

Grade 2



A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE

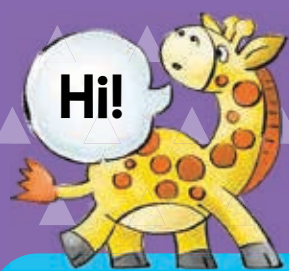


basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Book

1



Term 1 Stories in this book:



How to use this Big Book:

Dear Teachers

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

In Grades 2&3, Shared Reading is done four times in a two-week theme as follows:

- Week 1 Tuesday: Pre-Read
- Week 1 Thursday: Read One
- Week 2 Tuesday: Read Two
- Week 2 Thursday: 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 four 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 your 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: 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, illustrating the story 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!



1 A forgotten birthday

1



2 Chuck the truck

10



3 Jane's flat tyre

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2 Marie saves up

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1 A forgotten birthday

It was Mandla's 8th birthday. Usually everyone said 'Happy birthday!' But not today. His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden. No one said 'Happy birthday!' to him. 'This is the worst birthday ever,' thought Mandla.



READ 1

I **wonder** why no one said 'Happy birthday' to Mandla? **If I were** Mandla, I would think everyone had forgotten my birthday.

READ 2

Oh no! Mandla feels like everyone is too busy for him. I can **make a connection!** That **reminds me** of when my mom has so much work to do, that she doesn't have time for me. It makes me feel sad.

Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought. He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'
'Oh no! This is the worst birthday ever,' thought Mandla.



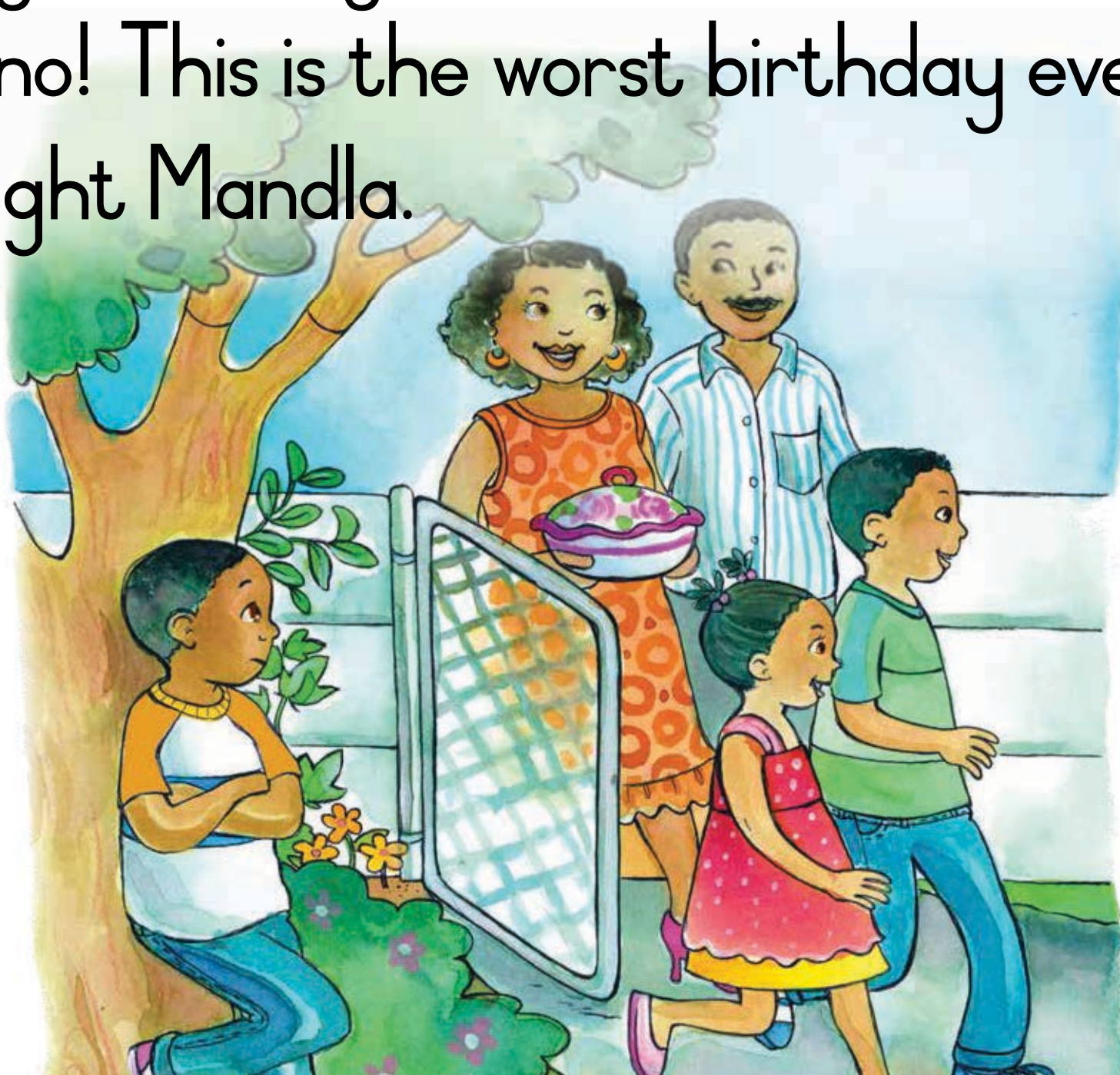
READ 1

Mandla thinks that this is the worst birthday ever. It must be because no one has said 'Happy birthday' to him. If no one wished me happy birthday, **I would be** feeling very sad!

READ 2

If I were Mandla, I would feel really sad. My grandparents always remember my birthday!

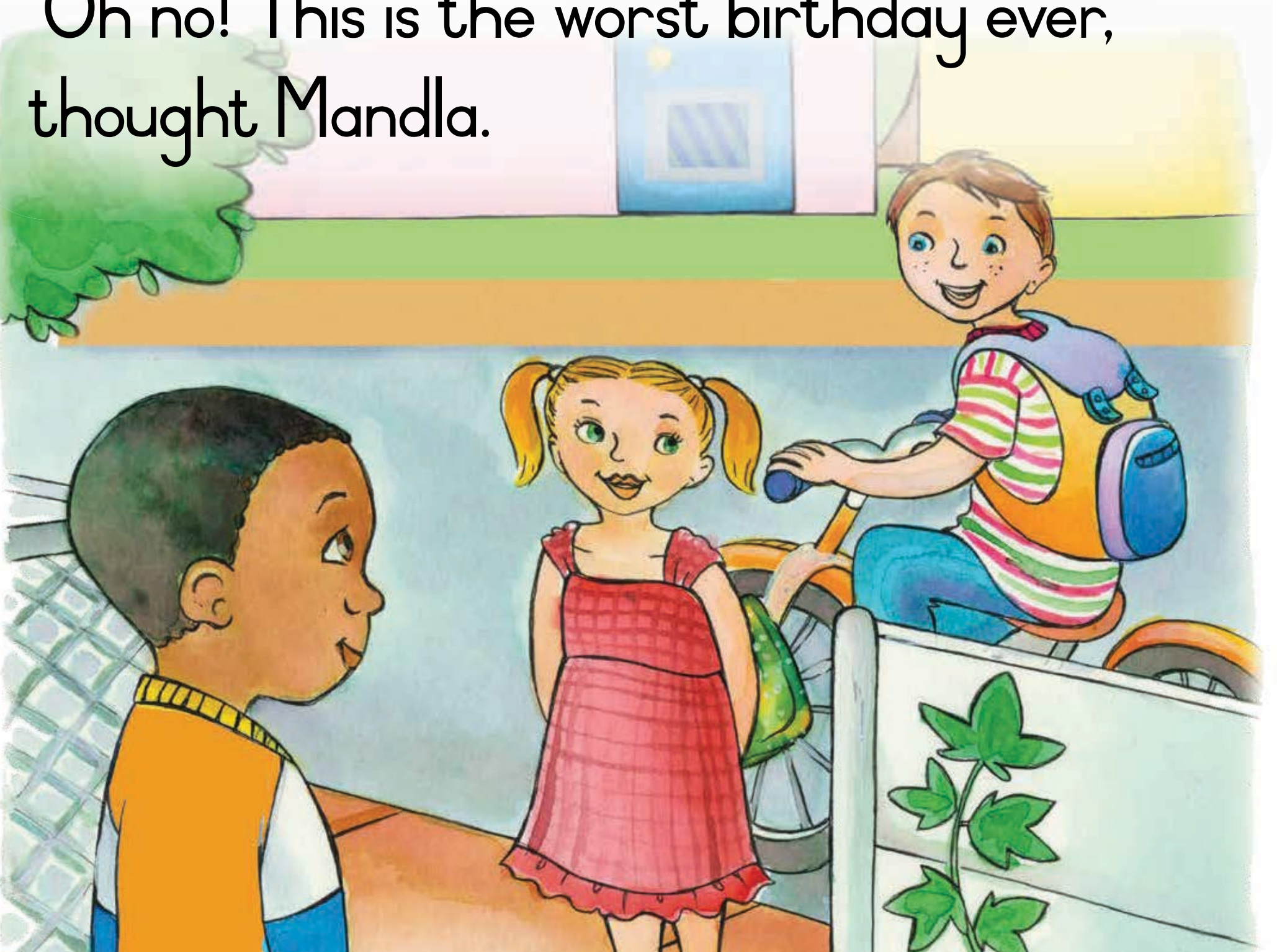
Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought. He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?' 'Oh no! This is the worst birthday ever,' thought Mandla.



READ 1

No one is wishing Mandla happy birthday. **If I were** Mandla, I would feel like I wasn't very important or special. I would feel very sad.

Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought. He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!' 'Oh no! This is the worst birthday ever,' thought Mandla.



READ 1

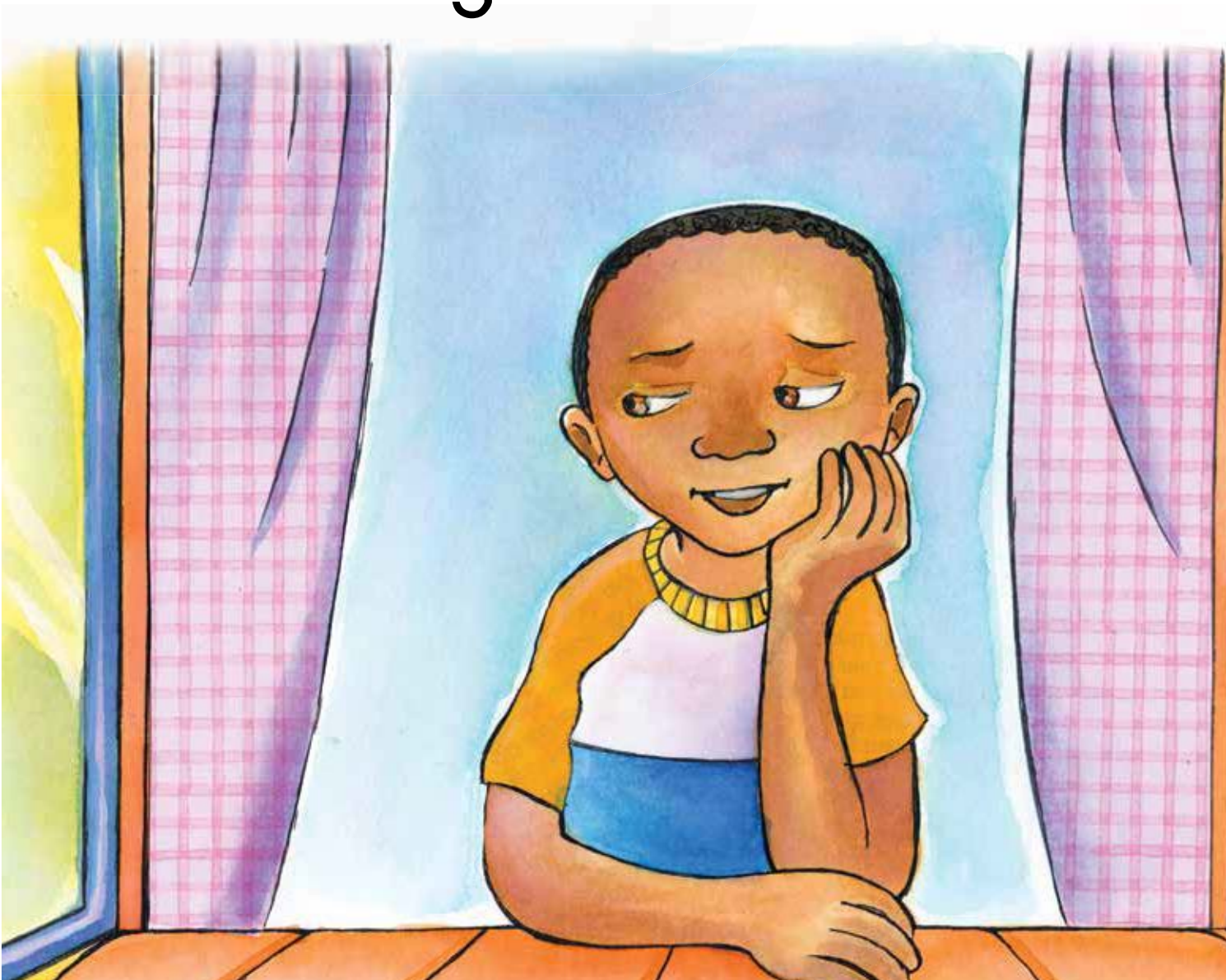
If my best friend forgot my birthday, I **would think** my friend didn't care about me! I would feel so sad.

READ 2

This **reminds me** of once, when my best friend forgot my birthday. I felt so sad.

Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'

He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.



READ 1

Mandla must think 'poor me' because he is feeling so sad for himself. He must be thinking that his friends and family forgot his special day. If everyone forgot my birthday, I **would** feel so sad.

READ 2

I can **make a connection!** That **reminds me** of one time my friends were whispering at school. I heard them say my name. I felt so left out! But later, they brought me flowers for my birthday. I learned that they were just whispering to plan my birthday present!

Then Mandla's mother called him. He walked to the back of the house. 'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.



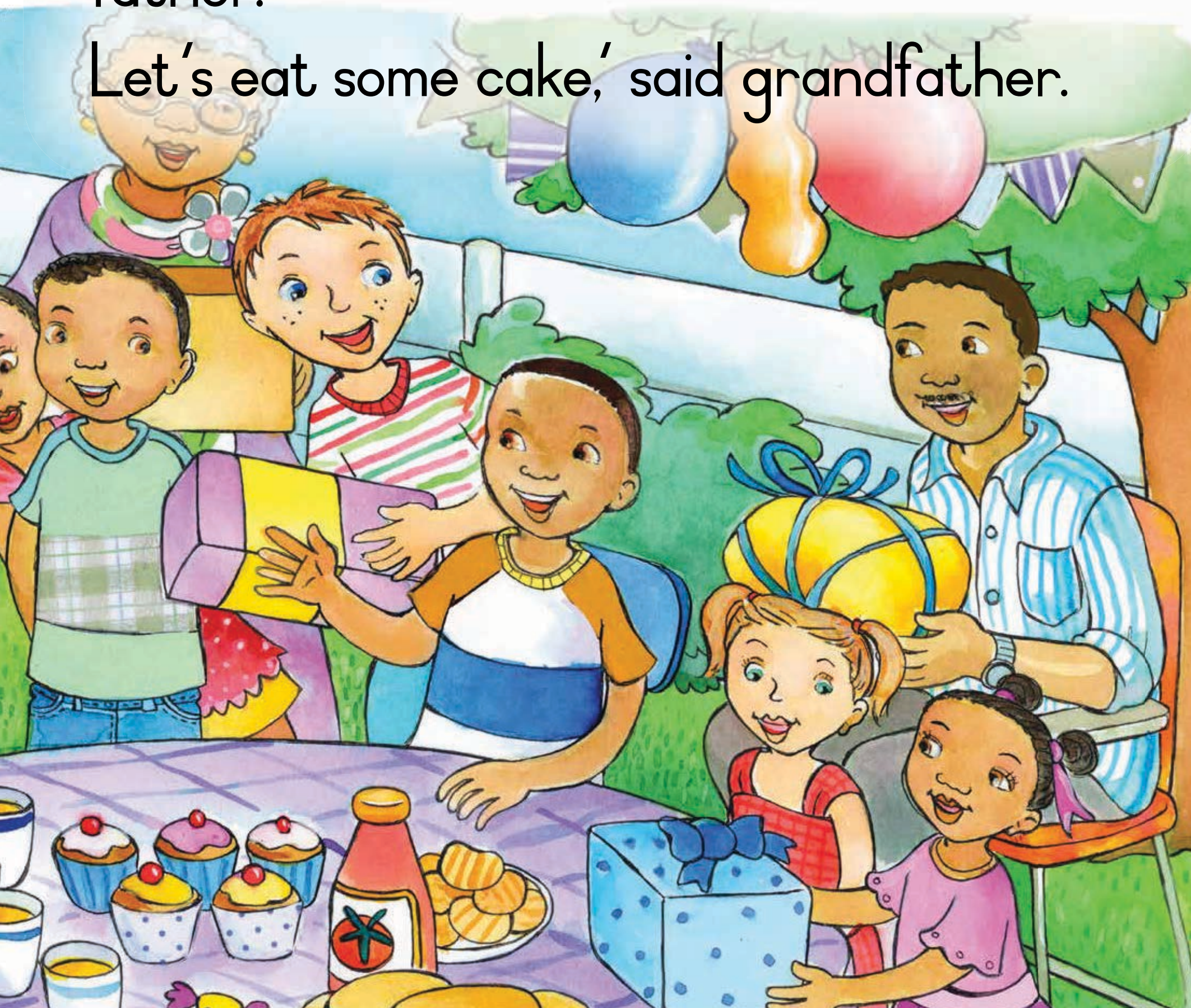
READ 2

Oh! Everyone only pretended to forget Mandla's birthday. Then, Mandla was surprised! I can **make a connection**! That **reminds me** of when my dad turned 60 years old. My mom planned a big surprise party for him. No one said happy birthday to him. When he came back from work, we all jumped out and said 'surprise!' He thought we forgot his birthday, but we just wanted him to be surprised.

'I thought you forgot my birthday!' shouted Mandla.

'We really surprised you!' said Mandla's father.

Let's eat some cake,' said grandfather.



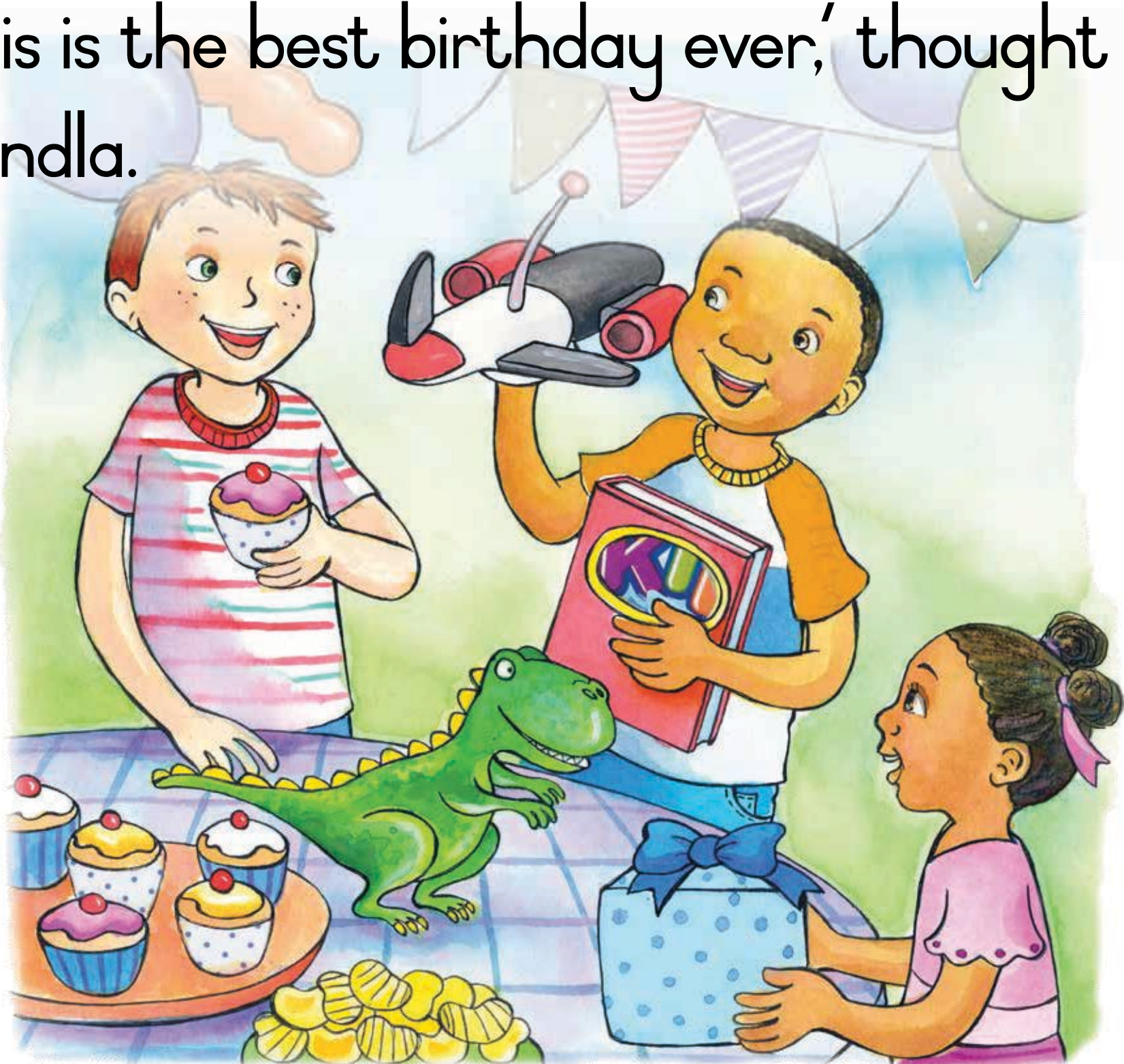
READ 1

Oh! Mandla looks happy. **If I were** Mandla, I would feel so special that my friends and family worked hard to surprise me.

READ 2

Mandla can see that everyone worked so hard to surprise him. **If I were** Mandla, I would be feeling so special that everyone worked so hard to plan a special party for me.

'Open your presents,' said Steve.
Mandla unwrapped his presents. He
shouted, 'I always wanted a spaceship!' 'Wow! Look at this dinosaur!' 'I have been
wanting to read this book!' 'This is the best birthday ever,' thought
Mandla.



READ 1

Wow! What great presents! **That reminds me of** when my family and friends gave me birthday presents! I felt so special.

READ 2

Mandla looks so happy. **If I were** Mandla, I would feel so special that my family and friends got me presents that I really wanted.



READ 1

Whose birthday is it?

It is Mandla's birthday.

Who surprised Mandla for his surprise party?

His mom, dad, sister, grandmother, grandfather, Uncle Tom, Aunt Mapula, his cousins, his friend Steve and Steve's sister.

Why does Mandla think 'poor me' when he is alone in his room?

- Mandla is feeling sad.
- Mandla is feeling sad because he thinks everyone forgot his birthday.
- Mandla thinks that no one remembered his birthday.
- Mandla does not know about the party because it is a surprise party.
- Maybe Mandla thinks no one cares about him.
- Maybe Mandla thinks no one loves him.

READ 2

How would you feel if your family had forgotten your birthday?

I would feel...

Did Mandla's family really forget his birthday?

No, Mandla's family pretended to forget his birthday so he would be surprised.

Why is Mandla happy at the end of the story?

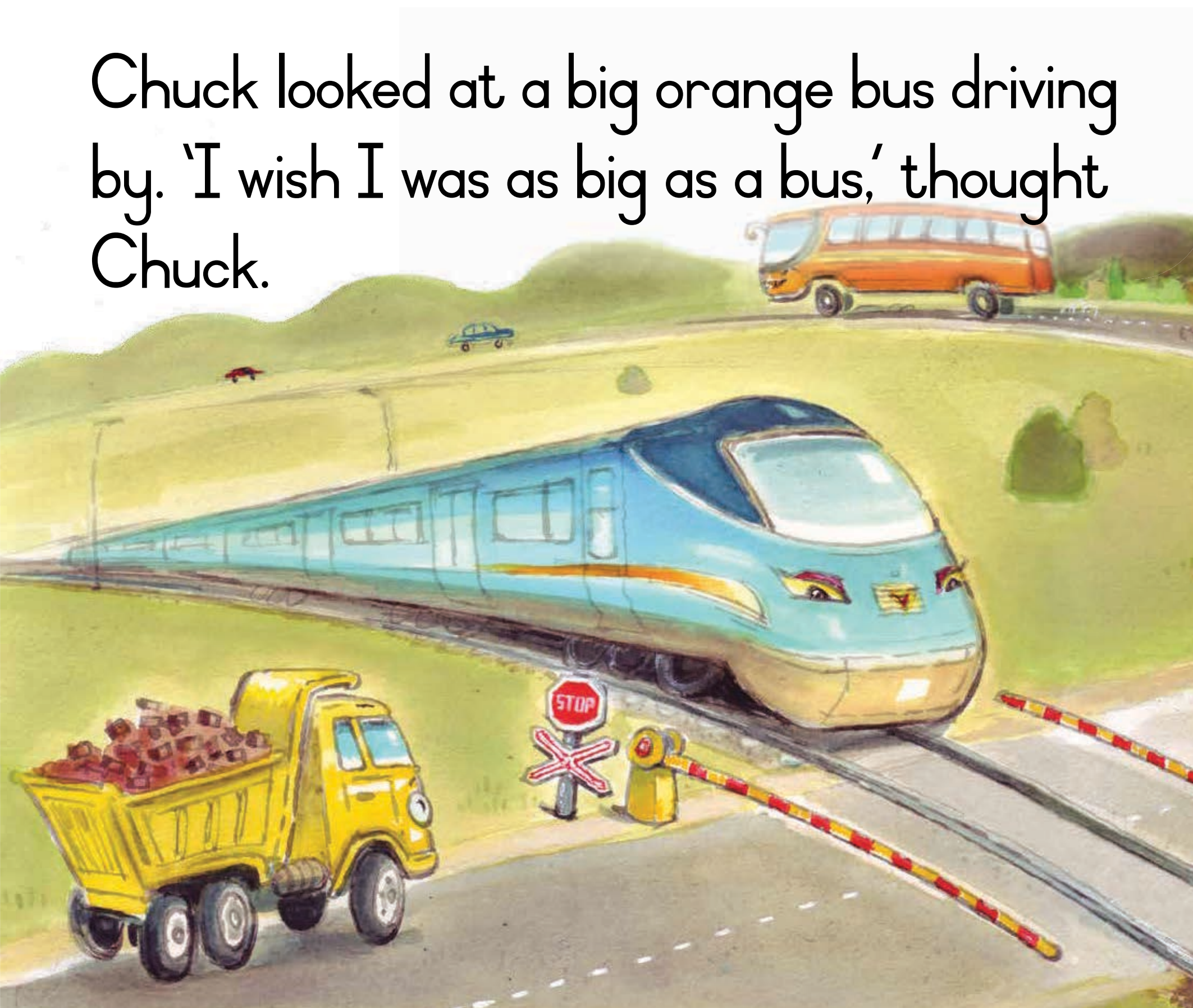
- Mandla is happy because there is a party for him.
- Mandla is happy because he gets presents.
- Mandla is happy because there is a cake for him.
- Mandla realised that no one forgot his birthday.
- Mandla realised that everyone was really coming for his party.
- Mandla knows that his friends and family care about him and love him.



Chuck was a little yellow tipper truck.
One day, with a big load full of stones,
Chuck drove out onto the big road.

Chuck looked at a fast blue train that was speeding past. 'I wish I was as fast as a train,' thought Chuck.

Chuck looked at a big orange bus driving by. 'I wish I was as big as a bus,' thought Chuck.



READ 1

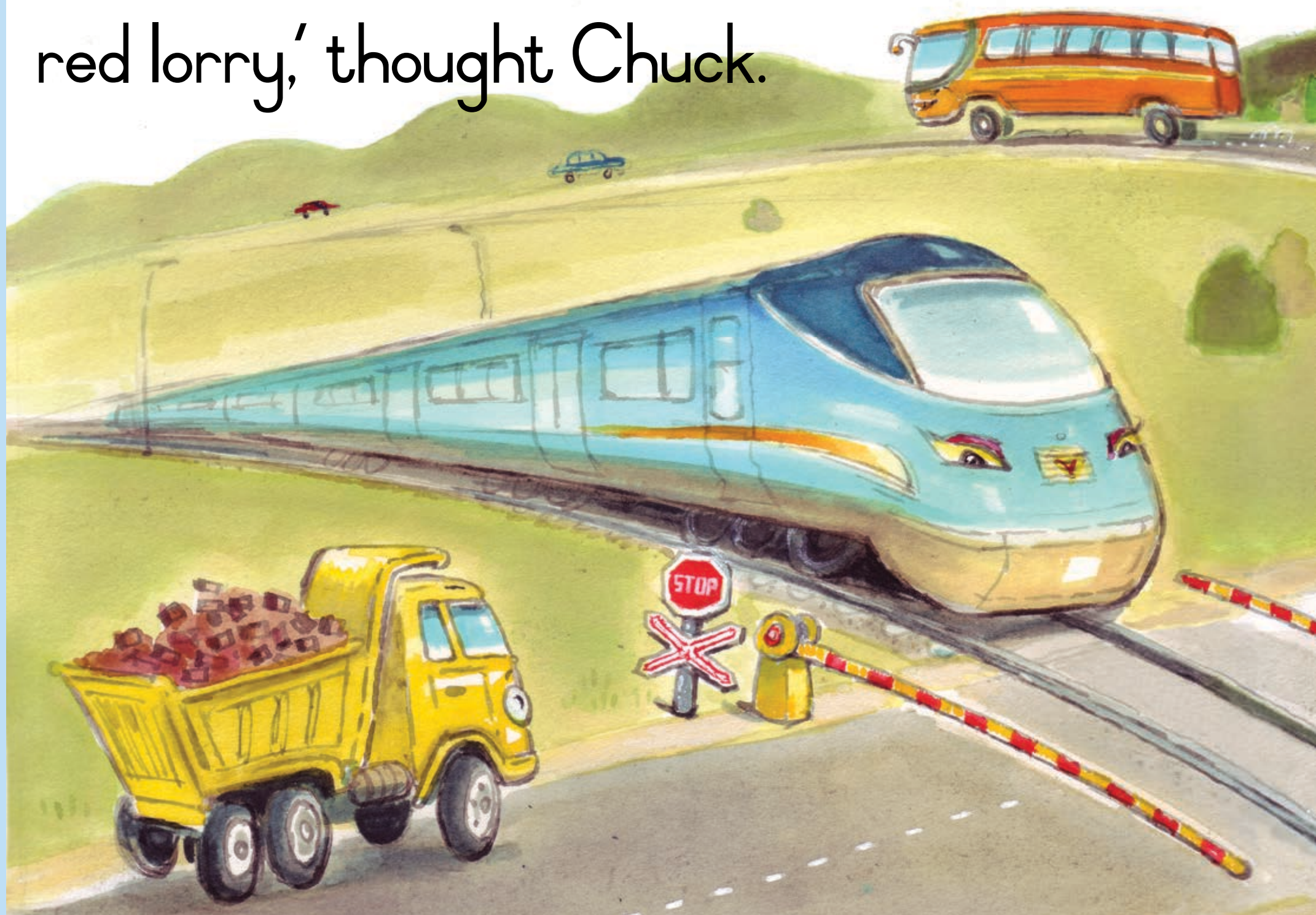
Chuck wants to be fast like the train. I can **make a connection!** That reminds me of how on Sports Day, I wanted to run fast like my friend Busi.

READ 2

Chuck isn't feeling good about himself. I can **make a connection!** That reminds me of how I feel when someone reads better than me. It makes me feel like I am not good enough!

Chuck saw a big shiny white plane flying high in the sky. 'I wish I was shiny like a plane,' thought Chuck.

Chuck saw a beautiful red lorry on the road. 'Oh, I wish I was as beautiful as that red lorry,' thought Chuck.



READ 1

Chuck wants to be shiny, like the plane. I can **make a connection!** That reminds me of how I wanted new shiny shoes at the beginning of the school year, when all the other learners had new shoes. I felt sad about having to wear my sister's old used shoes.

Chuck saw a bright green boat speeding down the river. 'I wish I was as bright as that green boat,' thought Chuck.



READ 2

Chuck wants to be bright and beautiful, like the boat and the lorry. I can **make a connection!** That reminds me of how I wanted a bright and beautiful new jacket after my big sister got a new jacket. I didn't want my old one anymore!



Chuck saw a cool, new red racing car. 'I wish I was as cool as that new racing car,' thought Chuck.

READ 2

Chuck is feeling like everyone else is better than him. I can **make a connection!** That **reminds me** of one time, when I lost the athletics race. I was the last one. I felt so slow. I wished that I could be someone else. I felt so bad about myself.

Chuck sat by the river, feeling sad. 'Everyone else is faster or bigger or cooler than me!' thought Chuck sadly. 'I am so small. I am so slow. I am not good at anything!' he thought.



READ 1

Chuck wants to be like everyone else. I can **make a connection!** That **reminds me** of how sometimes, when I see people with brand new clothes or shoes, I wish I had those things too. It makes me not like the things that already belong to me.

Suddenly, Chuck saw a little boy fall into the river.

'Help! Help!' shouted the boy. 'Someone please help me! Who can help me?'

'I can't,' said the train. 'I am too fast to stop.'

'I can't,' said the bus. 'I can only stop at bus stops.'

'We can't,' said the lorry and the racing car. 'We can't go into the water.'

'I can't,' said the plane. 'I am too high.'

'I can't,' said the boat. 'The wind is too strong to turn.'



HELP!



Chuck couldn't go in the water. But Chuck was so smart. He had an idea! 'I will help you!' said little Chuck. He tipped out the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water. 'Thank you!' shouted the little boy. 'I am safe!'

READ 2

Oh! Chuck has a smart idea. Chuck did something that no one else could do.

If I were Chuck, I would feel good about myself!

'Thank you brave yellow truck!' said the boy.

Chuck drove home after saving the little boy. 'I might not be big or fast or beautiful,' thought Chuck, but I am important too! I like myself just the way I am.'



READ 2

Chuck realises that he is special and important in his own way. I can **make a connection!** That **reminds me** of how I felt after I won the spelling contest at school. I felt so good about myself! When I felt good and smart, I didn't want to be anyone but me!



READ 1

What is Chuck?

Chuck is a little yellow tipper truck.

What does Chuck want to be?

- a fast train
- a big bus
- a shiny airplane
- a beautiful lorry
- a bright boat
- a new, cool racing car

Why did Chuck sit by the river feeling sad?

- Because he wished he was big.
- Because he wished he was fast.
- Because he wished he was shiny.
- Because he wished he was bright.
- Because he wished he could fly.
- Because he wished he could go in the water.
- Because he wished he was like the other transport that he sees.

READ 2

What did the little boy say to Chuck after he saved him?

He said 'thank you' and he called Chuck brave.

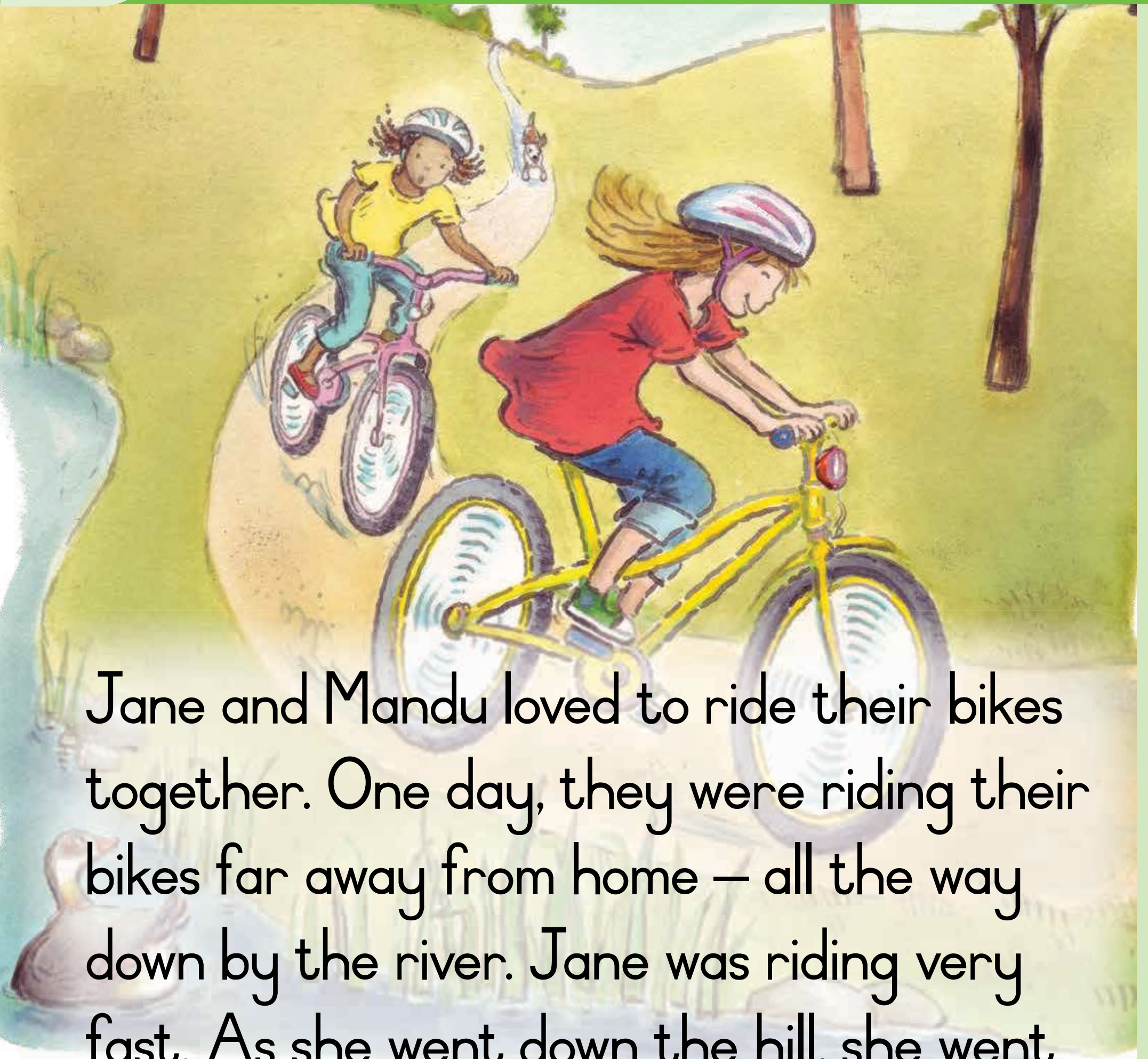
At the end of the story, Chuck felt brave and important. Can you make a connection? When was a time you felt brave like Chuck?

I felt brave when...

Why does Chuck decide he is important at the end of the story?

- Because he has a smart idea.
- Because he can do something no one else can do.
- Because he is the only one who can save the little boy.
- Because he feels good about what he did.
- Because he realizes he is special in his own way.

Jane's flat tyre



Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she went down the hill, she went faster and faster.

READ 1

Where are Jane and Mandu? Oh! I learn that they are riding by the river, far away from home.

READ 2

What do Jane and Mandu love to do? Oh, they love to ride their bikes!

Then, Jane's tyre hit a rock! She fell off of her bike! Mandu stopped to make sure Jane was okay.

'Are you okay?' Mandu asked.

'I'm okay,' Jane said. She stood up and looked at her bicycle.

'But look! My tyre is flat! How will I get home?'

READ 1

What did Jane's tyre hit? Jane's tyre hit a rock! She cannot ride her bike now. I wonder how she will get home?

READ 2

Why did Jane get a flat tyre? Oh! Because she was going fast and her tyre hit a rock.

Oh no! My
tyre!

I'm glad
you're not
hurt!





'I have an idea!' Mandu said. 'I will ride home and fetch my pump. Then I will come back. We can pump up your tyre so you can ride home!'

Jane didn't really want to stay by the river all by herself, but there wasn't any choice.

'Okay,' Jane said, 'that's a smart idea.' Mandu got on her bike and rode back home.

READ 1

What is Mandu's idea? Oh! I **learn** that Mandu will go home to get a pump to fix Jane's tyre.

READ 2

Why does Mandu go all the way back home? Oh! She goes home to get a pump to help Jane. Jane needs to fix her tyre so she can ride her bike back home!

Jane waited and waited. It felt like forever.

The sun began to set.

'What if Mandu got a flat tyre and couldn't get home, just like me?' Jane worried.

Jane's stomach began to make noise. It was almost supper time. She was getting hungry and thirsty. 'What if I miss supper?' Jane worried.

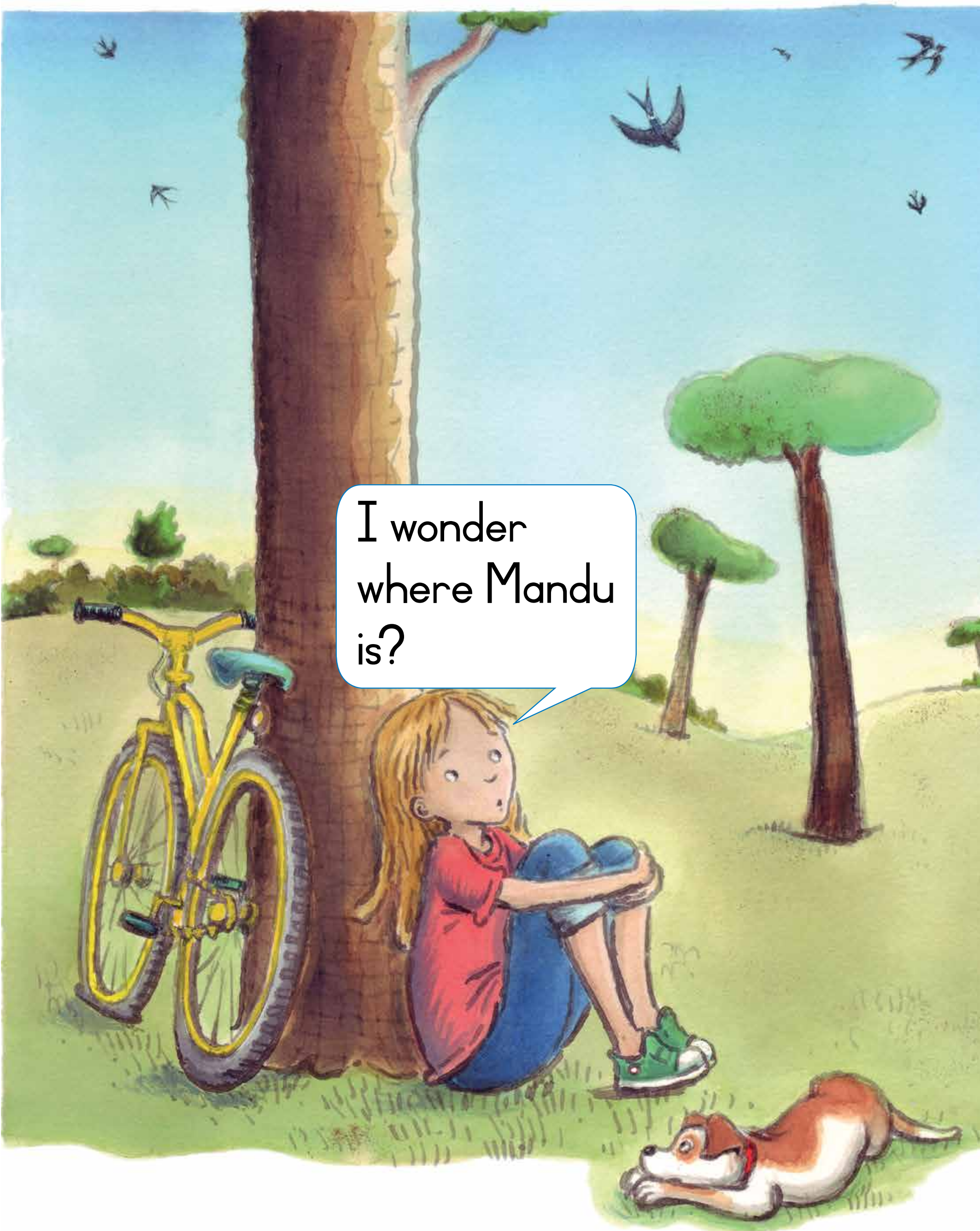
Jane saw the moon in the sky. 'What if Mandu can't find me? What if I am here all night alone?' Jane worried.

READ 1

What is Jane worried about? Oh! I learn that she is worried that maybe Mandu got a flat tyre. She is worried she will miss supper. She is worried that she will be stuck by the river all night alone! Oh no! I wonder where Mandu is?

READ 2

Why is Jane worried? She is worried because she is all alone. She can't get home without Mandu's help!



But then, Jane saw Mandu and her brother Dumisani riding towards her. Jane was so happy to see her friend, she jumped up and shouted.

‘Sorry it took so long!’ Mandu said. ‘I had to find Dumisani so he could help us! And it’s a long ride!’

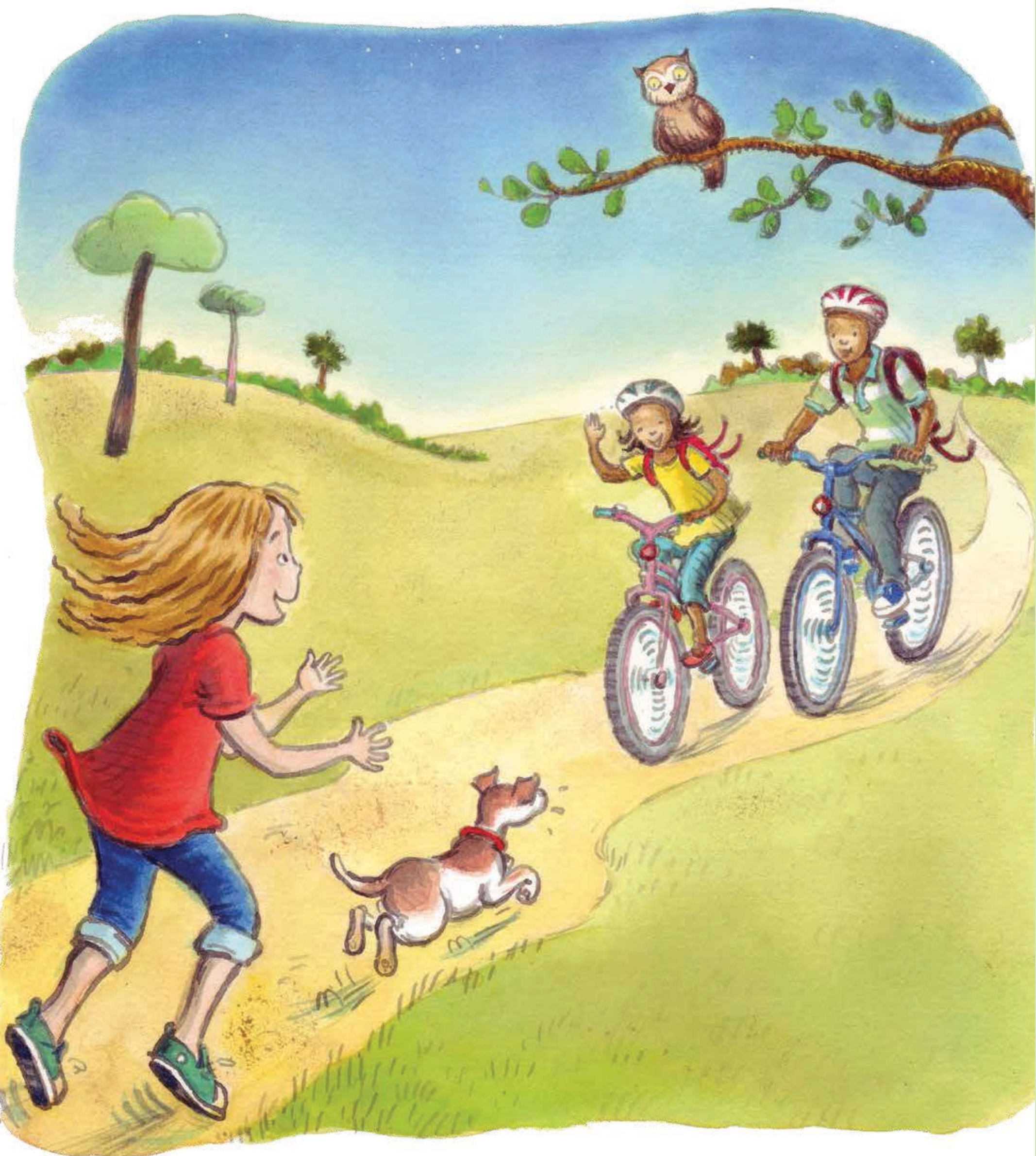
‘You must be hungry!’ Mandu said. She gave Jane a muffin and some orange juice from her backpack.

READ 1

Why did it take Mandu so long? Oh! **I learn** that it is because she had to find her brother so he could come and help them.

READ 2

Why did Mandu jump up and shout? Oh! **I learn** that it is because she was so happy to see her friend.





Dumisani helped Jane and Mandu to fix the tyre. They pumped it up, full of air. 'Just like new!' said Jane.

'Let's go home before it gets too dark!' said Dumisani.

READ 1

Who fixed the tyre? Oh, Mandu and Dumisani helped Jane to fix the tyre.

READ 2

How did they fix the tyre? Oh! They used the pump Mandu brought to fill it with air.

They rode back home in the moonlight.
This time, Jane watched for rocks in the
path. This time, Jane rode slowly. She
didn't want another flat tyre! It was a
long ride home.



READ 1

How did Jane ride home? Oh, Jane rode home slowly!

READ 2

Why did Jane ride slowly this time? Oh! Because she doesn't want to get another flat tyre!

When they finally got home, Jane hugged Mandu.

'Thanks for helping me Mandu!' she said.

'You are a good friend!'

'That's what friends are for!' Mandu said.



READ 1

What did Jane do when they got home? Oh! She said thanks and gave her friend a big hug.

READ 2

Why did Jane thank Mandu? Oh! Because Mandu was so helpful to her! Mandu rode all the way home and came all the way back with a pump and a snack for Jane.



READ 1

Who got a flat tyre?

Jane got a flat tyre.

Where did Mandu go?

She went home to get a pump.

Why did Mandu leave Jane all alone?

- Jane had a flat tyre.
- Jane could not ride her bike.
- They did not have a pump.
- They are far away from home.
- Mandu went home to get a pump.
- Mandu went home to get help for Jane.
- Mandu found her brother Dumisani to help them.

READ 2

What does Mandu bring back?

- She brings back the pump.
- She brings back her brother Dumisani.
- She brings back a snack for Jane.

How do they fix the tyre?

They use Mandu's pump to fill it with air.

Why does Jane tell Mandu that she is a good friend?

- Because Mandu brings help for Jane.
- Because Mandu rode all the way home and all the way back to help Jane.
- Because Mandu brings a snack for Jane.
- Because Mandu rides home with Jane in the dark.

Marie's friend Busi had the most beautiful pink bike. Every day Marie thought, 'I wish I had a bike like Busi! Then, we could ride bikes together.'



One day when Marie was at the shop with her dad, she saw a yellow bike, just like Busi's pink one. 'Oh! I want to buy this bike!' Marie said. The bike cost R200. 'Please dad, please will you buy me this bike?' 'I will pay for half of the bike,' Marie's dad said. 'But you must work and save up the rest of the money on your own!' Marie's dad gave her R100. When Marie got home, she put the money in her top drawer, where it would be safe. Then, she thought and thought, 'How will I earn the rest of the money to buy my beautiful yellow bike?'

READ 1

I can **visualise** Marie sitting on her bed and thinking hard about how she will earn money for her new bike.

READ 2

I can **visualise** how much Marie wants a new yellow bike. All she can think about is how she will earn money to buy it!

The next day, Busi came over on her beautiful pink bike. Marie told Busi all about what her dad said. 'If I can save up enough money, we will be able to ride bikes together!' Marie said.

'I have an idea!' said Busi. 'Maybe we can work in the garden, and your dad will pay us. Then you can use the money to buy your bike!'

Busi and Marie went to Marie's dad.

'Daddy, will you pay us if we help in the garden?' Marie asked.

'That is a smart idea!' dad said. 'I need lots of help in that big garden! I will pay you each R20 for each day that you help.' he said.



Busi and Marie worked all day. At the end of the day, Marie's dad gave them each R20. Busi gave hers to Marie. 'Having a bike will be lots more fun if you have one too,' she said.

'Wow, thanks Busi!' Marie said.

Marie went back to her room. She put her new R40 with her R100. 'I have R140 now!' she thought. 'Just a couple more days of work and I will be able to buy my new bicycle.'

READ 1

I can **visualise** Marie and Busi working in the garden. I can **visualise** them talking about all the places they will go once Marie has a new bike!

READ 2

I can **visualise** how excited Busi is when she finds out Marie might get a new bike!

On Monday after school, Busi and Marie played together in the yard. Marie heard a strange noise.

'Listen!' she said. 'Do you hear that?'

Busi looked down. She saw a cat caught in the fence.

'Oh no!' Busi said. 'This cat is stuck!'

Marie knelt down and helped free the kitten. 'Poor little kitty!' she said.



READ 1

I can **visualise** Marie hearing a strange noise and looking all around to see where the noise is coming from!

READ 2

I can **visualise** Marie feeling scared when she hears a strange noise!

Busi held the cat,
and pet it to calm it
down. 'What will we
do?' Marie asked.
'I bet someone is
looking everywhere
for this little cat!'



READ 1

I can **visualise** Busi stroking the cat to calm it down.

READ 2

I can **visualise** Busi and Marie worrying about what they will do with the cat! I can visualise them talking quickly about what they can do!



Just then, they saw a poster on stuck to a tree. It had a picture of the very cat they had found with the word 'LOST' in red. They wrote down the phone number. Then they ran to Busi's house. Busi's mom let them use her phone to call the number from the poster. Then, Brenda came to collect her cat. As Brenda was leaving, she took R100 out of her purse. 'Thank you for finding my cat,' she said, and gave the money to Busi. 'Look!' Busi said, 'Now you have enough money for your bike, and we have some left over!'

READ 1

I can **visualise** the girls running to Busi's house and telling Busi's mom about the lost cat! I can **visualise** Busi's mom getting out her phone for them!

READ 2

I can **visualise** how excited Busi is when she sees the R100. She is excited when she realises that Marie has enough money to buy her bike!

LOST

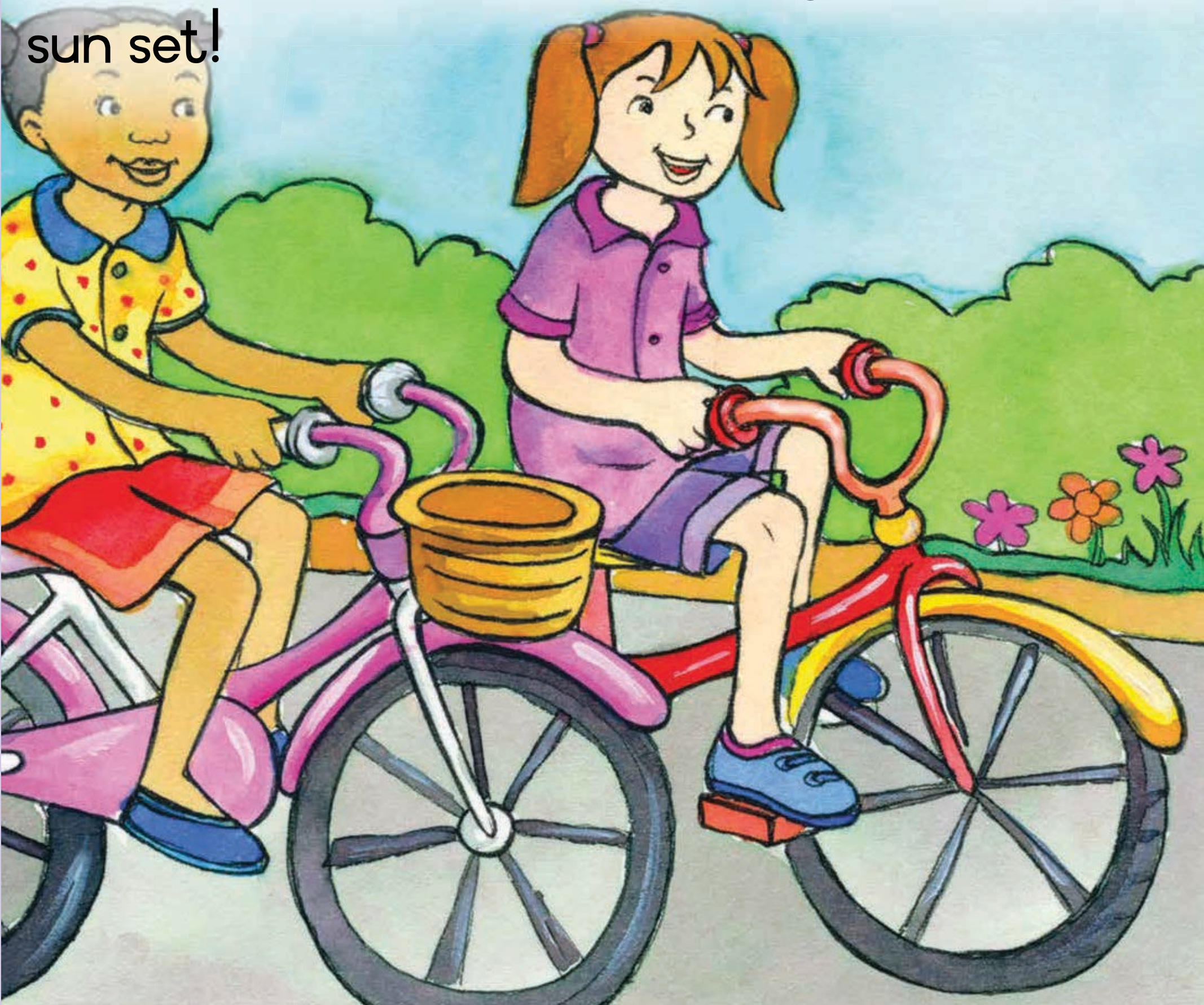
I have lost my cat.
It is white and ginger and
answers to the name of
Ginger.

If you find my cat please
phone Brenda at 01234567.



I will come and collect
the cat.

The next Saturday Marie and her dad went to the shop to buy her beautiful, yellow bike. Then she and Busi rode their beautiful bikes together all day, until the sun set!



READ 1

I can **visualise** Busi and Marie riding down the path together. They are laughing and smiling as they ride together!

READ 2

I can **visualise** how happy the girls are to ride together! I **visualise** Busi thinking that she is so happy that she helped her friend earn money for a new bike!



READ 1

Who gave Marie money?

Her dad, Busi, Brenda (the cat owner)

How much money did Marie need for her new bike?

She needed R200.

Why did Marie want to save her money?

- Because she wanted to buy a bike.
- Because she wanted to buy a bike like her friend Busi.
- Because she wanted to ride bikes with her best friend Busi.
- Because her dad told her he would pay for half but that she had to save money for the other half.

READ 2

How did Marie earn money?

- She worked in the garden.
- Busi worked in the garden and gave her money to Marie.
- They found the cat and the owner gave them a reward.

How much money did the girls have over?

The girls had R40 over.

Why did Busi give her money to Marie?

- Because she wanted to help her friend save up for a bike.
- Because she already has a bike.
- Because she is a nice and helpful friend.
- Because it is much more fun to ride bikes with your friend.



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.

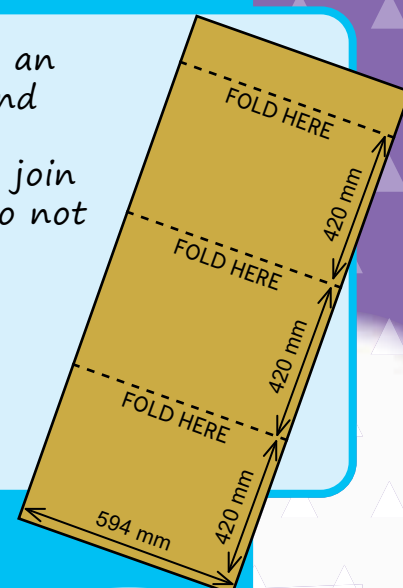


Make your own Big Book stand

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.



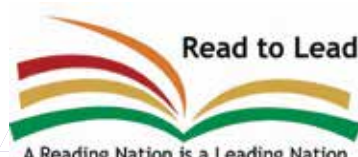
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