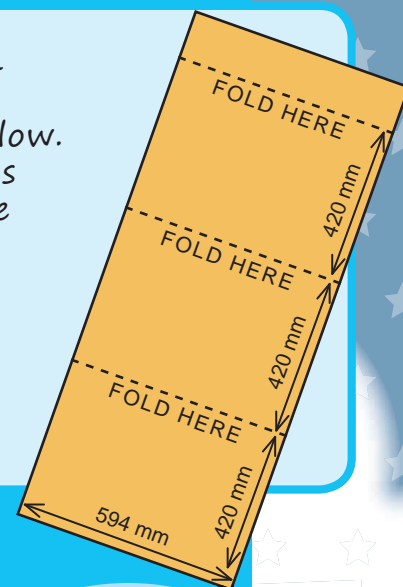
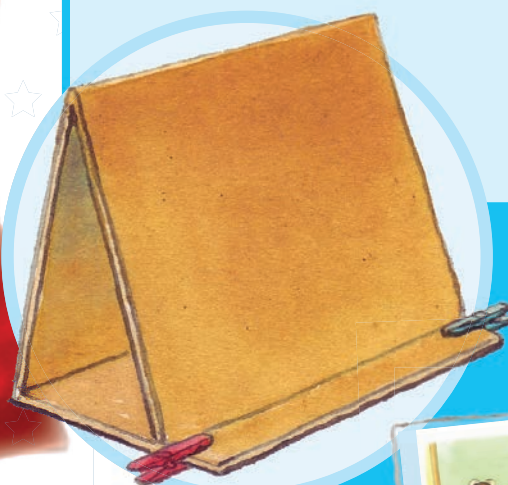


Make your own Big Book stand

You will need:

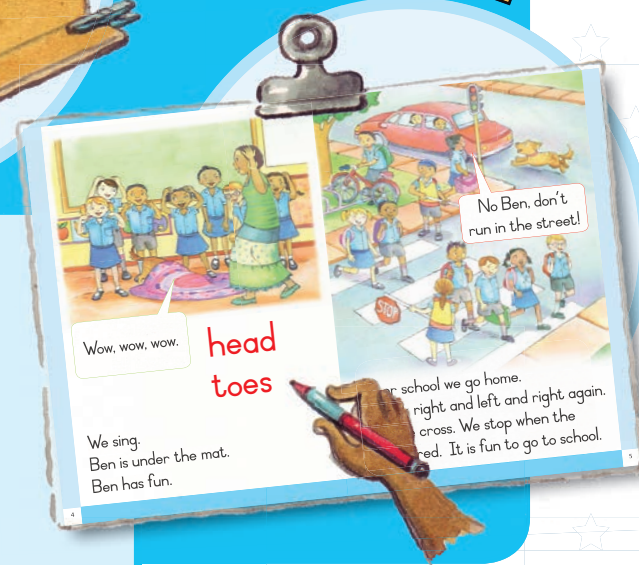
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

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

