



Grade 1

A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
Basic Education
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Book

2



How to use this Big Book:

Term 2 Stories in this book:

1

The 'A' friends

1

2

Andani feels proud

15

3

The Little Red Hen

27

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Khwezi finds a worm

43

5

How the zebra got its stripes

55

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A Farm Visit

69

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Jabu's big kick

81

8

Let's play Bhathi

89

9

The Three Little Pigs

99

10

The three little mice

113

Dear Teachers

Please use these big book stories during your Shared Reading lessons.

In Grade 1, Shared Reading is done five times per week as follows:

- Monday: Pre-Read
- Tuesday: Read One
- Wednesday: Illustrate the Story
- Thursday: Read Two
- Friday: Post-read

Please prepare your learners for these lessons as follows:

Make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably.
2. Keep your hands in your laps.
3. Keep your eyes and thoughts on the story.
4. Turn your voices off (*make a gesture showing zipped lips*).

Below is a brief description of each of the five Shared Reading lessons.

Shared Reading: Pre-Read

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Show learners the cover of the story and read the title aloud.
4. Ask learners: What do you think will happen in this story?
5. Next, look at each picture in the story, and as you look, ask learners:
 - a. What do you see in this picture?
 - b. What do you think is happening here?
 - c. What do you think might happen next?
6. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
7. Thank learners for their predictions.

Shared Reading: Read One

In Read One, ensure that learners have a clear understanding of the story, and that they start to enjoy the story.

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
3. At the same time, during Read One, we also focus on modelling and teaching a comprehension strategy to learners.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 1. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Shared Reading: Illustrate the Story

This activity is done to give learners a chance to consolidate their early understanding of the story, and for you to see how much of the story each learner has understood.

1. Begin by modelling the activity for learners.
2. Then, instruct learners to complete the activity in their exercise books.
3. Tell learners to draw their favourite part of the story.
4. Tell learners to think before they write.
5. Tell learners to turn and talk and explain their favourite part of the story to a partner.
6. Tell learners to draw the picture of the part of the story you like best.
7. Tell learners to try to add labels to the drawing.

Shared Reading: Read Two

In Read Two, we continue to build comprehension skills by re-reading the story to learners, and by focussing on a specific comprehension strategy.

1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions, facial expressions, and vocal expression to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during Read Two, you will reinforce the comprehension strategy.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 2. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Shared Reading: Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt. You will find the Post-Read activities in the lesson plans. They include oral recounts, summaries, and acting out the story.

Most importantly, please use the Shared Reading lessons to develop learners' confidence and curiosity! Create a safe environment for learners to use new language and answer questions, without a fear of making mistakes. Encourage learners to ask questions and make observations about the stories. Build emotional connections with your learners, by letting them share their own, similar experiences. And of course, show learners that reading is interesting and fun!



Anopa and Akani had been best friends from birth. They were both born in August. They both had 'A' names. Anopa and Akani played together every day.



The two boys were in different classes at school, but they always played together at break. Every day they met at the Acacia tree so they could decide what to do.



On Monday they decided to run. While Anopa was running, he tripped on a stone and fell to the ground. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.



READ 1

I **wonder** how Anopa feels when his friend calls him a baby?

READ 2

I **can infer** that Anopa didn't think it was funny when Akani called him a baby, because he didn't laugh.

On Tuesday they decided to play soccer. While Anopa was playing, another boy kicked him. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.



READ 1

Akani thinks he is being funny, but I **can infer** from the picture that Anopa doesn't like when his friend calls him a baby.

READ 2

I **can infer** that Anopa didn't like Akani's joke, because he didn't laugh.

On Wednesday they decided to slide. When Anopa slid down the slide, he went too fast and landed hard on the ground. He began to cry. 'Stop crying! You're like a big baby!' Akani joked. But, Anopa didn't laugh.



READ 1

I can infer that Anopa is getting more and more upset that his friend is calling him a baby! **I wonder** what he will do?

READ 2

When Anopa doesn't laugh, **I can infer** that he doesn't like being called a baby – even though it is a joke!

On Thursday, when Akani got to the Acacia tree, Anopa was not there. Akani decided to look for his friend. He looked everywhere. He finally found Anopa on the swings with Bongani. 'Why didn't Anopa wait for me to play?' Akani wondered angrily. He played by himself for the rest of the break.



READ 1

Oh! I see that Anopa is playing with a new friend. I **wonder** if it is because Akani kept calling him a baby?

READ 2

I **can infer** that Anopa found a new friend to play with because he didn't like Akani calling him a baby. It made him not want to play with Akani!

That night, Akani's father asked him if he had a good day.

'No,' said Akani, 'Anopa didn't wait for me to play.'

'Why not?' his father asked.

'I don't know,' Akani shrugged.

'Did anything happen between the two of you?' his father asked.

'I don't know,' Akani shrugged.

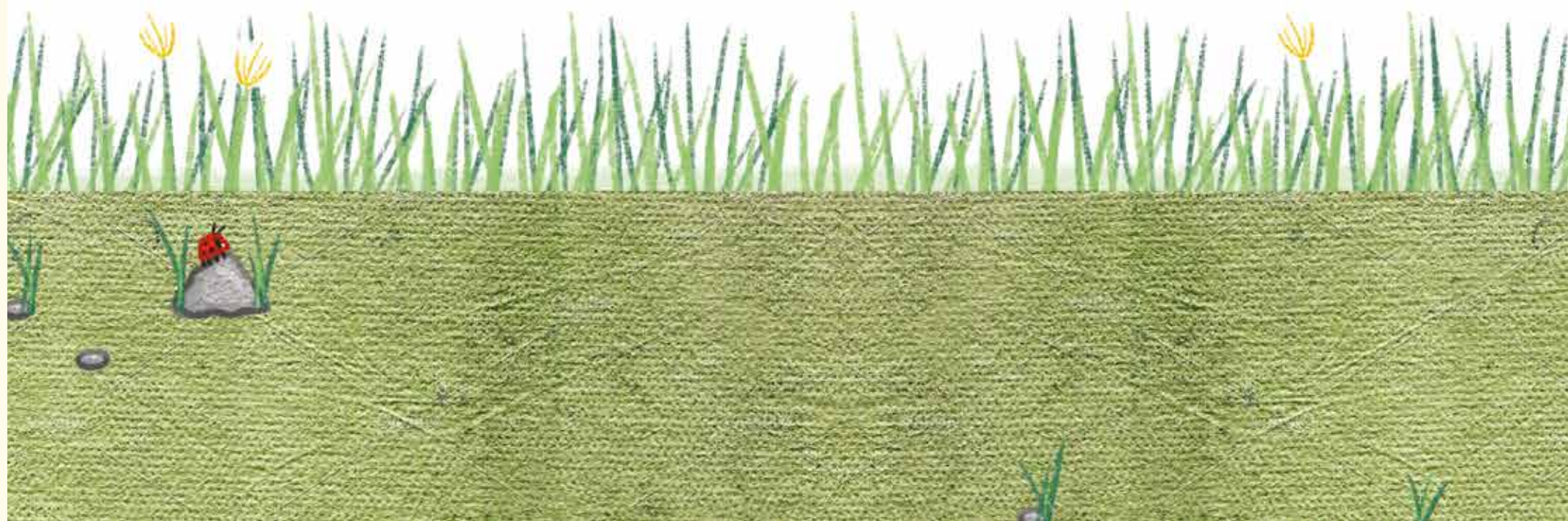
'Are you sure nothing happened?' his father asked again.

Akani thought and thought. 'Well...Anopa always cries at break...I called him a baby.'

'How do you think you would feel if Anopa called you a baby?' his father asked.

Akani thought and thought. 'I think I would feel upset!' he said.

'What do you think you could do to fix it?' his father asked.





READ 1

Akani thought his joke was funny. **I can infer** that he didn't think about how the joke might hurt his friend's feelings.

READ 2

It was difficult for Akani to figure out why Anopa didn't play with him. It took him a long time for him to figure out what could be wrong. **I can infer** that Akani didn't mean to hurt his friend's feelings – he thought he was just being funny.

'I want to make him a card to say sorry,' Akani said.

He ran to get a piece of paper. He folded it in half. He drew a picture of him and Anopa playing together. Then he wrote, 'Sorry!'



READ 1

I **wonder** if Anopa will forgive his friend when he sees the card?

READ 2

I **can infer** that Akani wants his friend to know he feels sorry, because he spends time making him a card.

On Friday before school began, Akani looked everywhere for Anopa. When he found him, he handed him the card. 'I'm sorry!' he said.



At break time, Anopa was waiting for Akani at the Acacia tree. But he wasn't alone. Bongani was with him. 'Thanks for the card,' Anopa said. 'Let's play, and Bongani can play too!'

Bongani didn't have an 'A' name. He wasn't born in August. But, it was still good to play with a new friend.



READ 1

I can infer that Anopa has forgiven his friend, because he shows up at their normal meeting spot.

READ 2

I can infer that Anopa liked playing with Bongani, because he brings him along to play – even though he has forgiven Akani!



READ 1

What makes Anopa cry?

He tripped on a stone, he got kicked by another boy, and he landed hard on the ground.

What did Akani say when Anopa cried?

He called him a baby.

Why did Anopa play with a new friend on Thursday?

- Because he didn't like being called a baby.
- Because Akani had called him a baby on Monday, Tuesday and Wednesday and he didn't like it.
- Because he wanted a friend who wouldn't laugh at him when he got hurt.
- Because Akani hurt his feelings.

READ 2

How can we infer that Anopa didn't like Akani's joke?

- Because he didn't laugh.
- Because he found a new friend to play with.

What did Akani make his friend?

He made him a card to say sorry.

Why did Akani speak to his dad in the story?

- Because he had a bad day.
- Because he was sad when Anopa played with a new friend instead of him.
- Because he didn't understand why Anopa didn't want to play with him.
- Because he needed help to figure out what was wrong.

The 'A' friends: Activity Ideas

Clapping game

- 1 Seat the learners in circles of about five.
- 2 Learners should clap a slow rhythm – they should clap their hands on their legs and then clap their hands together – they should do this over and over.
- 3 Then, the first learner must say – let's call, girls names, /d/ sound.
- 4 Then, going around in the circle, each learner must say a girl's name that start with the sound /d/.
- 5 When the group runs out of /d/ names, it is the next learner's chance to say – let's call, boys' names, /s/ sound.
- 6 Then, going around in the circle, each learner must say a boy's name that starts with the sound /s/.
- 7 And so on...

Making cards

- 1 Give each learner a piece of A4 paper.
- 2 Show them how to fold it in half, or even in quarters if you prefer.
- 3 Then, tell learners that they are going to make a card for a friend.
- 4 Explain that it is always nice to get a card from a friend.
- 5 Sometimes it may be a card to say, 'I'm sorry' if your friend upset you.
- 6 But it may also be a card to say 'thank you for being my friend'.
- 7 Show learners how to draw a picture on the front cover.
- 8 Then write these short sentences on the chalkboard for learners to copy. They should choose one sentence:
I am sorry.
Thank you.
- 9 Let learners give the cards they make to their friends – try to arrange it that every learner receives a card.



Dakalo and Andani were best friends.



READ 1

I can **connect** this to the story we read last week! These characters are best friends, just like Anopa and Akani.

Dakalo was the best runner at school. He was so fast. Usually, Andani was his biggest fan. He cheered for him. He brought him water at the end of the race.

But the school athletics day was coming up. The Principal, Mr Tlou, announced that the winner of the 100 metre race would win a trophy! Andani decided he had to win the race – he had to beat Dakalo, just this once.



READ 2

Andani is feeling like he wants to win – to be the best. I can make a **connection** to this. My friend in High School was the best in drama she always got the lead roles. I felt like just once, I wanted to get a better part in a play than her. I felt jealous.

Every day after school, Andani practiced and practiced.



He ran and ran.



READ 2

That's just like me and my friend – I wanted to get a better part and I practiced and practiced.

On the day of the race, Andani felt ready to win. When the whistle blew, Andani ran as fast as he could. But no matter how he tried, he couldn't keep up with Dakalo. Dakalo made running fast look so easy!



READ 2

On the day of the auditions, my friend still got the part of the play I wanted – even though I had practiced so much. I felt so upset. I felt jealous of my friend for getting the part in the play I wanted.

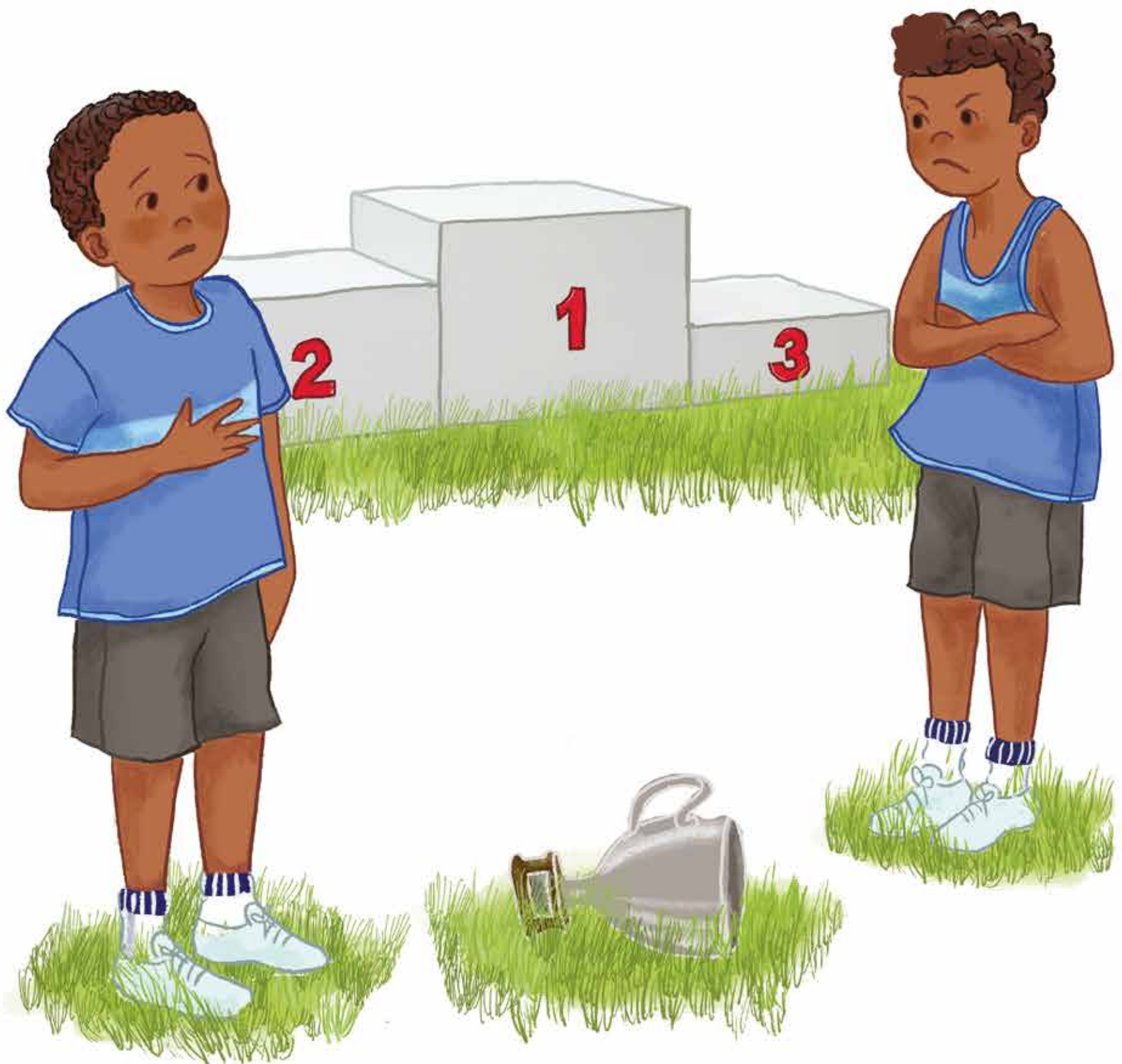
After the race, Mr Tlou told all the children to sit and be quiet. Then, he called Dakalo to come and stand on the stage. Mr Tlou handed Dakalo a shiny silver trophy! All the learners cheered.



READ 2

Andani must be feeling jealous of all the attention his friend is getting. I can make a **connection**. On the night of the play, when I watched my friend on the stage instead of me, I felt very jealous that it was her and not me!

Afterwards, Dakalo ran to find Andani. Andani was usually his biggest fan! But when Dakalo held up his trophy to show his friend, Andani grabbed it and threw it to the ground. 'Stop bragging,' he said.



READ 1

I can **connect** this to when Akani called Anopa a baby. I make this connection, because both friends did something unkind to each other. Andani and Akani both had moments of not being good friends!

READ 2

I can make a **connection**! After the play, my friend's parents brought her flowers. When she came to show me, I told her they were ugly. I was feeling jealous, and I said something mean – just like Andani.

That night, Andani told his father about what had happened. 'I lost the race, and then Dakalo waved his stupid prize in my face!' Andani said.

'You shouldn't be jealous of Dakalo for being a good runner,' his father said. 'We all have different talents! Dakalo is the fastest runner. But you have your own special talents.' Andani's father went on, 'You are brilliant at maths and you are the best drawer I know.'



READ 1

I can make a **connection**! In the story we read last week, Akani also talked with his dad when he was feeling upset.

Andani thought about this. Maybe his dad was right. His teacher always put his drawings up on the classroom wall. Andile thought about how he would feel if Dakalo grabbed his drawing and threw it to the ground, just like he had done to Dakalo's special prize.



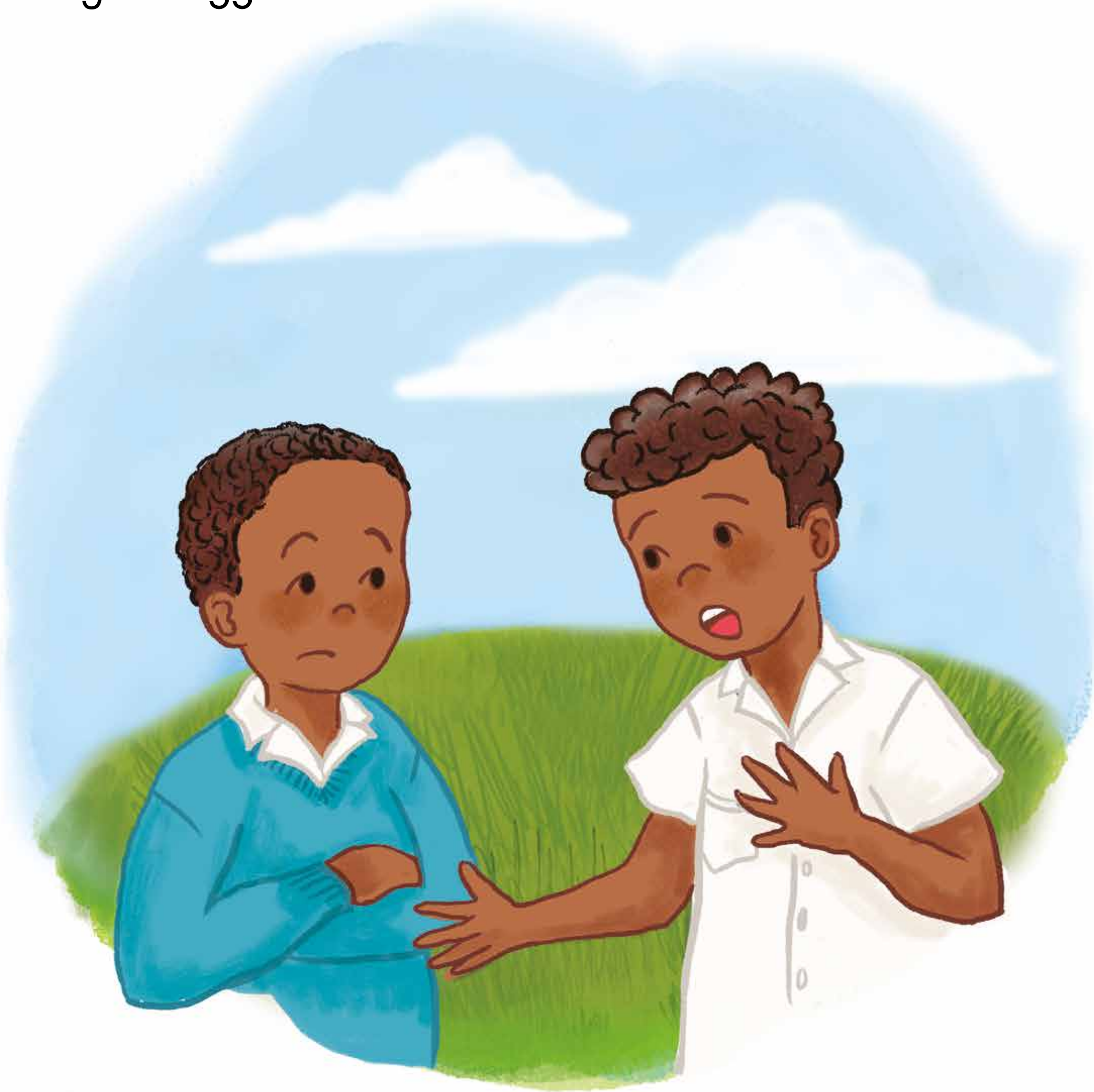
READ 1

In both stories, the characters' fathers helped them solve problems! I think talking about a problem with someone you love and trust can help!

READ 2

That's just like how I talked to my Auntie afterwards. She helped remind me that I am a really good writer and painter.

The next morning Andani found Dakalo. 'I'm sorry about yesterday,' he said, 'you're the best runner and I'm your biggest fan!'



READ 1

Oh! I can **connect** this to the card Akani made for Anopa. In both stories, we see that sometimes friends must apologise to each other.

READ 2

I can make a **connection**. Once I calmed down and thought about the mean words I had said to my friend, I felt very bad. I apologised – just like Akani and Andani.

Later that day, when it was time for writing, Andani drew a picture of Mr Tlou giving Dakalo his shiny silver trophy. He wrote the sentence, 'I am proud of my friend.' And it was true, he was.



READ 2

Andani is feeling proud of his friend. I can make a **connection**! The next time my friend was in a play, I brought her flowers. I told her that I was proud of her, and I was!



READ 1

Who was the best runner?

Dakalo was the best runner.

Why did Andani practice and practice?

Because he wanted to win the race, just this once.

What connections can you make between this story and the story we read last week?

- Both stories had friends that did something unkind.
- In both stories, the characters spoke to their fathers. Their fathers helped them solve problems.
- In both stories, the characters apologised.

READ 2

Who helped Andani feel better?

Andani's father helped him feel better.

When was a time you felt jealous, like Andani?

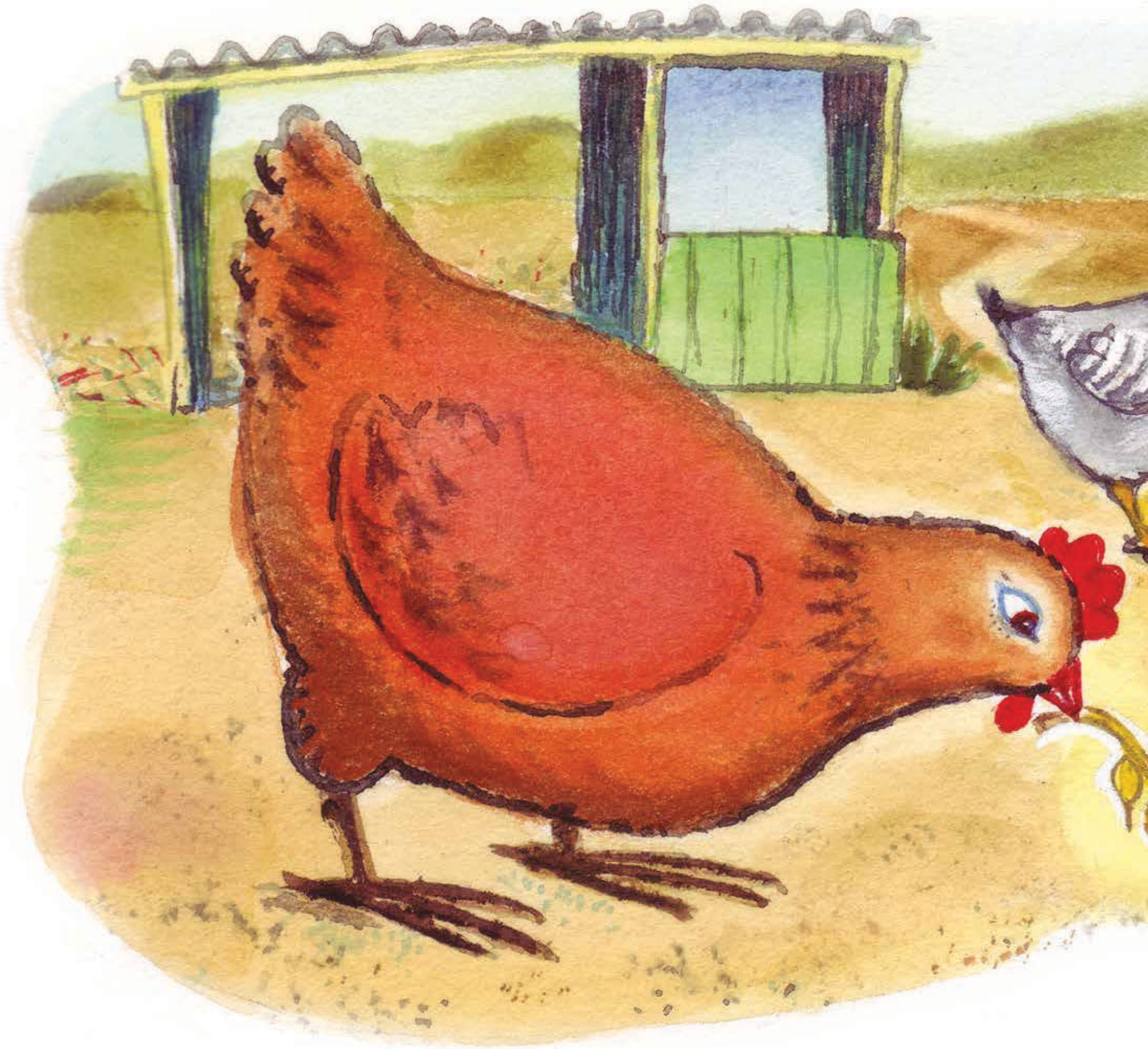
(Listen to individual responses. Make sure learners understand what it means to be jealous, and can make a logical connection to this feeling.)

Why did Andani throw Dakalo's trophy to the ground?

- Because he was upset about not winning.
- Because he had practiced and practiced, and he was upset that Dakalo still beat him.
- Because he was jealous that Dakalo got the trophy.
- Because he was jealous of all the attention Dakalo was getting.



One day, little red hen found a grain of wheat.
'Who will help me plant this wheat?' she asked.



READ 1

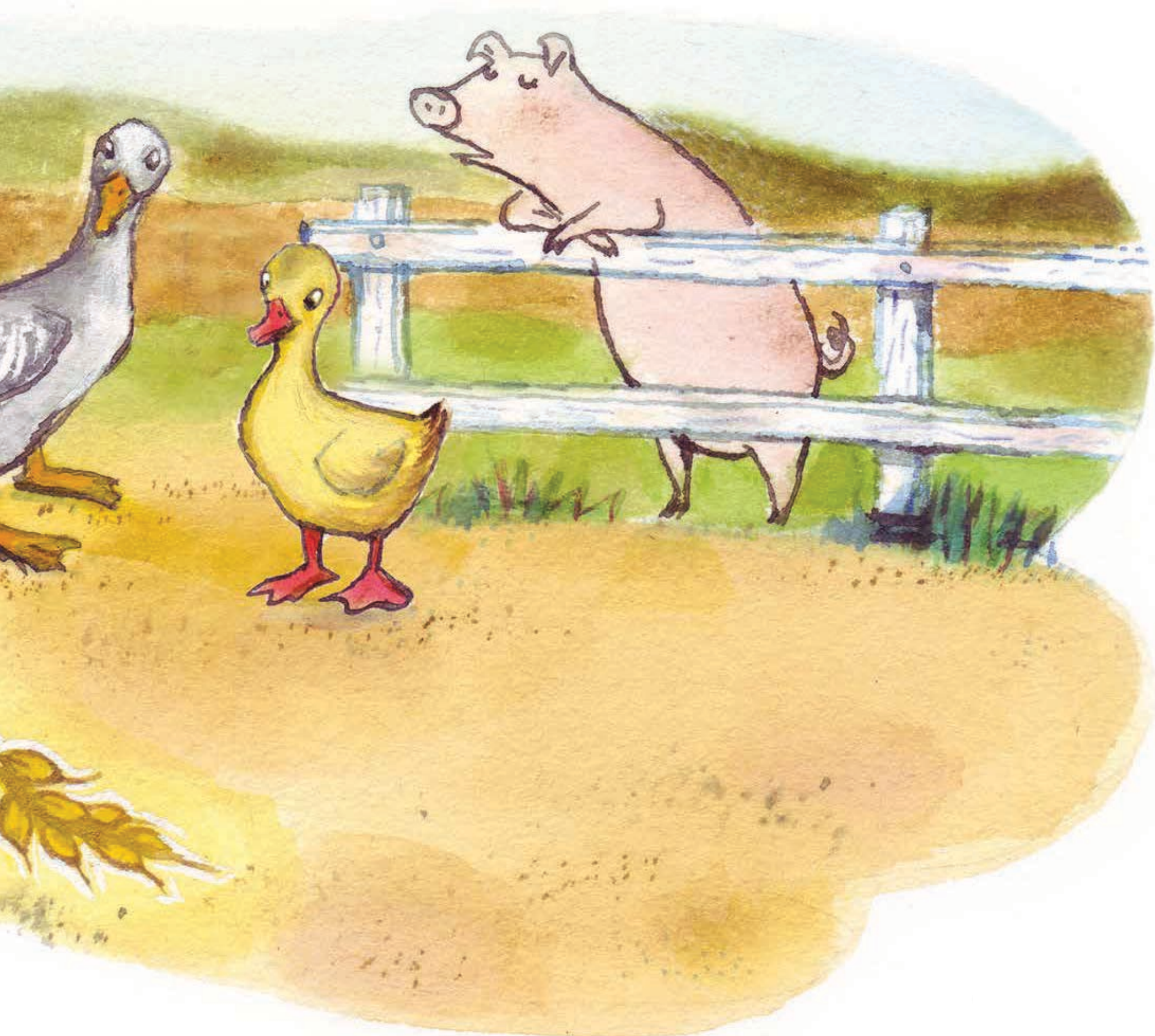
I wonder who will help the little red hen?

'Not I,' said the duck.

'Not I,' said the goose.

'Not I,' said the pig.

'Then I'll plant it myself,' said the little red hen.
And so she did.



READ 1

I **wonder** why the other animals will not help the little red hen plant the wheat?

READ 2

I can **make the evaluation** that the little red hen is more hard-working than the other animals!

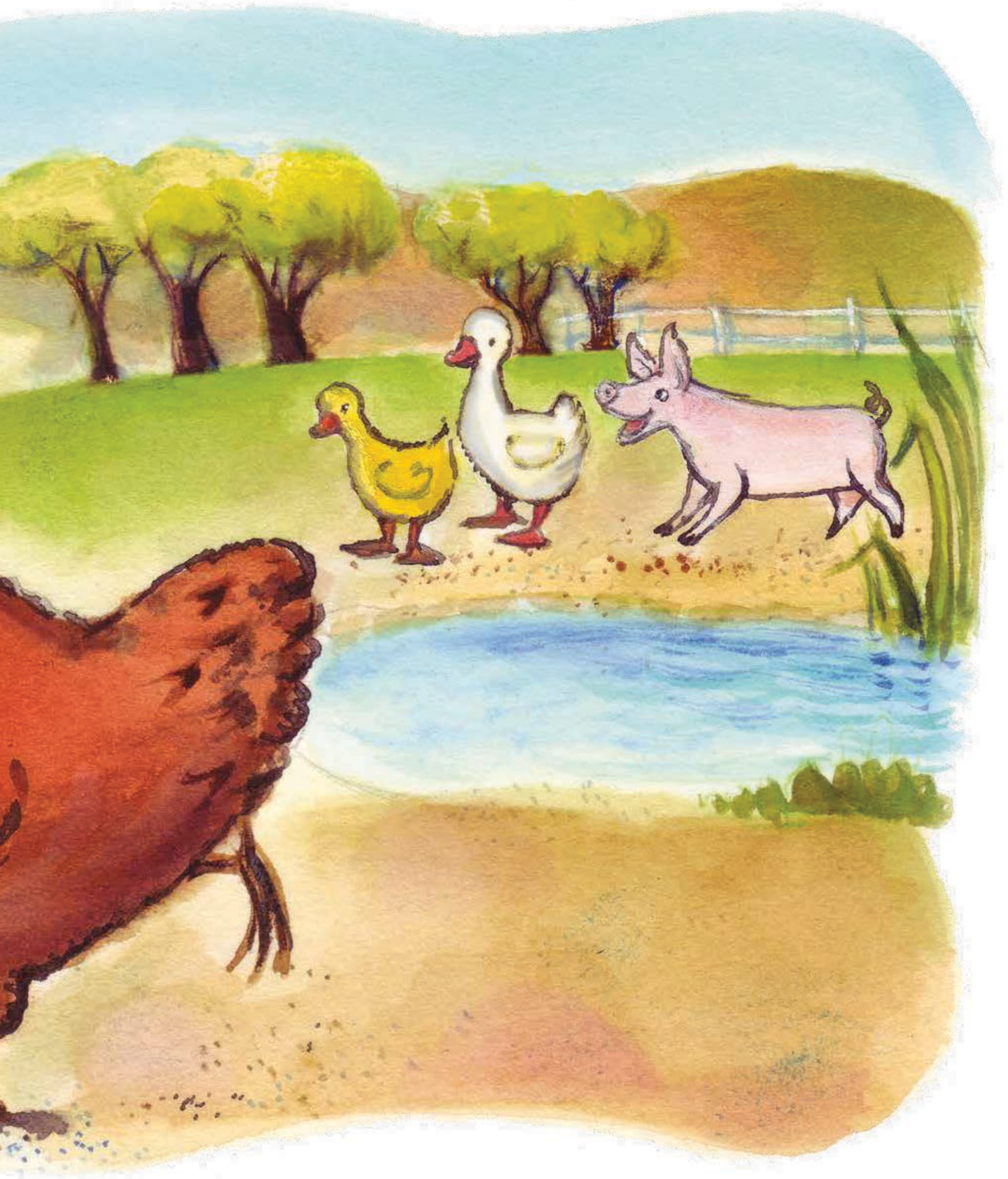
The grain of wheat grew
into a tall wheat plant.



READ 1

I wonder what the little red hen will do with her wheat?

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



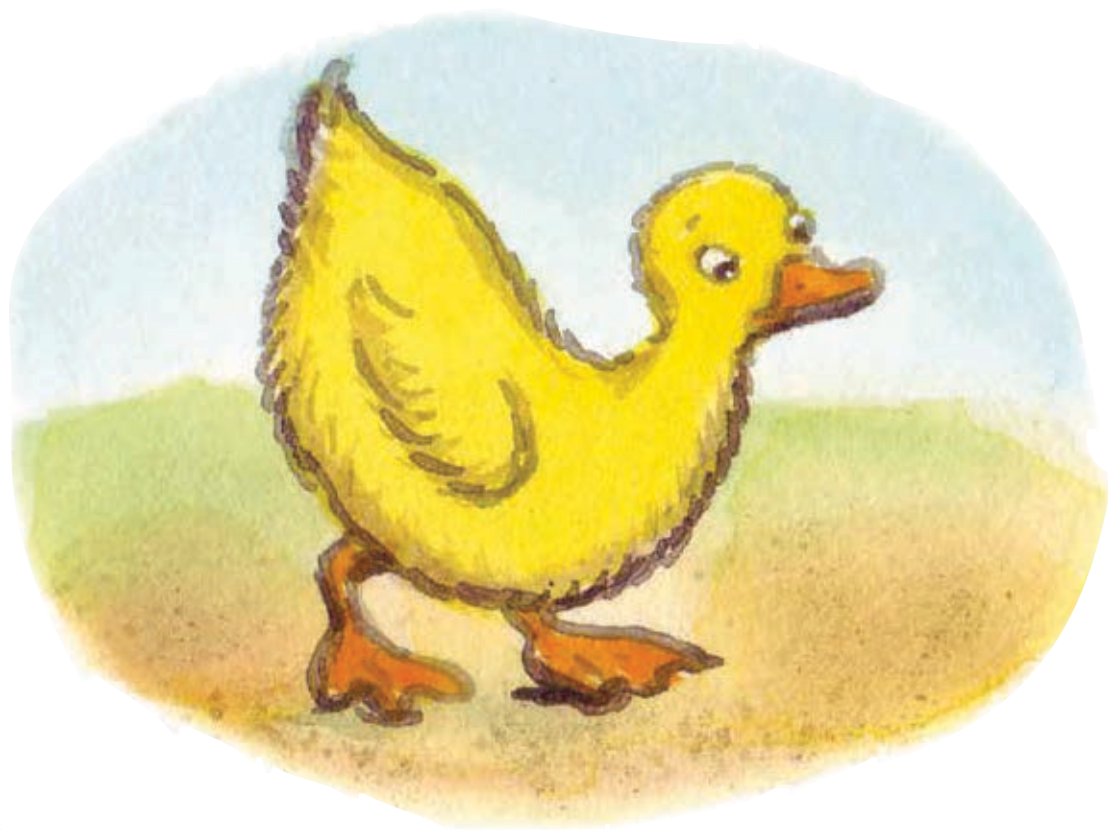
READ 1

I wonder if any of the animals will help the little red hen now?

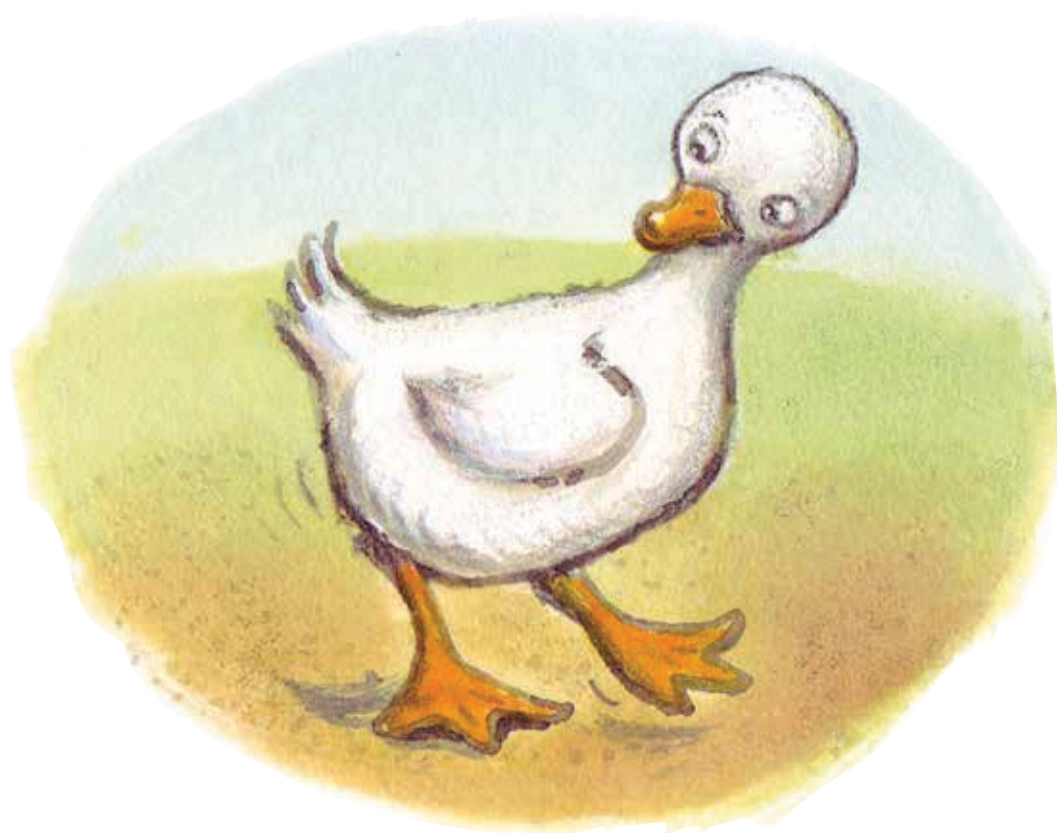
READ 2

I wonder how the little red hen feels about doing all the work alone?

'Not I,' said
the duck.



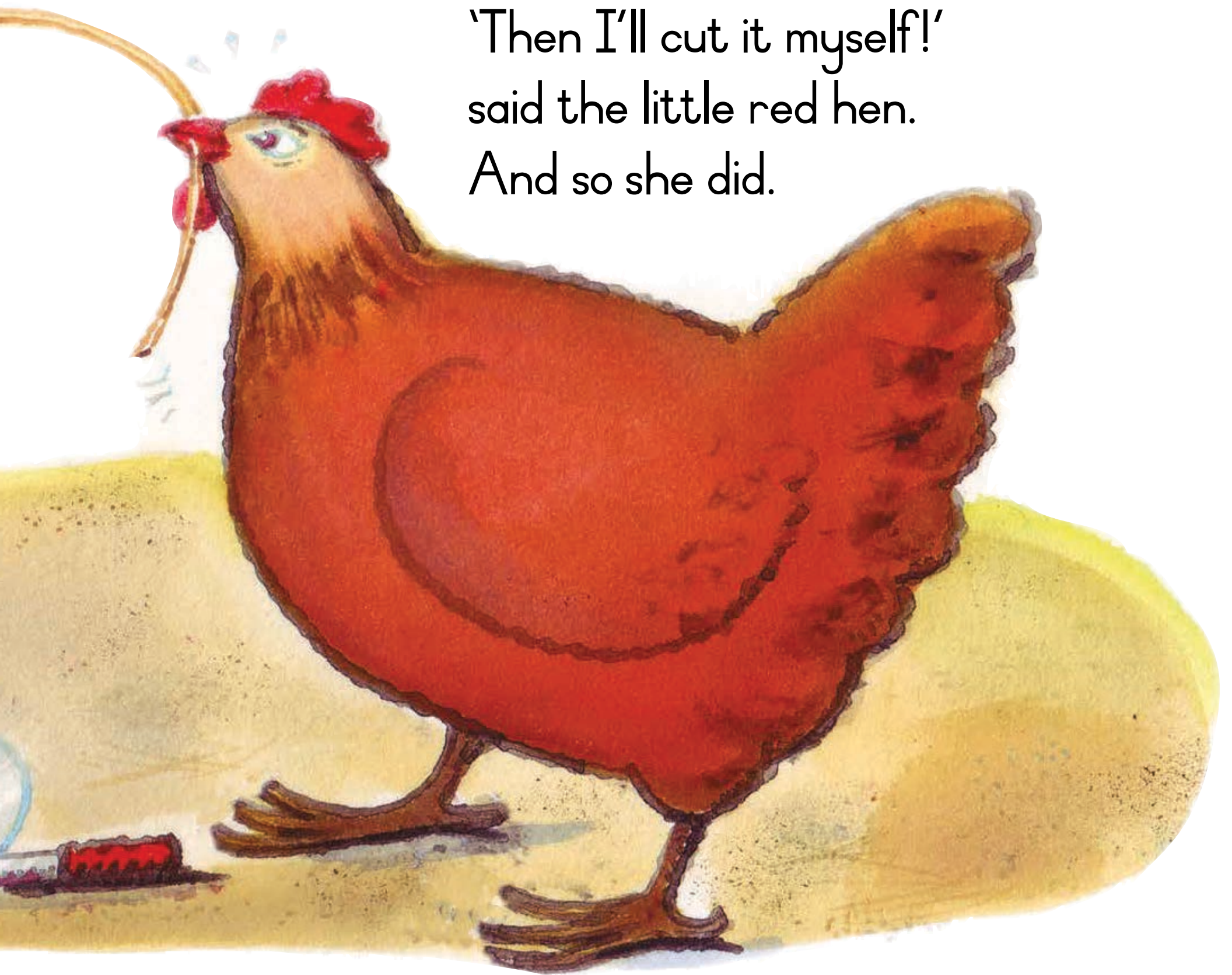
'Not I,' said
the goose.



'Not I,' said
the pig.



'Then I'll cut it myself!'
said the little red hen.
And so she did.



READ 1

I **wonder** why the other animals will not help the little red hen cut the wheat?

READ 2

I can **make the evaluation** that the other animals are not helpful friends!

When the wheat was cut, the little red hen cackled,
'Who will help me carry the wheat?'

'Not I,' mooed the cow.

'Not I,' barked the dog.

'Not I,' meowed the cat.

So she carried it herself.

READ 2

I can **make the evaluation** that the other animals are not kind. They see their friend working hard, and they don't offer to help her!



Then the little
red hen asked,
'Who will help
me grind
this wheat into
flour?'

'Not I,' said
the duck.

'Not I,' said
the goose.

'Not I,' said
the pig.

'Then I'll grind it
myself,' said the
little red hen.



And so she did.



READ 1

I wonder what the little red hen is going to do with her flour?

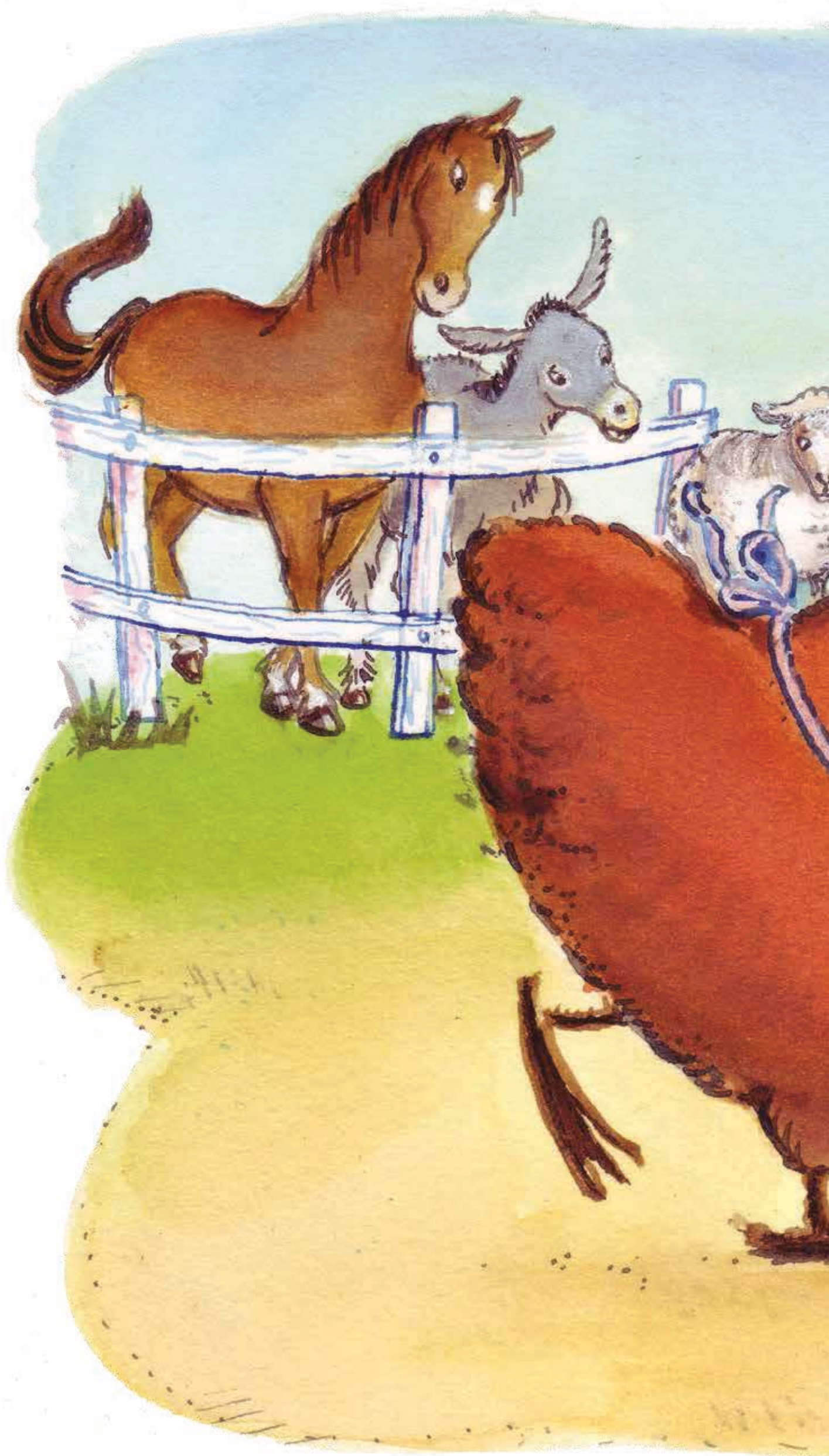
When the wheat
had been ground
into flour, the little
red hen asked,
'Who will help me
bake some bread?'

'Not I,' said
the duck.

'Not I,' said
the goose.

'Not I,' said
the pig.

'Then I'll bake it
myself,' said the
little red hen.
And so she did.



READ 1

Oh! The little red hen is using her flour
to bake bread! I **wonder** who will eat the
bread?

READ 2

I **wonder** how the little red hen feels that
she has done all the work alone?



When the bread was baked, the little red hen asked,
'Who will help me eat some bread?'

'I will!' said the duck.

'I will!' said the goose.

'I will!' said the pig.

'No, you won't!' said the little red hen. 'You did not want to help me at all! I will not share my bread with you! I will eat it all up!' And so she did.

READ 1

I **wonder** why the animals said they would help now? I can make the evaluation that they think eating is more fun than working!

READ 2

I can **make the evaluation** that the little red hen doesn't think her friends should eat the bread because they didn't help her at all!





READ 1

What did the little red hen find?

She found a grain of wheat.

Who are the other characters in the story?

Duck, goose and pig.

Why didn't the little red hen share her bread?

- No one helped her plant, cut, carry, grind or bake!
- Because she did all the hard work by herself!
- Because the other animals didn't help her with anything else!

READ 2

What did the little red hen do alone?

She planted, cut, carried and ground the wheat and baked the bread.

When did the other characters say they would help her?

When the bread was baked, they said they would help eat it!

How do we know that the little red hen is a hard worker?

- She planted, cut, carried, ground, and baked all by herself!
- Because she did all the hard work by herself!
- Because she worked when no one else wanted to!



Two weeks ago, Khwezi and his mother filled an old egg carton with soil, and planted seeds inside. Kwezi drew little pictures on each part of the carton, so that they could remember what seeds they had planted.



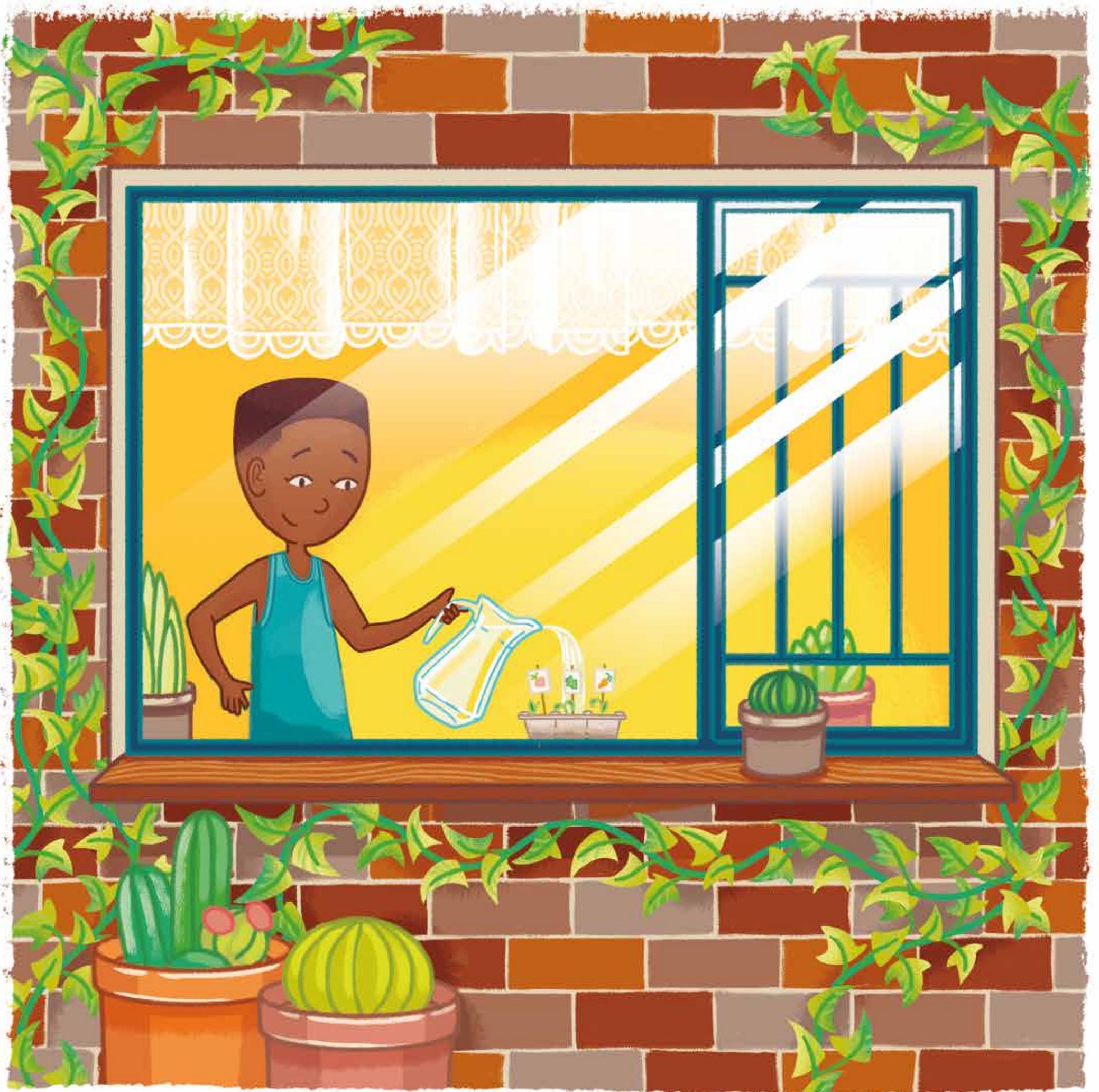
READ 1

I **visualise** Khwezi watching the soil, waiting and waiting for his little seedlings to poke through!

READ 2

I **visualise** the little seeds deep within the soil.

Then every day, Khwezi went to the windowsill to check on the seedlings' growth, and to water them.



READ 2

I **visualise** Khwezi running to the windowsill each day when he gets home from school!

After a week, Khwezi noticed that his seedlings were finally poking through the soil!

'Mom!' he shouted, 'we can put them in the garden now!'

But when his mom came to look at the seeds, she explained, 'Not yet Khwezi – the little seedlings have to be as tall as your finger before they can go into the ground.'



READ 1

I **visualise** Khwezi's look of excitement when he finally sees a little green seedling. He is so happy that something has finally grown!

READ 2

I can **visualise** Khwezi's frown when he learns that the seedlings aren't ready for the garden yet!

Every day, Khwezi went to the windowsill to measure the seedlings' growth next to his finger, and to water them.



READ 1

I **visualise** Khwezi holding his little finger next to the tallest seedling – because he really wants them to be tall enough to replant!

READ 2

Khwezi really cares about his plants. I **visualise** him carefully watering his little seedlings each day .

Finally, on Saturday morning, all the seedlings in the carton were as tall as Khwezi's finger! It was time to replant the seedlings into the garden.



READ 1

I **visualise** Khwezi picking up the carton, and taking it to show his mother. He is so excited!

READ 2

I **visualise** Khwezi's mother inspecting the seedlings, to make sure they are ready to go into the garden outside.

Khwezi and his mother went outside. Khwezi helped his mother to make four raised beds for the seedlings. Then, Kwezi's mother showed him how to carefully take a seedling from the egg carton and replant it. 'This way, the little plants will have much more room to grow!' she said.



READ 1

I **visualise** Khwezi's big smile as he works with his mother in the garden – he has been waiting and waiting for this day!

READ 2

I **visualise** Khwezi's mother holding the plant gently as she replants it into the ground.

Khwezi helped his mother to replant all of the tomatoes into the first raised bed.

'We'll put the carrots in here!' she said, pointing to the second raised bed.

Then, Khwezi replanted the cabbage seedlings into the third raised bed all by himself. His mother replanted the spinach seedlings into the fourth raised bed.



READ 1

I **visualise** Khwezi carefully watching his mother, because she knows just what to do.

READ 2

I **visualise** Khwezi carefully watching his mother, because he cares about his little seedlings and he wants to help them grow!

Khwezi felt proud of his hard work. He stepped back to look at all the little seedlings standing in neat little rows. As he admired their hard work, he saw a worm crawling through the soil.



READ 1

I **visualise** the little moving worm catching Khwezi's eye. I **wonder** what he thinks about worms?

READ 2

I **can infer** that this is Khwezi's first garden. I **visualise** how happy and proud he looks when he sees all of his seedlings ready to grow into big vegetables!

‘Oh no! Look! That worm will eat all our spinach!’

Khwezi said.

He picked it up and was about to throw it, when his mother shouted, ‘No Khwezi! You must put the worm back in the bed!’

‘Put it back? Why?’ Khwezi was confused.

‘Worms help gardens grow!’ his mother explained. ‘By digging holes around the plants, they make sure that plants get enough water to drink and air to breathe. They help plants to grow big and strong!’



READ 1

I **visualise** Khwezi’s arm over his head, about to throw the worm far away from the garden, right before his mother sees him.

READ 2

I **visualise** Khwezi’s mother putting her arm around Khwezi and calmly explaining to him that worms help our gardens.

Khwezi put the worm gently back onto the soil. 'You can live in here! Thanks for helping our garden!' he said.



READ 1

I **visualise** Khwezi putting the worm back. Now that he knows the worm will help his special garden grow, he treats it very carefully and gently!

READ 2

Oh! Khwezi knows now, how helpful the worm can be for his garden. I **visualise** Khwezi looking for extra worms to add to his garden in the future. I know he loves his garden and wants the vegetables to grow!



READ 1

What kinds of vegetables do Khwezi and his mother plant?

Tomatoes, carrots, cabbage and spinach.

Visualise Khwezi's face when he sees the worm in his new, special garden.

What do you see?

(Ask learners to *show you*)

Why did Khwezi pick the worm up?

- Because he didn't want to the worm in his garden.
- Because he was going to throw the worm far away from the garden.
- Because he didn't know that worms help gardens grow.
- Because he thought the worm might ruin his vegetables and he wanted to remove it from the garden.
- Because he thought the worm would eat all the spinach.

READ 2

How tall does Khwezi's mother say the seedling must be before they are planted in the garden outside?

She says they must be as tall as his finger.

How do worms help gardens?

- They help plants get enough air and water.
- They dig little tiny holes around plants, which helps the plants get air and water.

Why did Khwezi's feelings about the worm change?

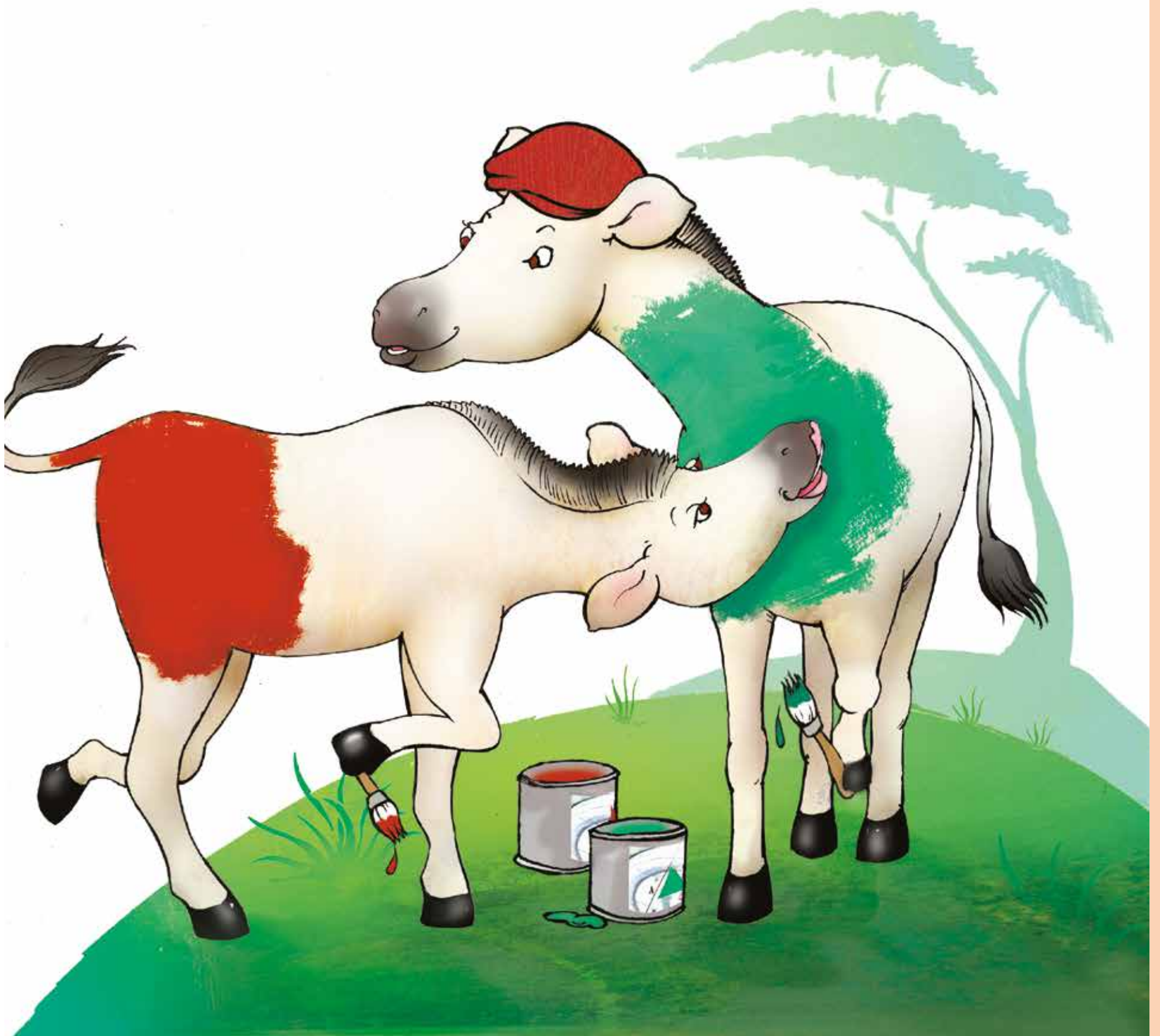
- Because his mother explained that worms are important to the garden.
- Because Khwezi learnt something new which changed his feelings.
- Because Khwezi really cares about his garden! Once he knows the worm is helpful, he realises that he wants to worm to be in the garden.



A long, long time ago, all zebras were white.



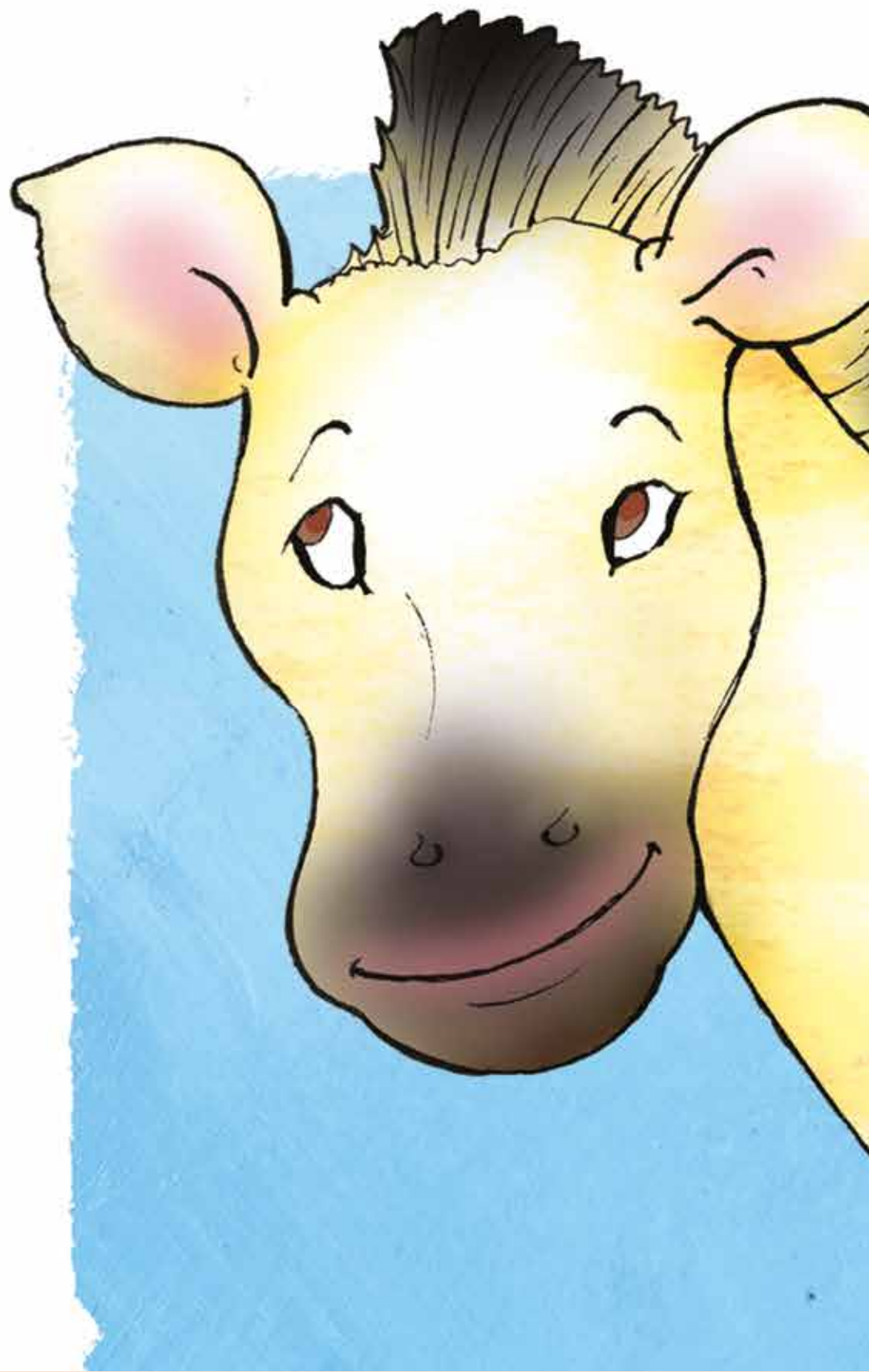
One day, Zweli and Zinzi Zebra were going to a party at King Lion's den. They wanted to look extra special. First, they painted themselves in bright colours. They looked at each other. 'This doesn't look special enough!' they agreed.



READ 1

Zweli and Zinzi Zebra wanted to wear something special to the party. I can **make a connection!** When I went to my sister's party, I wanted to look beautiful. I bought a new, special dress. Zebras don't wear clothes! They are painting their bodies.

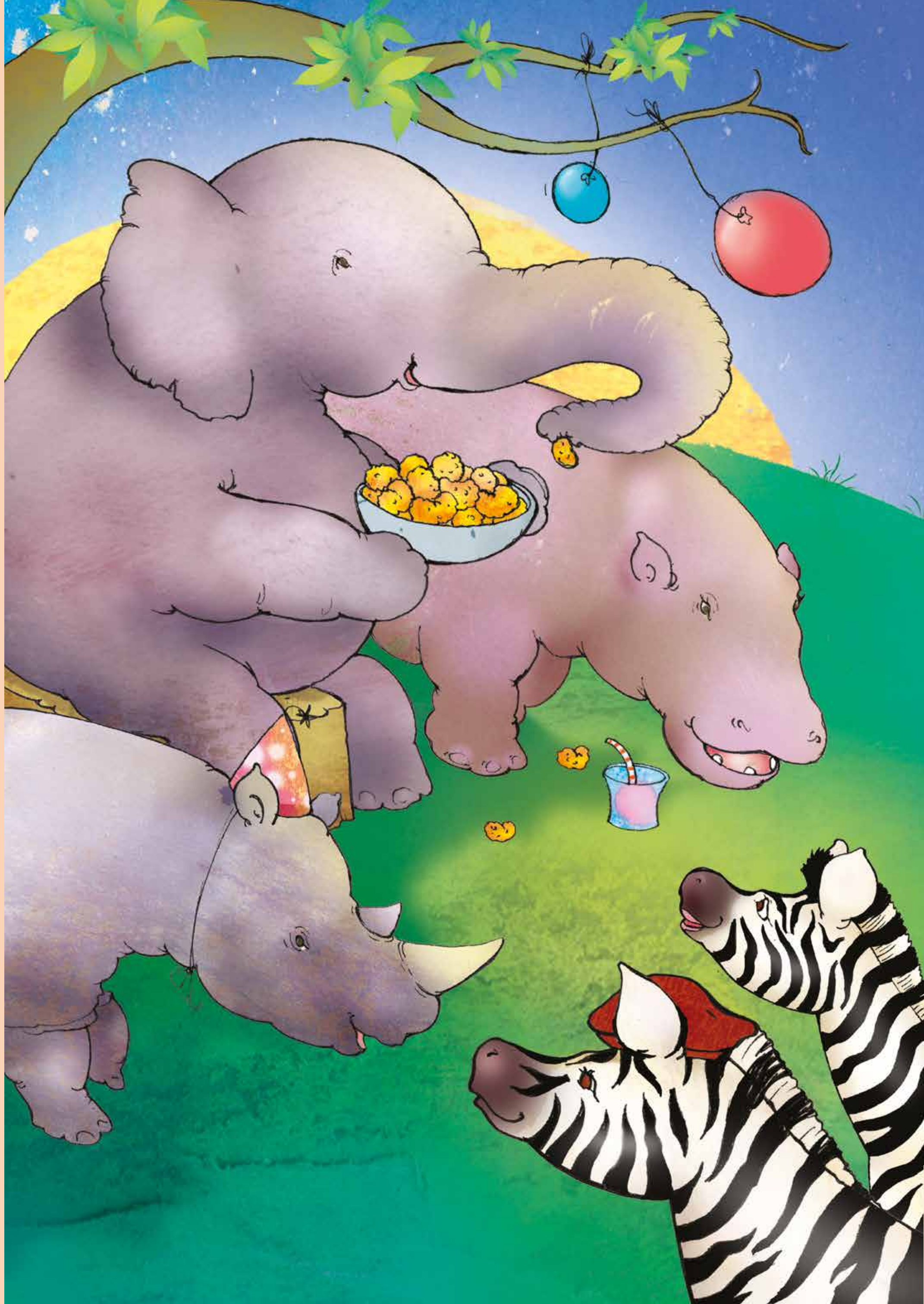
They thought and thought about what they could do to look special for the big party. 'I know!' Zinzi Zebra said, 'No one else has stripes! We must wear stripes to the party!' They painted stripes on each other. They looked at each other. 'Now we look special!' Zweli and Zinzi agreed. They felt proud as they walked to the party.



READ 1

I can **make a connection**! Sometimes when I am getting ready for a big party, I change my clothes until I find something special to wear. That is just like the zebras. They didn't feel special in bright colours, so they tried stripes instead!







When Zweli and Zinzi Zebra arrived at the party, they got so many compliments.

‘You look smart!’ said Elephant.

‘You look beautiful!’ said Hippo.

‘You look special!’ said Rhino.

‘Thank you!’ Zweli and Zinzi said proudly.
‘We love our new stripes!’

READ 2

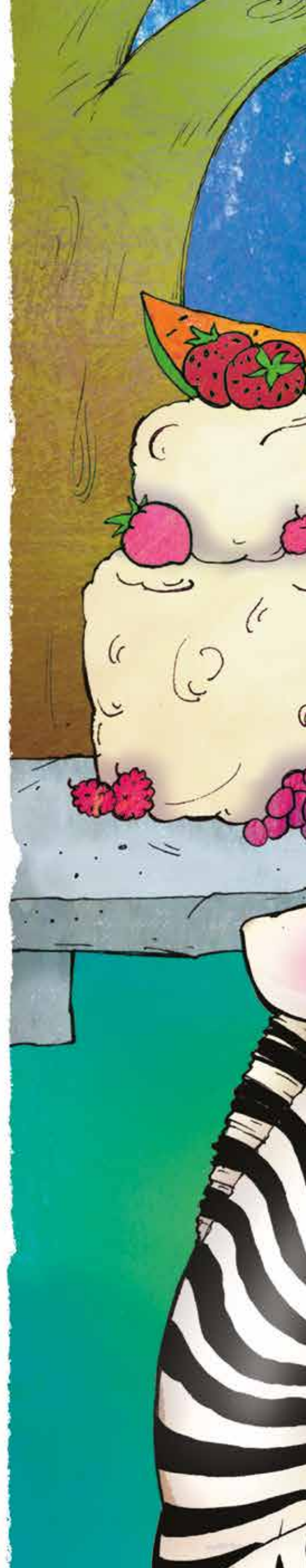
Zweli and Zinzi Zebra must feel so good. I can **make a connection**. When I wore my new dress to a party, my friend said: ‘Wow – you look amazing!’ I felt so good when she said that! It feels good to get a compliment!

Even King Lion complimented their stripes.

‘Wow, your stripes look stunning!’ he said.

The other zebras watched as all of the animals complimented Zweli and Zinzi Zebra’s stripes.

‘We want stripes like Zweli and Zinzi!’ the other zebras agreed.



READ 2

The other zebras must have felt jealous. I can **make a connection**. Sometimes I feel jealous if my mom gives a compliment to my sister, but she doesn't give one to me! Then, I want to do just what my sister is doing so I can get a compliment too!



The next day,
all of the zebras
painted their
own stripes. They
helped each other
paint stripes, just
like the ones Zweli
and Zinzi wore to
the party! But,
as they walked
around the veld,
they didn't get
any compliments!
All of the other
animals had
already seen
stripes – their
stripes weren't
special and new
anymore.



READ 1

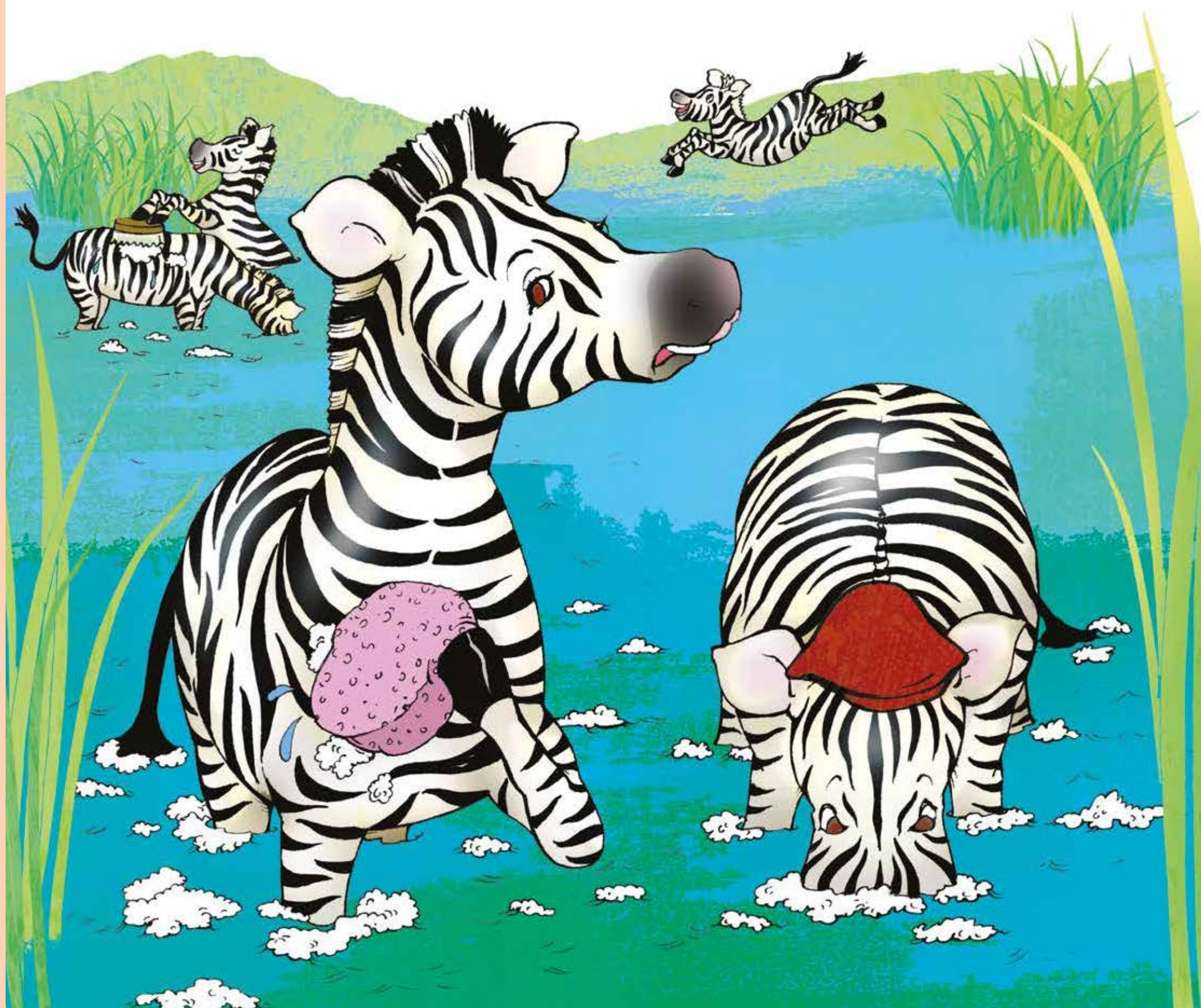
Zweli and Zinzi Zebra really looked good for the party! Everyone else wants to dress just like them!

READ 2

The zebras must have felt sad that the other animals didn't say nice things about their stripes, too!



The zebras went to the river to clean themselves. But when they tried to scrub off their stripes, the paint would not come off! They scrubbed and scrubbed, but their stripes would not budge!



To this day, the zebras still can't get their stripes off!





READ 1

What did the zebras paint on themselves first?

They painted bright colours.

What did the zebras paint on themselves second?

They painted stripes.

Why did the Zweli and Zinzi Zebra paint stripes on themselves?

- Because they wanted to look nice for a party.
- Because they wanted to wear something special.
- Because they didn't like the bright colours.

READ 2

Who liked Zweli and Zinzi's stripes?

All of the other animals liked their stripes.

What happened when the zebras tried to wash their stripes off?

They would not come off!

Why do you think the other zebras decided to paint stripes on themselves?

- Because they thought Zweli and Zinzi Zebra looked good.
- Because they wanted to look as good as Zweli and Zinzi.
- Because they wanted other animals to say nice things to them too.



The children have been waiting to go on a field trip to the farm. These children live in the big city – they have never seen farm animals before! When they get to the farm, they see a little lamb.

‘Look at that cute little lamb!’ Suzy yells. She runs over to pet the lamb. Bonga is too scared to pet the animals. He just watches the little pig snort and eat.

READ 1

I can **visualise** the noises that the children hear on the farm. I can **visualise** an *oink*, *oink*. I can **visualise** a baa!

READ 2

I can **visualise** how excited the children must be to see farm animals for the first time! I can **visualise** them smiling and running towards the animals!

A colorful illustration of a farm scene. In the foreground, a young girl with red hair, wearing a pink shirt, purple pants, and blue polka-dot boots, is petting a white lamb. A speech bubble from the lamb says "Baa, baa." To the right, a pink pig is eating green leaves, with a speech bubble saying "Oink, oink." Next to the pig is a yellow dog with a green collar. In the background, a boy in a blue and yellow striped shirt and blue pants stands in a field of tall green corn. The sky is blue with two white clouds and a yellow sun with rays.

Baa, baa.

Oink, oink.

Next, the children walk over to the fence. The farmer's son shows them how to feed carrots to the horse. 'I didn't know horses eat carrots!' Ben laughs. He wants to pet the big goat, but he feels too scared of its big horns! He picks up the furry, friendly dog instead.

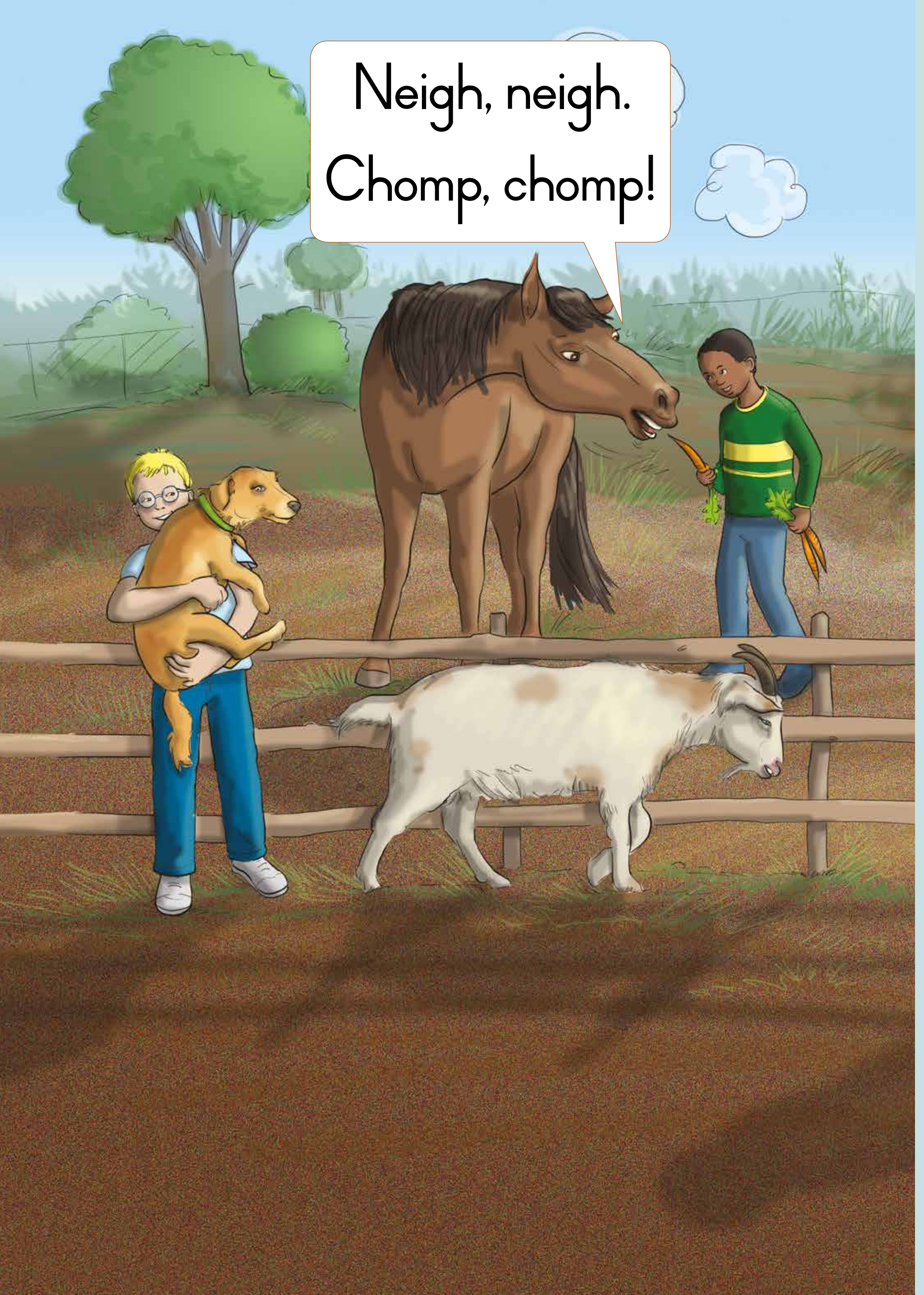
READ 1

I can **visualise** the sound of a horse chomping on carrots. It makes a loud chewing noise – *chomp, chomp!*

READ 2

I can **visualise** Ben reaching for the goat. But then, Ben sees the big horns and pulls his hand back!

Neigh, neigh.
Chomp, chomp!



Rick runs over to the big cow. Farmer Siya is going to milk the cow! 'Wow! I have never seen milk coming from a cow!' Rick yells. Sophia climbs the fence to watch Farmer Siya. The children hear the little chicks peeping. But they also hear a strange sound – the sound of crying.

'Which animal makes a crying sound?' Sophia asks.

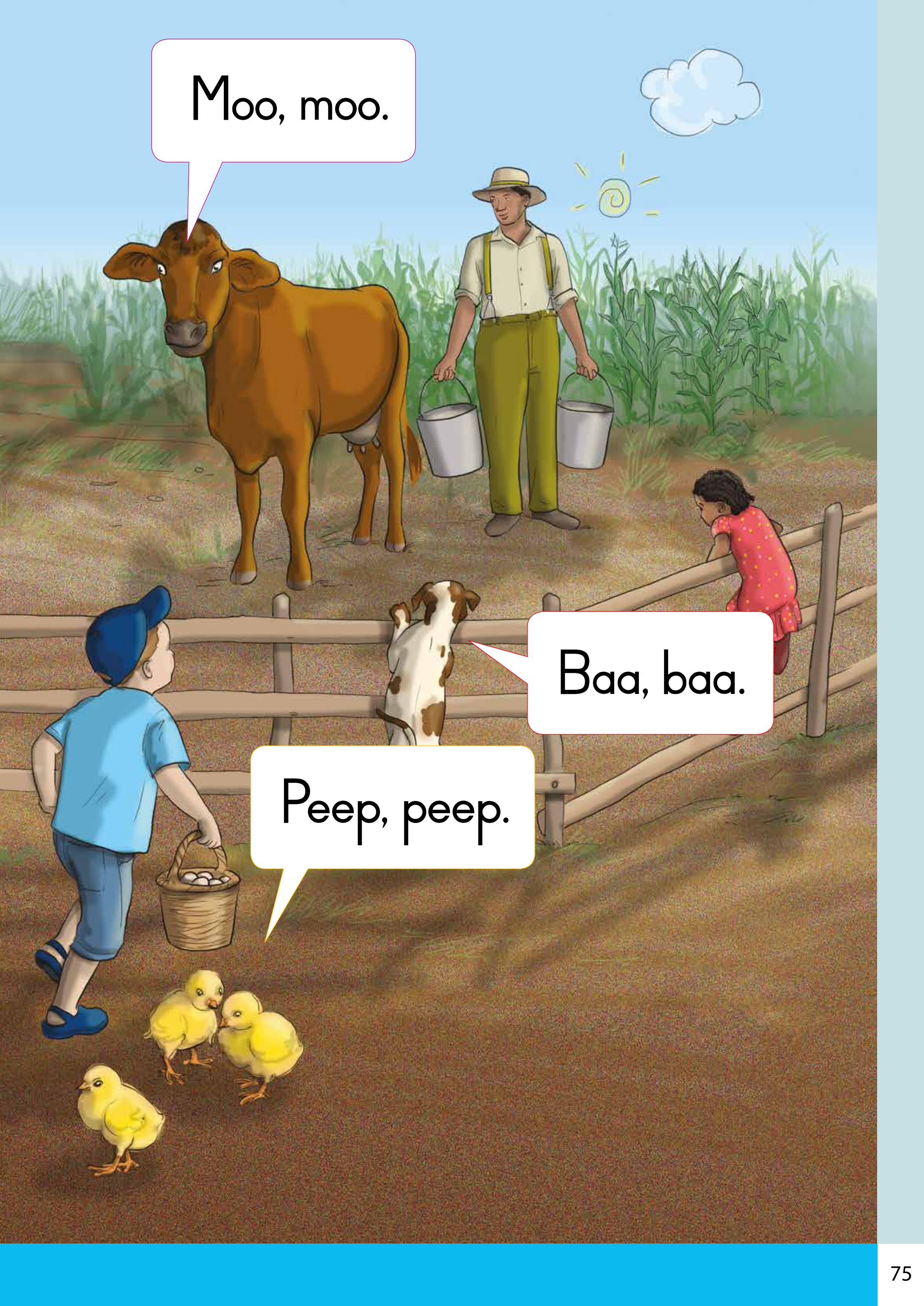
'That isn't an animal – that is a crying child!' Farmer Siya says, looking worried.

READ 1

I can **visualise** the cow mooing and mooing. It is a loud sound. Then I can **visualise** lots of quiet peeps!

READ 2

I can **visualise** Farmer Siya looking around. I can **visualise** him saying: What is that crying sound?



Moo, moo.

Baa, baa.

Peep, peep.

An illustration of a young girl with blonde hair, wearing a pink shirt and purple pants, crouching in a cornfield with her hands covering her face as if crying. A small, fluffy, light-brown dog is standing next to her, looking up and barking. The background is filled with tall green corn stalks under a clear blue sky.

Sob, sob.

Woof, woof!

Poor Sarah – she is lost! She is crying so loudly that she can't hear her classmates calling her name. Luckily, the furry, friendly dog finds her. The dog begins to bark loudly so the others can find Sarah!

READ 1

I can **visualise** the children calling loudly: *Sarah, Sarah!* I can **visualise** Sarah sitting alone. She can only hear her own, loud cries!

READ 2

I can **visualise** Sarah's red face as she cries! I can **visualise** Sarah feeling so scared when she looks around and sees only maize everywhere!



Sarah has walked far out into the maize fields! Farmer Lerato drives the tractor to pick up Sarah. Then, she picks up the rest of the children. It is time for them to go back to the big city!

READ 1

I can **visualise** how happy Sarah must feel when the dog finds her! I'm sure she knows that the others will follow!

READ 2

I can **visualise** Sarah's big smile when she sees the tractor. She must be feeling so happy that she is safe. I bet she is ready to leave the farm!



READ 1

What did the children see on the farm?

A horse, a goat, maize, a tractor, etc.

Who got lost on the farm?

Sarah got lost!

How did the children find Sarah?

- They heard her crying.
- They heard the dog barking.
- They used the tractor together with Farmer Lerato.

READ 2

What does Farmer Siya feed to the horse?

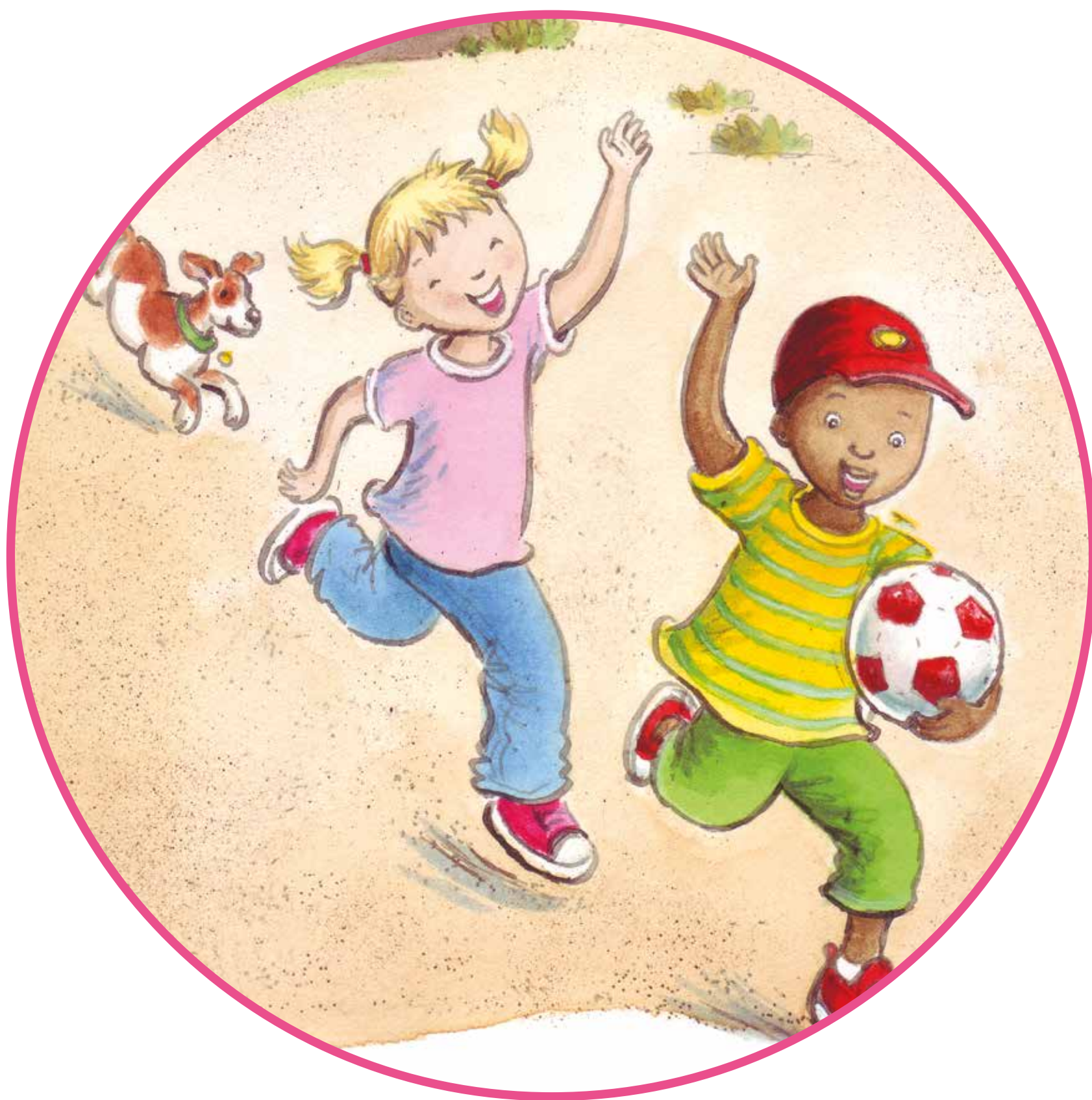
He feeds the horse a carrot.

Who do the children hear crying?

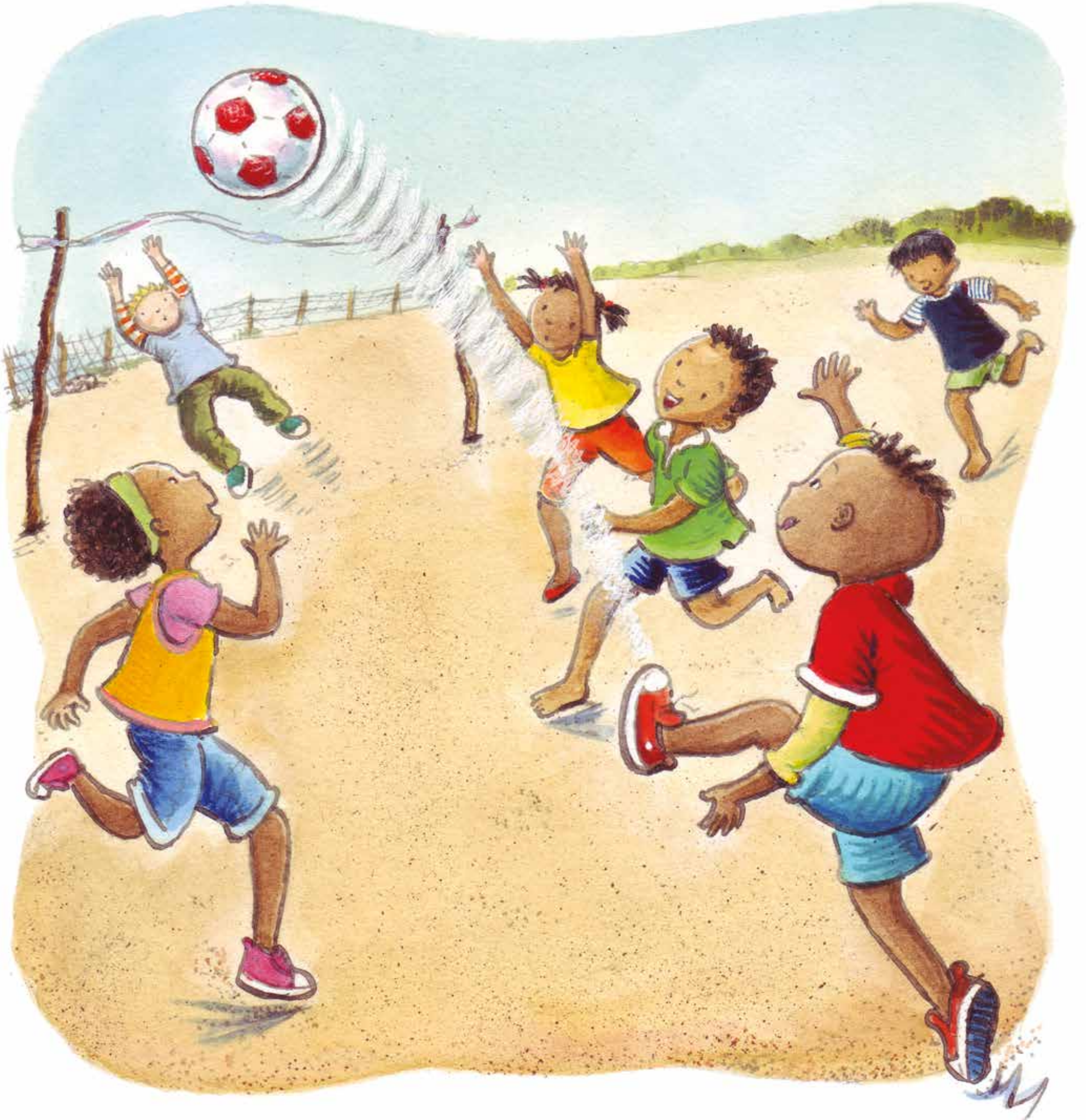
They hear Sarah crying.

Why was Sarah crying?

- Because she was lost.
- Because she was so scared.
- Because she couldn't find her friends.



It was Friday afternoon. School was over. It was time for the big soccer match. Jabu had been practicing all week. Now, he could kick the ball so hard.



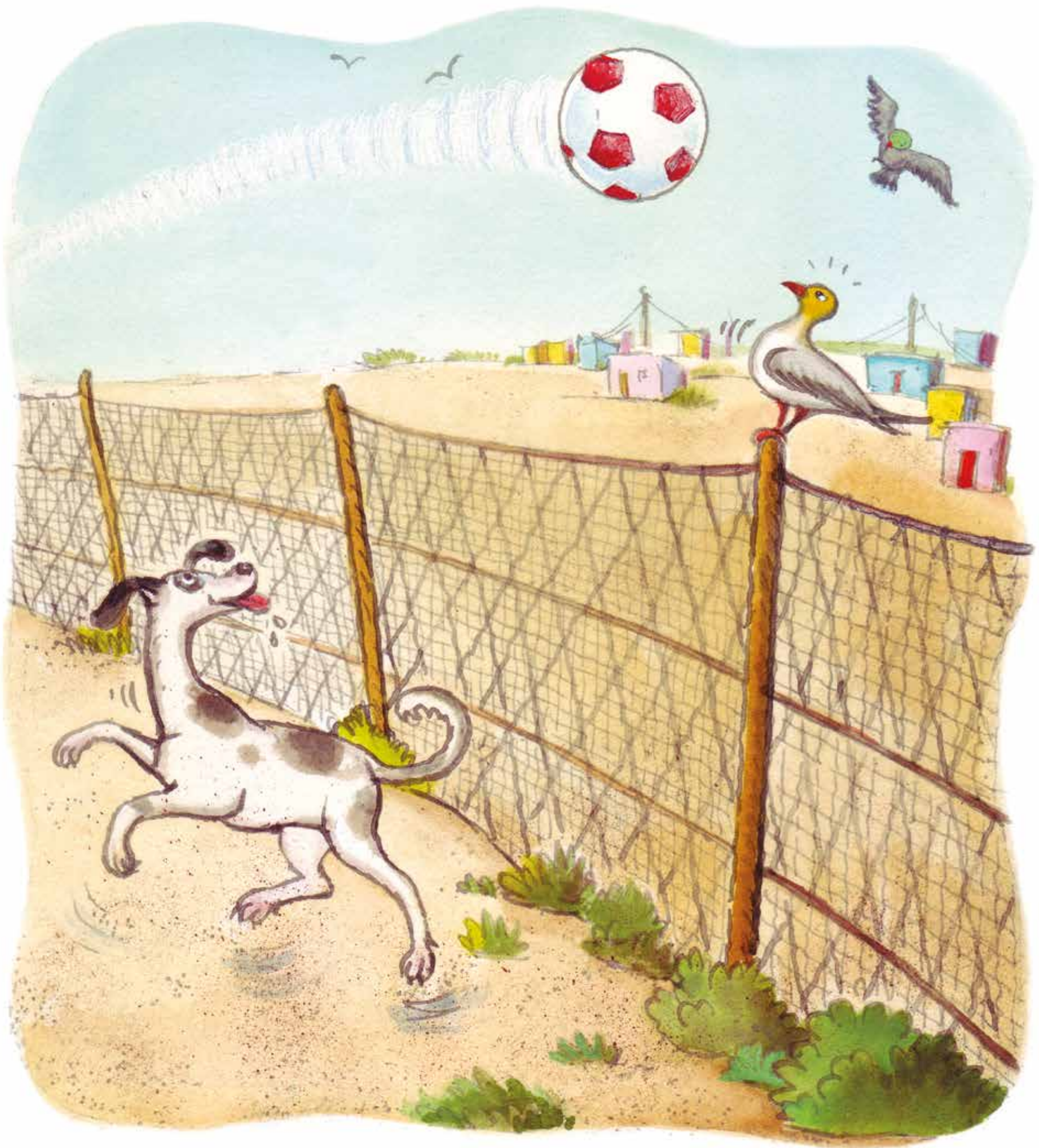
READ 1

I can **visualise** the ball coming towards Jabu. I can see him bring his leg all the way back, and kick the ball as hard as he can!

READ 2

I can **visualise** how surprised Lindi is when she sees the ball go over her head!

Jabu kicked the ball so hard that it flew over the fence. The school dog began to bark. The dog jumped up to try to get the ball. But the ball was way too high! 'Wow!' Lindi said, 'What a hard kick Jabu!'



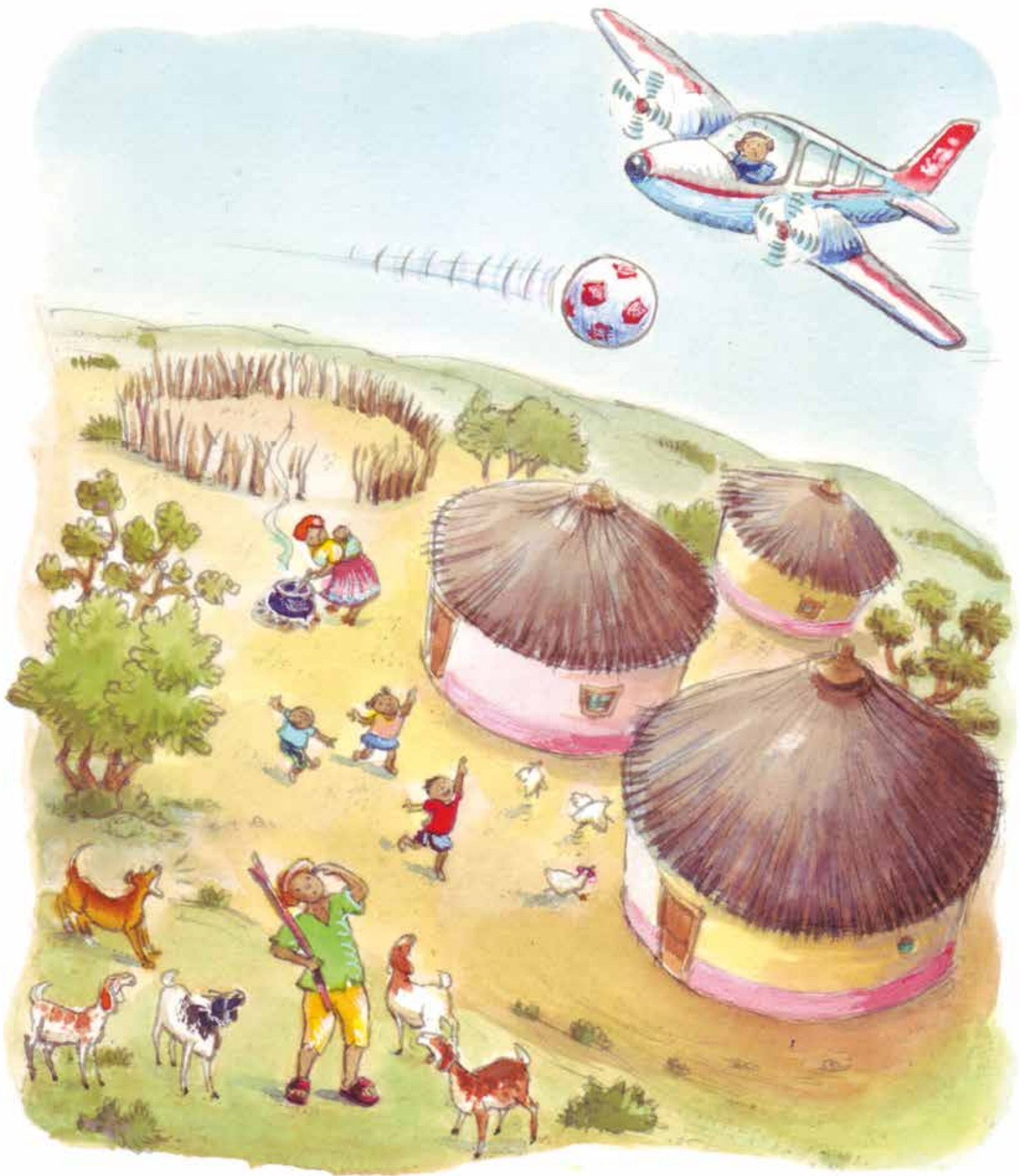
READ 1

I can **visualise** the dog jumping and barking as the ball flies over his head.

READ 2

I can **visualise** how proud Jabu must feel that he kicked the ball so hard. He is smiling as he watches the ball!

Jabu kicked the ball so hard that it flew over the houses near the school. The little children playing outside pointed at the ball. 'Look! Look!' they shouted. Their mother looked up from the fire. 'Hawu!' she said. The children laughed. 'Wow!' Lindi said, 'What a hard kick Jabu!'



READ 1

I can **visualise** the little children laughing. Their laughs sound so cute.

READ 2

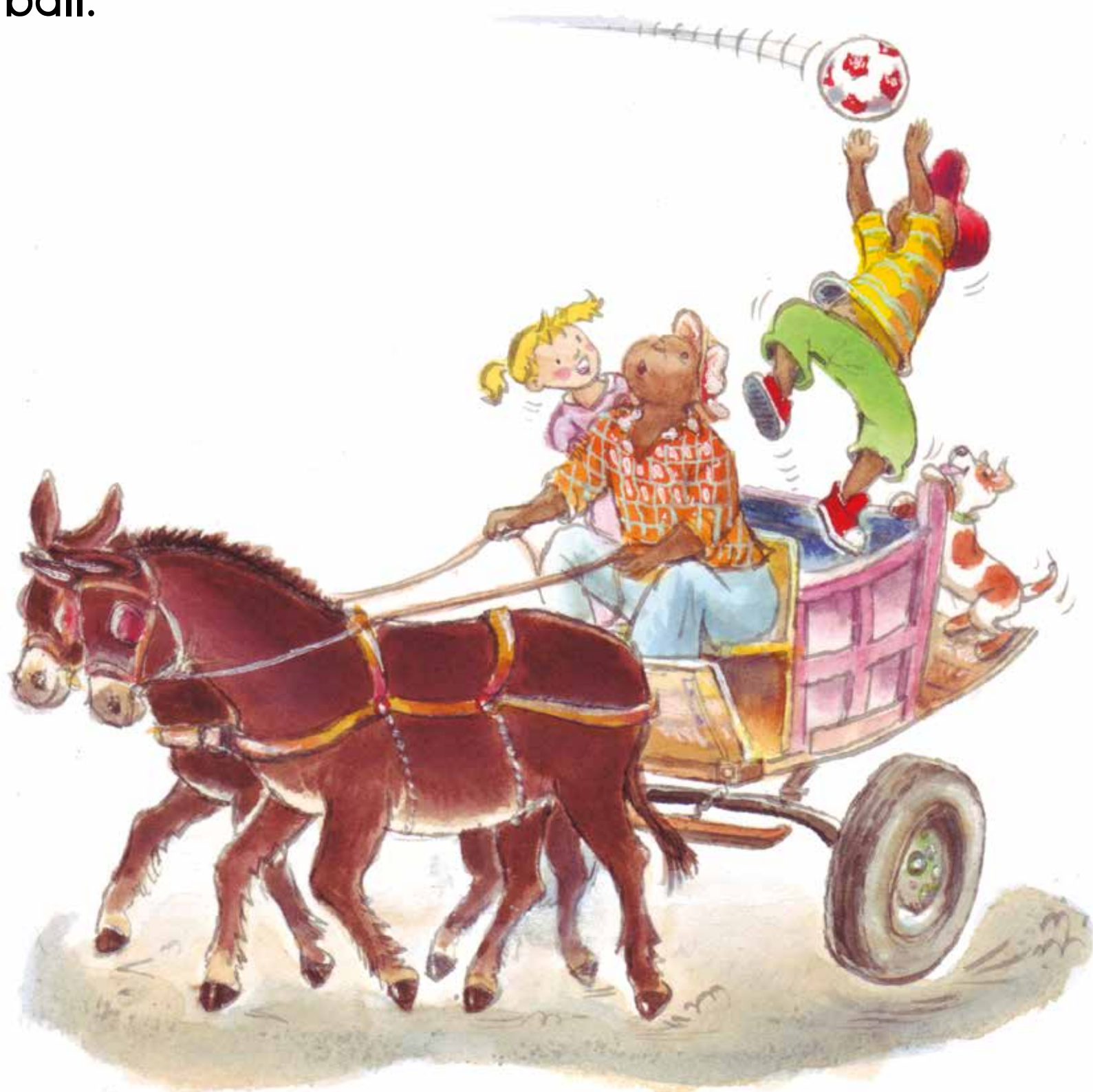
I can **visualise** Lindi watching the ball go further and further. I visualise her jumping up and down!

Nkosi's dad fetched Nkosi and Anna from school. They were on their way home in the cart.

Nkosi heard people on the street shouting. He looked up. The ball was coming straight for his head.

'Look out!' said Nkosi's dad.

Nkosi stood up and put his arms out, ready to catch the ball.



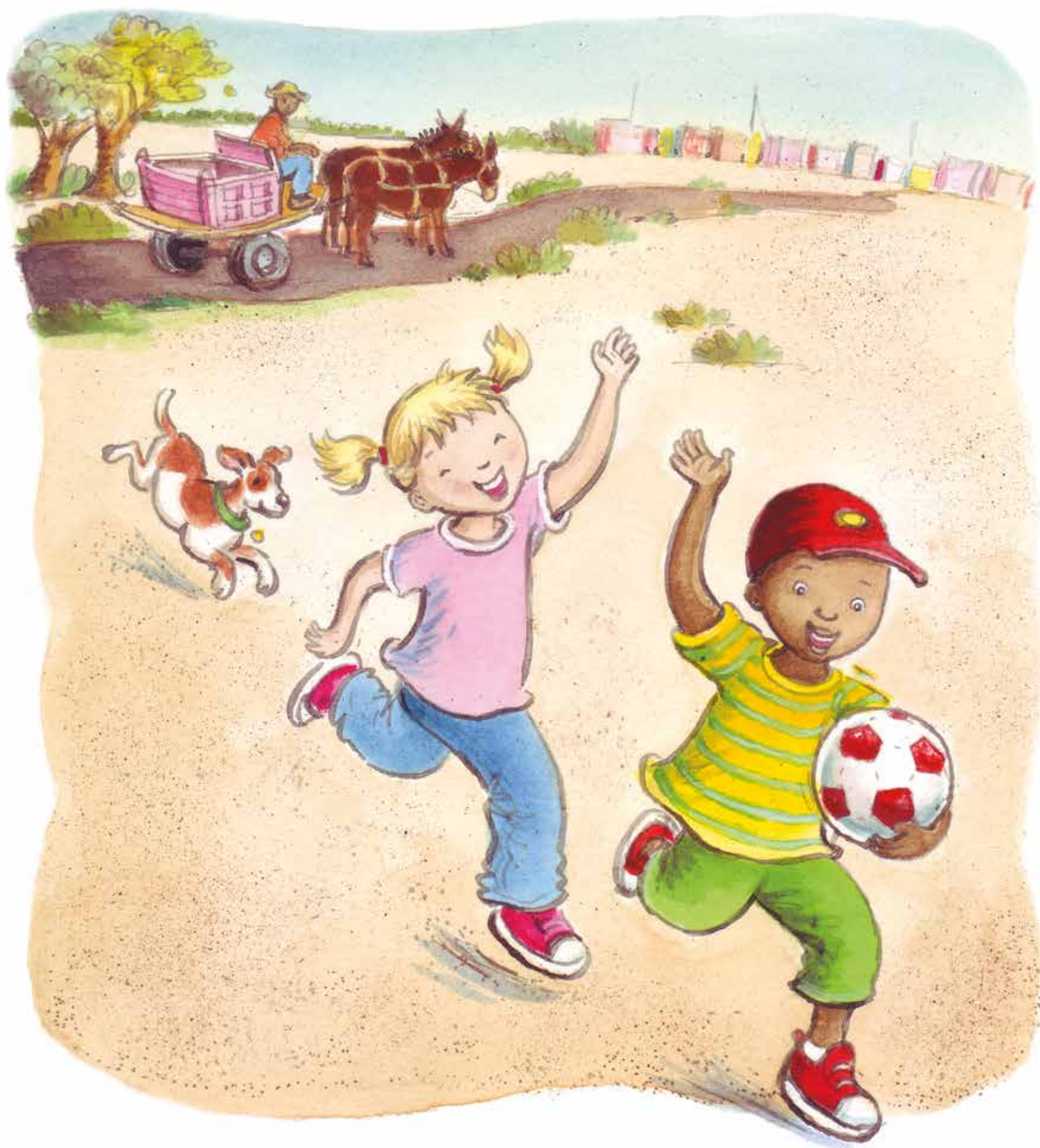
READ 1

I can **visualise** Nkosi hearing the shouting and looking around.

READ 2

I can **visualise** Nkosi feeling scared as the ball comes towards his head!

'Wow!' Anna said, 'What a good catch Nkosi!'
'I know where this ball came from!' Nkosi said.
Nkosi and Anna jumped out of the cart.
'We can walk home!' Nkosi shouted. He waved goodbye
to his dad. Then, he and Anna ran back towards school.



READ 1

I can **visualise** Nkosi and Anna getting out of the cart with the ball. I wonder where they are going?

READ 2

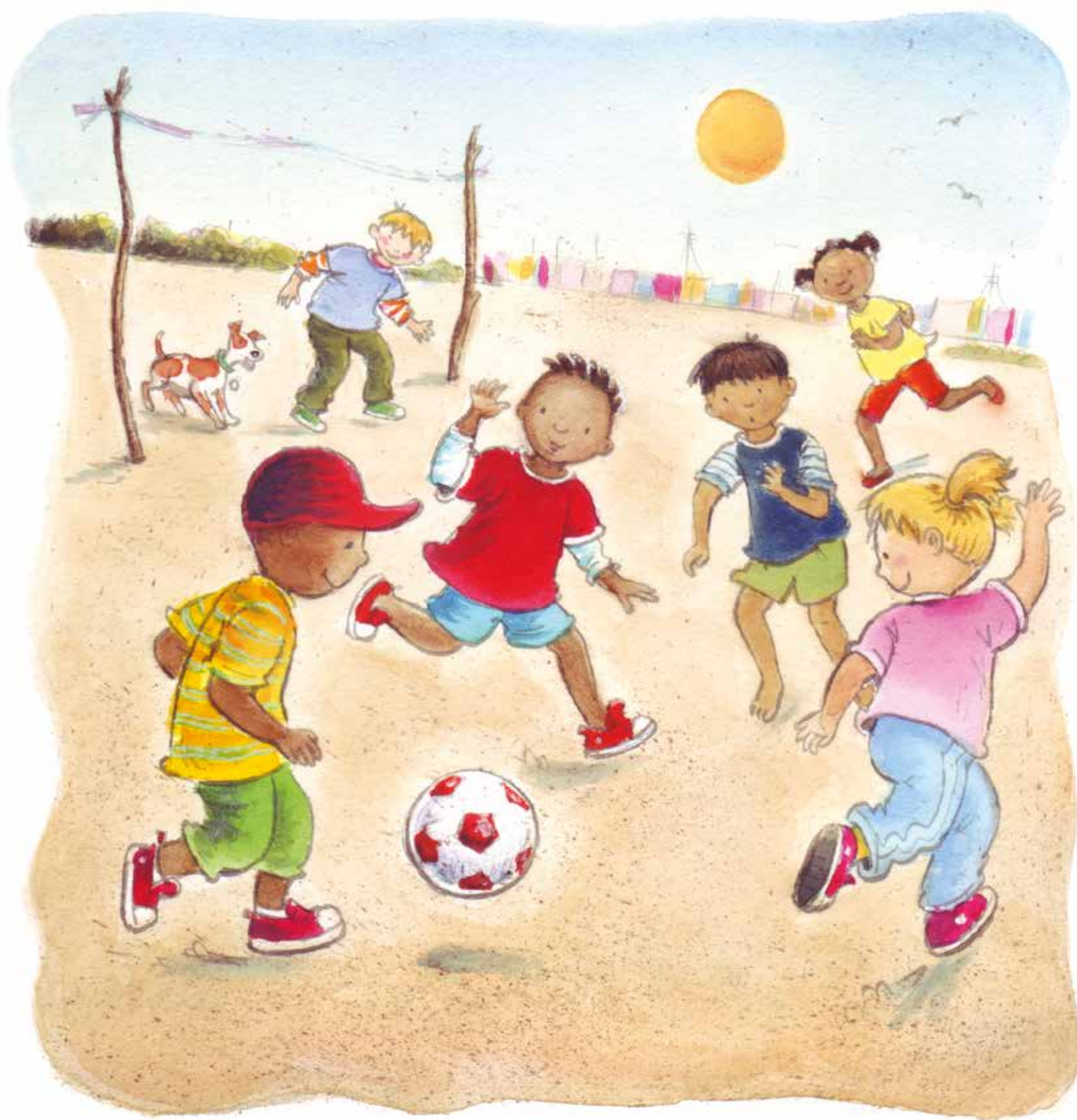
I can **visualise** the surprised look on Nkosi's dad's face when he catches the ball! He feels so happy that the ball didn't hit him!

They finally got to the field, where their friends were playing soccer.

'The ball flew over Lindi's head, over the fence, over the houses, and into my dad's cart!' said Nkosi.

Wow!' Lindi said, 'What a hard kick Jabu! Do you want to play with us?'

And they all played together until the sun went down.



READ 1

Oh! Nkosi and Anna went back to school. I can **visualise** Nkosi and Anna running onto the field with the ball!

READ 2

I can **visualise** how happy all of Nkosi's friends are. I can **visualise** them clapping and cheering!



READ 1

Who kicked the ball?

Jabu kicked the ball.

Who caught the ball?

Nkosi caught the ball.

Why did Nkosi and Anna get out of the cart?

- Because Nkosi caught the ball.
- Because they went to bring the ball back to their friends.
- Because they knew who the ball belonged to.
- Because they wanted to help their friends.
- Maybe because they wanted to play soccer with their friends.

READ 2

How did Jabu kick the ball?

He kicked the ball hard.

Where did the ball go?

The ball flew over Lindi's head, over the fence, over the houses, and into Nkosi's cart!

Why did the ball go so high?

- Because Jabu kicked the ball hard.
- Because Jabu had been practicing soccer.
- Because Jabu is good at kicking the ball hard.

Let's play Bhathi



Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends.

'I'm bored,' Bulelwa said, 'let's play Toti.'

'I don't know that game,' Chinedu said, 'let's play Bhathi instead.'

'How about Chicago? That's the most fun game!' Xihlala said.

'Chicago? That sounds like a city – not a game!' Bulelwa rolled her eyes.

They sat and argued about which game they should play. Back and forth, back and forth they went about which game was best.



READ 1

I **wonder** which game they will agree to play?

READ 2

I **remember** that all the characters in this story have different names for the same game! All the characters come from different places. I **can infer** that in different places, the game has different

'Fine!' Bulelwa finally backed down, 'I guess we can play Bhathi if it is so great. How do we play?'

Chinedu stood up. 'Okay, if we are going to play Bhathi, we need tins and a ball.'

'That sounds just like Chicago!' Xihlala said.

'You need tins and a ball to play Toti, too,' Bulelwa said.



READ 1

I can infer that all three games (Bhathi, Chicago, and Toti) all need tins and a ball.

‘First we need to make two teams. One team is on, and the other team is the fielding team. The team that is on, must run and try to stack their tins into a tall tower,’ Chinedu continued. ‘Then, they must run to the home-zone!’

‘That sounds just like Toti!’ Bulelwa repeated. ‘There is the same rule in Chicago too,’ Xihlala repeated.

‘Really?’ Chinedu asked, ‘that’s strange!’



READ 1

There seem to be a lot of the same rules in all three games. I **wonder** how the games are different?

READ 2

I **can infer** that Chinedu is confused because he says, ‘that’s strange!’

Chinedu went on. 'The fielding team's job is to hit the other team members with the ball. The other team members must try to duck and try not to get hit! If they get hit, they have to sit down.'

'That sounds just like Toti!' Bulelwa said, looking confused.

'There is the same rule in Chicago too,' Xihlala said.

'Really?' Chinedu asked, 'that's funny!'



READ 1

The more they talk about the rules, the more they can see that the games are similar. **I can infer** that they are all feeling confused!

READ 2

I can infer that Chinedu is confused because he says, 'that's funny!' **I can infer** that he hasn't realised they are all talking about the same game yet!

‘Okay so then, the fielding team must give the ball to the team in the home zone. Each member of the team has three chances to throw the ball and try to topple the stack of tins,’ Chinedu explained.

‘That sounds just like Toti,’ Bulelwa said. ‘If the team topples the stack, do they get a point, and another chance to play?’

‘Yes!’ Chinedu said, looking confused. ‘How do you know?’

‘This game is just like Toti! It must be the same game!’ Bulelwa laughed.

‘It is just like Chicago, too!’ Xihlala said. ‘Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?’

‘Yes!’ Chinedu said. ‘That is just like Bhathi!’



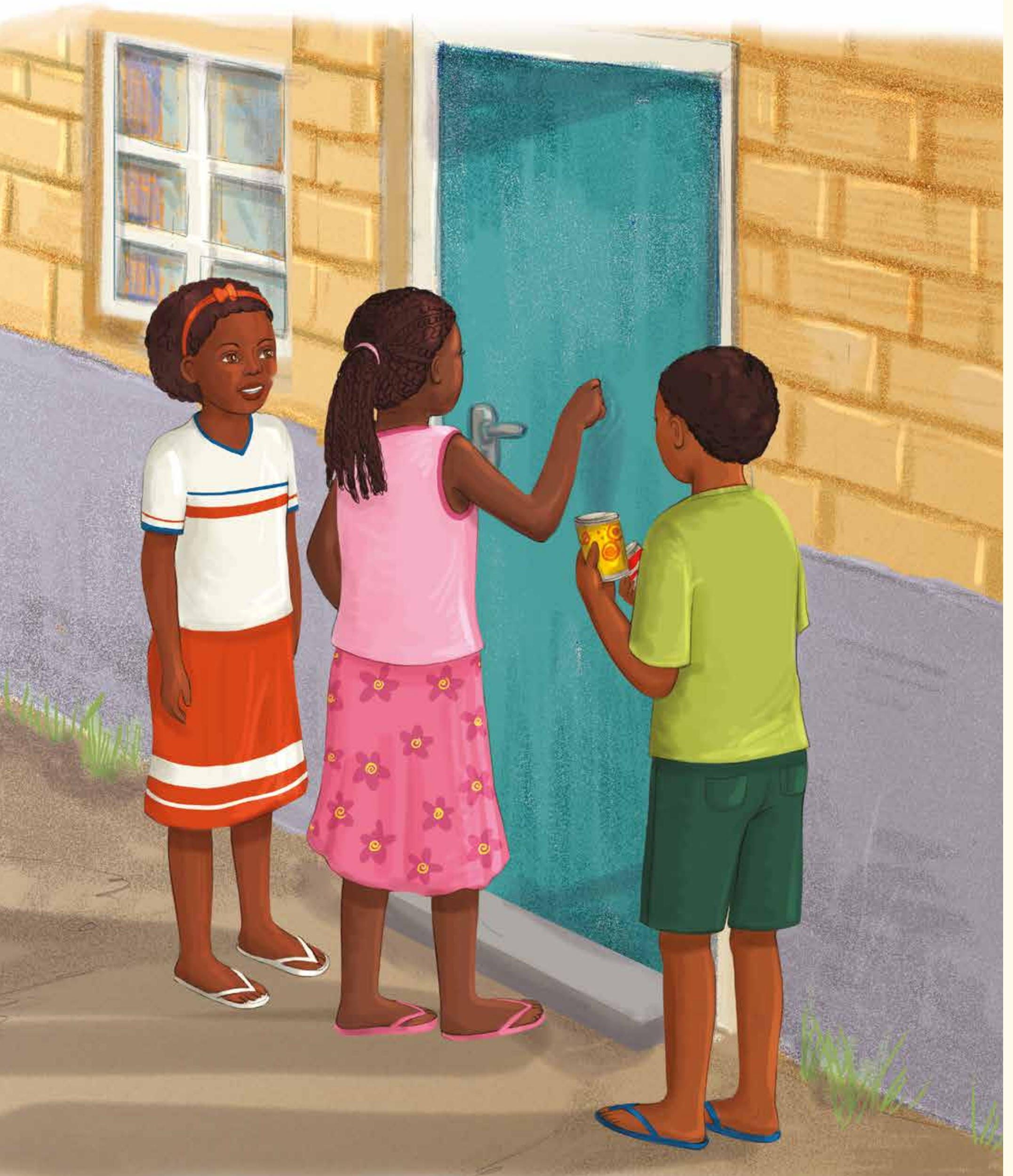
READ 1

I can infer that they all love the same game – but the game has different names in different places! This must have been very confusing for them!

READ 2

Chinedu thinks he is describing a new, different game, but his friends seem to know all the rules! **I can infer** that this is very confusing for him!

'Okay, let's go collect tins!' Bulelwa said. They went from house to house, asking their neighbours for tins.



When they reached the last house on the street, Chinedu asked, 'Can we please have some tins for Bhathi?'

The woman told them to wait. She came back with a whole bag of tins.

'Did you know that some people call that game Chicago?' she laughed, 'and other people call it Toti! Imagine!'



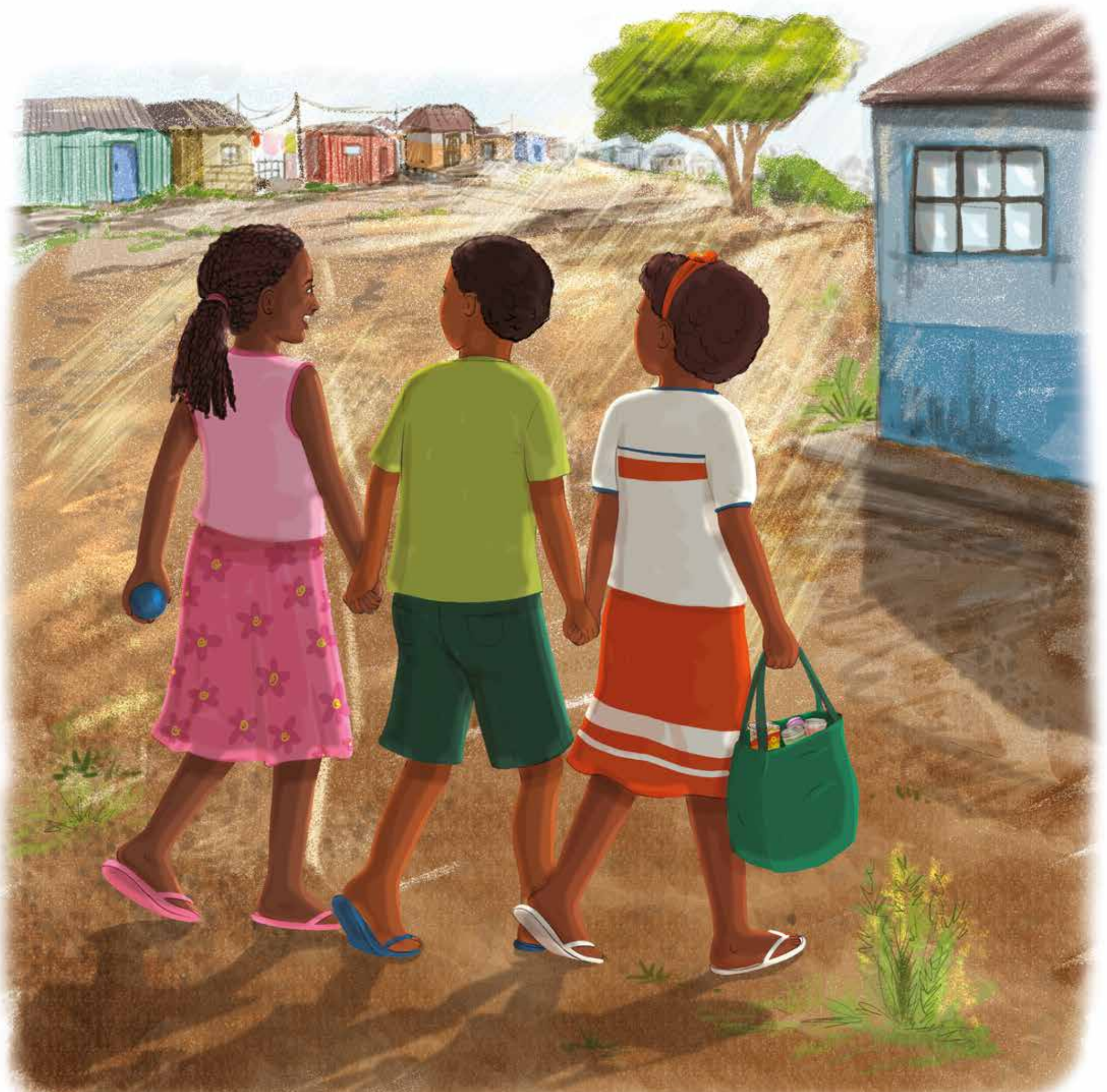
READ 1

The woman knows that the game has different names! But **I can infer** that the children in the story have just learnt this fact!

READ 2

I can infer that it is funny when they hear the woman say this, because it took them so long to figure out that the game has so many different names!

They finally had enough tins. Chinedu, Bulelwa, and Xihlala looked at each other and smiled, 'Let's play Bhathi-Chicago-Toti,' Xihlala said, laughing.



READ 1

They spent so long feeling confused! I **can infer** that they have changed the name, so that other people will know the game has lots of different names!

READ 2

I **can infer** that it is funny, because it took them such a long time to realise they were all talking about the same game! They spent so long feeling confused!



READ 1

What is the setting of this story?

It is set in Soweto, during the Christmas holidays.

What are the three different names for the game?

Bhathi, Toti, Chicago.

Why were the characters in the story confused?

- Because they thought they were talking about different games, but they were really talking about the same game!
- Because they thought they were talking about different games, but then all the rules of the game were the same!
- Because they didn't know their favourite game could have different names.

READ 2

How can we infer that the characters all come from different places?

- Because they are all visiting family in Soweto.
- Because they have just become friends.
- Because they all have a different name for the same game.

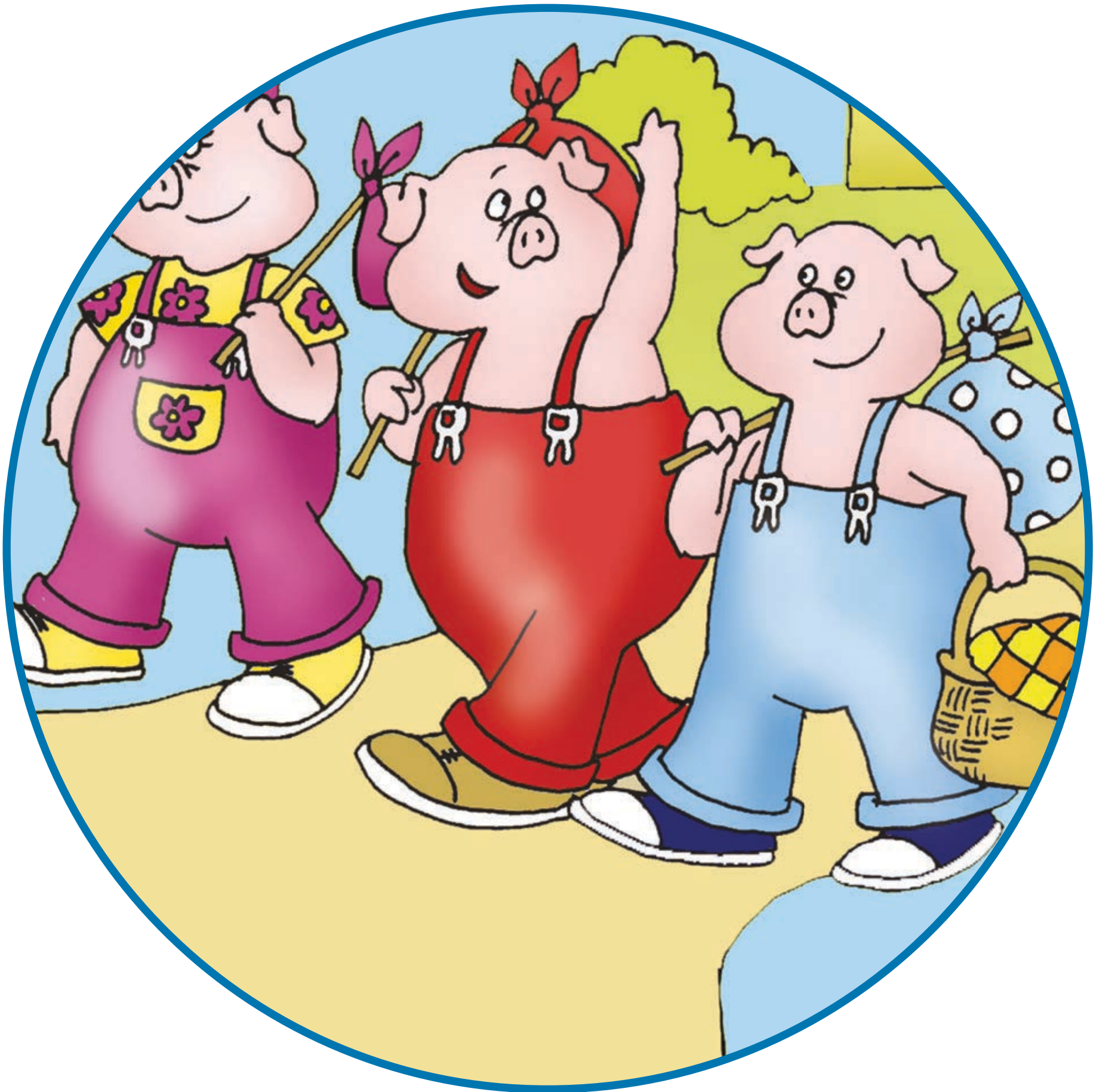
What do the children need to collect before they can play?

They need to collect tins.

Why did the characters laugh at the end of the story?

- Because it took them so long to realise that they were all talking about the same game.
- Because they had spent so long being confused.
- Because Bhathi-Chicago-Toti is a long and funny name for the game.

The three little pigs





Once upon a time there were three little pigs. The little pigs were all grown up. It was time for them to leave home and to make houses of their own! They waved goodbye to their mother.

READ 1

Where were the little pigs going? Oh! They were going to build their own houses!

READ 2

Why were the little pigs waving goodbye to their mother? Oh! It's because they are all grown up and leaving home!

'Build strong houses!' called their mother, 'And be careful of the Big Bad Wolf!'



As they walked, they noticed the Big Bad Wolf following them. 'We must build our houses as soon as possible!' agreed the little pigs.



READ 1

Who was following the little pigs? Oh! It was the Big Bad Wolf!

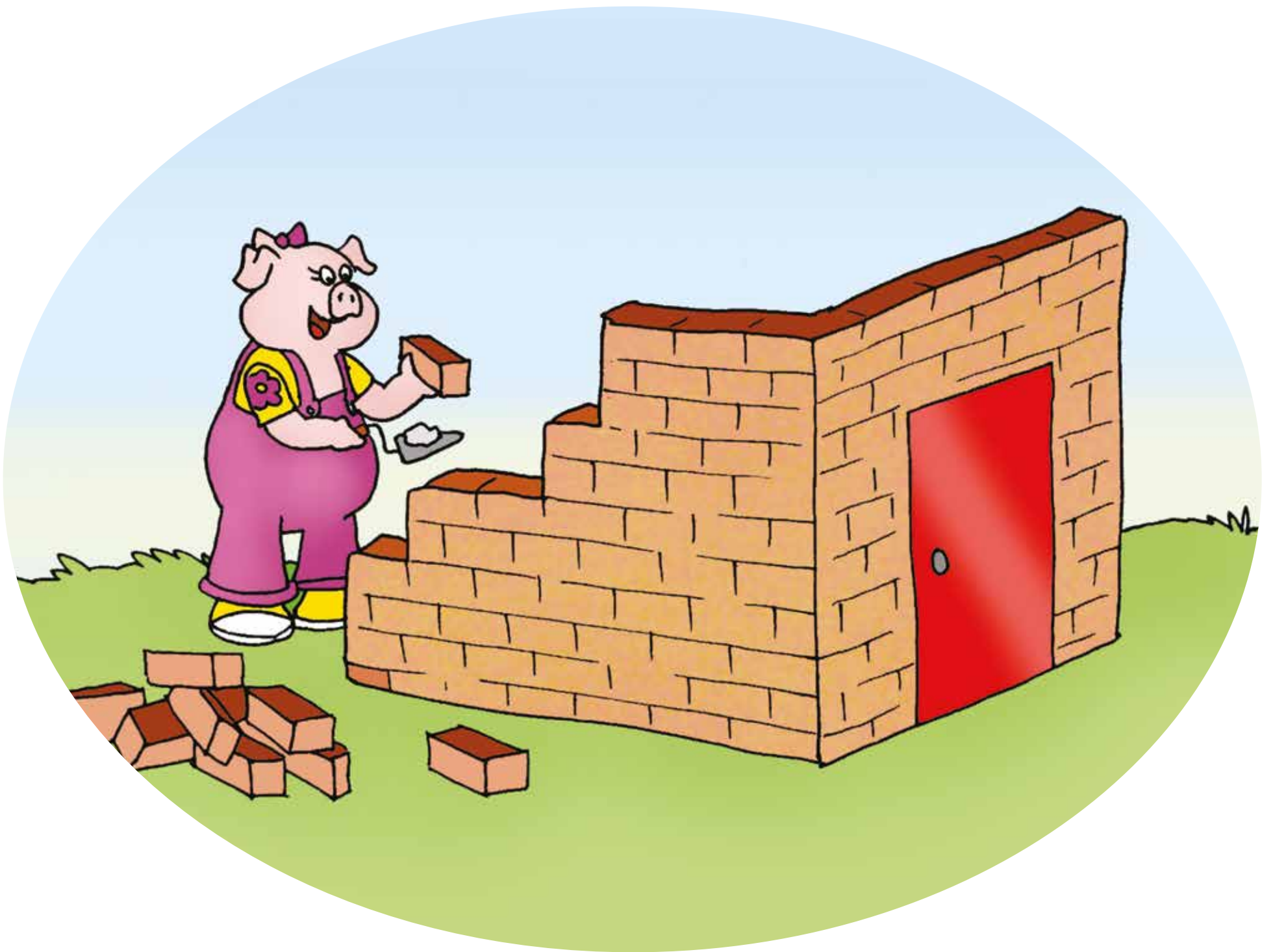
The first little pig bought some grass. He worked quickly to make his house.



The second little pig bought some sticks. She worked quickly to make her house.



The third little pig bought some bricks and mortar to stick them together. She worked quickly and carefully to build her strong house.



READ 1

What did the little pigs build their houses out of? Oh, I learn that the first pig used grass, the second pig used sticks, and the third pig used bricks!

READ 2

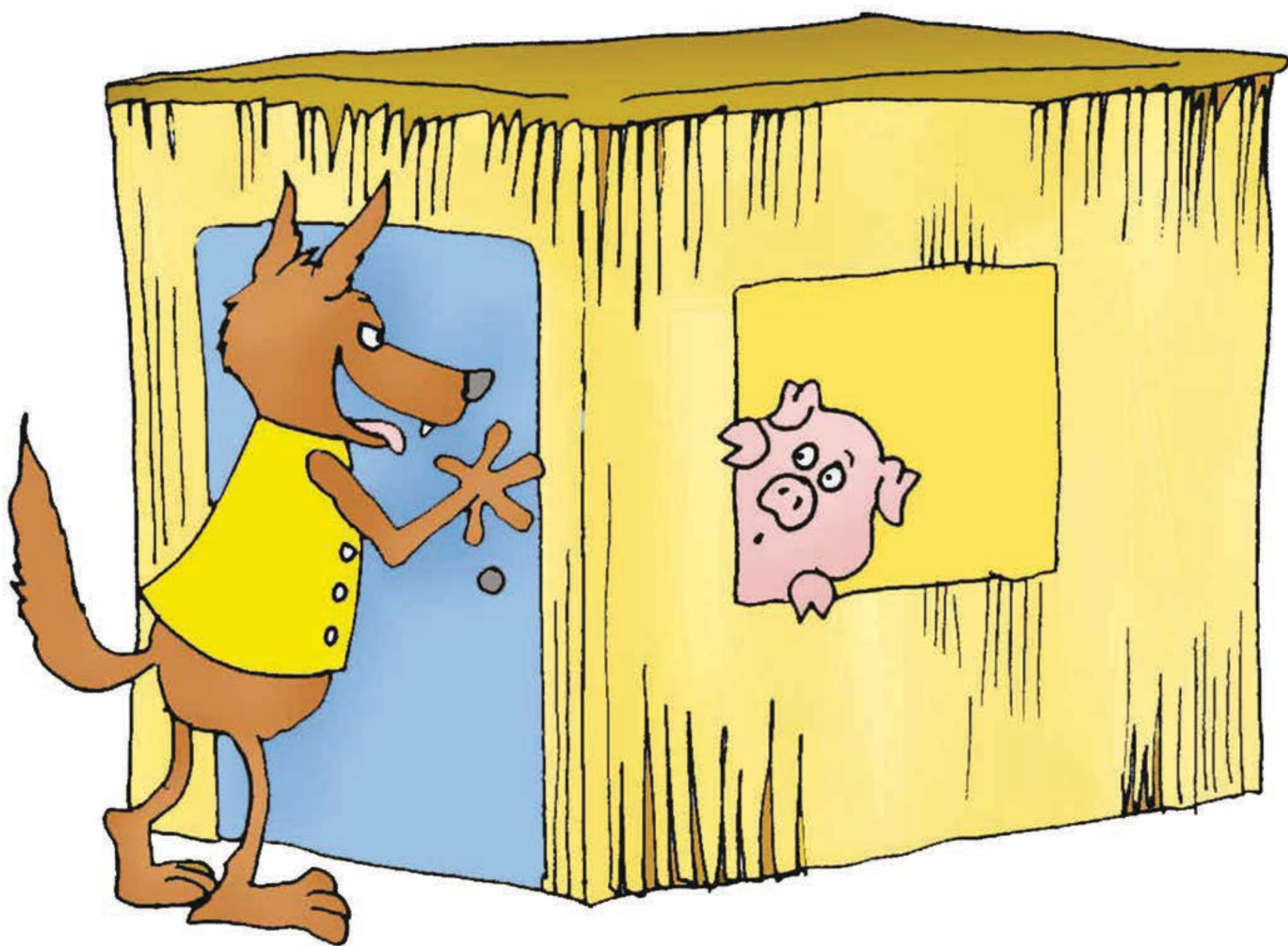
Who works carefully to build her house? I learn that only the third little pig works carefully!

One night the Big Bad Wolf came along and saw the first little pig in his house of straw.

'Little pig, little pig, let me in!' called the wolf.

The little pig replied, 'Not by the hair of my chinny chin chin!'

The wolf was angry. He yelled, 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The first pig ran to his sister's stick house.



READ 1

What happened to the first little house?
Oh no! I learn that the wolf blew it down!

READ 2

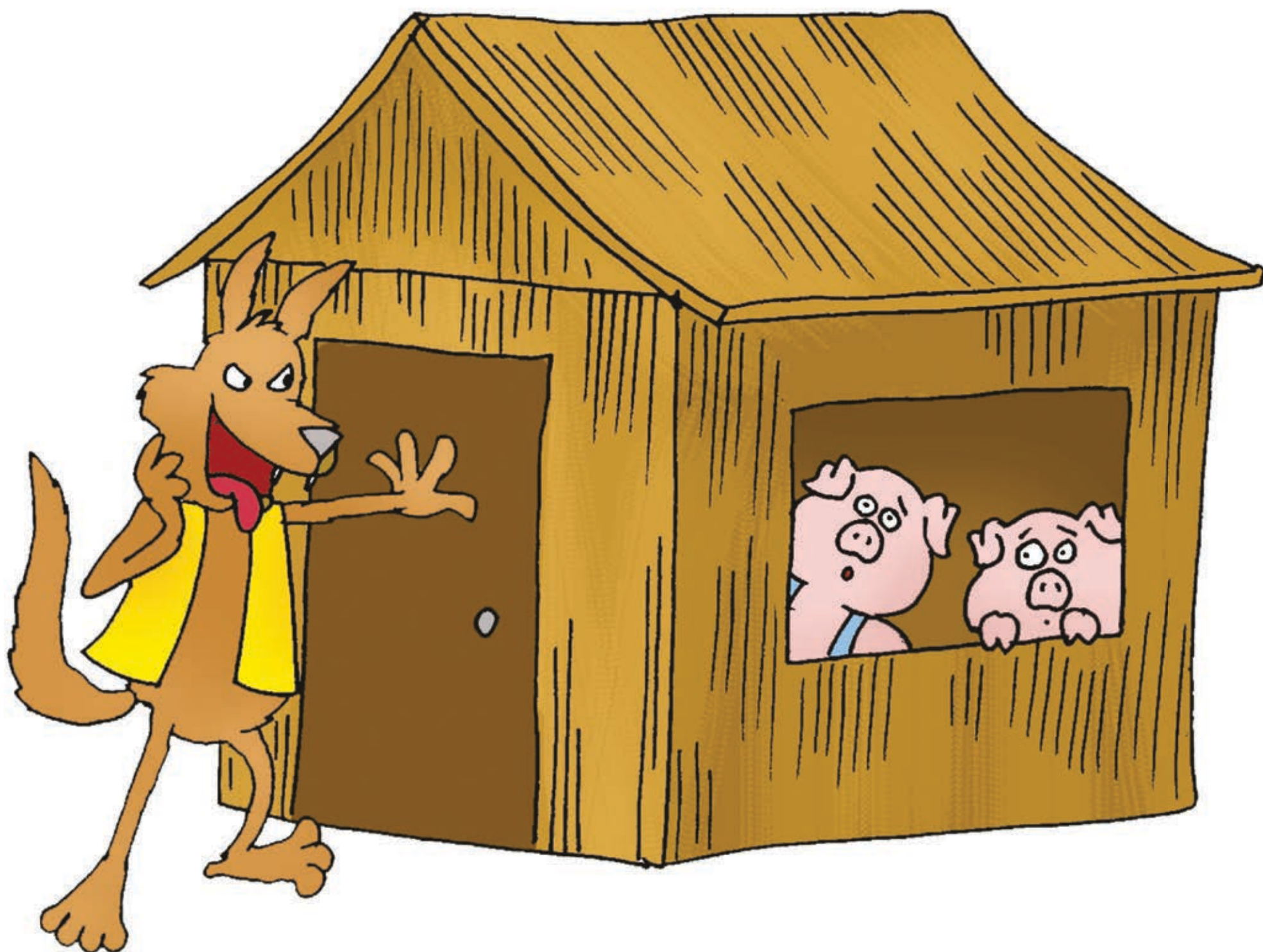
Why did the first little pig run to his sister's house? Oh! He ran there because his own house blew down and the wolf was chasing him!

The Big Bad Wolf came and knocked on the stick door.
'Little pigs, little pigs, let me in!' called the wolf.

The little pigs replied, 'Not by the hair of our chinny chin chins!'

The wolf was even angrier. He yelled, 'Then I'll huff and I'll puff and I'll blow your house in!' And he did.

The little pigs ran to their sister's brick house.



READ 1

What happened to the second little house? Oh no! I learn that the wolf blew it down!

READ 2

Why did the first and second little pigs run to their sister's house? Oh! Because their own houses blew down and the wolf was chasing them!

The Big Bad Wolf came and knocked on the door of the brick house.

'Little pigs, little pigs, let me in!' called the wolf.

The little pigs replied, 'Not by the hair of our chinny chin chins!'

The wolf was very angry and very hungry now. He yelled, 'Then I'll huff and I'll puff and I'll blow your house in!'



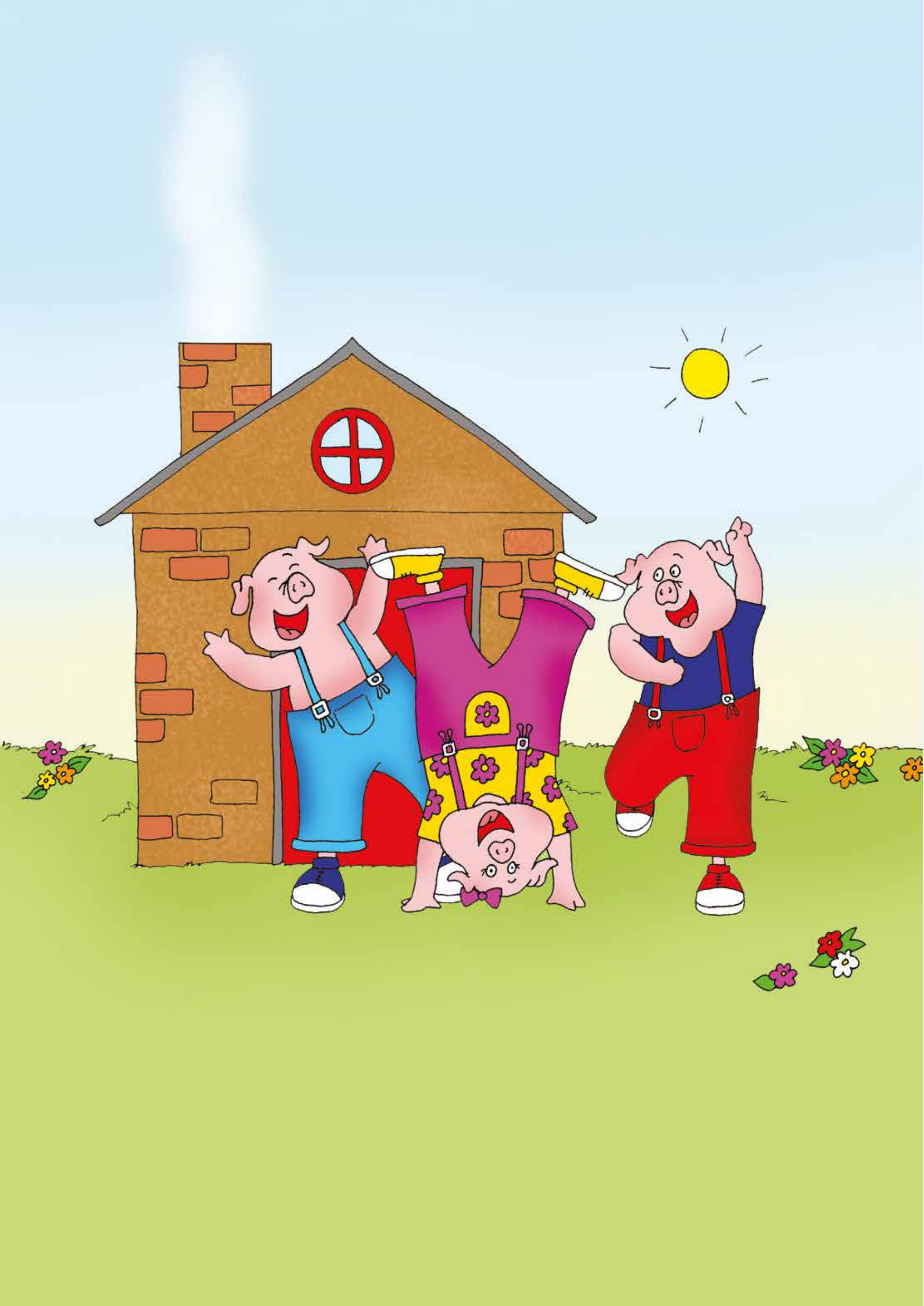
The wolf huffed and he puffed. He puffed and he huffed. But, he couldn't blow the brick house down! The little pigs were safe.

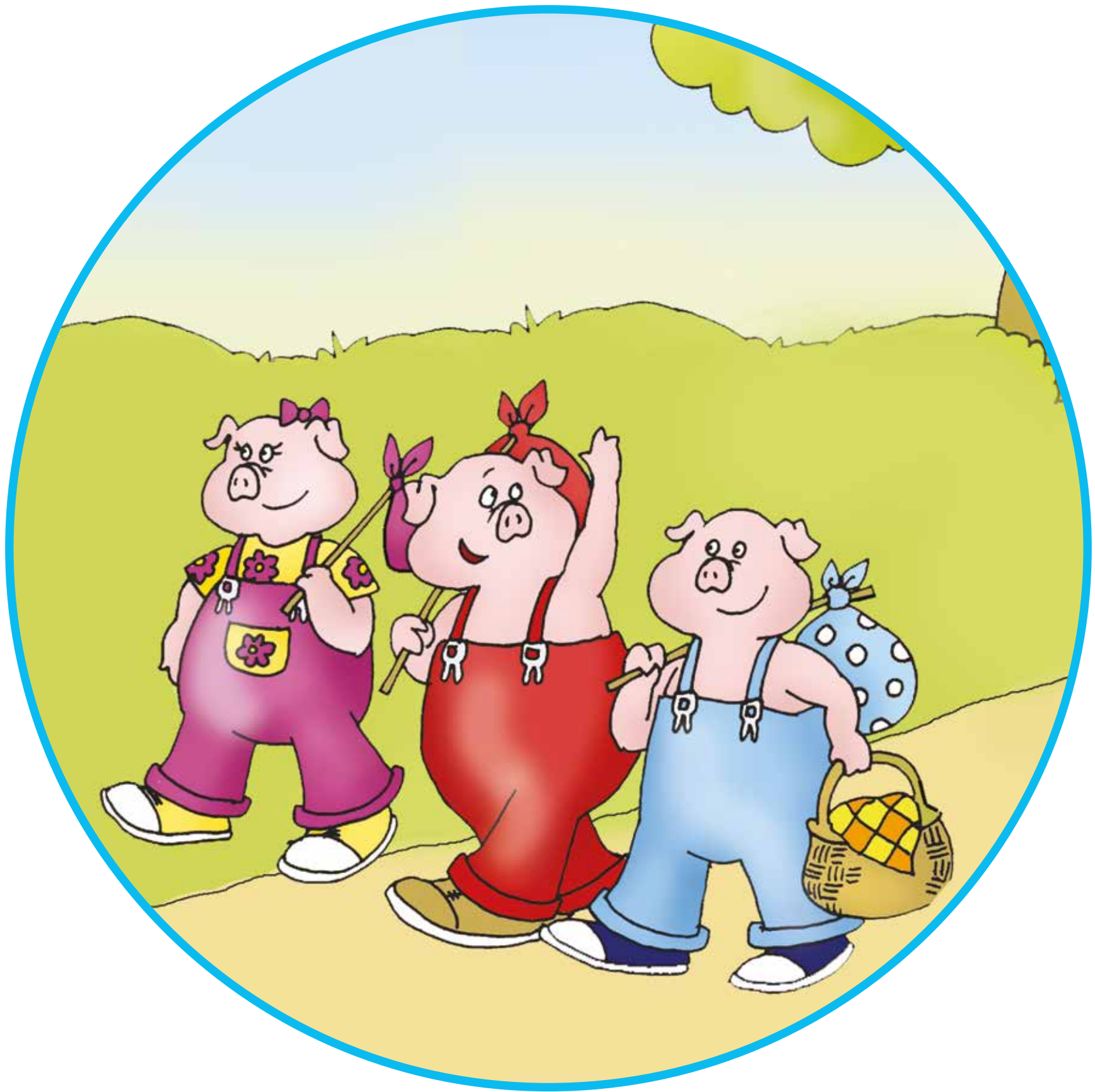
READ 1

What happened to the third little house? Oh! It was very strong!

READ 2

Did the wolf eat the pigs? No! I learn that the pigs were safe in the brick house!





READ 1

What do the little pigs use to build their houses?

They use grass, sticks and wood.

Who is chasing the three little pigs?

The Big Bad Wolf!

Why did the little pigs run to the brick house?

- The first two houses were blown down.
- The little pigs run to their sister's house.
- Their sister's house doesn't blow down.
- The pigs don't want to get eaten.

READ 2

Which houses blew down?

The grass and stick houses blew down.

Which house was strong?

The brick house was strong. It did not blow down.

Why were the little pigs safe in the end?

- Because they ran to the brick house.
- Because the wolf couldn't blow down the brick house.
- Because the third little pig made a strong house that kept them safe!



Once upon a time, deep in the Kruger National Park, there lived a little family of Barbour's Rock Mice. Their nest was getting very full, so the three oldest siblings left to build nests of their own.

'Good luck,' squeaked their mother. 'Build your nests carefully to keep you safe from Scary Slithering Snake!'



READ 1

I can **connect** this text to *The three little pigs*! At the beginning of both stories, three little siblings leave home!

READ 2

I can make a **connection**! In *The three little pigs* there was a Big Bad Wolf and in this story there is a Scary Slithering Snake! Both stories have a bad character – but the characters are different!

Soon the first little mouse became tired. She stopped in the middle of a big field.

'I will build my nest here, with grass,' she squeaked.

'But this is a very open place!' her sister said, 'Scary Slithering Snake will easily get into your nest!'

But the first little mouse didn't listen, she just began to build.



READ 1

Oh I can **connect** this to *The three little pigs*! The first little pig and the first little mouse both built out of grass!

READ 2

Oh! I can make a **connection**! In *The three little pigs* the characters built houses, but in this story the mice build nests.

The two little mice continued to walk and walk.

'I'm very thirsty!' said the second little mouse. At that moment, he saw a pond.

'I will build my nest there! I am too tired and thirsty to keep going!' he squeaked.

'There are many snakes near the pond!' said the third little mouse. 'It is not safe!'

But the second little mouse did not listen to his sister's warning! He gathered grass and reeds, and built his nest next to the water.



READ 2

Oh I can **connect** this to *The three little pigs*! The second pig and mouse both build with different materials from their siblings. But, the first little pig builds from reeds and the second little mouse builds from reeds!

The third little mouse walked and walked until she found a small pile of rocks on a hill. She gathered leaves and grass and made her nest in a small crack between the rocks.

'This will be safe!' she said. 'No snakes can fit in here!'



READ 1

I can make a **connection** to *The three little pigs*! All of the siblings build their house from different things!

READ 2

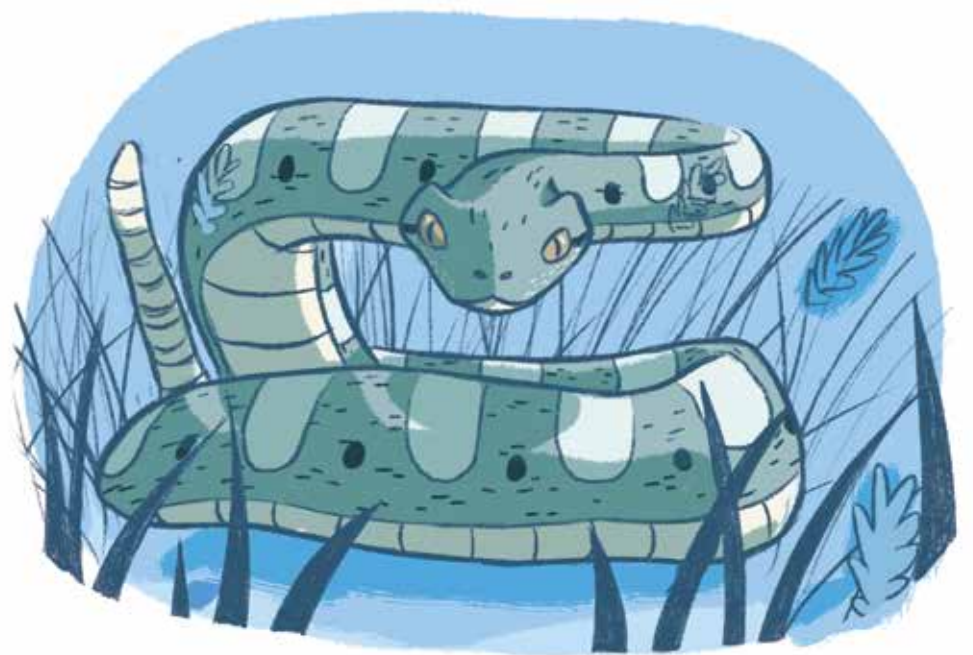
I can make a **connection**. Both the third little pig and the third little mouse were careful to choose a strong material for their new houses.

That very night, when the moon rose, Scary Slithering Snake woke up and went to find something to eat. He slithered across a big open field, and found the first little mouse's nest.



'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the little mouse squeaked.

'Then I'll wack, and I'll smack, and I'll crack your nest down!' the snake warned. He took one big wack and easily destroyed the nest! Then, Scary Slithering Snake swallowed the first little mouse in one gulp!



READ 1

I **connect** this to *The three little pigs*! In both stories they say 'chinny-chin-chin'!

READ 2

Oh! I can make a **connection**. In both stories, the bad character wants to eat the other characters. But, the three little pigs run to their siblings houses, and the little mice get eaten up!

Next, Scary Slithering Snake went to find some water. When he arrived at the pond, he saw the second little mouse's nest.

'Little mouse little mouse let me in!'

'Not by the whiskers on my chinny-chin-chin!'

'Then I'll wack, and I'll smack, and I'll crack your house down!' the snake warned.

He took one big breath and blew all the reeds away. Then, Scary Slithering Snake swallowed the second little mouse in one gulp!



READ 1

I can **connect** this to *The three little pigs* – the first two houses in both stories get destroyed!

READ 2

I can make a **connection**! In both stories, the first two houses are destroyed. But in *The three little pigs* the wolf blows and in this story the snake wacks and smacks!

When the snake reached a small pile of rocks, he could hear another little mouse trying to hide. He put his nose right up to the crack and said, 'Little mouse little mouse let me in!'



'Not by the whiskers on my chinny-chin-chin!' the third little mouse squeaked.

'Then I'll wack, and I'll smack, and I'll crack your nest down!' the snake warned.



He took one big wack, and another, but he could not move the rocks! He tried to squeeze into the crack, but he was too big and the crack was too small!

From then on all of the mice in her family nested in the safety of the rocks.



READ 1

I can make a **connection**! In both stories, the third house is strong. It doesn't get destroyed!

READ 2

I can make so many **connections** between these stories – they follow the same storyline!



READ 1

Who is the big bad character in this story?

It is the Scary Slithering Snake.

Who are the three little characters in this story?

They are the three little mice.

How is this story similar to The three little pigs?

- There are 'three little' characters in both stories.
- There is a bad character in both stories.
- They say 'Chinny-chin-chin' in both stories.
- The bad character destroys the first two houses in both stories.
- Etc.

READ 2

What materials do the three little mice build with?

Grass, reeds, and rocks

What is on the chinny-chin-chins of the mice?

Whiskers

How is this story different from the three little pigs?

- The setting is different.
- The characters are different.
- The materials of the houses are different.
- The way the bad characters destroy the houses is different.
- Etc.



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.



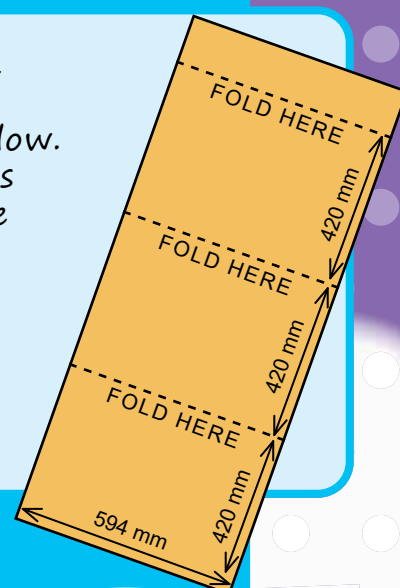
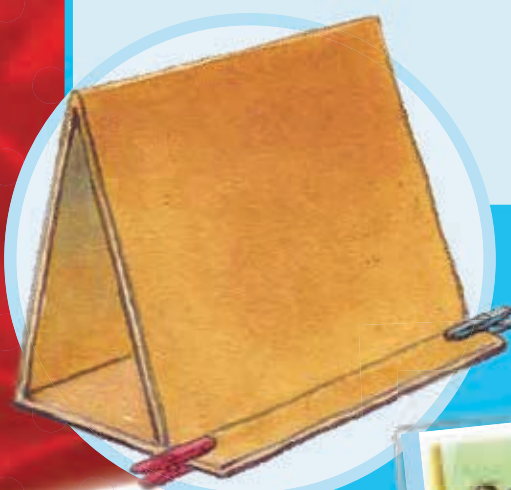
Make your own Big Book stand

You will need:

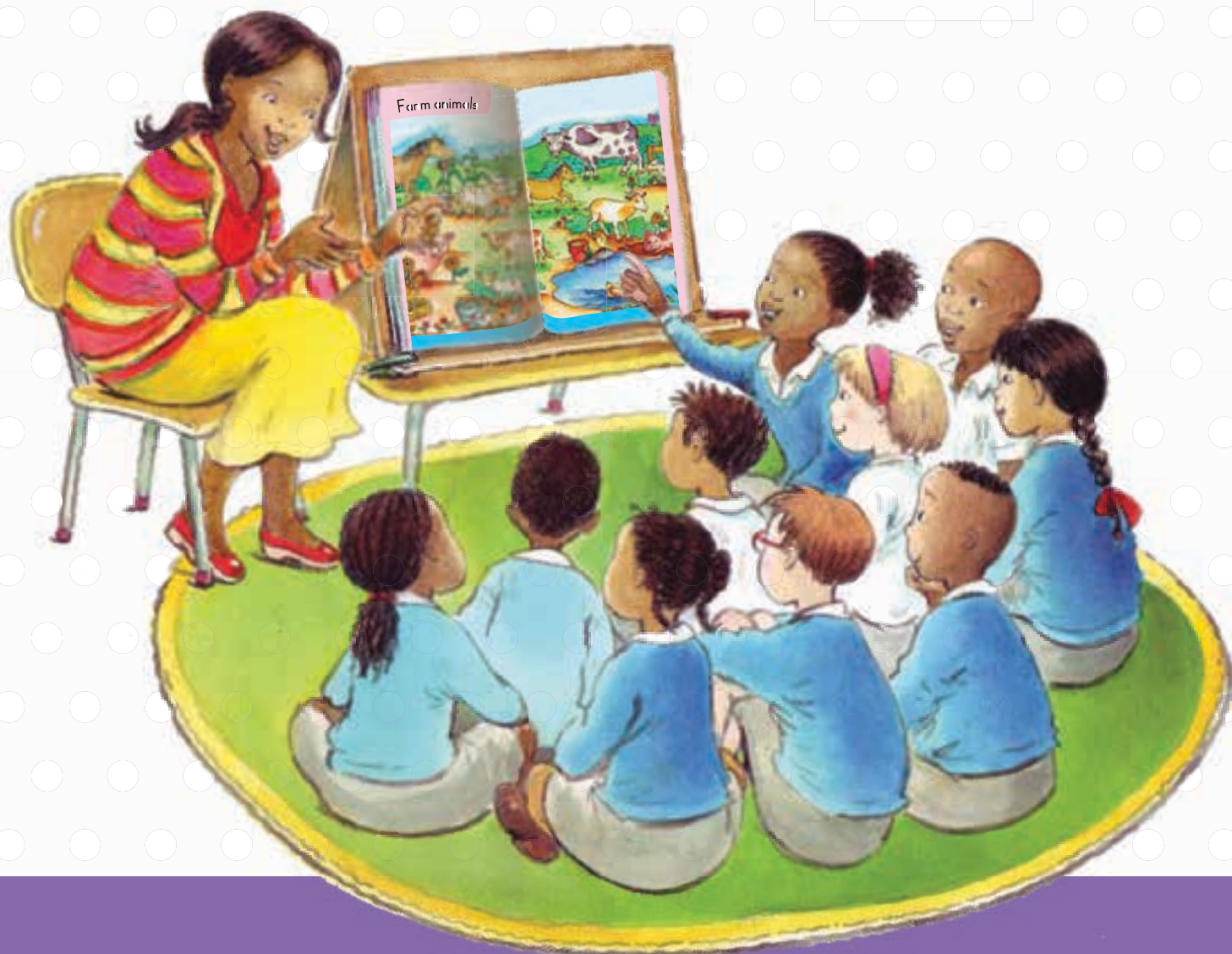
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.



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.)



THIS BOOK MAY NOT BE SOLD.



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