



Grade 2

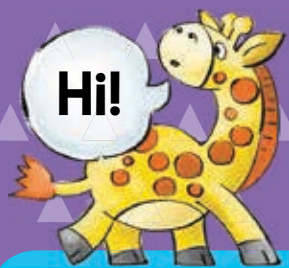
A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



Book

4



Term 4 Stories in this book:



1 The ruined classroom

1



2 The warrior Queen

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3 Zweli speaks up

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4 Greta Thunberg, a climate change hero!

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How to use this Big Book:

Dear Teachers

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

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

- Week 1 Tuesday: Pre-Read
- Week 1 Thursday: First Read
- Week 2 Tuesday: Second Read
- 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 on 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.
8. Read through the story once.

Shared Reading: First Read

In the First Read, 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 the First Read, 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: Second Read

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

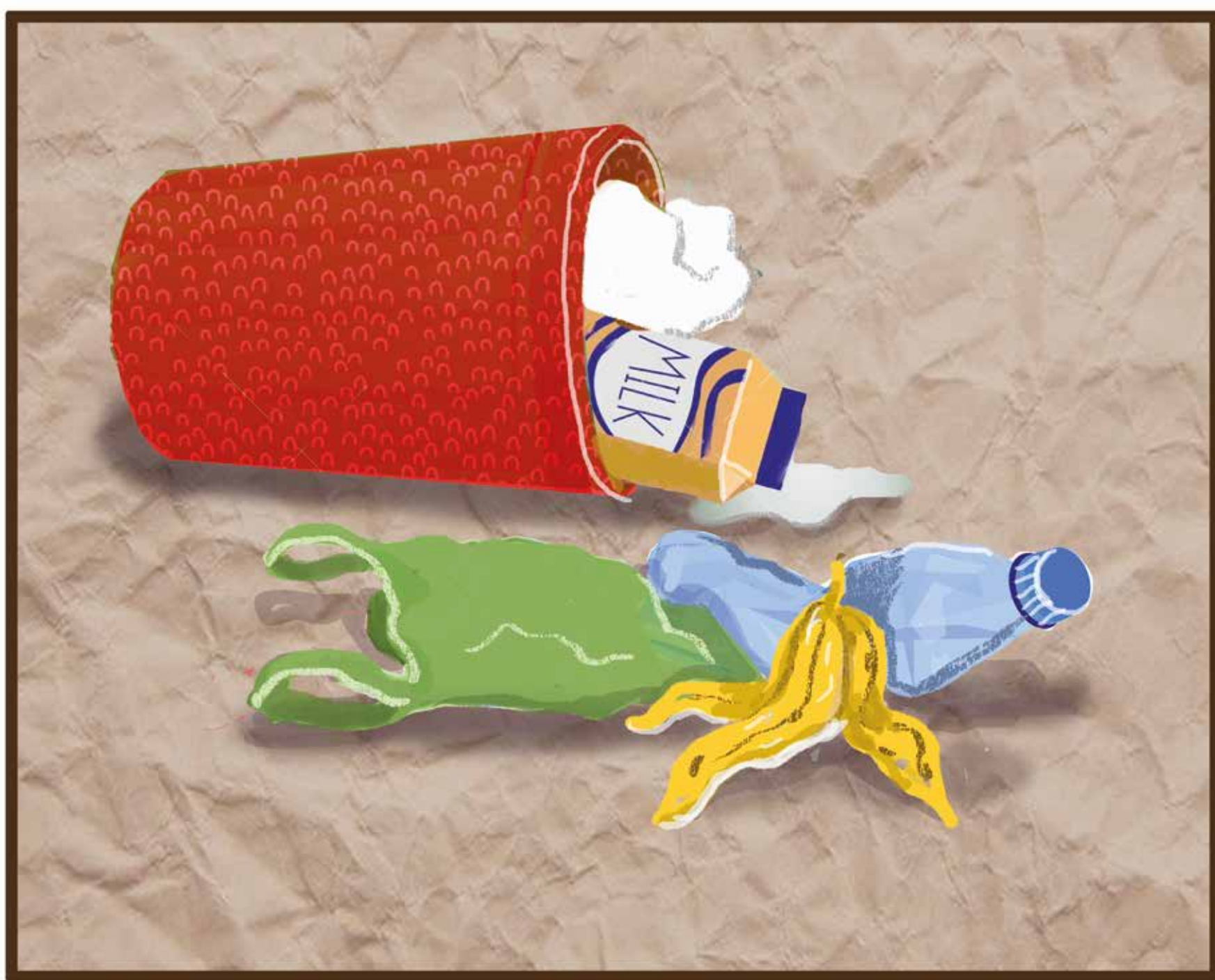
1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions, facial expressions, and vocal expression to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during the Second Read, you will 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!

The ruined classroom



On Friday, it was Zweli's turn to show his story to the other children.

'This is me, helping my mom in the garden,' Zweli said, pointing to his drawing. Then he read his sentences. 'Nice work!' said Mr Maboya.



The bell rang. Mr Maboya asked, 'May I put your writing up on the wall?'

'Yes!' said Zweli excitedly. Mr Maboya put Zweli's work in the middle of the wall, where everyone would be able to see it on Monday morning.



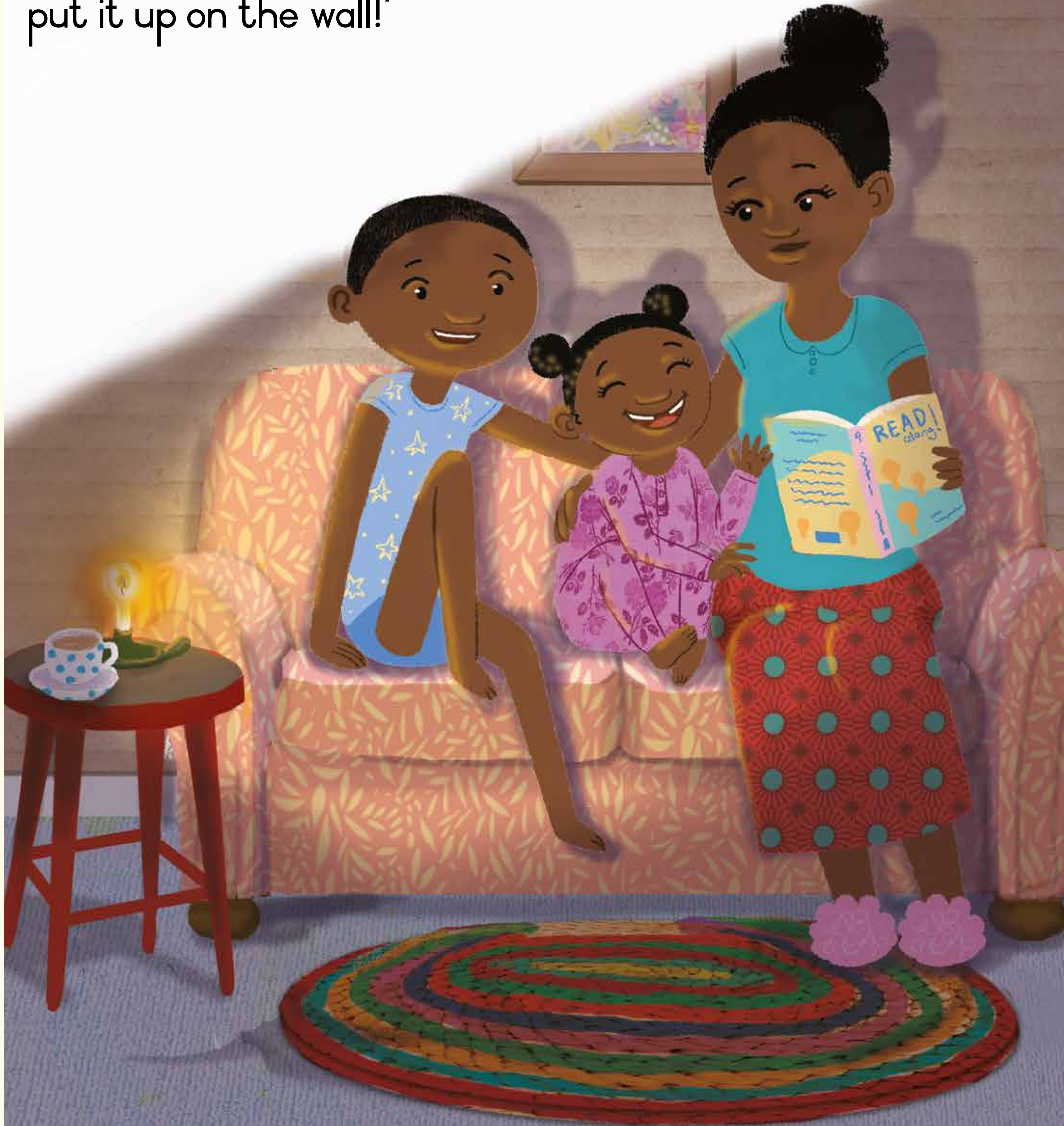
READ 1

I **wonder** why Mr Maboya put Zweli's work up on the wall? I think it must be because he was impressed by Zweli's story.

READ 2

Look at Zweli admiring his work on the wall. I **can infer** that he is feeling so proud that Mr Maboya wanted to put it up on the wall!

That evening, Zweli sat with his mom and his little sister.
'How was school?' his mom asked.
'It was good!' said Zweli. 'I read my story
to the class, and then Mr Maboya
put it up on the wall!'



Zweli thought about his story on the wall all weekend.
He couldn't wait for Monday, when all the other children would see his story on the wall.



READ 1

I **wonder** what the other children will say when they see Zweli's story on the wall?

READ 2

I **can infer** that Zweli is excited for school, because he wants to hear what all of his classmates will say about his story!

But, when the children walked into their classroom on Monday morning, it looked terrible!

Zweli looked on the wall for his story, but it was gone.

Mr Maboya stood at the front of the classroom. He looked very serious.

'Children,' Mr Maboya said, 'on Saturday, the choir used our classroom. It seems that someone pulled your work off the wall and ruined it. I feel sad about this, and I'm sure you do too. I'm very sorry.'



READ 1

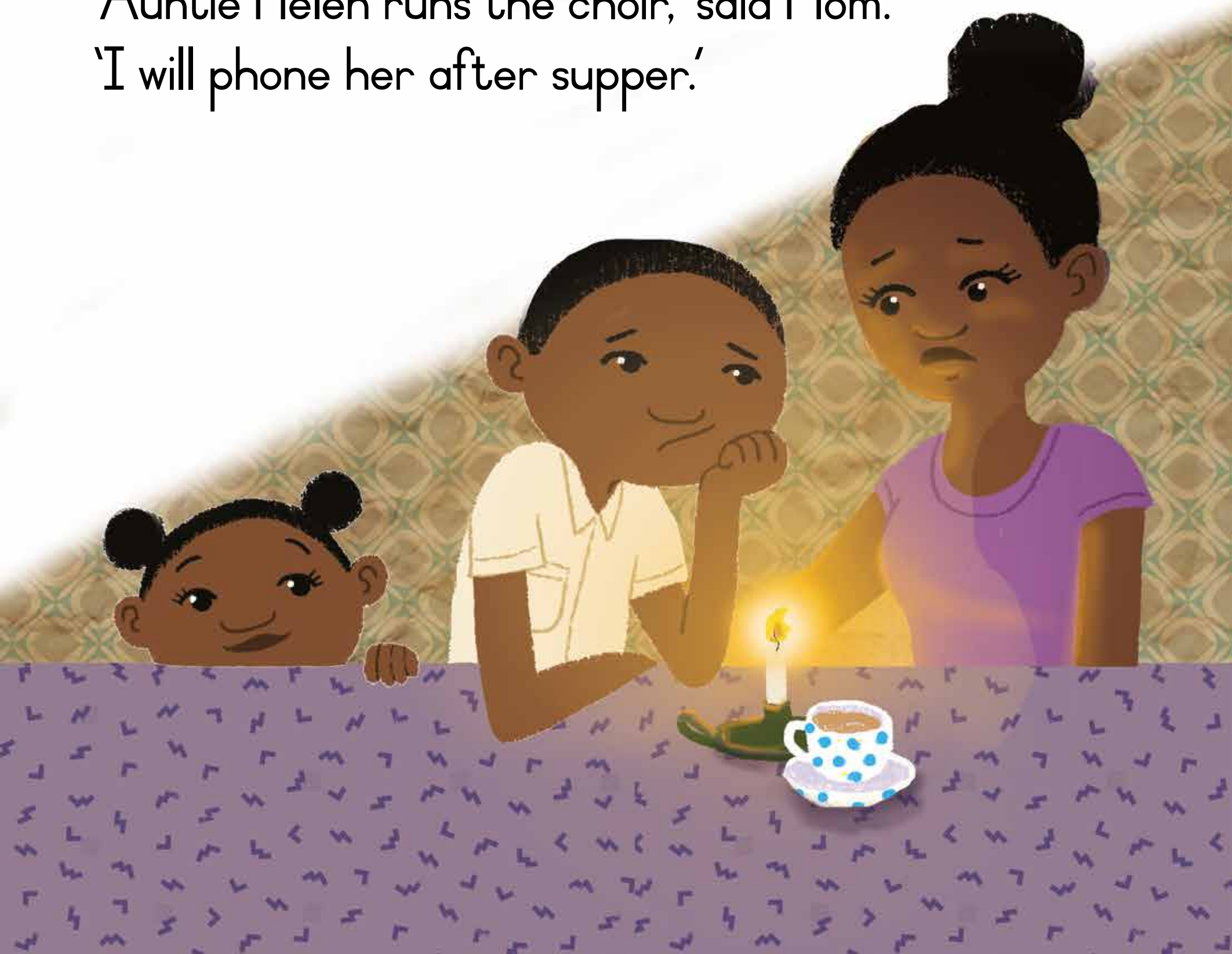
Poor Zweli! His story is gone! I **wonder** what he will do to solve this problem?

That evening, Zweli sat with his mom and his little sister. 'How was school?' his mom asked.

'It was bad!' answered Zweli. 'My story is not on the wall anymore. Mr Maboya said the choir was in our classroom on Saturday. Someone took all our beautiful work off the wall and ruined it.'

'Auntie Helen runs the choir,' said Mom.

'I will phone her after supper.'



READ 1

Look at the picture – Zweli's mother looks sad when she hears about Zweli's day! I **wonder** if there is anything she can do to help?

READ 2

Oh no! I **wonder** why Zweli is looking so sad? He must be so disappointed. He was waiting all weekend for his friends to see his story up on the wall. Now, his story is gone, and no one will see it!

After supper, Zweli's mom phoned Auntie Helen. 'The choir was in Zweli's classroom on Saturday, and someone pulled everything off the walls,' Zweli heard Mom say. 'Zweli is very sad. He wrote a story that got ruined!' Mom listened to Auntie Helen for a few minutes. Then she said, 'Thank you, Auntie,' and ended the call.



READ 1

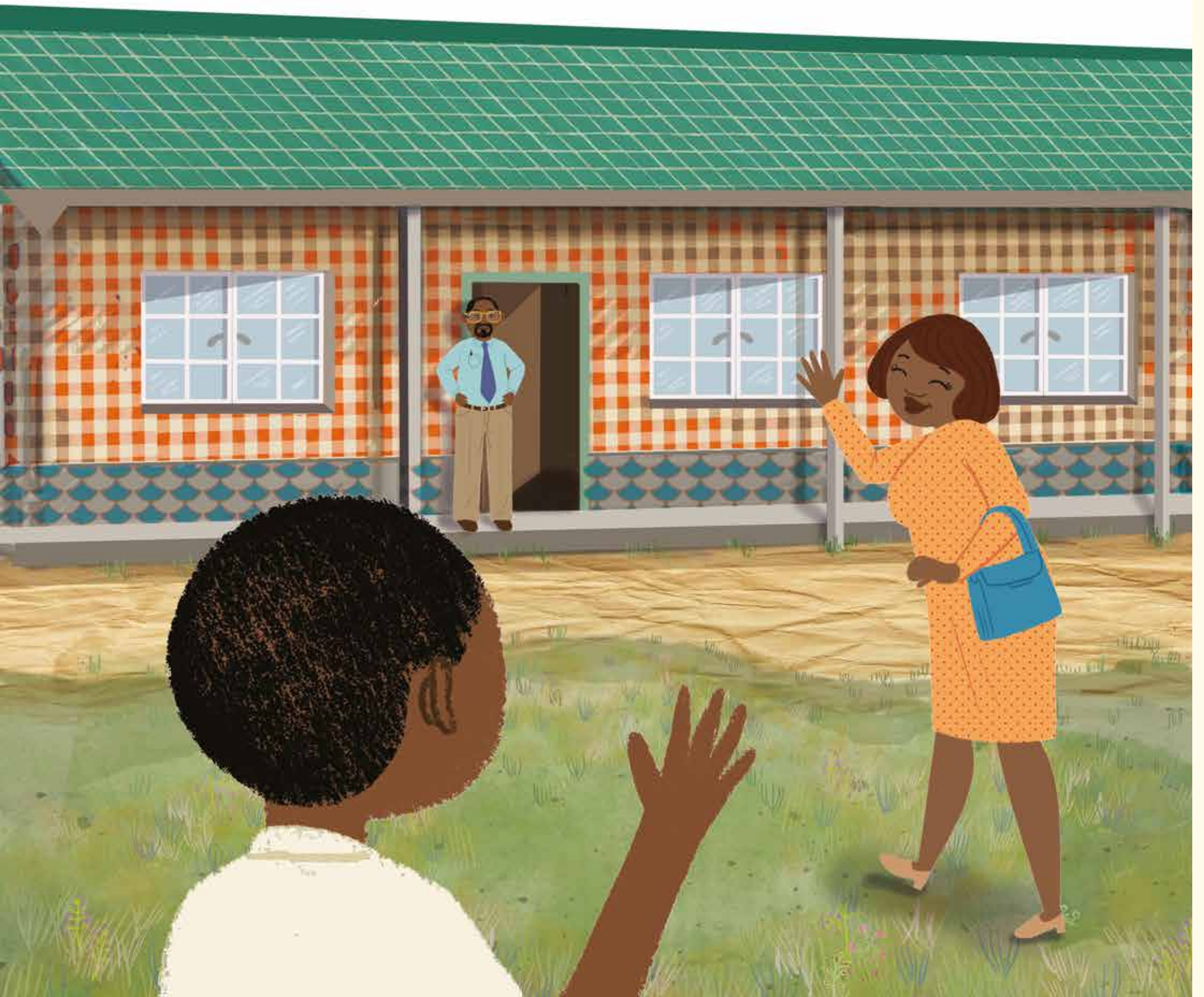
I **wonder** what Auntie Helen has said to Zweli's mother?

READ 2

I **wonder** how Zweli feels when Mom phones Auntie Helen? He must still be feeling upset about his story. But, Zweli must also be feeling glad that his mom is trying to help – he must be feeling good that his mom is taking his sadness so seriously.

Early the next morning, Zweli saw Auntie Helen. She waved to him.

'Why is Auntie Helen at school?' he wondered. The bell rang, and Zweli walked to his classroom.



READ 1

I **wonder** why Auntie Helen is there at school? I wonder if she is there because Zweli's mom told her about what happened in the classroom?

Mr Maboya stood at the front of the classroom with Auntie Helen.

'This is MaDlamini from the choir,' Mr Maboya said.

'She wants to speak to all of you.'

'I am very sorry about your classroom,' Auntie Helen said to the learners. 'I know that some of your work got ruined. The next time we use your classroom, we will be much more careful!' she said.



READ 1

I **wonder** why Auntie Helen came to their classroom? Oh! I think it must be because Zweli's mom called her and told her all about what happened.

READ 2

I **can infer** that Auntie Helen must feel very bad about what happened to Zweli's classroom, because she came all the way to the school to say sorry to the

After Auntie Helen left, Mr Maboya handed each learner a piece of paper.

'Now that we know our work will not be ruined, let's make our classroom look beautiful again!' he said. And they did.

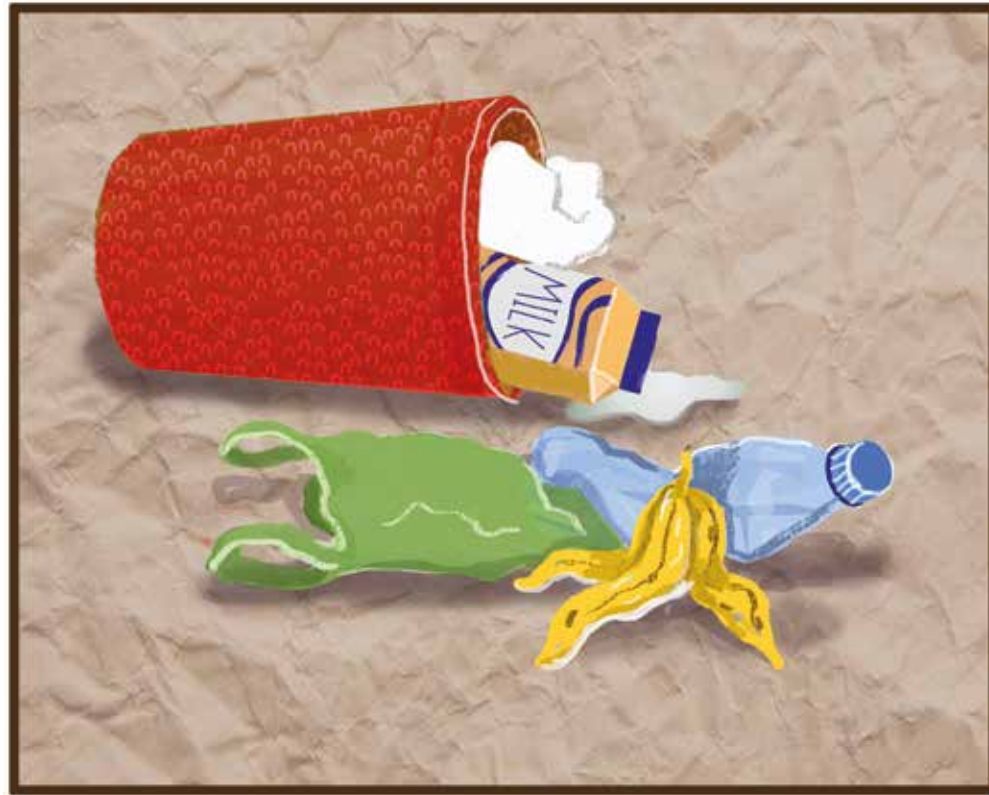


READ 1

I **wonder** if their new artwork will be safe? I hope so!

READ 2

I **wonder** how Zweli feels in the end? I think he must feel a little bit better, because it feels good when someone says sorry.



READ 1

On which day did Zweli read his story out loud to his class?

On Friday.

On which day was the choir in the classroom?

On Saturday.

On which day did Zweli see that his story was gone?

On Monday.

Why did Auntie Helen come to school?

- She came to say sorry for the stories getting torn down.
- She came because Zweli's mom called her to tell her about what had happened in Zweli's classroom.
- She came because she runs the choir, and the choir used the classroom.
- She came to tell Mr Maboya and his class that their classroom wouldn't be ruined again.

READ 2

Why was Zweli excited for school on Monday?

Because he was excited for the other children to see his story on the wall.

Who did Zweli's mother call on the phone?

She called Auntie Helen.

Why did Auntie Helen come to say sorry to the class?

Because she runs the choir. The classroom got ruined when the choir was using it.

Why did Zweli have a bad day at school?

- Because he thought his story would be on the wall, but it was torn down.
- Because he was excited all weekend for the other children to see his story on the wall, but then his story was torn down and no one saw it.
- Because he was sad that his story was torn off the wall.
- Because he was sad that his classroom got ruined.
- Because he felt sad that Mr Maboya was so sad.



READ 1

Today, we will make **evaluations** about Queen Amina – the main character in our story!

READ 2

Today we will make **evaluations** about Amaka's mother. We will think about why she wanted to tell Amaka all about Queen Amina.

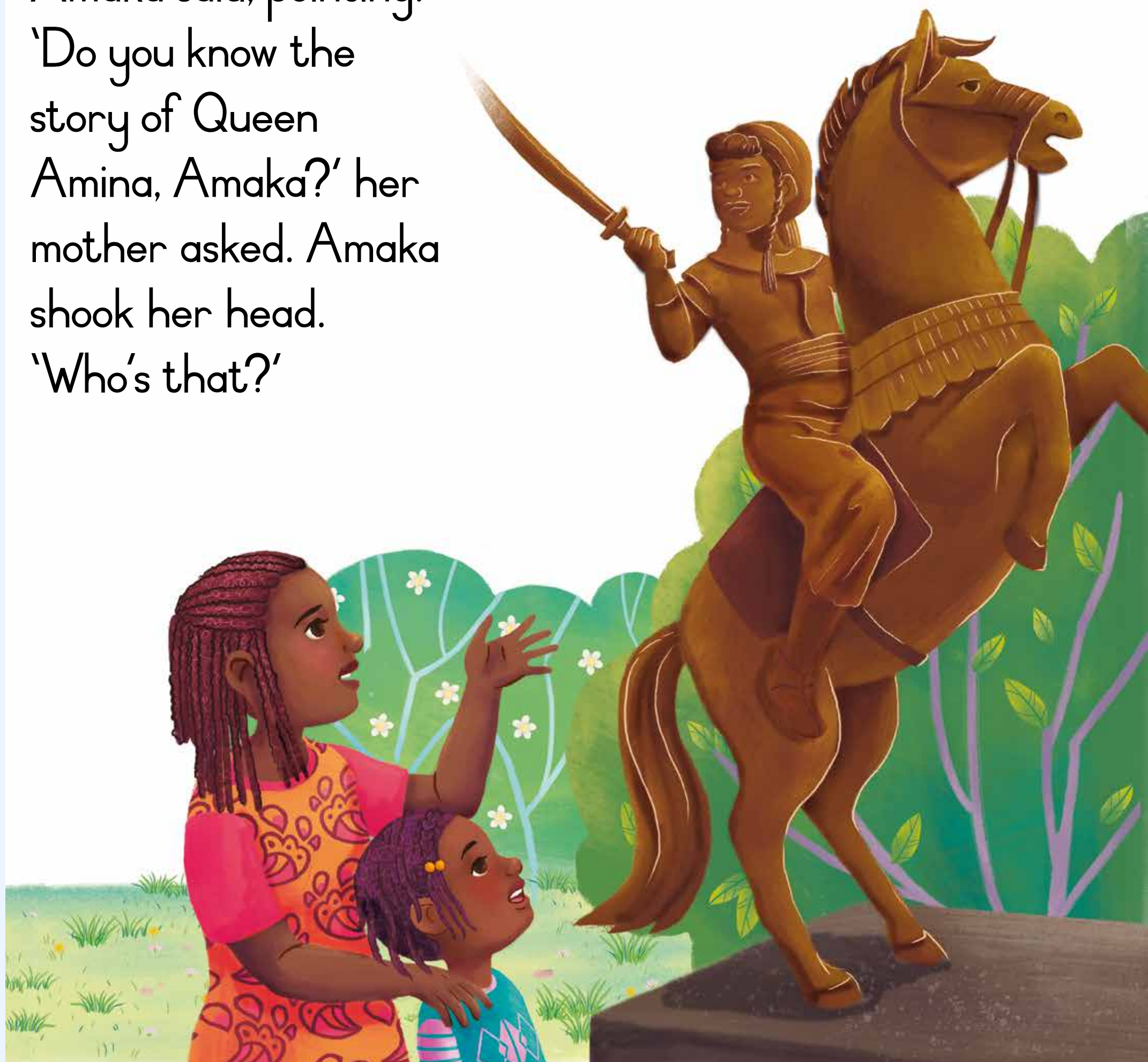
One day, Amaka and her mother passed by the statue of Queen Amina.

'Look at that! Look at the woman on the horse!'

Amaka said, pointing.

'Do you know the story of Queen Amina, Amaka?' her mother asked. Amaka shook her head.

'Who's that?'



READ 1

I **think** that Queen Amina must be a real person from history, because there is a statue of her! Statues are usually of real people.

‘Long before there were cars, or television or electricity there was an ancient kingdom in what is now Nigeria. It was home to the Hausa people who lived in the Kingdom of Zazzau,’ said Amaka’s mother.



For many hundreds of years, the Zazzau Kingdom was only ruled by kings - that is, until Queen Amina became their great and powerful leader!

READ 2

Amaka’s mother **thinks** that Queen Amina was a good leader, because she calls her great and powerful!

When Amina was a young girl just like you Amaka, her grandfather watched her play with other children. He saw how the other children listened to her. He saw how kind and caring Amina was. He saw how Amina spoke up for what was right. He told Amina's mother that she must raise her to be a great and powerful queen one day.



READ 1

I make the **evaluation** that Queen Amina was a leader from the time she was small!

READ 2

I make the **evaluation** that Amaka's mother wants to teach Amaka about Queen Amina because they are similar – they are both from Nigeria and they are both young girls!

Even though women and girls weren't usually allowed to attend, Amina's grandfather brought her to big and important meetings with him. Amina listened and learned many skills she would need to become a great and powerful queen. She learned how to plan carefully, and how to negotiate. She learned how to work well with others.



READ 1

I make the **evaluation** that Amina's grandfather was determined that she should become queen, because he could see she was a good leader, even when she was small!

READ 2

I **think** Amaka's mother is telling her this story to help her learn about what makes a good leader!

In the Zazzau kingdom, girls did not usually become soldiers or fight in wars. But Amina's mother made sure Amina would have all the skills of a great and powerful queen. Amina studied with the kingdom's soldiers. She learned how to fight in battles. Amina became a strong, fierce and unbeatable warrior.



READ 1

I make the **evaluation** that Amina was different from other girls because she was allowed to do things that many other girls were not allowed to do!

READ 2

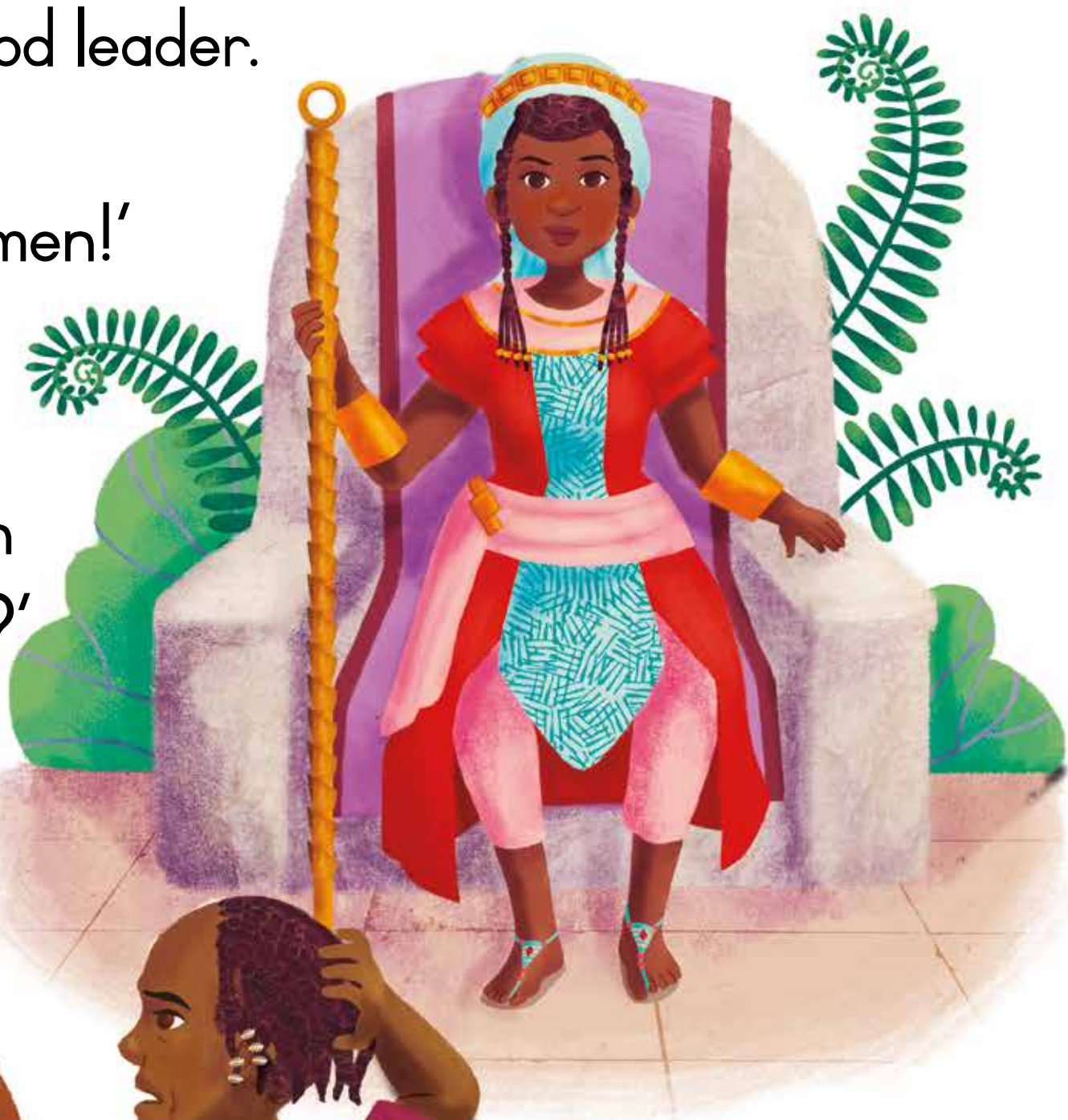
Oh! I **think** Amaka's mother is telling her this story to help her understand that she can do anything she wants – she can even do things that other girls don't do, just like Queen Amina.

Amaka thought about the statue. She thought Queen Amina looked fierce on her horse!

When it was time for Amina to become queen, the Hausa people had never seen a woman sitting alone on the throne before! At first, they were unsure that she would be a good leader.

'That is a job for men!'
they complained.

'How can a woman
make rules for us?'
they wondered.



But then, they
watched Queen
Amina in action!

READ 1

I make the **evaluation** that Amina was strong and determined to be a good leader, because she didn't let other peoples' doubts stop her!

READ 2

Amina had all the skills she needed to become queen, but people still doubted her, just because she was a woman. I make the **evaluation** that Amaka's mother wants to show Amaka that we shouldn't listen to other people's doubts!

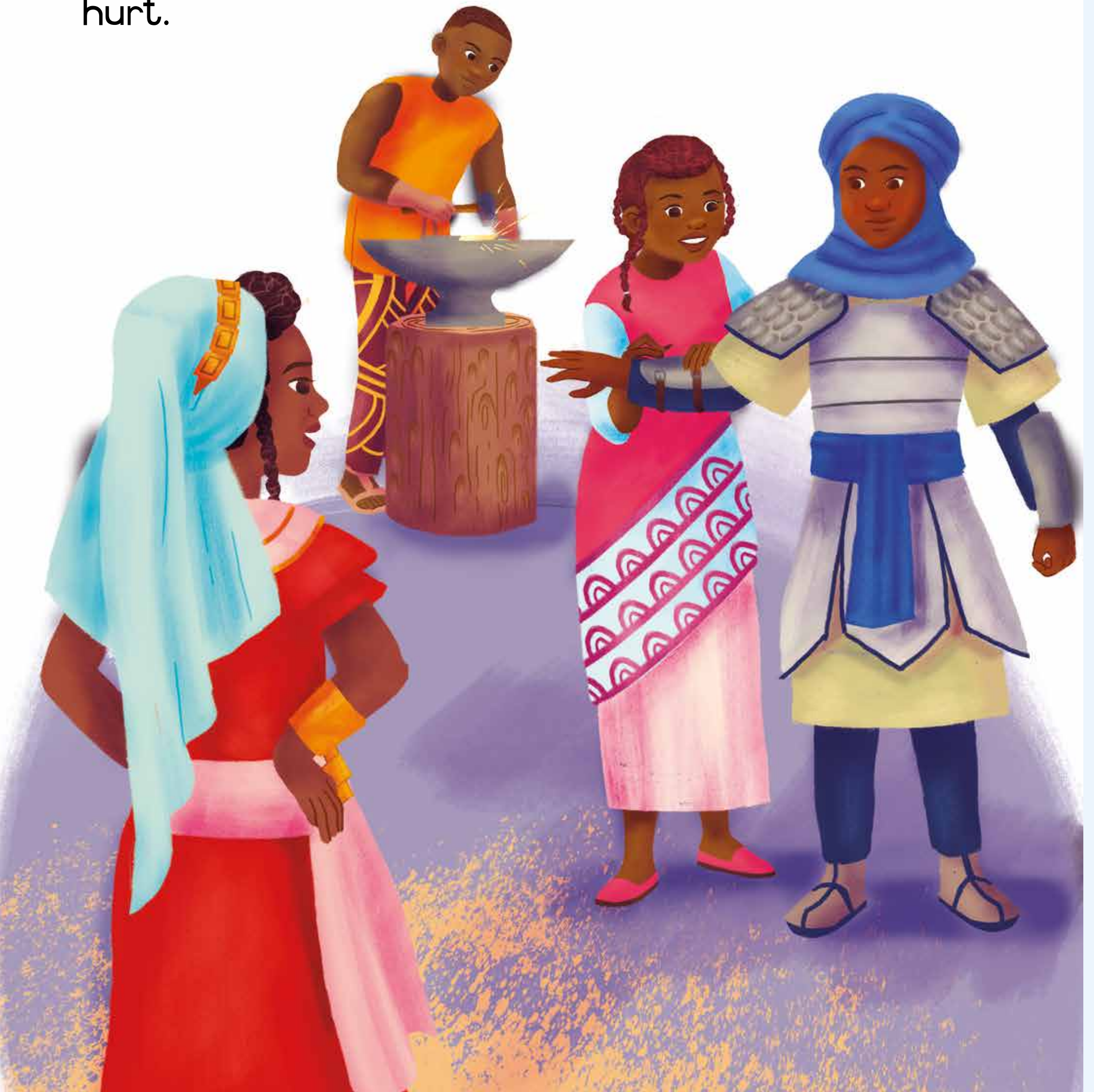
Queen Amina helped make sure that Hausa traders had a clear and safe path to the sea, so that they could trade easily. She helped make sure her people could find all different things when they went to the market.



READ 1

I make the **evaluation** that Amina was a good queen because she worked hard to make the lives of people in her kingdom better!

Queen Amina worked hard to improve the safety of her soldiers. She brought the idea of metal armour to her kingdom so that her soldiers couldn't be easily hurt.



READ 1

I make the **evaluation** that Amina was a good queen because she wanted to protect her soldiers from getting hurt!

READ 2

I make the **evaluation** that Amaka's mother wants to show her all the amazing things Queen Amina did!

She also worked to protect the land that she ruled over. She built strong walls around the villages and military camps to help make sure her people were safe from harm. Even though these walls were built hundreds of years ago, some are still standing today!



READ 1

I make the **evaluation** that Amina was a good queen because she wanted to make sure everyone in her kingdom was safe and happy.

READ 2

I **think** that Amaka's mother wanted Amaka to see that a woman can be a great leader!

Although people felt unsure at first, Amina became a very popular leader. Amina showed people that a queen can rule just like a king. She was a great and powerful queen who protected her people, and made their lives better.



READ 1

I make the **evaluation** that Amina was such a good leader, she made people forget their doubts about a woman ruling alone.

READ 2

I make the **evaluation** that Amaka's mother told her this story to show her that she shouldn't let other people's doubts ever stop her!

‘You can learn from these stories of our ancestors, Amina. If you ever feel lost or need strength, you can think about Queen Amina, who became a great and powerful queen even though others doubted her!’ Amina’s mother said.



READ 2

I think Amaka’s mother makes the **evaluation** that Queen Amina can be a good role model for Amaka.



READ 1

What kind of warrior was Queen Amina?

She was a strong, fierce, and unbeatable warrior.

Who took Queen Amina to meetings?

Her grandfather took her to meetings with him.

Make an evaluation! What do you think made Amina a great and powerful leader?

- I think Queen Amina was a great and powerful leader because...
- She was a fierce warrior.
- She was a good listener.
- She worked well with others.
- She cared about protecting her people.
- She cared about making the lives of her people better.
- She showed her people that women can rule as well as men!

READ 2

What is the setting of this story? (When and where does the story take place)

It takes place hundreds of years ago in the Kingdom of Zazzau / Nigeria.

When we make evaluations, we form opinions. What is one thing you like about Queen Amina?

I like Queen Amina because...

Why do you think that Amaka's mother told her the story of Queen Amina?

- Because they saw the statue of Queen Amina.
- Because Amaka did not know who Queen Amina was.
- Because Amaka's mother wanted to teach her about Queen Amina.
- Because Amaka's mother thought that Queen Amina could be a good role model for Amaka.
- Because Amaka's mother thought Amaka should learn about their history and ancestors.

Trading in the Zazzau Kingdom: Extension Activity

You will need:

- 1 A4 blank paper cut into quarters – about 8 pieces per learner
- 2 Learners' crayons

What to do:

- 1 Explain to learners that before people had money, they would trade things that they had for things that they needed.
- 2 Ask learners to help you think of items that people may have had in the Zazzau Kingdom. Write their suggestions on the chalkboard. For example: chickens, cows, goats, wheat, corn, fruit, vegetables, nuts, cloth, animal skins, salt, etc.
- 3 Then, tell learners that we are going to pretend to be traders.
- 4 First, give each learner their 8 pieces of paper.
- 5 Next, allocate two items to each learner from the list on the chalkboard. For example: you may tell some learners that they have chickens and grapes. You may tell other learners that they have nuts and animal skins.
- 6 Then, tell learners that they have 15 minutes to draw pictures of their items on their papers. They can only draw the items that you gave them. They can only draw one item per paper.
- 7 After 15 minutes, take learners to an open space outside. They must bring their pictures.
- 8 Next, explain to learners what to do:
 - Learners must think of everything that they need to eat a proper meal, and to keep warm.
 - Then, learners must think of what they have, and of what they need.
 - Next, they must walk around and try to trade with other learners, to try and get what they need.
 - They do not have to swap one-for-one, it is up to them to swap in a way that they think is fair. For example: a learner may want 3 goats for 1 cow.
- 9 Tell learners that they may not force someone to trade – they need to be polite and respectful.
- 10 Give learners 15 minutes to walk around and try and trade.
- 11 After 15 minutes, go back inside the classroom. Settle learners at their desks, and tell them to sort their items.
- 12 Hold a reflection discussion. Ask:
 - How many items did you manage to trade for?
 - Which items seemed to be the hardest to get?
 - Which items were easy to get?
 - Did anyone manage to get everything they needed?
 - What made this difficult?
 - Can you think of something we could've done to make it easier?
 - Why do you think people started using money?

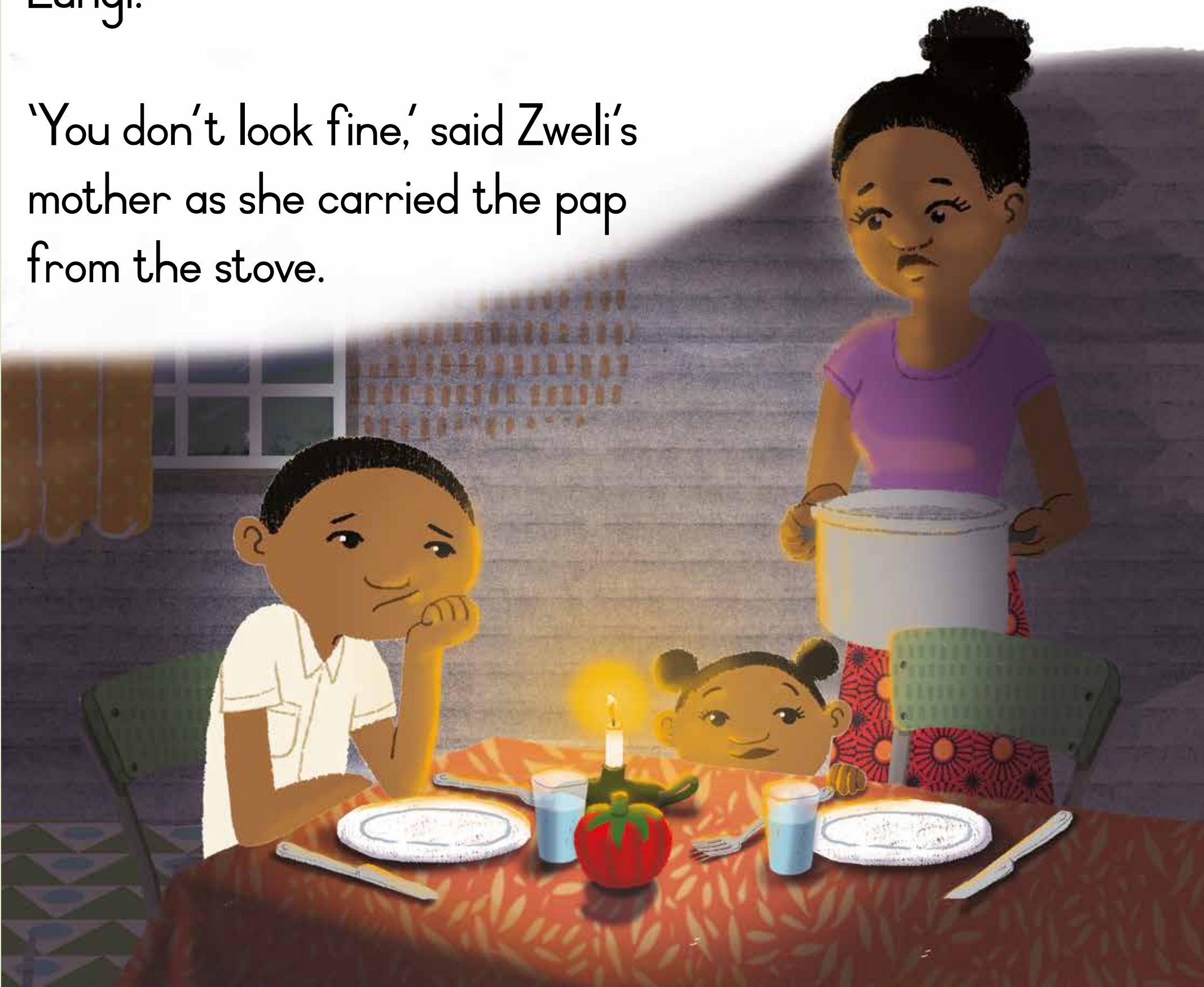


'How was school today?' Zweli's mother asked him as she stirred the pap.

'It was...fine,' said Zweli. He sat down at the table.

Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi.

'You don't look fine,' said Zweli's mother as she carried the pap from the stove.



READ 1

Look at Zweli's face in the picture – **I can infer** that Zweli doesn't really feel fine!

READ 2

I can infer that Zweli is upset because he is thinking about Lungi getting teased.

‘Well, the other kids were mean to Lungi,’ Zweli replied. ‘Why were they mean to her?’ asked his mother. ‘They said she must have found her shoes in the rubbish,’ said Zweli. ‘They said she looked like a dirty, rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi’s,’ Zweli said.



READ 1

I can infer from the picture that Zweli and his mother are having a serious conversation.

READ 2

I can infer that Zweli feels worried when he thinks about when his shoes had holes, just like Lungi’s. He must be thinking that the bullies could easily tease him for the same thing as Lungi!

'I wonder what you could do to help?' His mother asked.

Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested.

'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'



READ 1

I **wonder** if Zweli will decide to stand up for Lungi?

READ 2

I **can infer** that Zweli cares about Lungi, because he wants to do something to make the teasing stop.

The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered. 'Maybe they will say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve. 'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.



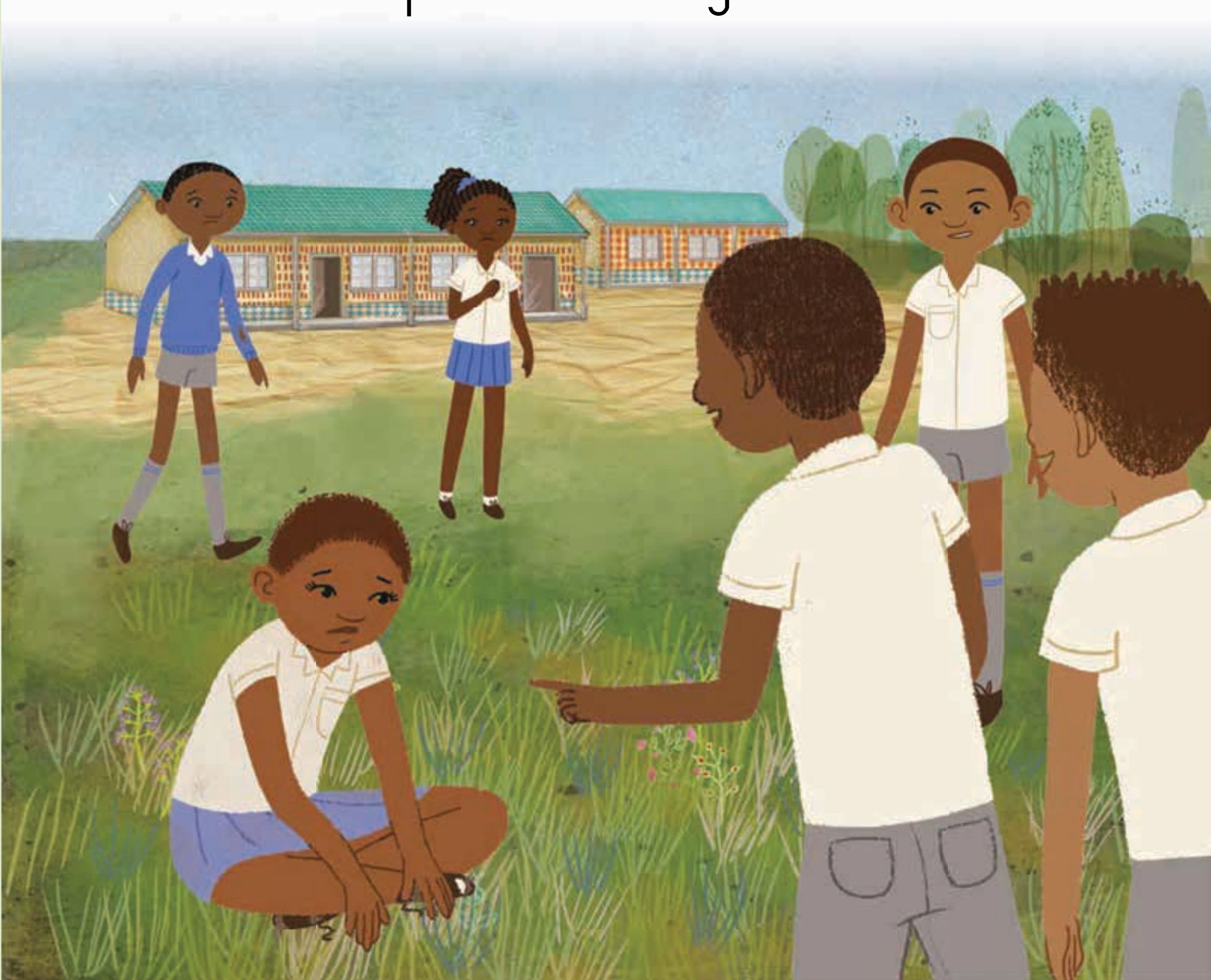
READ 1

I **wonder** what will happen to Zweli if he stands up for Lungi?

READ 2

I **can infer** from the picture that Zweli is worrying about the hole in his jersey. I **can infer** that he is comparing the hole in his jersey to the hole in Lungi's shoes!

When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes. Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty, rubbish shoes today,' Lucky teased. 'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.



READ 1

I **can infer** that Lungi is trying to cover up her shoes to hide them from the bullies.

READ 2

I **wonder** why Sibusiso and Lucky want to be mean to Lungi?

Zweli stood in front of Lungi. 'Stop that!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot.

Lucky and Sibusiso looked surprised. They walked away. The other children followed.



READ 1

I can infer that Zweli felt scared when he was standing up for Lungi. He must be worrying about what the bullies will do!

READ 2

I wonder why Zweli told the other children to stop being mean even though he felt scared? **I can infer** that Zweli wanted to stand up for Lungi because if he was being teased, he would want someone to stand up for him too.

'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom.

'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'



READ 1

Oh no! I wonder if Zweli is in trouble?

'I saw the way you stood up for Lungi,' Mr Maboya said. 'I'm very proud of you.' Mr Maboya gave Zweli a smiley sticker. 'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'

Zweli couldn't wait to tell his mom all about his day.



READ 1

I **wonder** why Mr Maboya gave Zweli a sticker? Oh! I **can infer** that he gave Zweli a sticker to show how proud he was of Zweli. It is not easy to stand up against bullies like Zweli did!

READ 2

Zweli looks so proud in the picture. I **can infer** that he must feel good that he did the right thing. He also must know that Mr Maboya and his mother will feel proud of him.



READ 1

Who was getting bullied at school?

Lungi was getting bullied.

Who was bullying her?

Lucky and Sibusiso. There were also some other children there.

Who gave Zweli a sticker?

Mr Maboya.

Why did Mr Maboya give Zweli a sticker?

- Because Zweli told the other children not to be mean to Lungi.
- Because Zweli did the right thing.
- Because Mr Maboya was proud of Zweli.

READ 2

Why did the other children tease Lungi?

Because she had holes in her shoes.

Have you ever stood up for a friend like Zweli? Has someone ever stood up for you?

Listen to individual learner responses.

Do you think Zweli did the right thing?

Listen to individual learner responses.

Why did Zweli decide to speak up?

- Because he didn't want the other children to be mean to Lungi.
- Because Zweli knew that the other children could tease him too.
- Because Zweli would want someone to stand up for him if he was getting teased.

Greta Thunberg, a climate change hero!



READ 1

Today we will read a story about Greta Thunberg, a young girl who has worked to fight climate change. Climate change is happening in our world right now. Our world is heating up because of pollution! This story will teach us more about it!

READ 2

Remind learners that we are learning about Greta Thunberg, a young girl who is working to save our planet! Explain that today, we will think about why Greta used social media to help her fight against climate change!

Greta Thunberg is a girl who grew up in a country called Sweden. Greta's childhood was not easy. She has a disorder called Asperger's Syndrome. This means that her brain works differently from other people. It makes it difficult for her to talk to other people and make connections with them.



READ 1

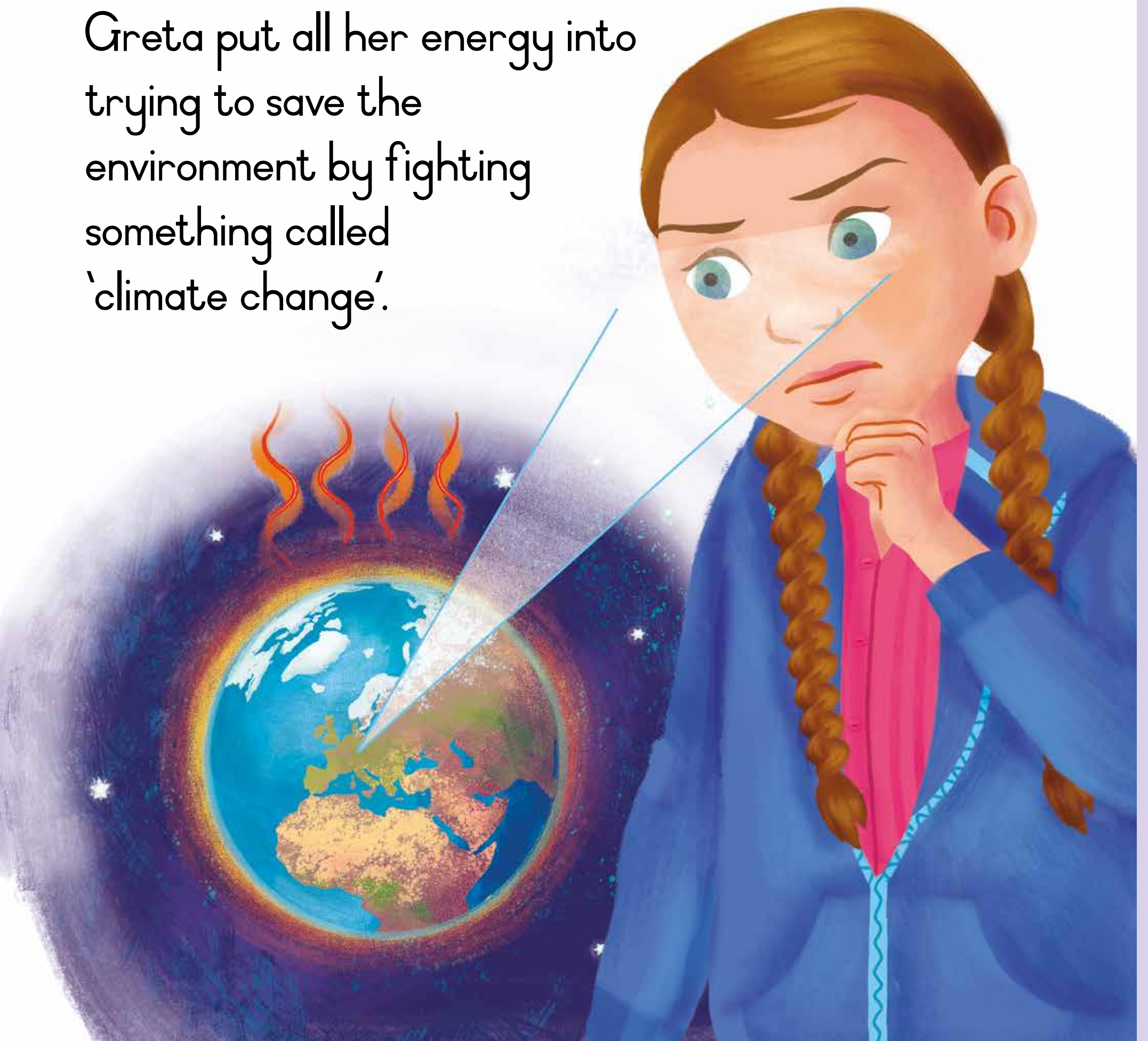
Who will this story be about? Oh, we will read a story about Greta Thunberg.

READ 2

Why wasn't Greta's childhood easy? Oh, I learn that she has a disorder called Asperger's syndrome. This makes it difficult for her to make friends!

But, Greta's Asperger's Syndrome also allows her to focus on, and understand issues in a very deep way. Greta decided to use her Asperger's as a gift to fight for a cause that she believed in.

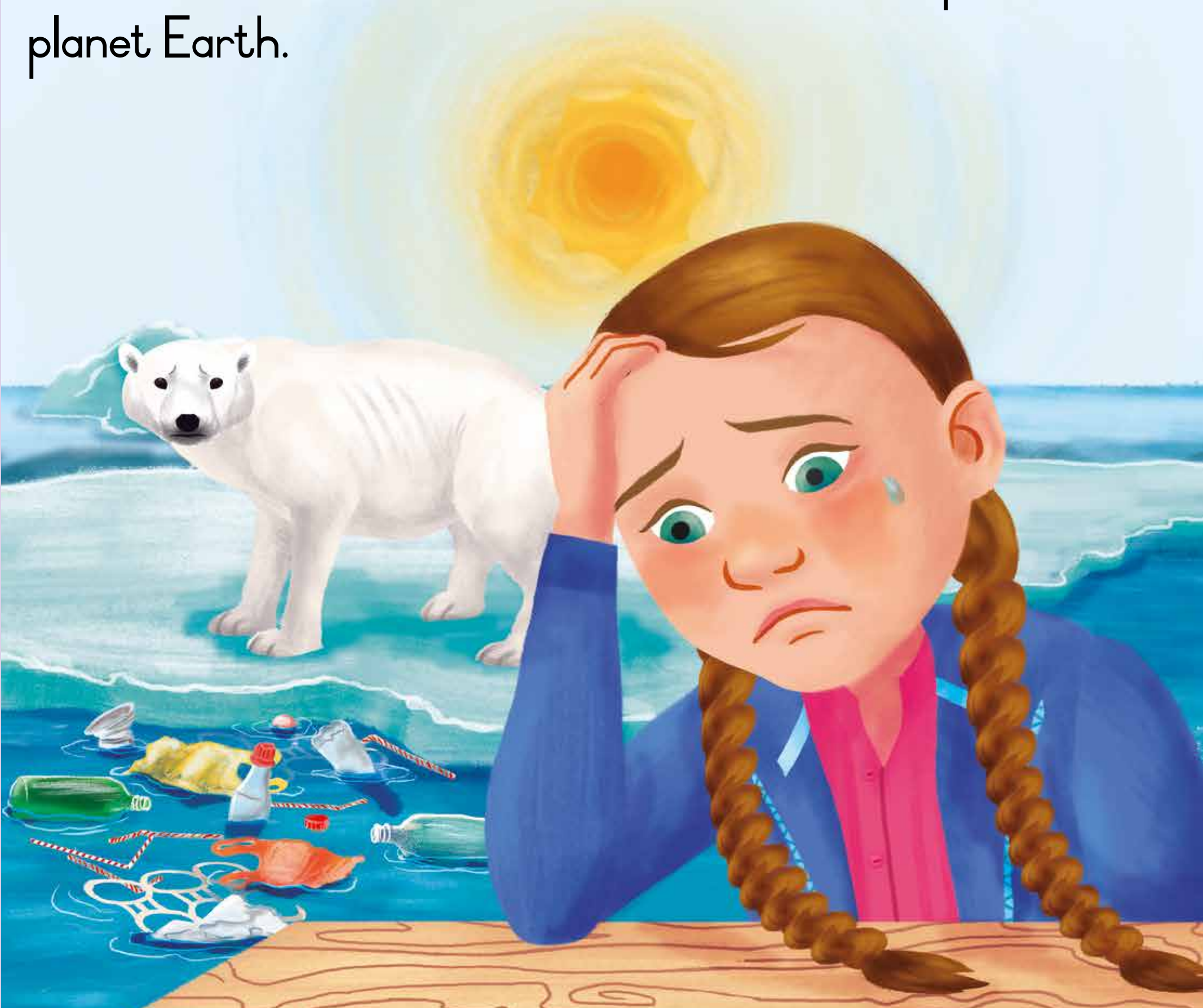
Greta put all her energy into trying to save the environment by fighting something called 'climate change'.



READ 1

What issue does Greta care about? Oh, I learn that she cares about saving the environment and fighting climate change!

Greta first learnt about climate change when her teacher showed a video of plastic in the oceans and starving polar bears. As little Greta watched, she cried. The pictures of the polluted oceans were stuck in Greta's head. She couldn't think about anything else. She decided she had to take action to help save planet Earth.



READ 1

When did Greta first learn about climate change? Oh, I read that she first learnt about climate change when she watched a video at school.

READ 2

Why did Greta cry? Oh, I learn that the video about climate change made her cry, because the things she saw were so sad!

Greta's teacher explained that the air pollution from most cars, aeroplanes, power stations and factories is causing our world to heat up. Her teacher told the class that the gas made by cows also makes the world heat up. This is called climate change, and it is destroying planet Earth.



READ 1

Who taught Greta about climate change? Oh, it was her teacher who first taught her about climate change!

Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the Internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.



READ 1

What did Greta become an expert on? Oh! She became an expert on climate change. She did her own research and learned all that she could!

READ 2

How did Greta become on expert on climate change? Oh, I learn that she read a lot and also watched videos to learn all that she could!

Greta started working for change in her own home. She convinced her parents to change the way they live. She convinced her mother to stop using aeroplanes. She convinced her father to stop eating meat. She convinced the whole family not to use any plastic. This made Greta realise that she could make a bigger change in the world, by convincing more people.



READ 1

Where did Greta start working for change? Oh! I learn that she started by making change at home!

READ 2

Why did Greta convince her father to stop eating meat? Oh! It is because she learnt that the gas from cows is a cause of climate change!

Greta decided to protest outside the Swedish Parliament. She painted a sign on a piece of wood. She wrote down some facts on a flyer to hand out. Then, she rode her bike to the Parliament building. On the first day, Greta sat all alone. People walking by stared at her.



READ 1

Where did Greta protest? I learn that she protested outside of the Swedish Parliament.

READ 2

Why did Greta decide to protest outside of Parliament? Oh! I learn that she wanted to convince more people to fight against climate change!

But on the second day, people started joining her. After that, there were people there all the time. For months and months, Greta led protests against climate change in her own country.



Greta got lots of positive attention in Sweden. But, she decided that she needed to do more! Greta agreed to give a speech in front of thousands of people at a huge climate rally. Her parents worried that her Asperger's would make it impossible for her to speak in front of so many people. But, Greta's determination helped her overcome her fears. Thousands of people cheered Greta on and recorded her speech on video.



READ 1

What helped Greta overcome her fears?
Oh! Her determination helped her overcome her fears.

READ 2

Why did Greta decide to give a speech?
Oh! She wanted to convince even more people to fight against climate change!

Then Greta decided to use social media and the Internet to help get her message out to children around the world. She posted photographs of her protests on Instagram.

She posted videos of her speeches onto Facebook. She wrote messages on Twitter. Greta used the Internet to connect thousands of children all around the world who care about climate change.



READ 1

What did Greta post on Instagram? Oh! She posted pictures of her protests for other people to see!

READ 2

Why did Greta decide to use social media? Oh! She used social media to spread her message to people all around the world!

Greta once said, "I have always been that girl in the back who doesn't say anything. I thought I couldn't make a difference because I was too small." Within just a year, Greta inspired thousands of children from all around the world to protest and speak out about climate change!



READ 2

I learn in this story that Greta worked to get her message to more and more people, so that we can all work together to fight climate change.



READ 1

What was the issue that Greta cared about?

- She cared about climate change.
- She cared about saving the planet.

What is one thing Greta used the Internet for?

- To become an expert on climate change.
- To post photographs on Instagram.
- To post videos on Facebook.
- To write on Twitter.
- To connect children from all over the world.

How did Greta get her message about climate change out?

- She convinced her parents to change their habits.
- She protested outside of Parliament.
- She made a sign about climate change.
- She made flyers to give to people.
- She gave a speech at a big rally.
- She posted photographs.
- She posted videos.
- She used social media.

READ 2

What is one cause of climate change?

- Air pollution from most cars, aeroplanes, power stations and factories.
- Gas made by cows also makes the world heat up.
- Pollution.

What do you think makes Greta an impressive person?

I think Greta is an impressive person because...

Why did Greta decide to use social media?

- She wanted to convince more and more people to fight against climate change.
- She could use social media to reach children all around the world.
- Because she realised people all around the world must work together to save the planet!
- Because she wanted other children to realise they could also protest and speak out!

How we can protect the environment and fight climate change: Extension Activity

Note:

If there is someone in your community who knows a lot about local plants, invite them to be part of this lesson.

You will need:

- 1 An old tin
- 2 Some good soil (it should not be too sandy or too clayey)

What to do:

- 1 Tell learners that the earth is heating up because people are putting too much carbon dioxide into the air.
- 2 Explain that the best way for us to fight this is to plant as many trees and plants as we can. This is because plants take in the carbon dioxide and give off oxygen, thereby cooling the earth.
- 3 Explain to learners that the trees and plants must be indigenous – this means that they must come from the area where we live. This is because plants from other places may harm the local plants, or use too much water.
- 4 Take learners for a walk around the school yard, or even the surrounding neighbourhood if you have permission to do so.
- 5 Stop and discuss all the different trees and plants that you see. Try to identify each plant and say whether it is indigenous or not.
- 6 As you stop and look at each indigenous plant, collect any seeds or take a cutting.
- 7 Next, return to class and settle the learners at their desks.
- 8 Explain to learners that anyone can start a small garden. All we need is seeds or cuttings, soil and water.
- 9 Show learners the seeds or cuttings that you collected.
- 10 Remind them of what an indigenous plant is.
- 11 Show learners how to plant a seed or a cutting in a tin with good soil.
- 12 Tell learners that this tin must be kept in a warm place with some direct sunlight.
- 13 Also tell learners that they should water this plant regularly.
- 14 Once the plant starts to grow, they should dig a hole outside, and transplant it. They must transplant it with the soil from the tin.
- 15 Show learners how to plant the seed or cutting in the jar.
- 16 Encourage learners to start their own gardens at their homes, or even to help you start a garden at school.
- 17 Ask learners about their plants and gardens on a regular basis – encourage every learner to try and grow some indigenous plants to fight climate change.



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.

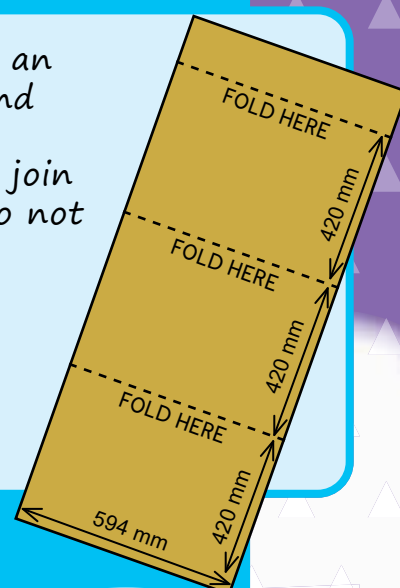


Make your own Big Book stand

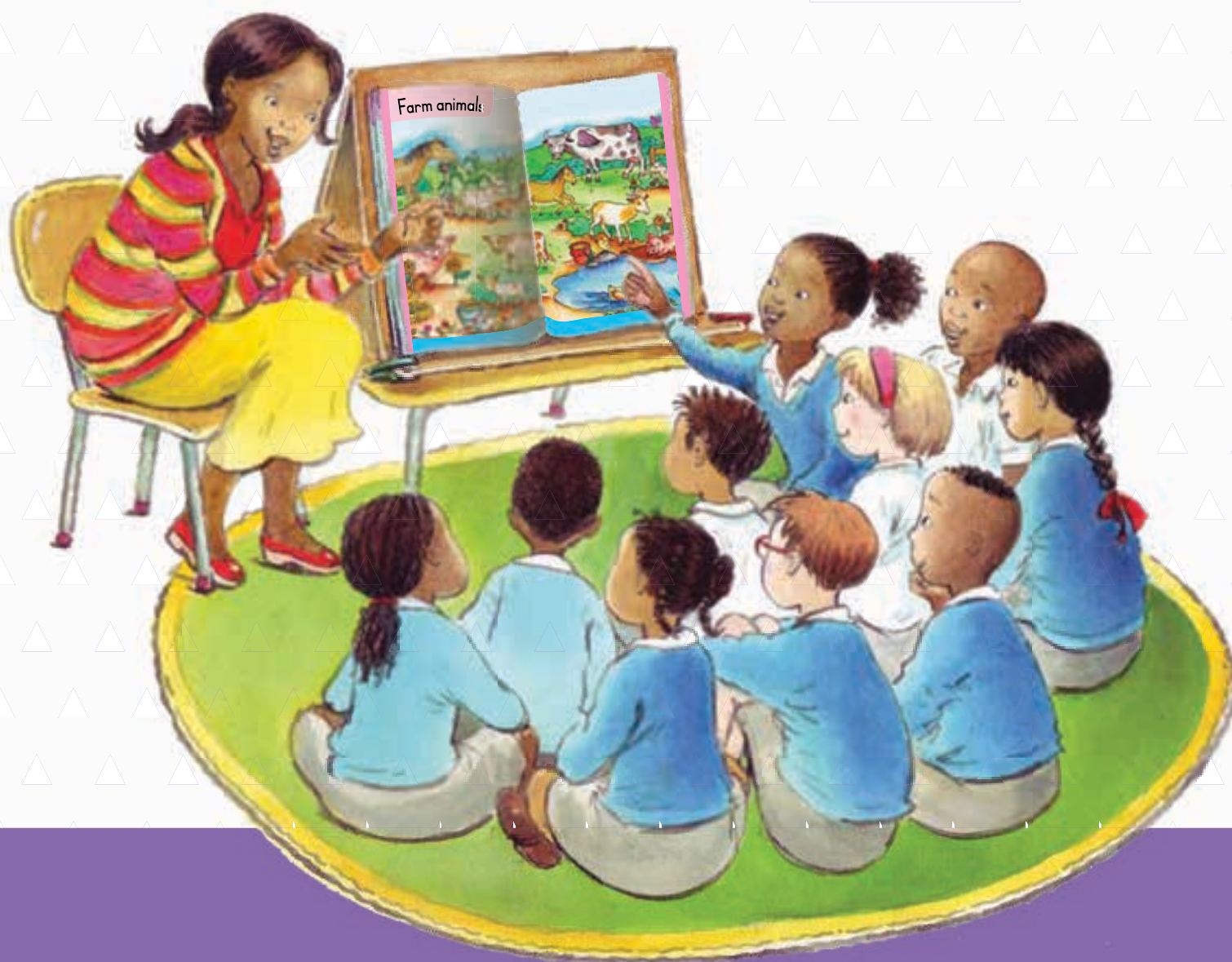
You will need:

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 washing pegs 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.)



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