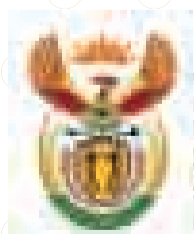




Grade 1

A Big Book of little stories

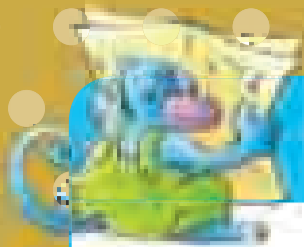


basic education
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Book

7

ENGLISH



How to use this Big Book:

The stories in this book:



1 The Ugly Duckling



2 The hippo and the tortoise

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.

The Ugly Duckling

It is time for my eggs to hatch. I want to see my seven baby ducks.



Mother Duck lives with her family on a farm. Mother Duck is sitting on seven eggs waiting for them to hatch.

Hello. I am Fluffy.

I am ZaZa.

I am Tsepo.



Where am I?

I am Girly.

I am Nicky.

Then, one by one all the eggs crack open. All except one. It is a very big egg.

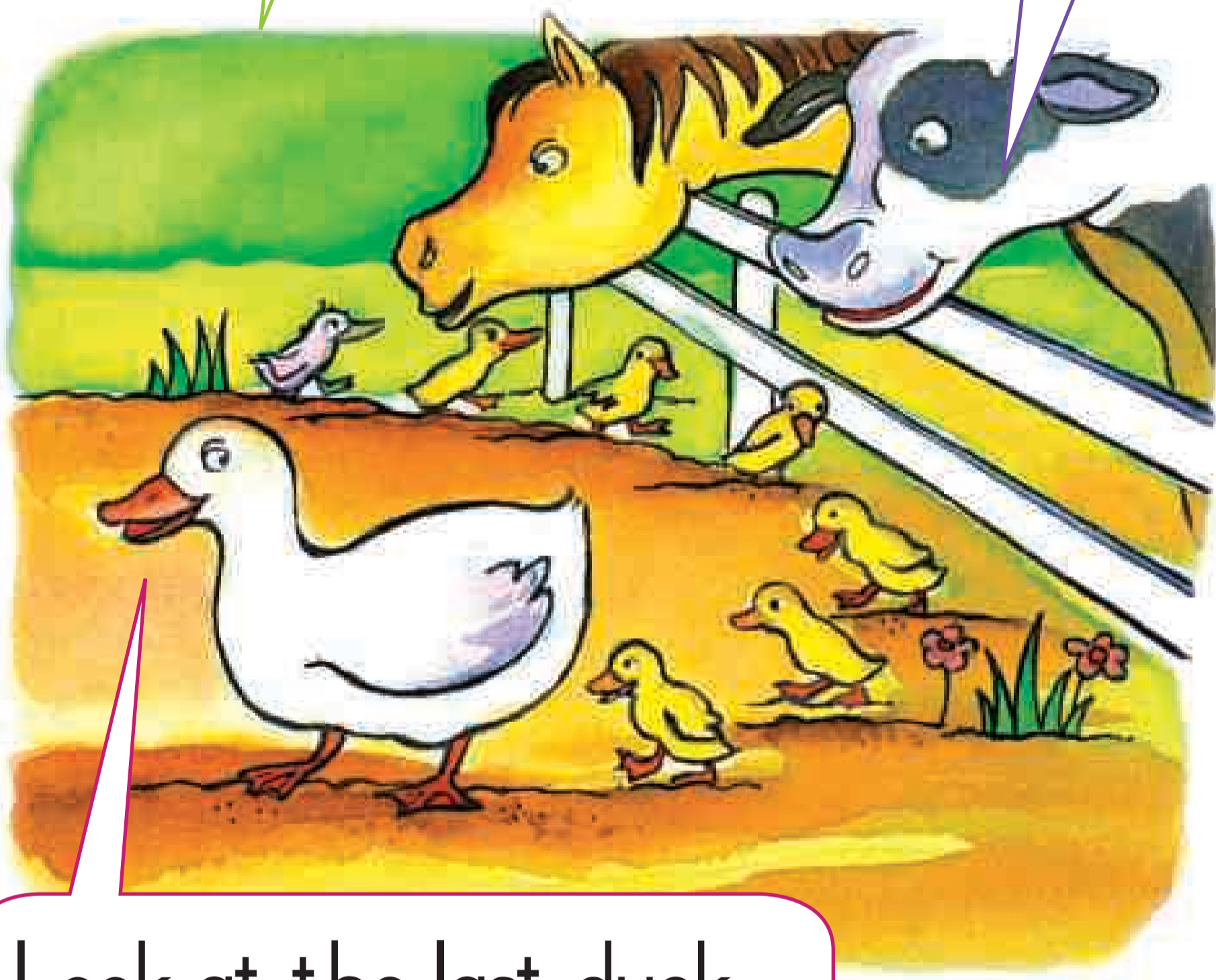
Where am I?
What's my name?



Mother Duck sits and sits on the big egg. At last it cracks open. Out jumps the last baby duck. It looks big and strong. It is a very ugly duckling.

What a strange-looking baby this is!

Ha ha ha!
It is such a funny duck.



Look at the last duck.

Mother Duck takes all her baby ducks to the pond.

All the ducks jump into the water.
They all swim and play.
The ugly duckling swims better
than all the other ducklings.



Then they go to the farm. The other animals are nasty to the ugly duckling. The hens peck him and the dog barks at him.



Everyone is so nasty to me. I am running away.



One night the ugly duckling decides to run away.

I wish I could play with them.
They are so beautiful. I am so ugly.



He goes to the river. He sees many beautiful big birds swimming in the river. Their feathers are so smooth. They have long necks. Their wings are so pretty.



Then one day the winter comes.
There is snow all around. The river
turns to ice.
The ugly duckling is very cold and
unhappy.



And then comes the Spring.
The sun shines again and the trees
are fresh and green.

One morning the ugly duckling sees
the beautiful swans again.

The duckling is very sad.
He begins to cry.

I am so ugly, I am alone.
I have no friends.



Is that me?



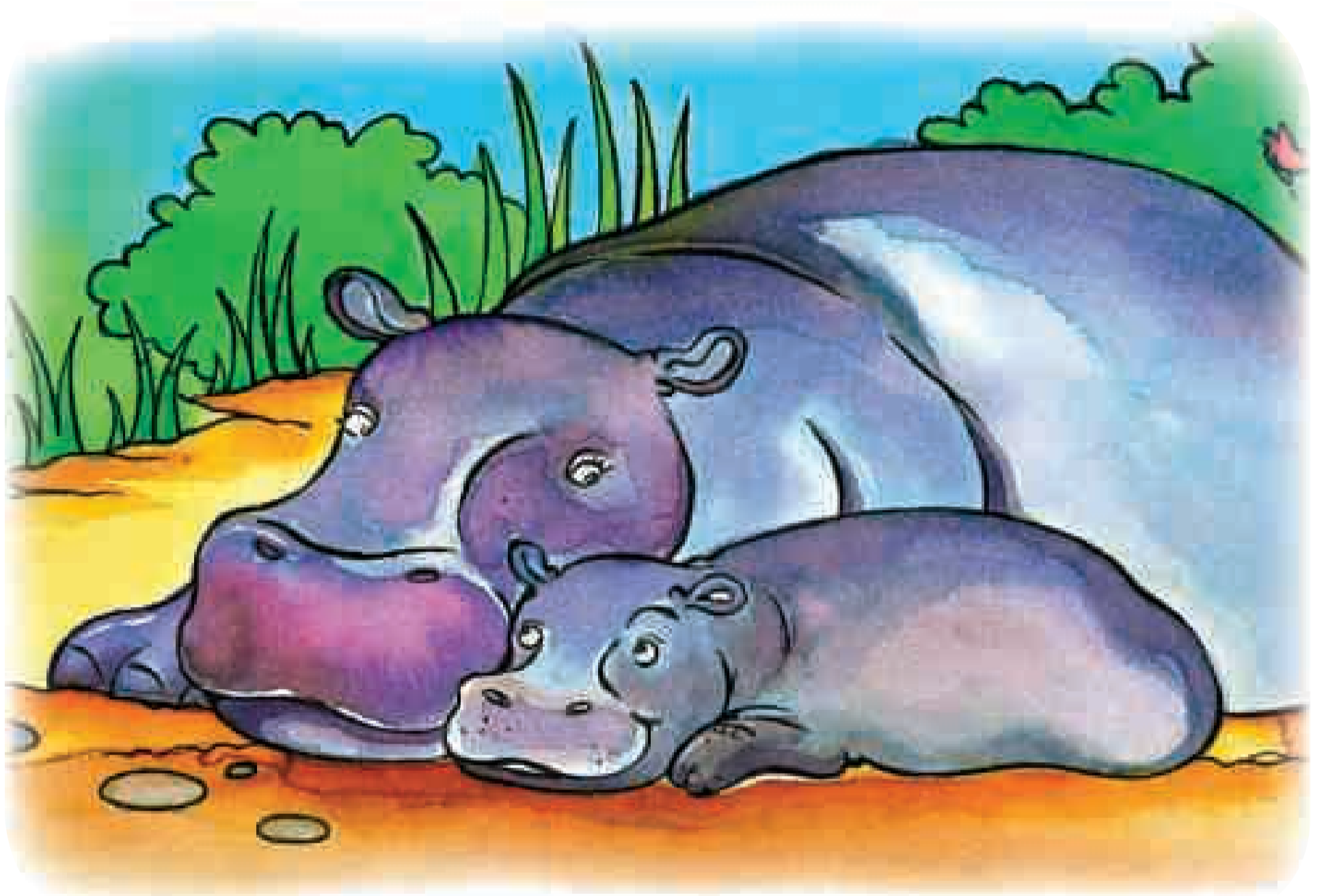
While he is crying he looks down between his tears. He sees his reflection.

He is a beautiful swan.

Come and swim with us. You are a swan, like us. You are the most beautiful of all swans.



Just then some swans swim by.
They call the ugly duckling to swim
with them. The ugly duckling jumps
into the water.
He feels very happy.



The baby hippo was living happily with his mother.

Help! Help!
Where is my mommy?

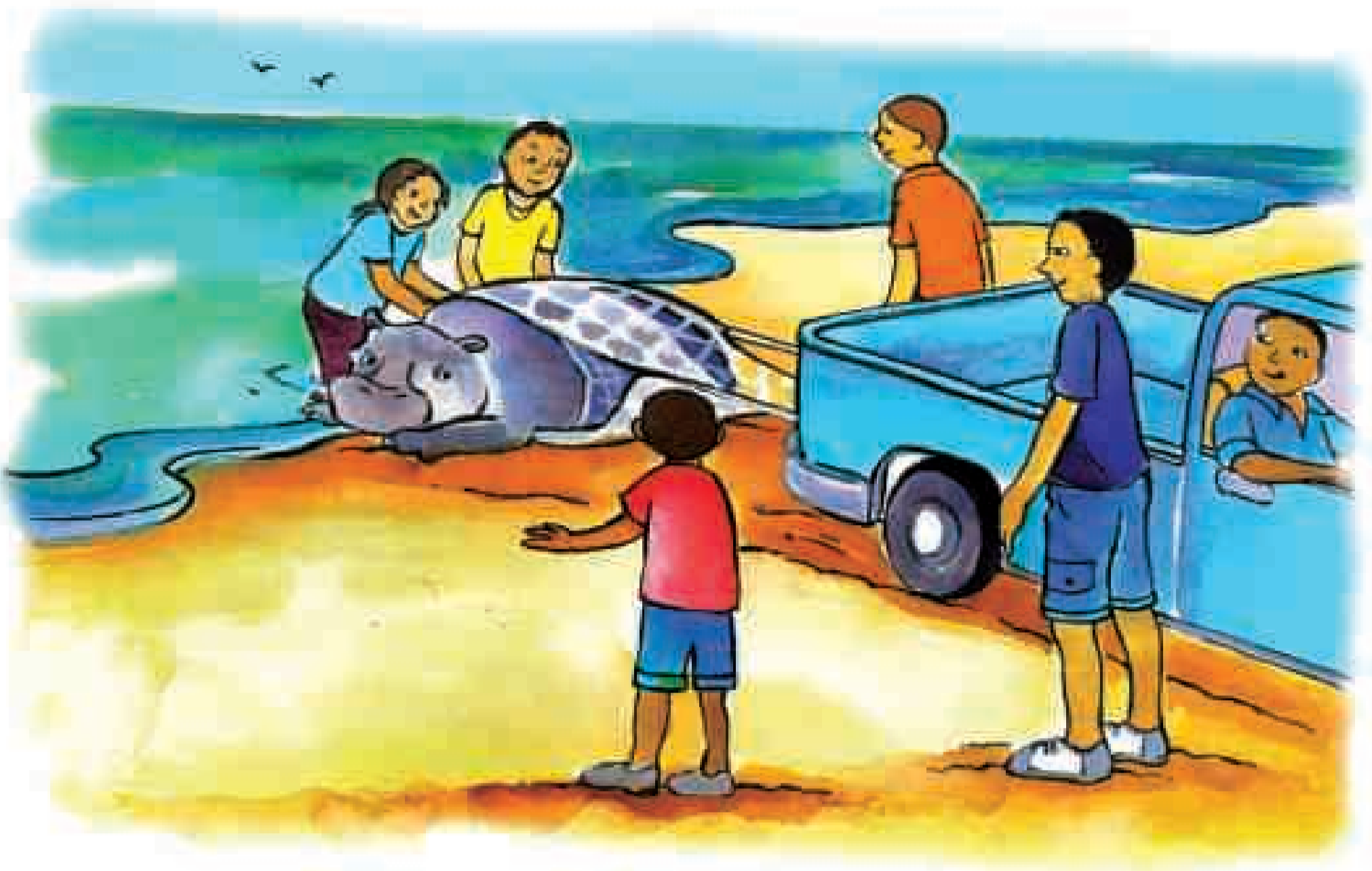


One day there was a big storm.
The rain washed the baby hippo
from his mother.

Help! Help me, please!
I am too small to swim.



The water washed him down the
river and he landed in the sea.



Everyone tried to help the hippo to get back to land. They used fishnets and a car to pull him out of the sea.

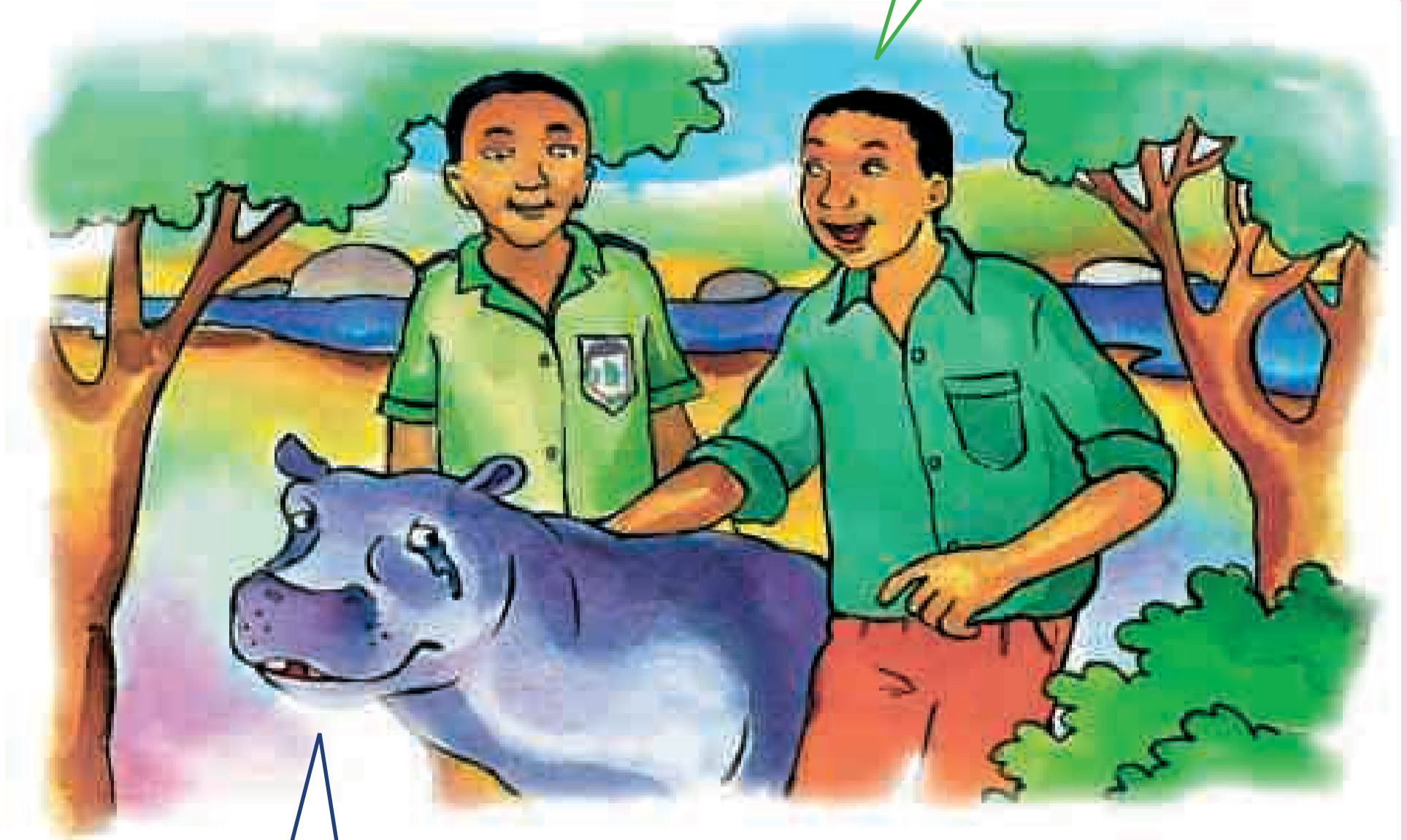
This baby hippo is lucky.
Let us give him a name.



Give him my name.
Call him Owen.

They pulled the baby hippo out
of the sea.

Come, baby Owen. We will take you to a game park.



I want my mommy.

They took Owen to a park. He lived in a garden with a big pond.

What's your name?



I am Mzee. I am 130 years old.

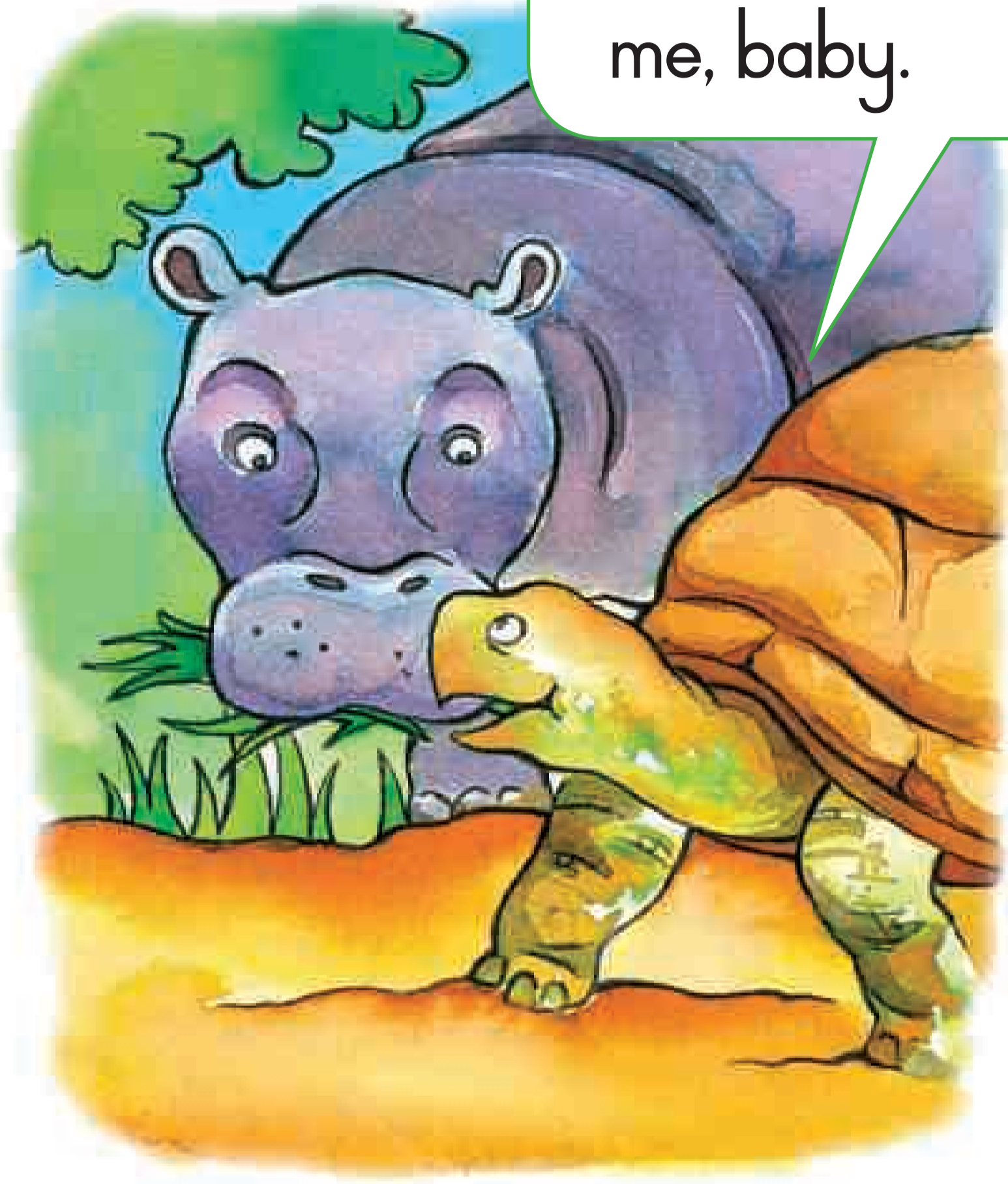
In the park, he met a big tortoise.

Will you be my mom? Please?



The baby hippo missed his mother but the tortoise made him feel loved again.

Now listen to
me, baby.



The old tortoise could see that Owen was a baby. He had to look after Owen and show him what to eat and where to sleep.

I love you mama.



The hippo and the tortoise were best friends. They ate, swam and played together.



Owen played with the old tortoise.
He liked to ride on Mzee's back.



Later when Owen got older he met a girl hippo called Cleo. Today he lives happily with Cleo.

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.

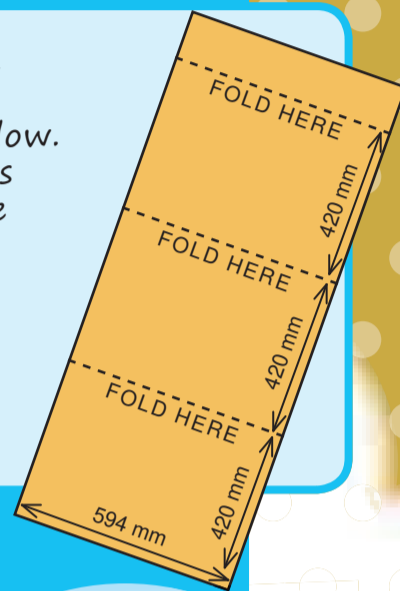
It is your task, as teacher, to make the stories come to life and to create an environment of fun and excitement. Big Book reading enables you to model the experience of reading in a way that is enjoyable for both you and your learners. We hope that this book will help you to do just that.

Make your own Big Book stand

You will need:

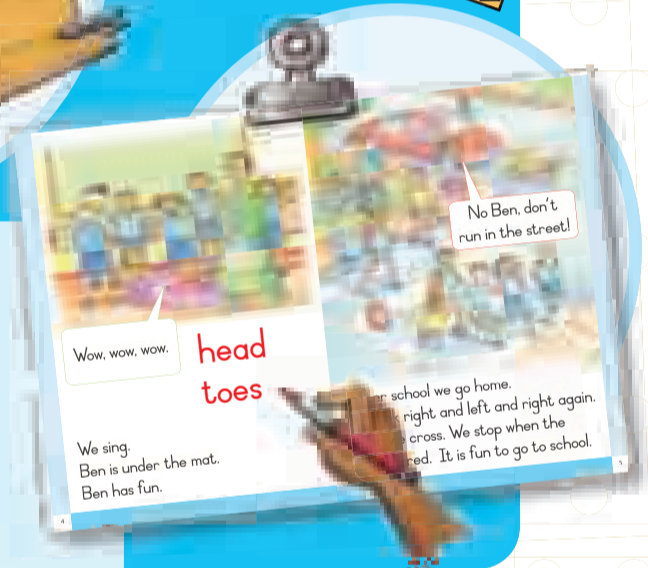
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

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

