

Grade 3



A Big Book of little stories



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book

1

ENGLISH



The stories in this book:



1 Hot toast coming up!

1



2 How the moon became happy

15



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.



Sibongile got home from school.
Her mom was in bed with a cold.
Her mom was feeling sick. Her nose
was running.



Sibongile said, "You always look after me when I am sick. Now it is my turn to look after you. Let me make you some nice, hot toast."

Sibongile went to the kitchen to make the toast. Her brother Sipho was in the kitchen, so she asked him to put a slice of bread into the toaster.

She popped into her mother's room again. "Where do we keep our old socks, Mom?" she asked her mother.



Where are my
old red socks with
holes in them?

They are in
the bottom
drawer of the
cupboard.



Pop went the
toaster, but Sipho
was not there, so
the toast got cold.



Sibongile asked Sipho to put
another slice in the toaster.

Sibongile went to look for the socks.
She looked through the pile and
found a pair of long red socks with
holes in them.



Then she remembered again about
the toast. "Hot toast coming right
up," Sibongile said.

Pop went the toaster, but Sibongile was not there and the toast got cold.



Sibongile went into the kitchen but Sipho was not there. She put another slice in the toaster.

Sibongile took one of the red socks and put her fingers through the holes. "This is where the arms will go," she said.

Then she remembered again about the toast. "Hot toast coming up!" she said.

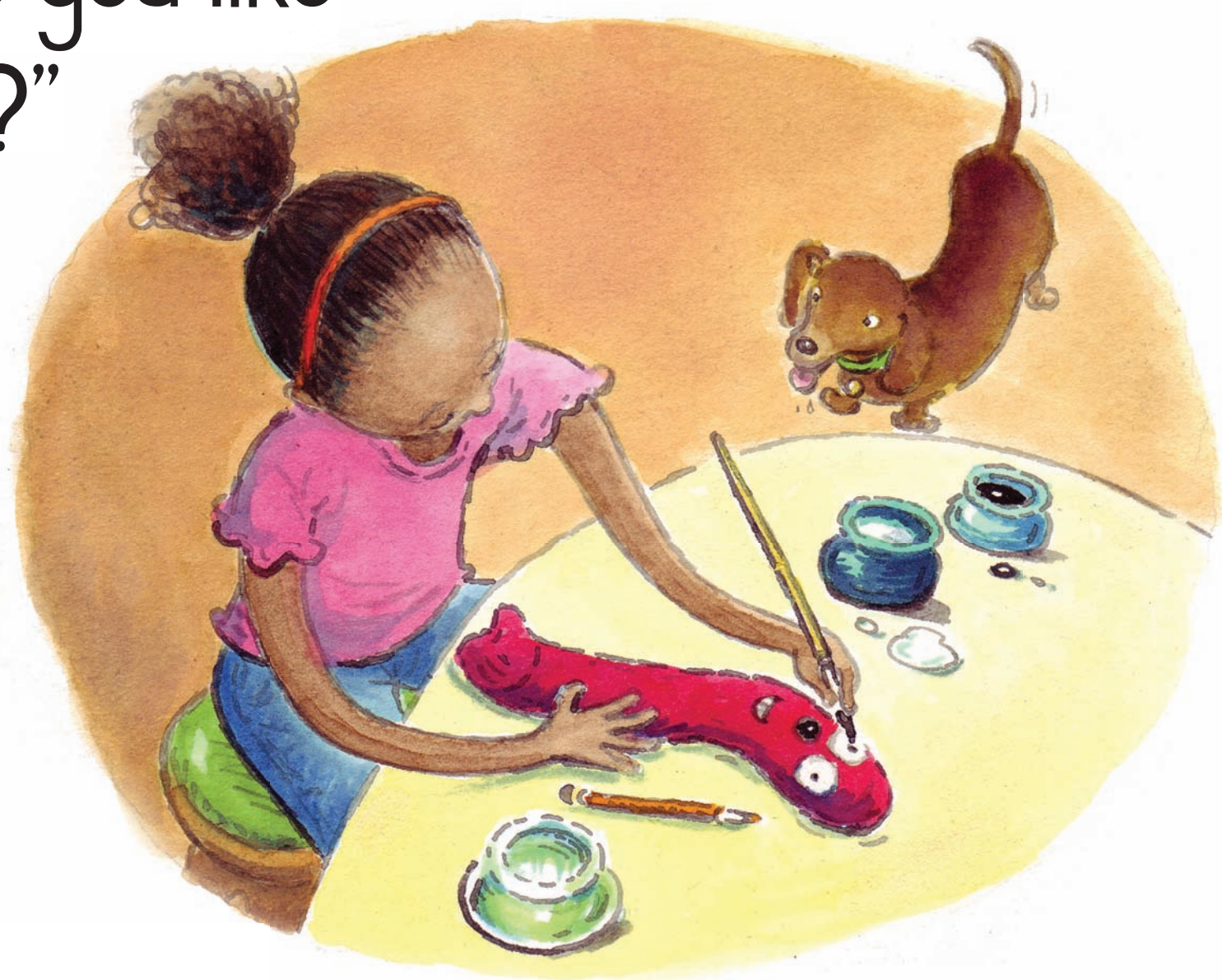


Pop went the toaster, but Sibongile was not there and the toast got cold.

Sibongile was held up with her old, red sock.

She used a black pen to draw a big, black dot on the sock. "That is the nose," she said. Then she painted two white dots. "Eyes, so you can see," she said.

She ran excitedly to her mother's room. "Do you like monsters?" she asked her mother.



"Yes," said her mother. "But please, don't let your monster scare me."

"My monster will not scare you," said Sibongile excitedly. "It will make you happy!"



"I will put on a puppet show for you," said Sibongile. "I know it will make you smile. My show has a red monster in it."



Sibongile's monster talked, laughed, ran and danced. At the end of the show, the monster said, "The end".

Mother laughed and clapped. "I loved your puppet show," she said. "It made me happy. But Sibongile, where is my toast?"



"Oh, mom, I forgot!" said Sibongile.
"I will get the toast!"

But the toast was cold and there was no more bread. "I hope mom likes cold toast," said Sibongile.





Sibongile went back with a pile of cold toast. There was enough toast for mom, Sibongile, Sipho and even for a hungry monster.

2

How the moon became happy





Have you ever seen the moon looking through your window at night? Listen and I will tell you why the moon likes to look through your window at night.



A long time ago the moon was sad because it was stuck high in sky, all alone. High in the sky it sat, night after night, never moving.



Then, one dark night, the sad moon called out to a passing star, "Oh star, I am so lonely up here in the dark sky and the nights are so long. I am stuck high in the sky and I cannot move. Won't you please tell me a story?"

One by one, the stars stopped and told the moon a story.



The story telling lasted for many happy nights, until one night, the stars moved on and the sad moon was lonely again.



Mother Sky saw the sad moon and called out, "Why are you so sad?"

The sad moon sniffed and said, "The nights are so dark and I am so lonely stuck high in the sky. The stars have left and there are no more stories."



Mother Sky was very wise. "There are always many stories," she said. "Let me show you something. Look down at Mother Earth. Can you see all the bright, winking lights? All over the world, mothers and fathers are telling their children stories."



So Sad Moon looked down at the houses with blinking lights. "But I am stuck high in the sky and I cannot hear anything from up here," she said. Mother Sky replied, "I can easily fix that." She pulled the sad moon from high in the sky and moved her closer to Mother Earth.



Now Sad Moon was sad no more.
She went from home to home
and peeped through the windows
listening to all the wonderful
stories. The happy moon now tells
the new stories to the passing
stars.



So next time you hear a story,
look out for the happy moon and
be sure to speak up so she can
hear your story.

Listening to stories not only
makes you happy, they fill the
happy moon with joy.

Stories bring joy to all who listen
to them.

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.

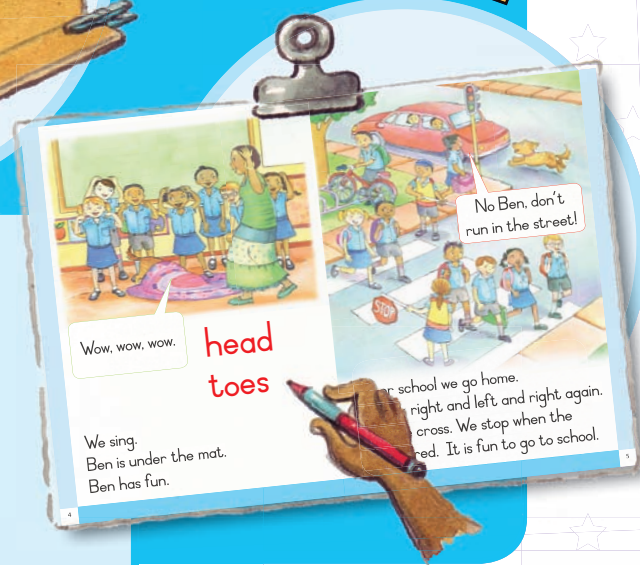
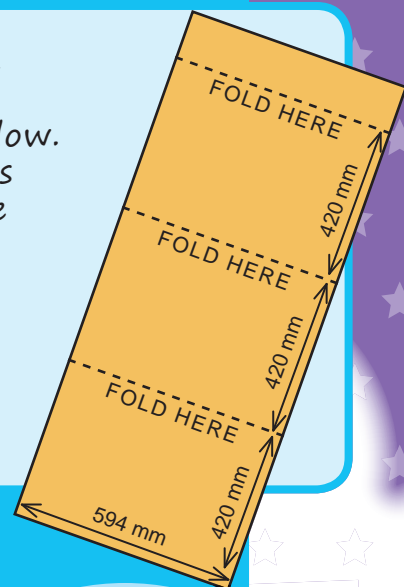


Make your own Big Book stand

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.)



- 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.



Some other ideas for using a 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

