

Grade 3

# A Big Book of little stories



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Book

4

ENGLISH







## The stories in this book:



### 1 Playing the game

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### 2 The great escape

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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

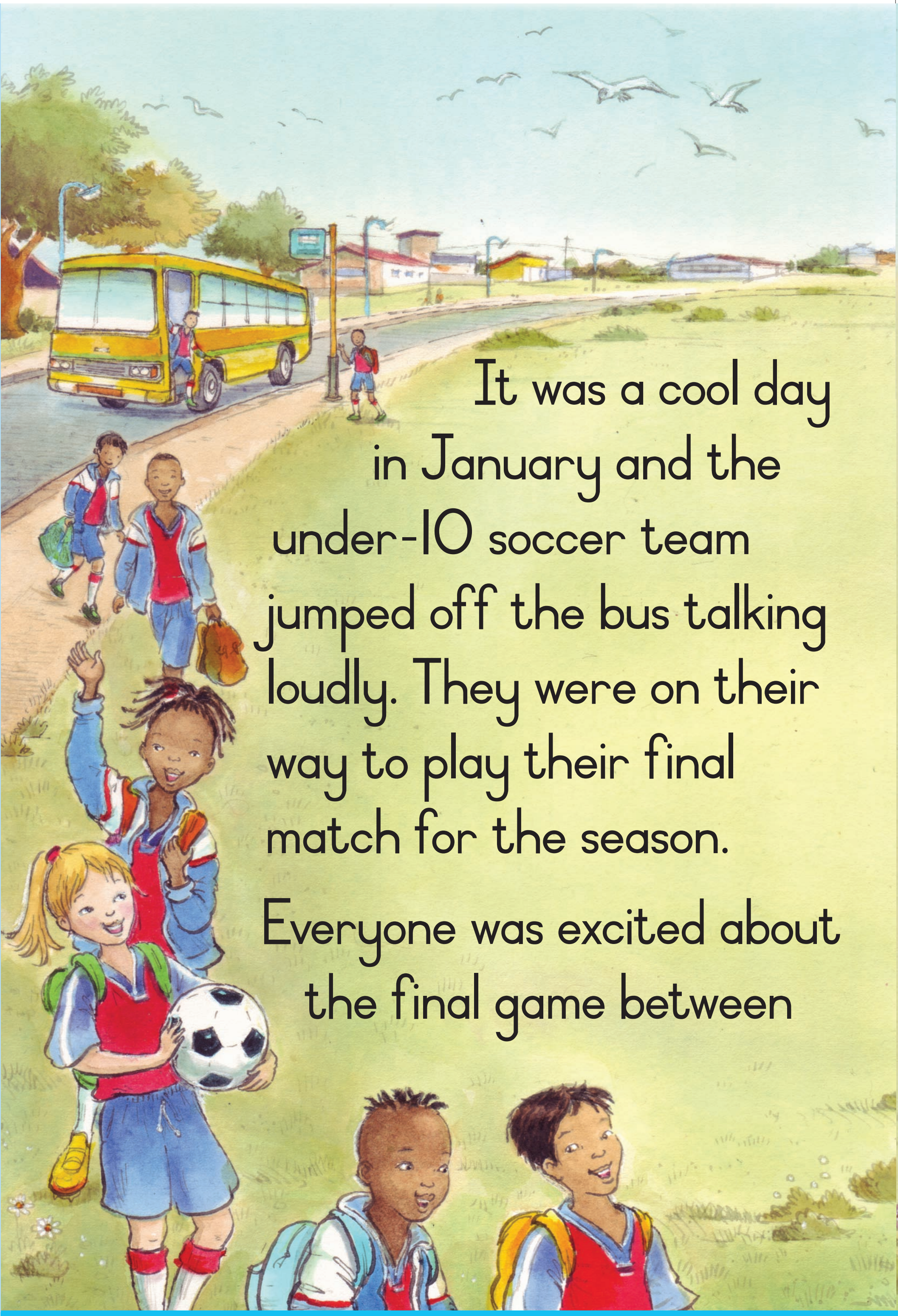
- In the second session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary comprehension, decoding skills and text structures (grammar, punctuation etc).
- It is up to you, the teacher, to draw attention 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.







It was a cool day  
in January and the  
under-10 soccer team  
jumped off the bus talking  
loudly. They were on their  
way to play their final  
match for the season.

Everyone was excited about  
the final game between



New Town School and Sea View Primary School.

Anna and Mandu were the only girls in the New Town team. They hoped they would be good enough to beat Sea View Primary.

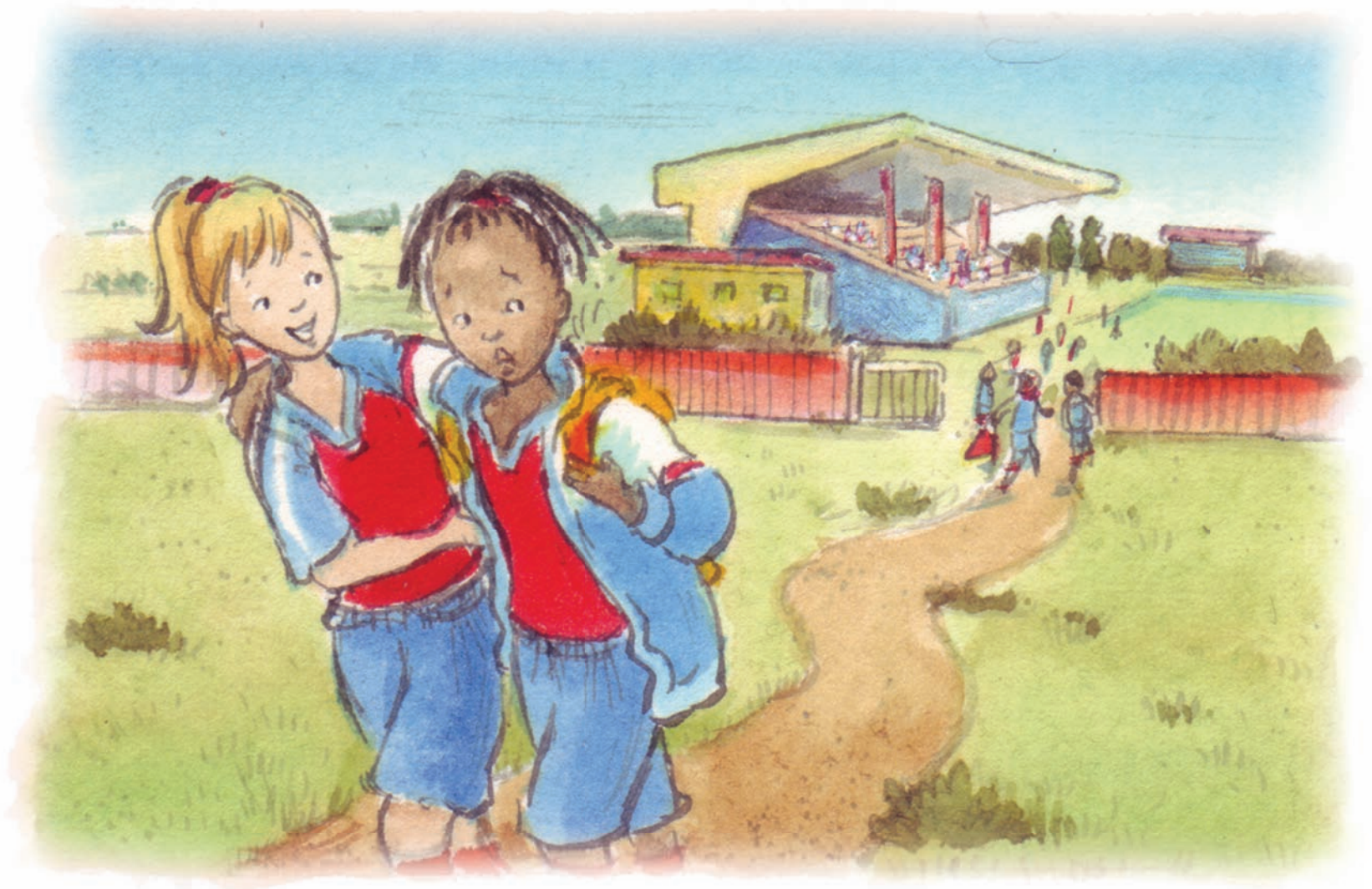
Anna and Mandu imagined the team winning the trophy.

Eleven-year-old Mandu imagined scoring the winning goal. Suddenly she gave a loud cry as she fell into a hole.

"Help me!" she wailed. Anna, Peter and Jabu ran back and helped her out.







"Oh no!" she cried, as she hopped about on one leg. "I can't stand on my foot!"

She sat down on the grass. "I hope I haven't broken my ankle," she said, tearfully.

"If Mandu can't play, it means I can't play. I will need to take her to the clinic," she thought.



"Don't worry, Mandu," she said.

"I'll get you to a doctor."

"No, Anna, no! You can't do that.

I'll wait here until after the match."

"You can't stay here alone, Mandu," Anna replied.

The rest of the team went to play. Anna supported Mandu as they walked back to the bus, and together they went to the clinic. The doctor carefully







examined Mandu's foot. She took an X-ray, looked at it and smiled. She told them that Mandu's foot would

be fine. She bandaged it and told Mandu that she could play soccer again as soon as she felt better.

"If you like," said the doctor, "I can drive you to the stadium.

I haven't watched a game of soccer for a long time."

It was half-time and the score was New Town 2 and Sea View 2. As the







game started again, the two girls went onto the field.

Anna immediately scored a third goal for the New Town team, and just before the final whistle, Mandu scored the fourth goal.

How excited the two girls were when the team went to collect the trophy for their school.





## 2 The great escape





One warm summer evening, the zookeeper locked up the cages of all the animals before he left for home.

"Good night animals, I will be back in the morning," he said as he locked the baboon's cage.

"Good night," replied Mr Baboon as he carefully pulled the keys from the zookeeper's belt.

"I'm so tired," said the zookeeper.

"I'm glad it's time to go home. I'm hungry and I can't wait to have supper with my family."







As soon as the zookeeper left for home, Mr Baboon went from one cage to the next unlocking the gates.

"Hi Mrs Hippo," he said, "Come on it's party time!"

"Good evening Mr Lion," said the baboon, "Come on let's party!"

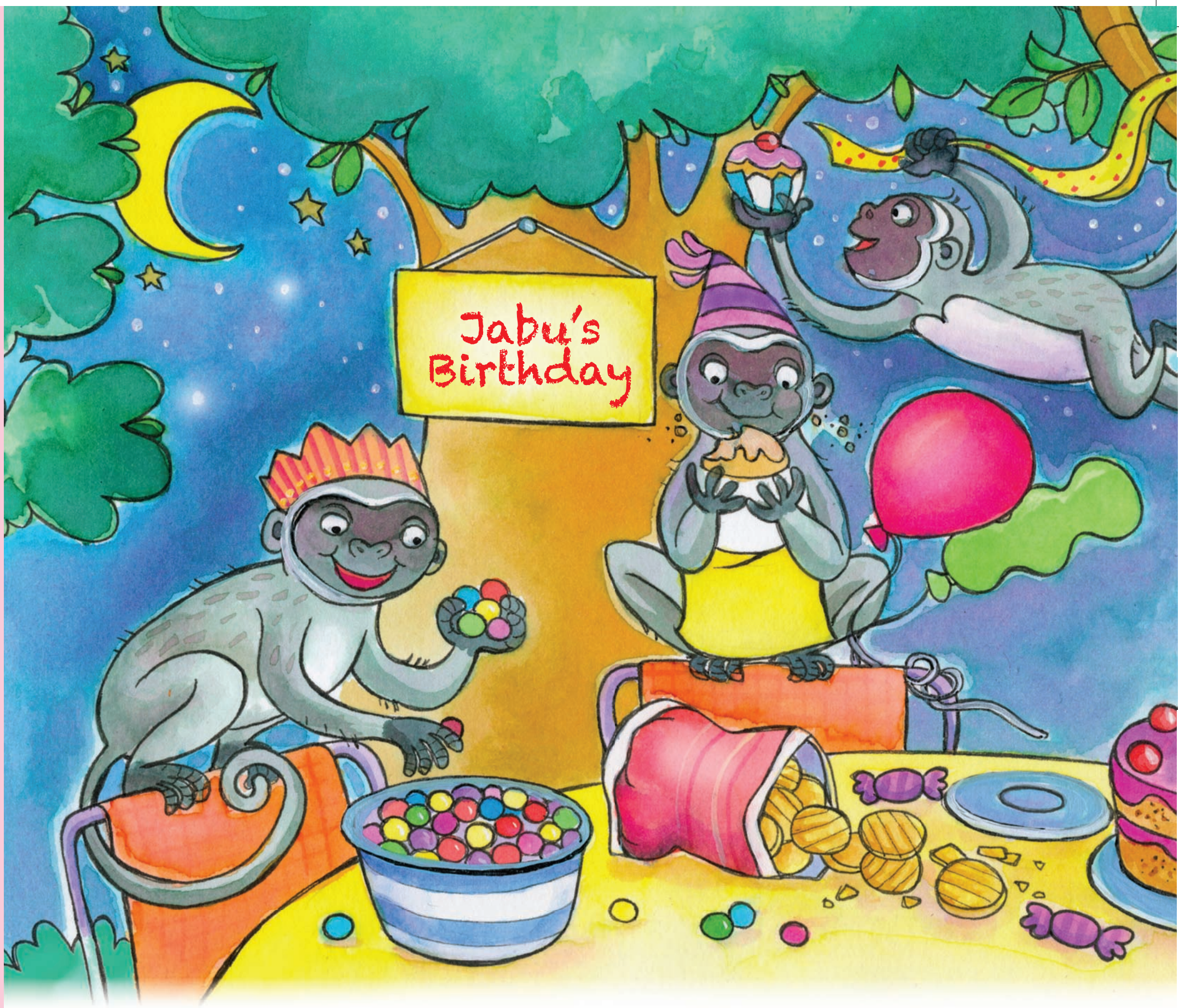
The animals chattered excitedly about leaving the zoo.

The monkeys were the first to escape. All twenty three of them climbed over the zoo fence and headed for the park.









The monkeys were excited when they found a table set for a birthday party to be held the next day.

The monkeys ate all the party food.

They played on the merry-go-round and on the swings.





Just then the park's security guard woke up from his nap. He was very surprised when he saw twenty three monkeys playing in the park. "Can this be true?" he asked himself.



Hilda the hippo decided to leave the zoo and wandered down the main road.

She was surprised by how noisy the traffic was. It was all too noisy!

She decided to sleep in the fountain outside the town hall, but kept waking to the sound of hooters and the alarms of emergency vehicles.







Leo the lion prowled down the street. He sniffed frightened for food. What could he eat?

He peered into the supermarket. "Help! Help!" screamed the customers.



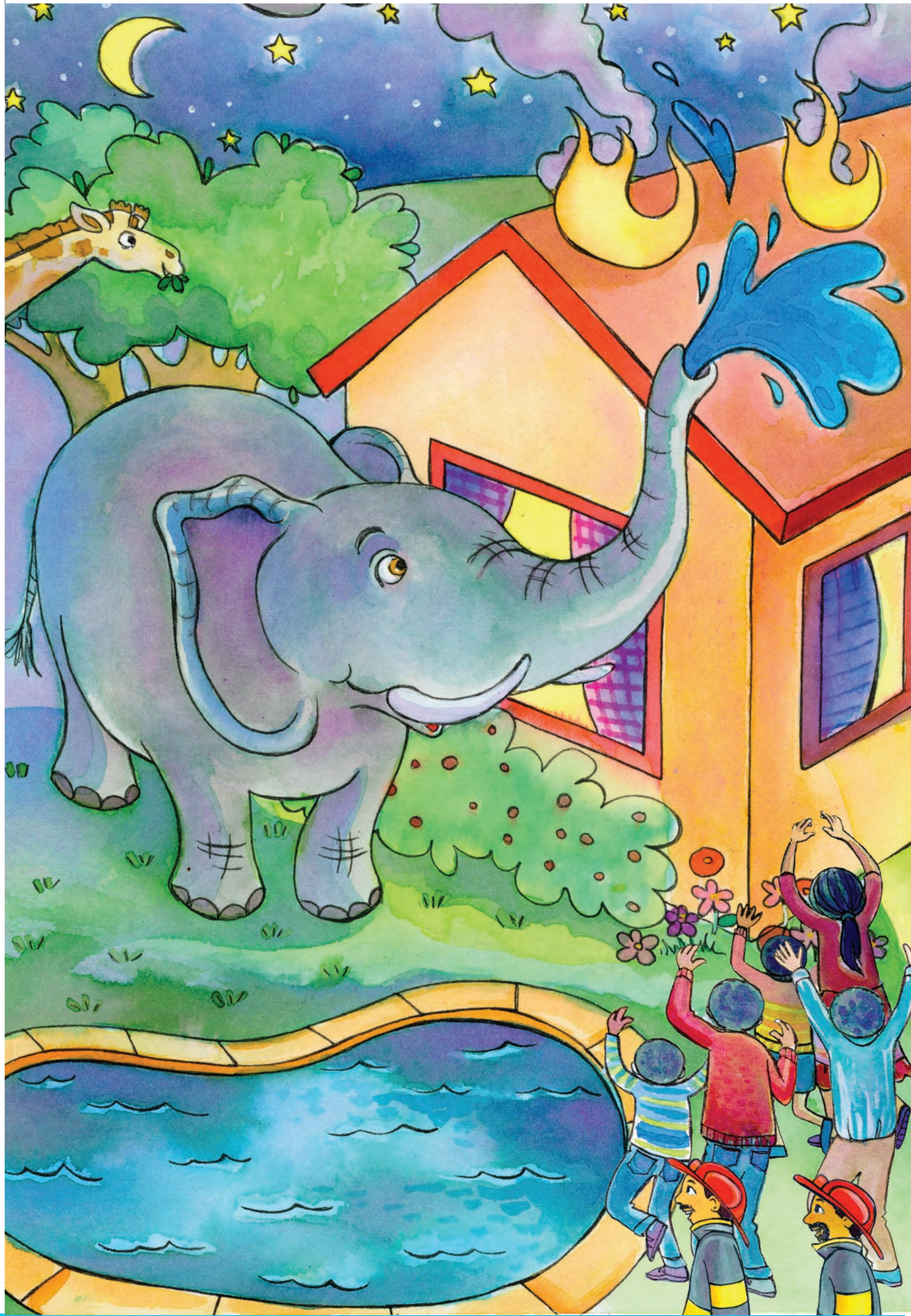
Felix the elephant was the last animal to leave the zoo. He walked through the town.

While he was walking along the road Felix saw a house in flames. He sucked up water from the swimming pool and sprayed the house. Soon the fire was out.

"Well done, Mr Elephant!" shouted the fire fighters.

"Hooray!" cheered the spectators.







Felix continued on his walk through the town towards the village.

He saw Ntebo walking from the river. She was struggling to carry a bucket of water.

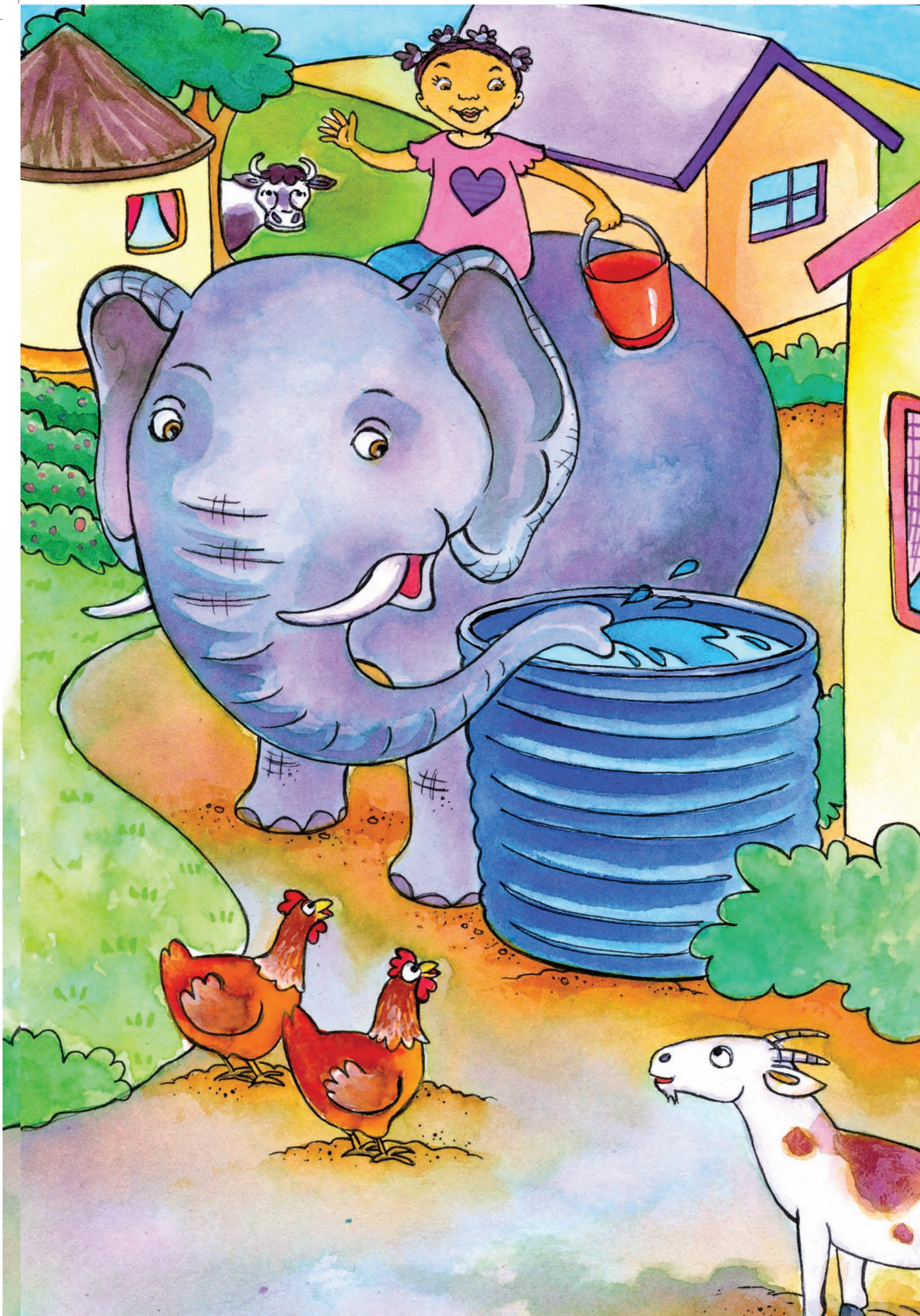
"I keep spilling the water," said Ntebo.

"Don't worry, I will help you carry water," said Felix.

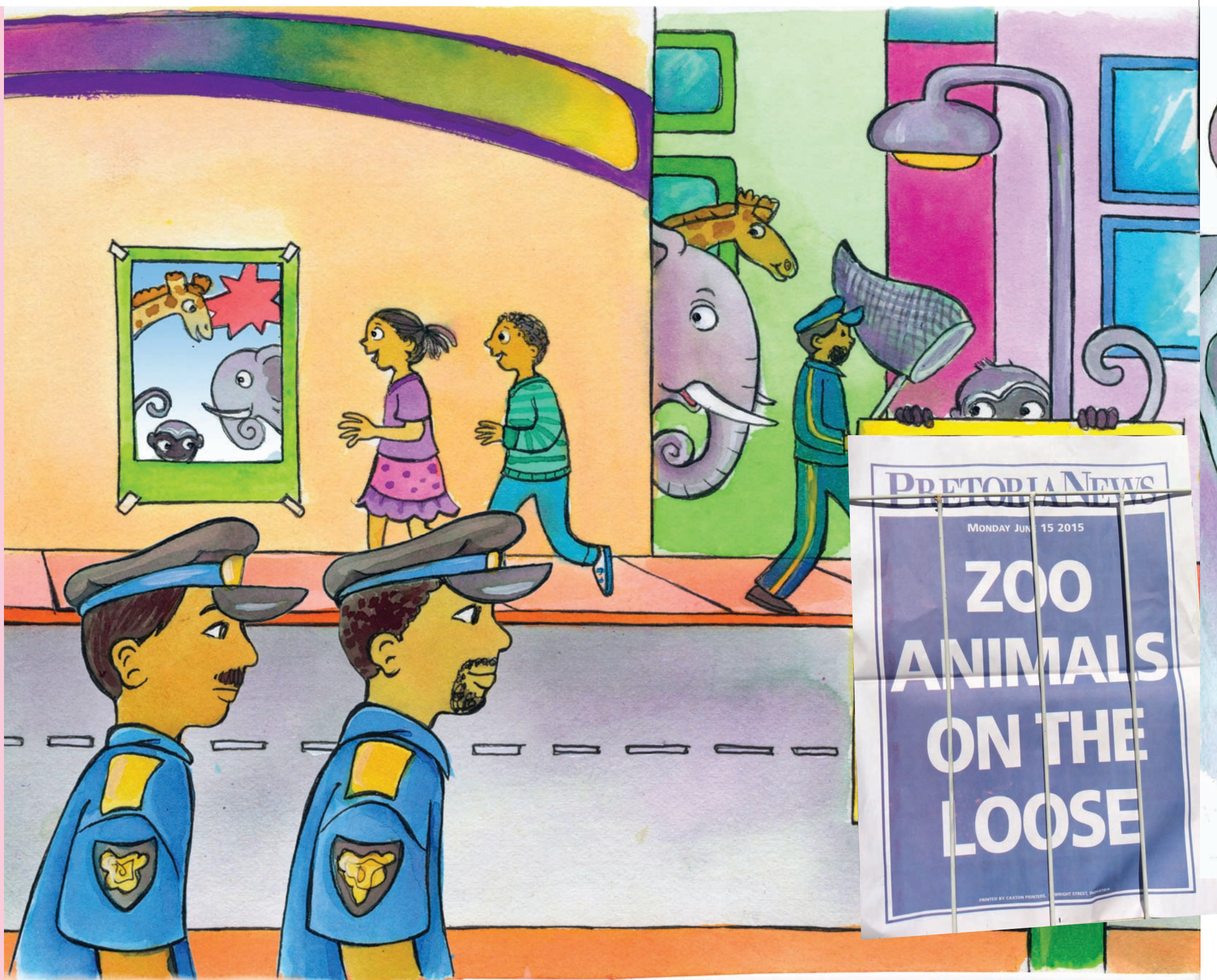
He lifted Ntebo onto his back and then he sucked up enough water to fill the water tank.







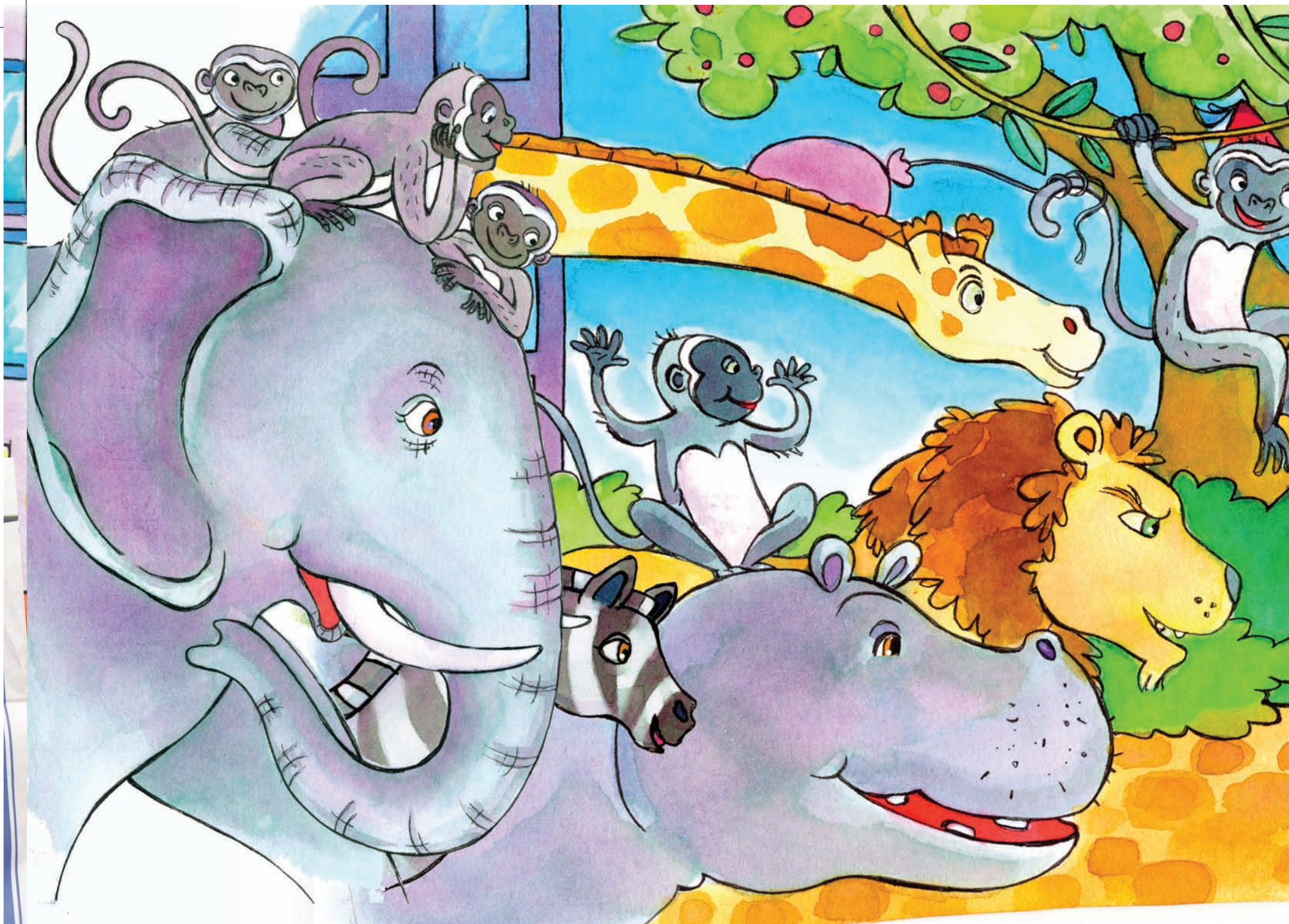




Soon the zookeeper and all his assistants were out looking for the animals. The police came to back them up.

Newspaper headlines and radio news flashes warned people about the lion on the prowl in the shops.





And then, all the animals decided to go back to the zoo.

"It's not easy finding food in town," said the lion.

"I can't sleep with all the traffic noise," said the hippo.

"It's like a jungle in the city," said the elephant.



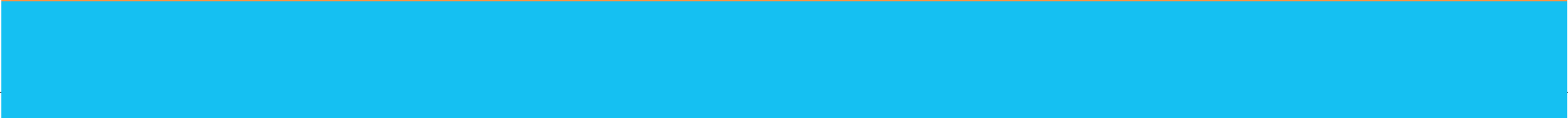
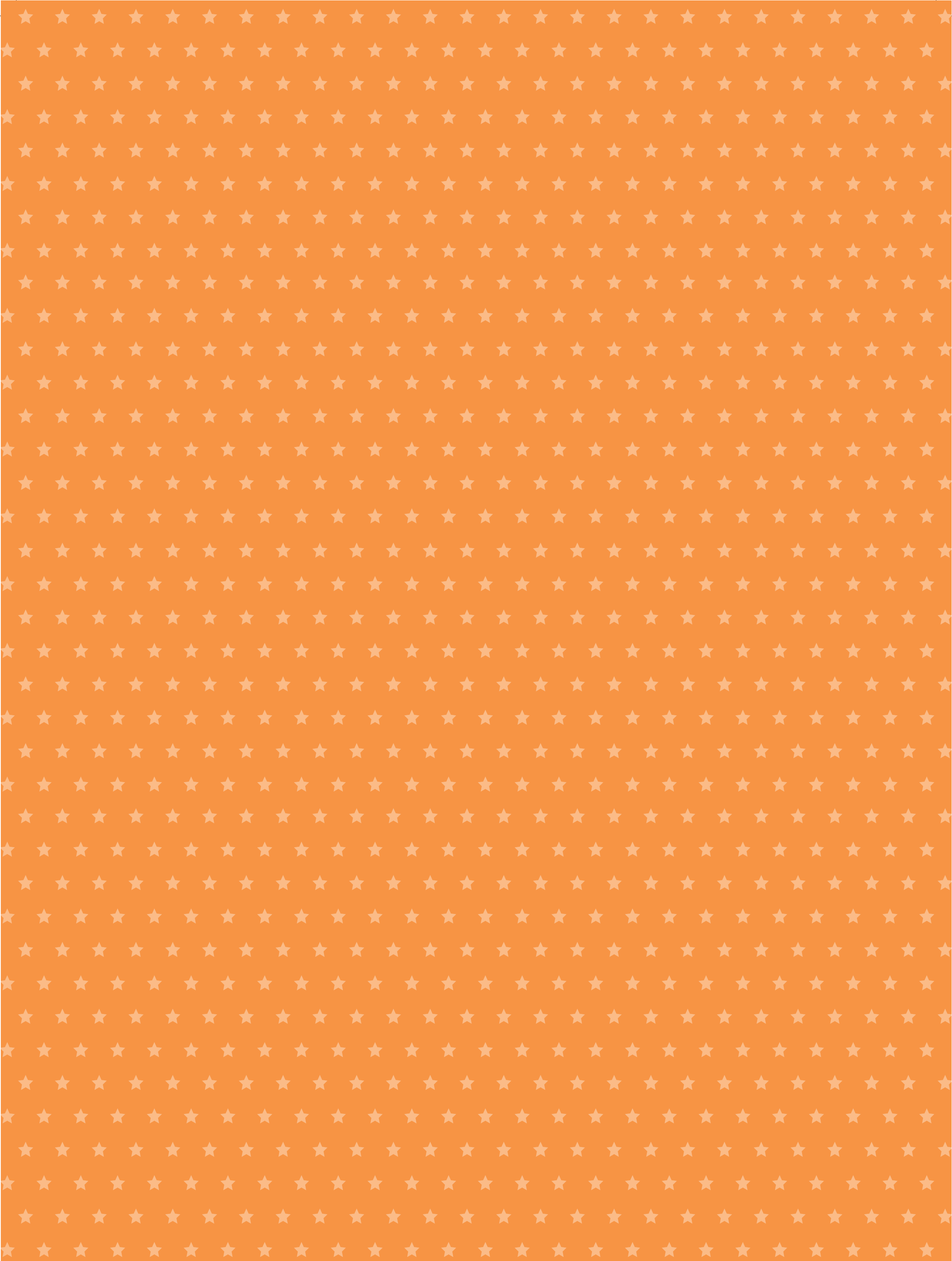


"We had lots of fun at the party, but we are tired and want to go back home," said the monkeys.

Mr Baboon, who had kept the keys, opened the gate to let the animals back into the zoo.

"Oh, now I know what happened to my keys!" said the zookeeper.







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.

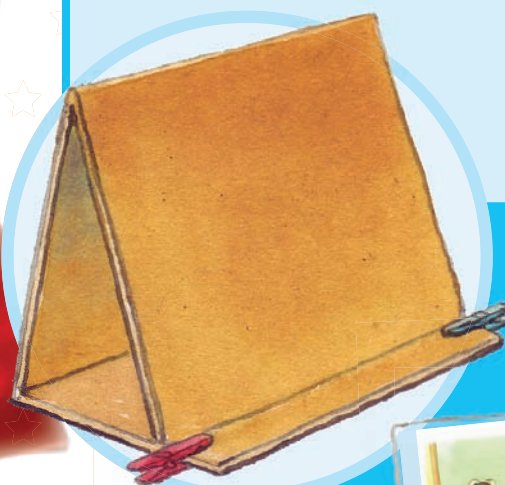
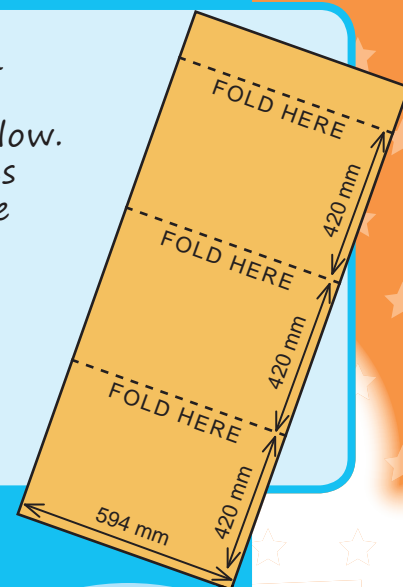


## Make your own Big Book stand

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

