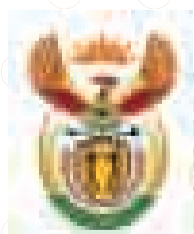




Grade 1

# A Big Book of little stories

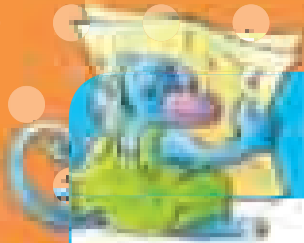


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Book

4

ENGLISH



# How to use this Big Book:

## The stories in this book:



### 1 The three little pigs

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### 2 The little red hen

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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

# The three little pigs



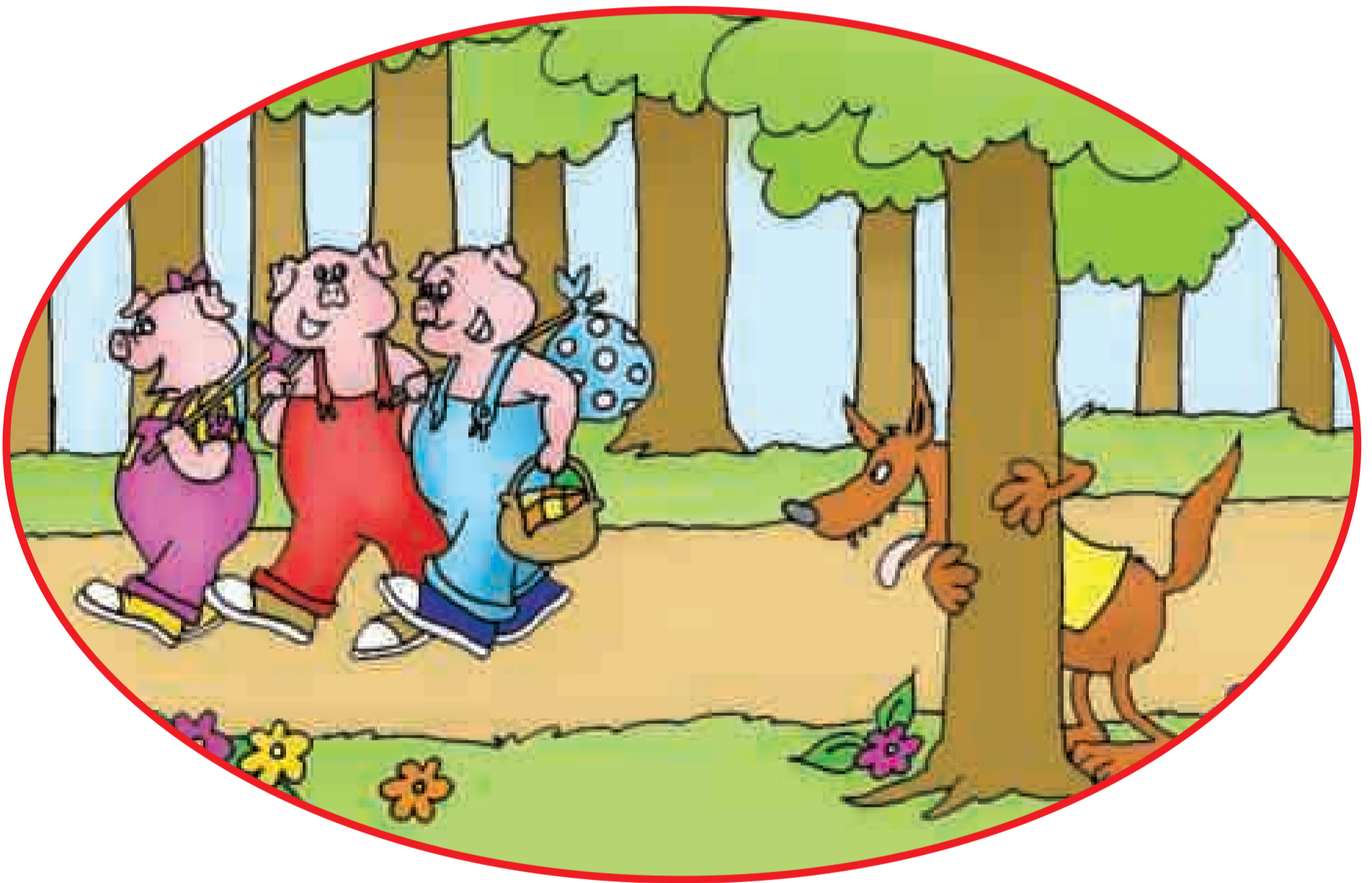


The three little pigs are leaving home. They want to build their own houses.



“Bye, Mama. We are going to live in our own houses,” they said.

The pigs stop  
to have a  
picnic.



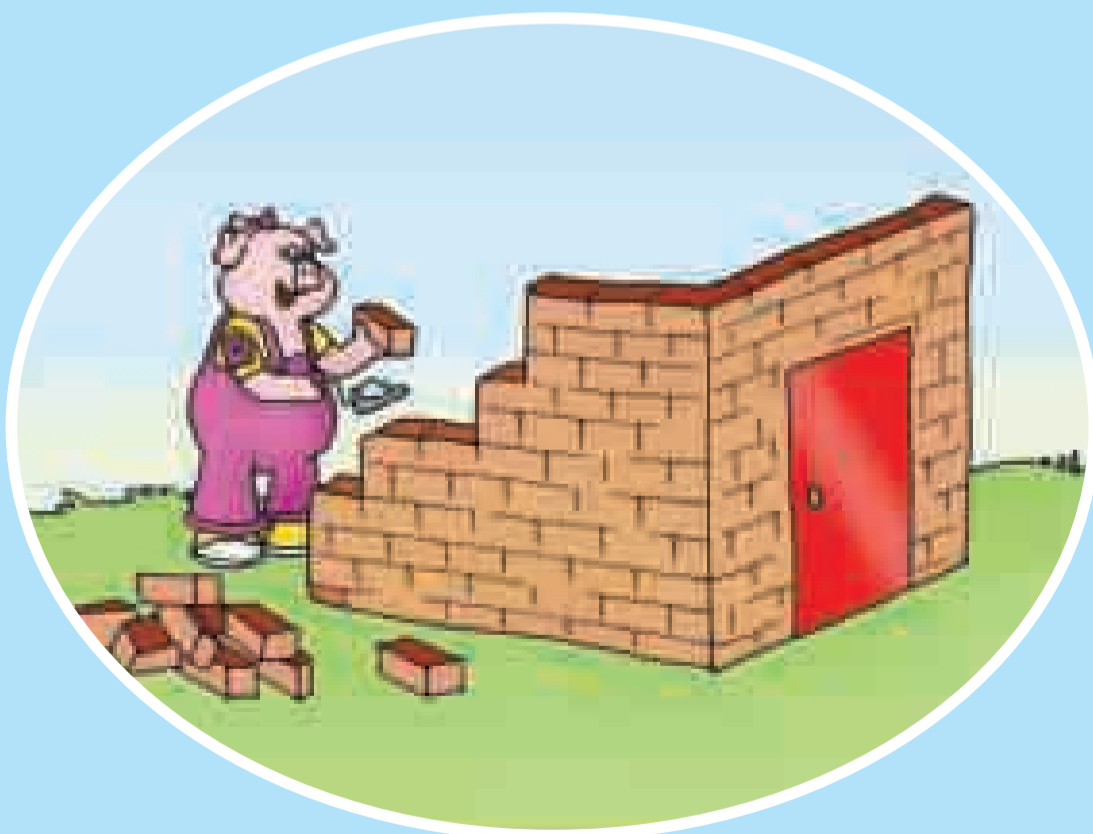
The wolf sees the pigs. He is very  
hungry. He wants to eat them  
for lunch.

The first pig makes his house from grass.

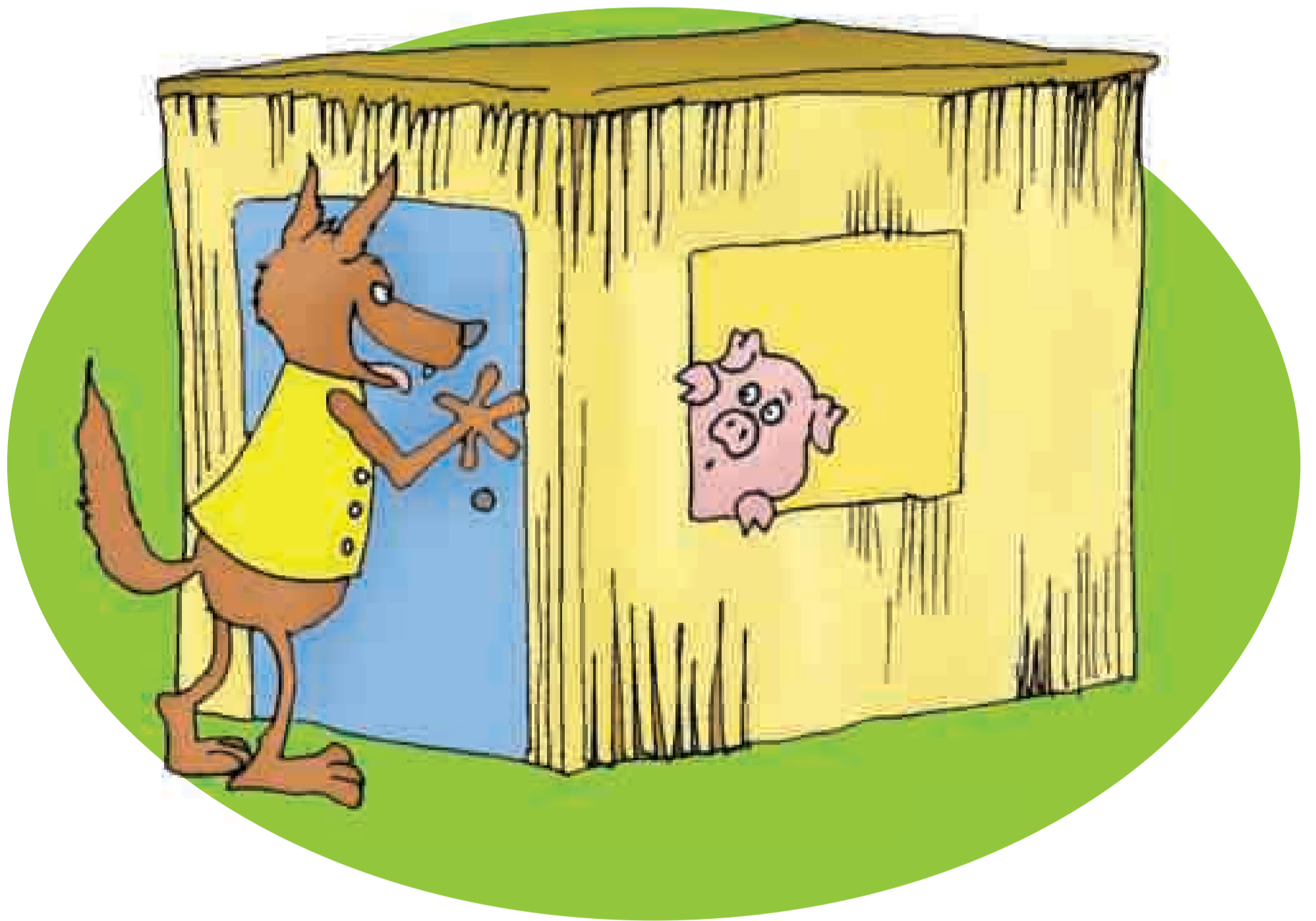


The second pig makes his house from sticks.

The third pig makes her house from bricks.



Then wolf tries to get into their houses. The wolf blows down the grass house.

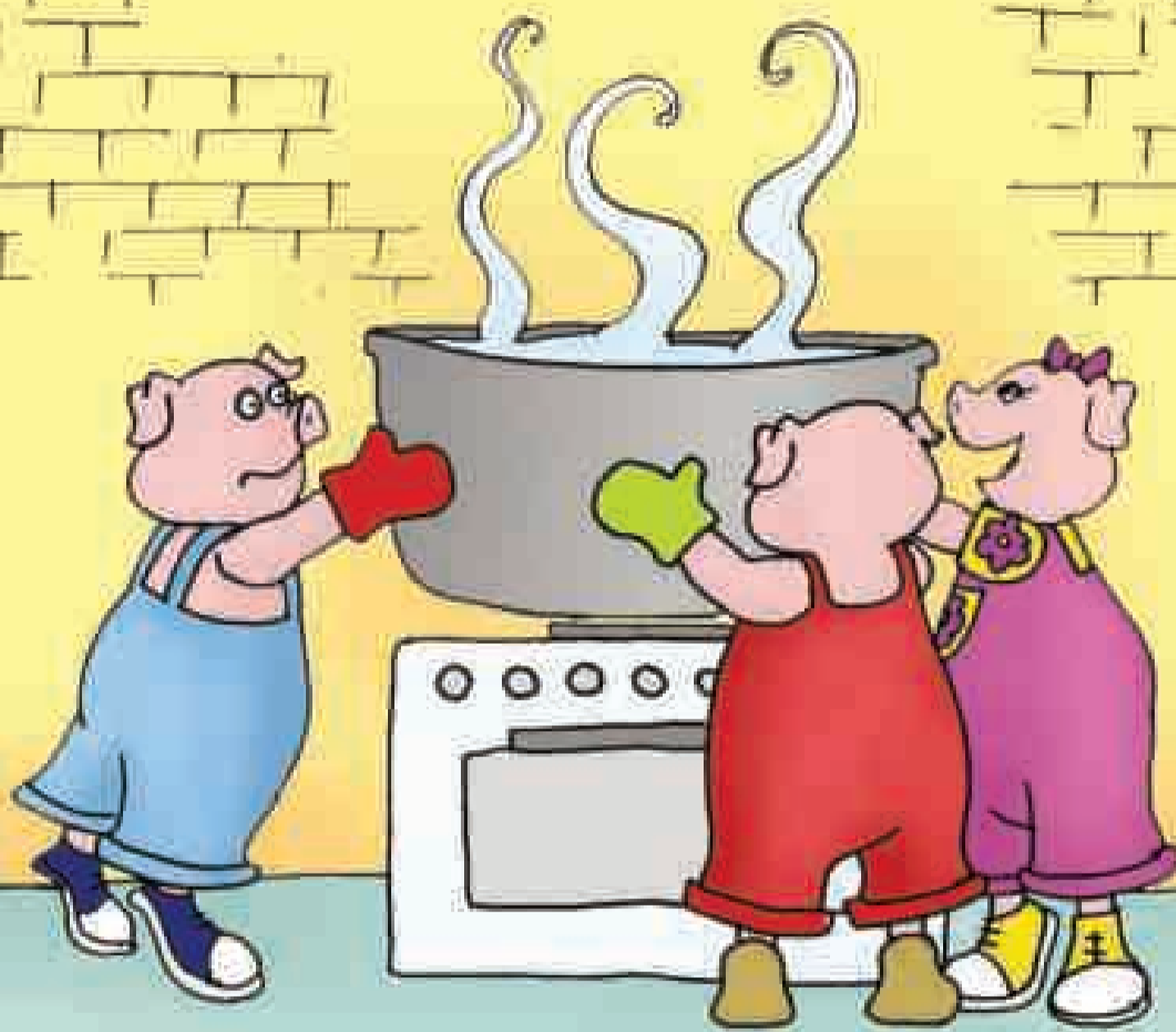




Then he blows down the stick house.  
The pigs run to their sister in the  
brick house.



The wolf tries to blow down the brick house, but he can't.



The pigs put a pot of water on the stove to boil. Then they put it under the chimney.

The wolf comes down the chimney.



“Aaaa!” screams the wolf. “It’s hot!”



The wolf jumps out of the water  
and he runs away forever.



The three little pigs sing,

Who's afraid of the big bad wolf,  
the big bad wolf, the big bad wolf,  
who's afraid of the big bad wolf,  
tralalala!

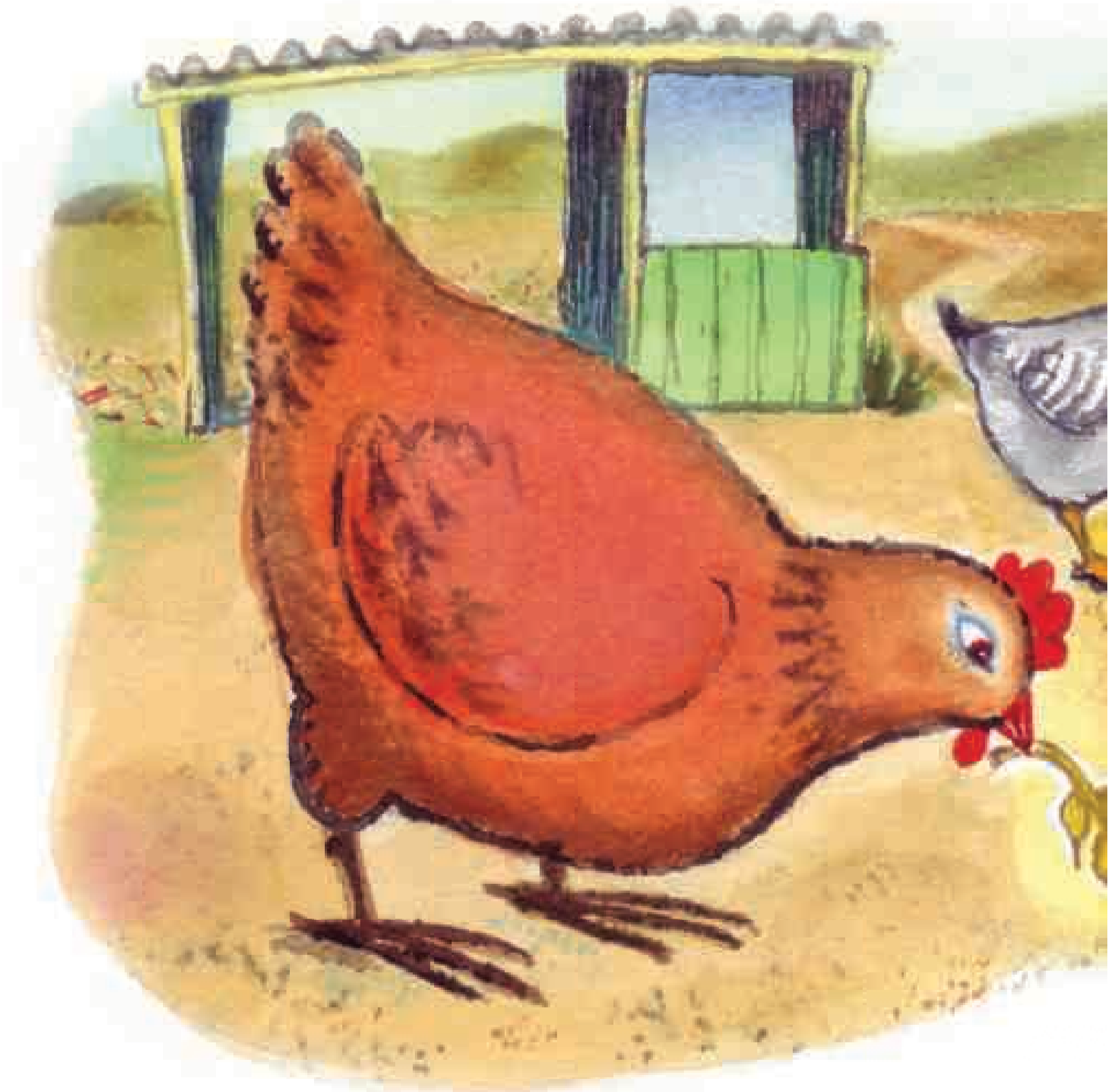
The three little pigs live  
happily ever after.

# 2

# The little red hen



One day, little red hen found some wheat.

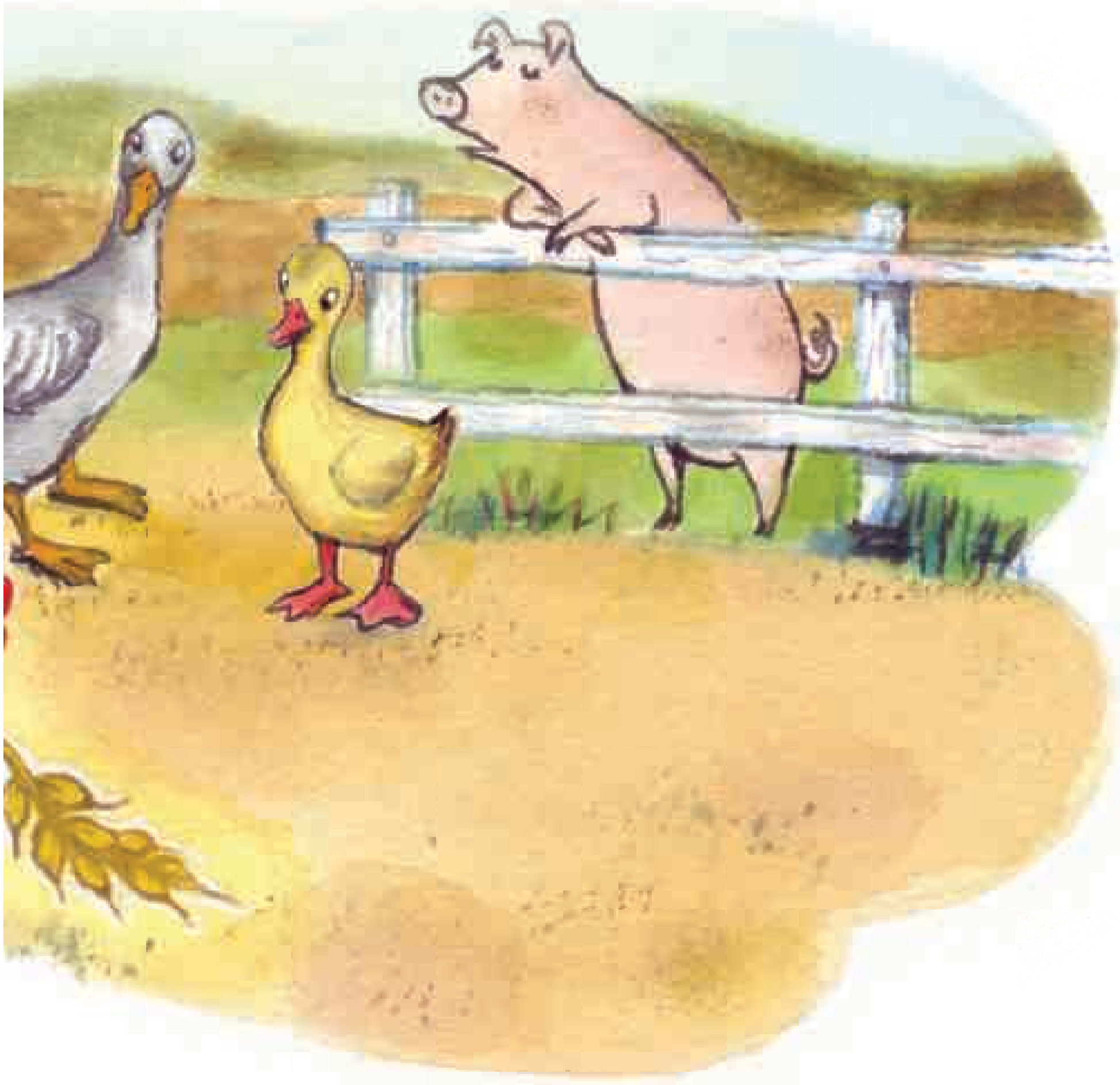


“Who will help me plant this wheat?” she cackled.

“Not I,” quacked the duck.

“Not I,” honked the goose.

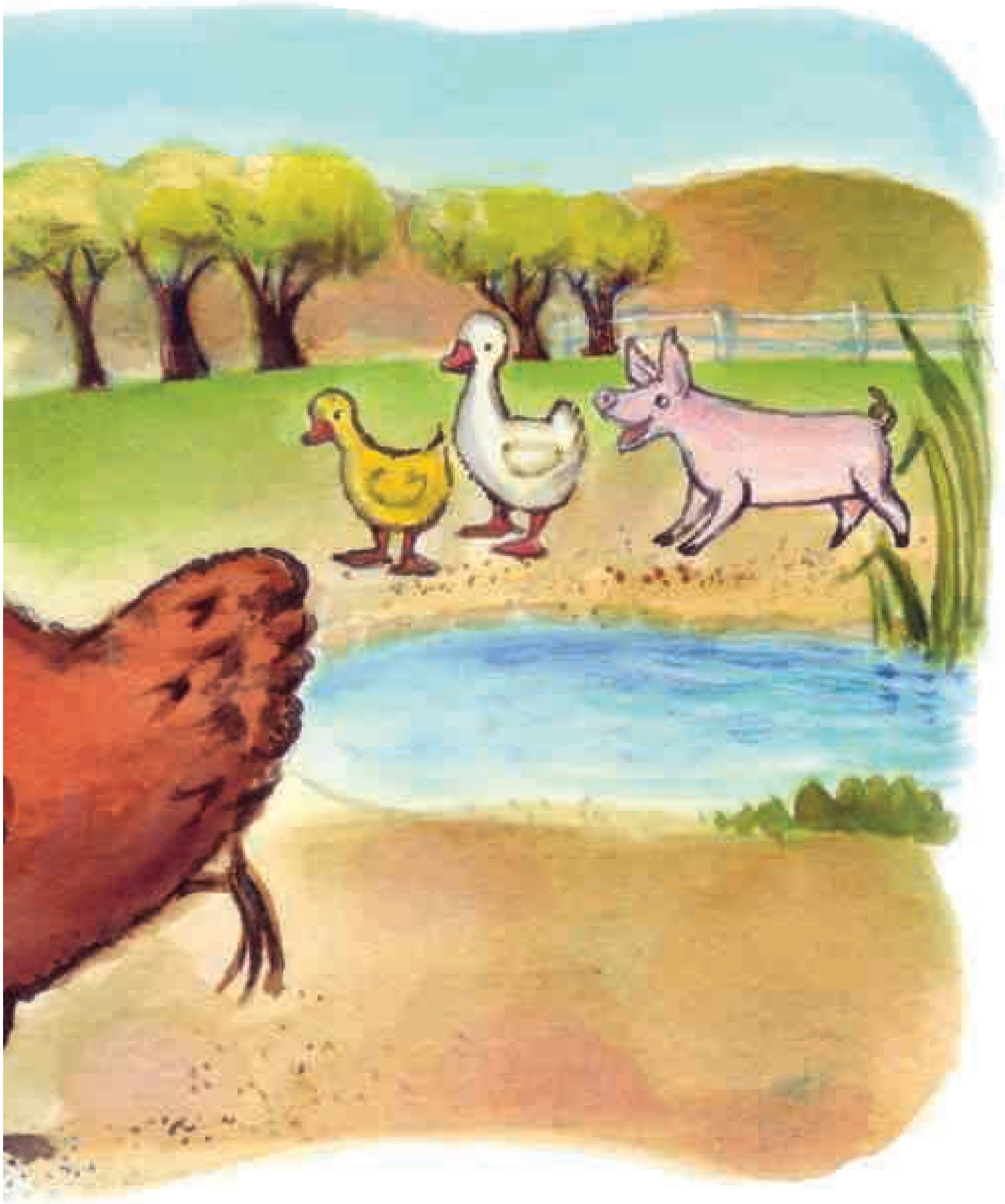
“Not I,” snorted the pig.



So she planted it herself.



The wheat grew into a tall plant.



“Who will help me cut this wheat?”  
cackled the little red hen.



“Not I,” quacked the duckling.

“Not I,” gobbled the gosling.

“Not I,” squealed  
the piglet.



So she cut it herself.

When the wheat was cut, the little red hen cackled, "Who will help me tie the wheat?"

"Not I," mooed the cow.

"Not I," barked the dog.

"Not I," meowed the cat.

So she tied it herself.



Then the little red hen cackled,  
“Who will help me grind the  
wheat?”



“Not I,” bleated the calf.

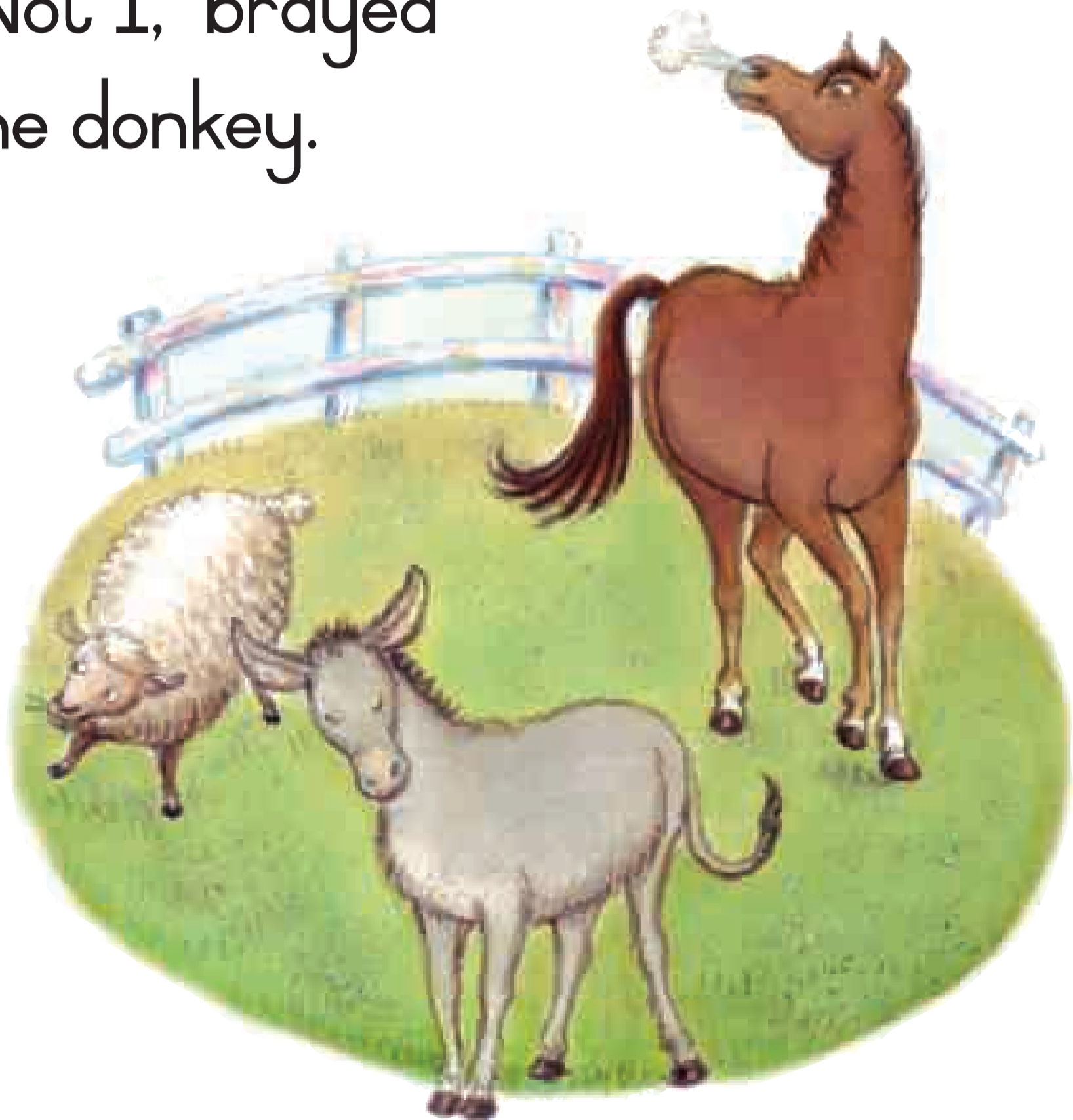
“Not I,” yapped the puppy.

“Not I,” purred the kitten.



So she ground it herself.

When the wheat was ground into  
flour, the little red hen cackled,  
“Who will help me make some bread?”  
“Not I,” neighed the horse.  
“Not I,” bleated the sheep.  
“Not I,” brayed  
the donkey.





So she made the bread herself.



When the bread was baked, the little red hen cackled, "Who will help me eat the bread?"

"We will!" shouted all the animals.

"No, you won't," cackled the little red hen. "I'll eat it myself."



And they ate the bread until they were full.



You always reap what you sow!

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.

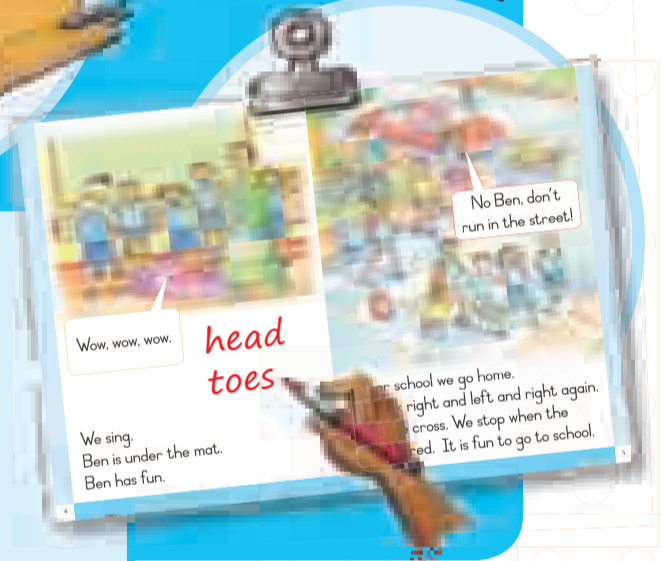
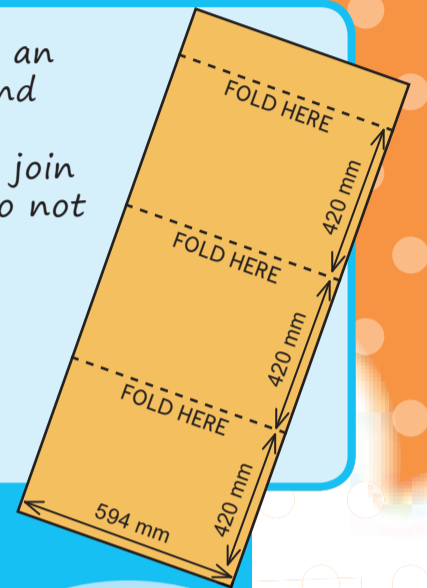
It is your task, as teacher, to make the stories come to life and to create an environment of fun and excitement. Big Book reading enables you to model the experience of reading in a way that is enjoyable for both you and your learners. We hope that this book will help you to do just that.

## 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

