

A vibrant rainbow arches across the top of the page against a purple background with a pattern of small white stars. Below the rainbow, two clownfish are depicted swimming near purple coral. The larger clownfish is yellow with orange and white stripes, and the smaller one is also yellow with orange and white stripes. A white cloud-like shape with a grey outline is positioned to the left of the clownfish, containing the text 'Grade 3'.

Grade 3

A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Book

1



How to use this Big Book:

Term 1 Stories in this book:



1 Wendy Whale to the rescue

1



2 Zodwa's new shoes

16



3 Bear gets a haircut

27



2 Jack and the beanstalk

38

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.

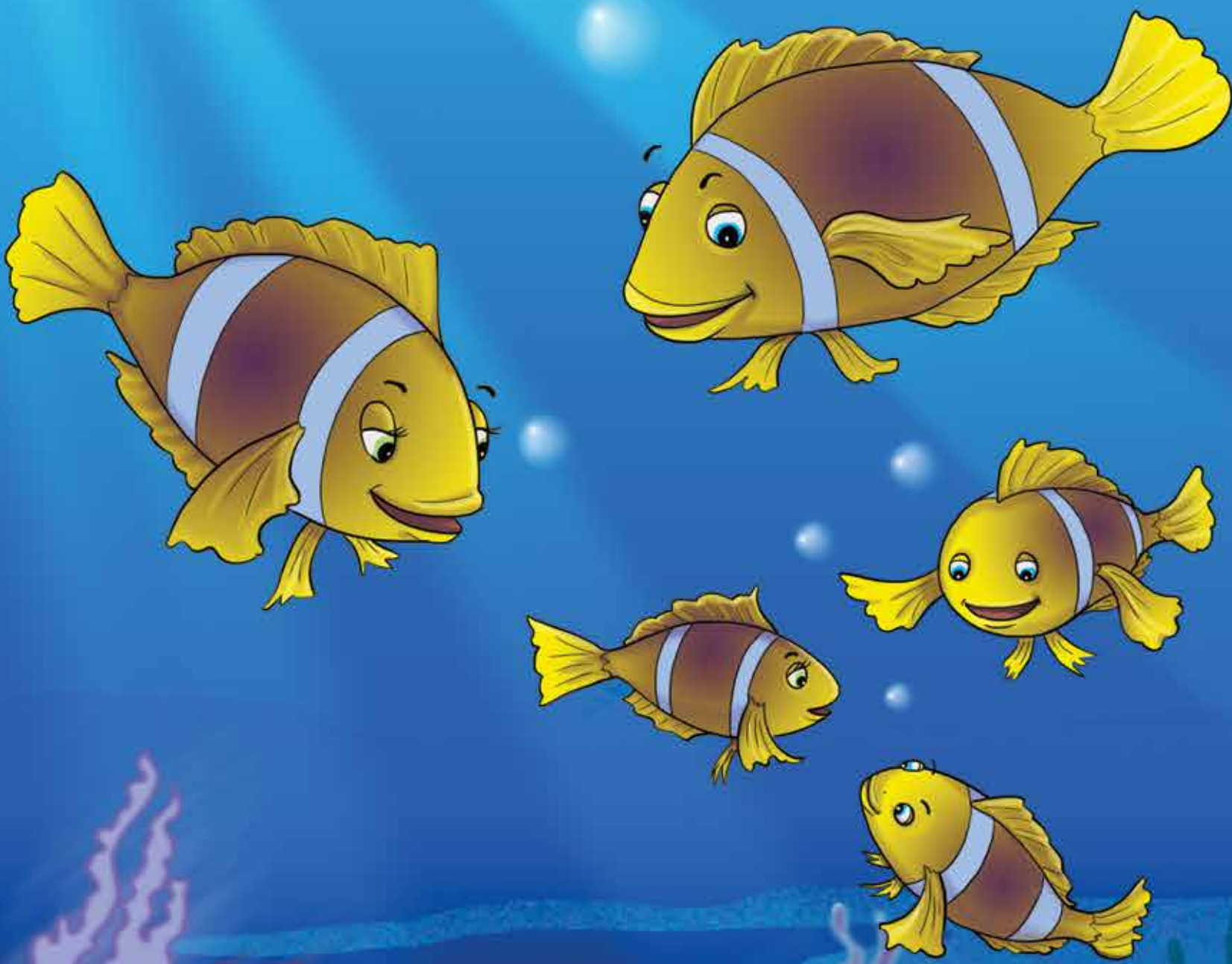
Shared Reading: Post-Read

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!

Wendy Whale to the rescue

A little family of clownfish lived on a coral reef in the deep blue sea.



READ 1

Where do the clownfish live? Oh, I **learn** that they live on a coral reef.

READ 2

Who lives on the coral reef? I **learn** that the little clownfish family live on the coral reef.



The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.

READ 1

How did the clownfish usually feel? Oh, I **learn** that they usually, felt very safe. That means that most times, they weren't in any danger.

READ 2

Why did the clownfish like living on the coral reef? Oh, I **learn** that they had lots to eat, and lots of friends, and they felt safe.

But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!'

'Oh no! Who is screaming like that?' Papa Clownfish asked.

'What is happening?' cried the three little children, feeling scared.

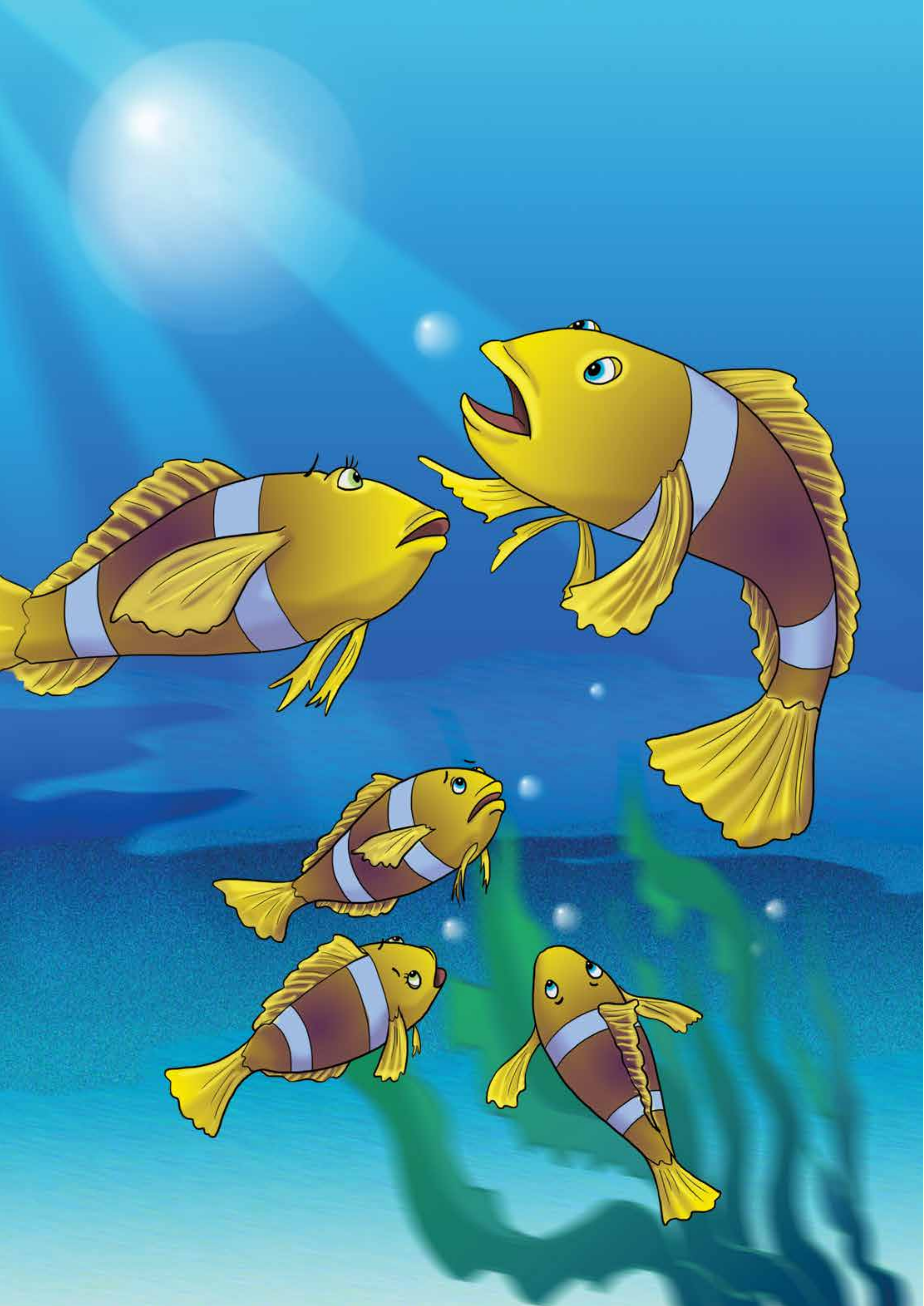
'I will go find out!' Mama Clownfish said bravely.

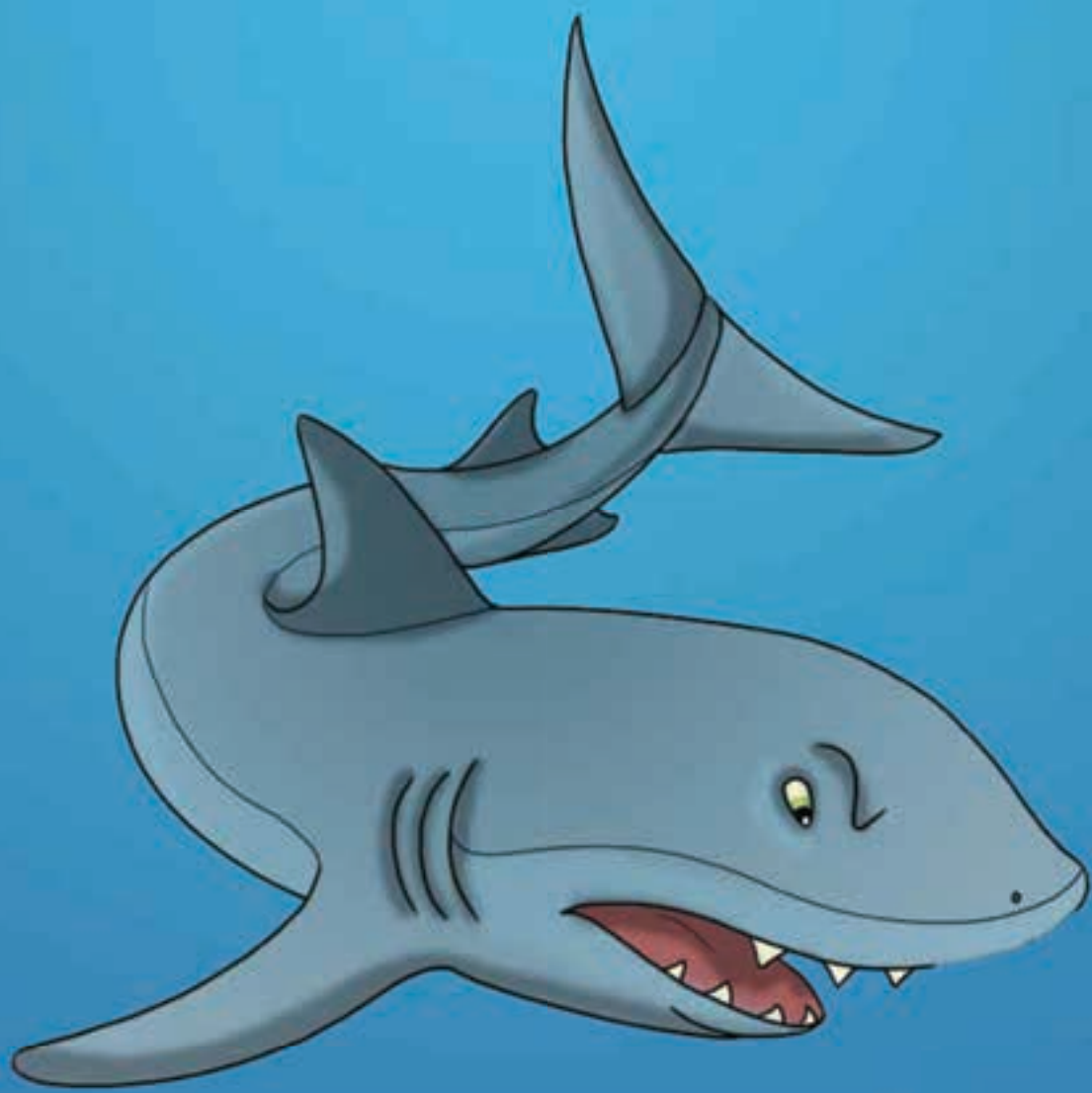
READ 1

What did the little clownfish family hear? Oh no! They heard someone screaming for help! I wonder who it could be?

READ 2

Why were the little children feeling scared? Oh! Because they heard someone screaming loudly, and they don't know what is happening!





Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening.



There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her!

Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.



READ 1

Who was it that was screaming for help?
Oh no! It was their friend Angie Angelfish!
I wonder if Shady Shark will get her?

READ 2

Why did Angie swim deeper and deeper into the sea? Oh! **I learn** that it is because she is so frightened. She really wants to get away from Shady Shark!

'Oh no!' cried the little clownfish children.
'What if our friend Angie gets eaten?'

'We will help!' said Papa Clownfish.
'We can't swim after her, or Shady Shark might eat us too!' said Mama Clownfish.

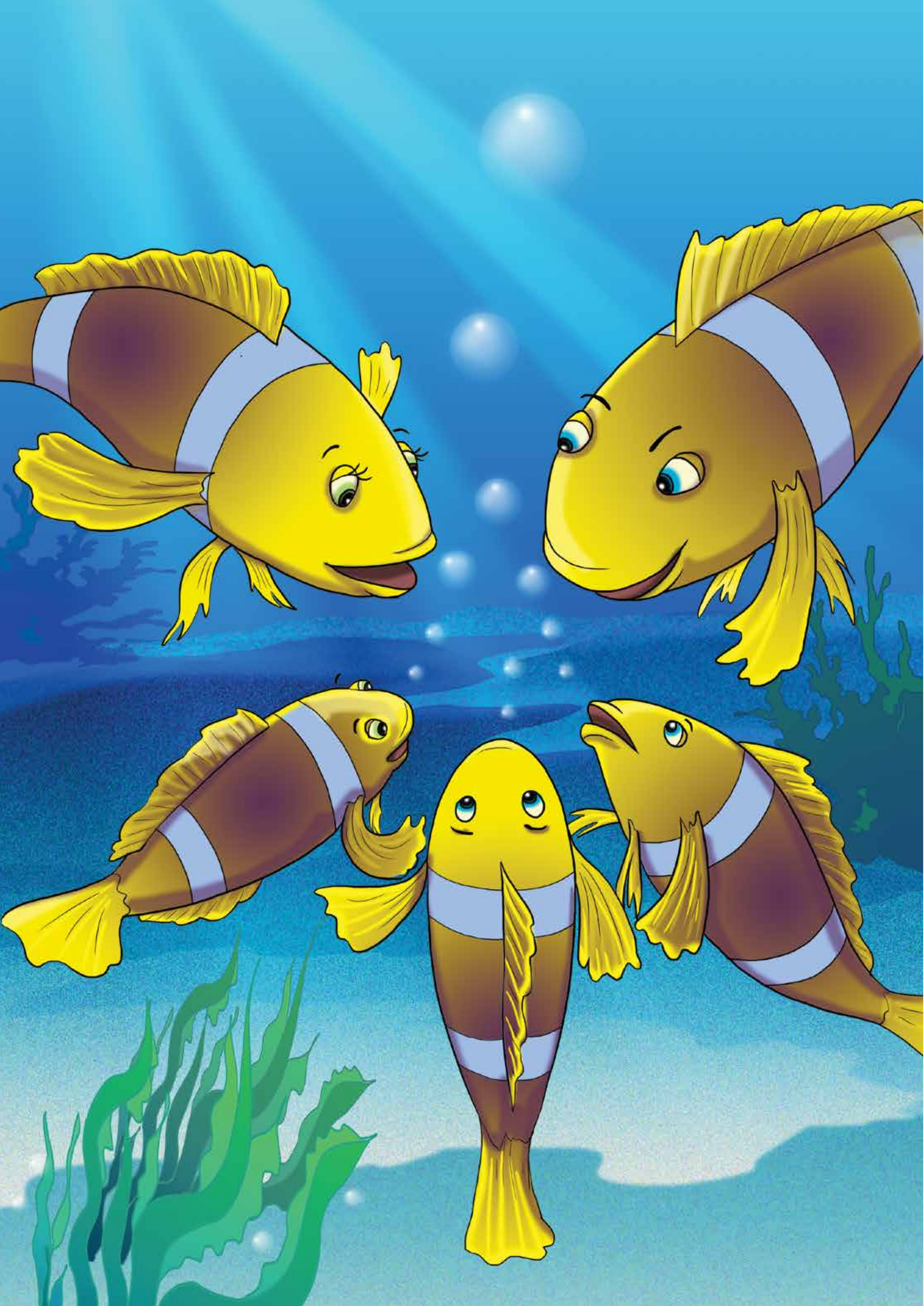
So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!

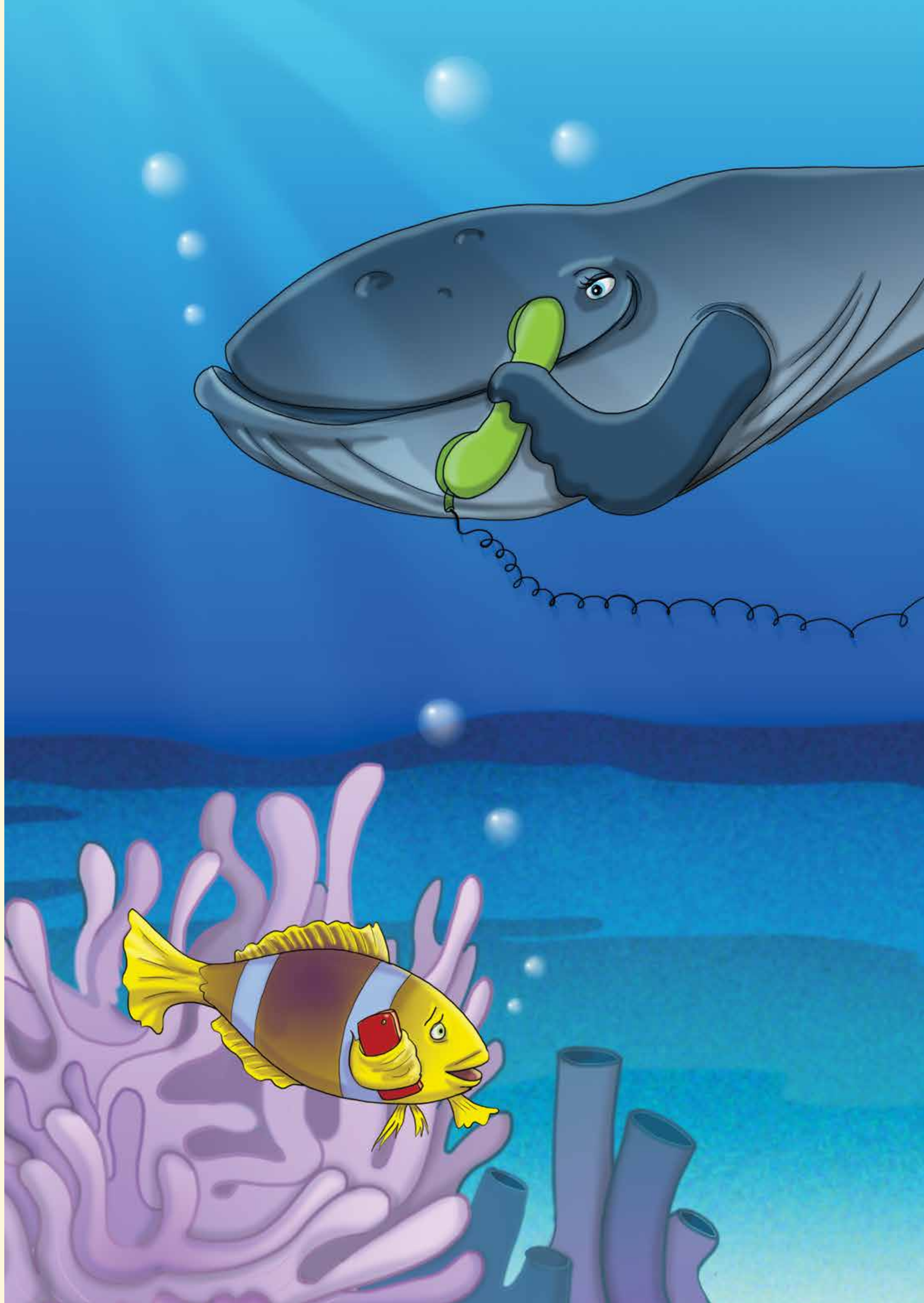
READ 1

The little clownfish want to help! **What** will they do to help? Oh! They will find Wendy Whale! The clownfish are too small, but Wendy can help Angie!

READ 2

Why can't the clownfish swim after Angie themselves? Oh! It is because they are too small – they might get eaten!





Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. 'Wendy, Wendy, please help!' said Papa Clownfish. 'Shady Shark is after Angie Angelfish. Our friend is in real trouble!'

'That bully can't hurt me! I'm not scared!' Wendy said. 'I'm coming!'

READ 1

Who did Papa Clownfish call? Oh! I **learn** that he called Wendy Whale to come and help! I wonder if Wendy will be able to save Angie?

READ 2

Why isn't Wendy Whale scared? Oh! I **learn** that it is because she thinks that Shady Shark cannot hurt her.

Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.

‘You are a big mean bully!’ Wendy Whale shouted. ‘Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’ said Wendy.

READ 1

How did Wendy Whale save Angie? Oh! She scared Shady Shark and shouted at him!

READ 2

Why did Wendy Whale shout at Shady Shark? Oh! Because the shark is mean and threatens smaller creatures. Wendy doesn’t think he should do this!



Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. 'You are the kindest friend!' Angie said.



Wendy Whale wore her friendship crown proudly as she swam through the sea.

READ 1

Why did Angie make Wendy a crown?
Oh! I **learn** that she made her a crown for being such a kind friend.

READ 2

Why did Wendy Whale feel proud?
Oh! Because Angie made her a special friendship crown.



READ 1

Who needs help?

Angie Angelfish needs help.

Who does Papa Clownfish call for help?

He calls Wendy Whale.

Why did Papa Clownfish phone Wendy Whale?

- Because he wants to help his friend Angie.
- Because the clownfish are too small to help – they might get eaten!
- Because he knows Wendy Whale is a kind friend.
- Because Papa Clownfish wants Wendy Whale to help Angie Angelfish.
- Because Wendy Whale is big and Shady Shark can't hurt her.

READ 2

Where is it safe?

It is safe in the coral reef.

How does Wendy Whale help her friends?

- She comes as soon as Papa Clownfish calls her.
- She scares Shady Shark away with her tail.
- She swims in front of Angie so that Shady Shark can't get her.
- She shouts at Shady Shark and tells him not to threaten the smaller fish.

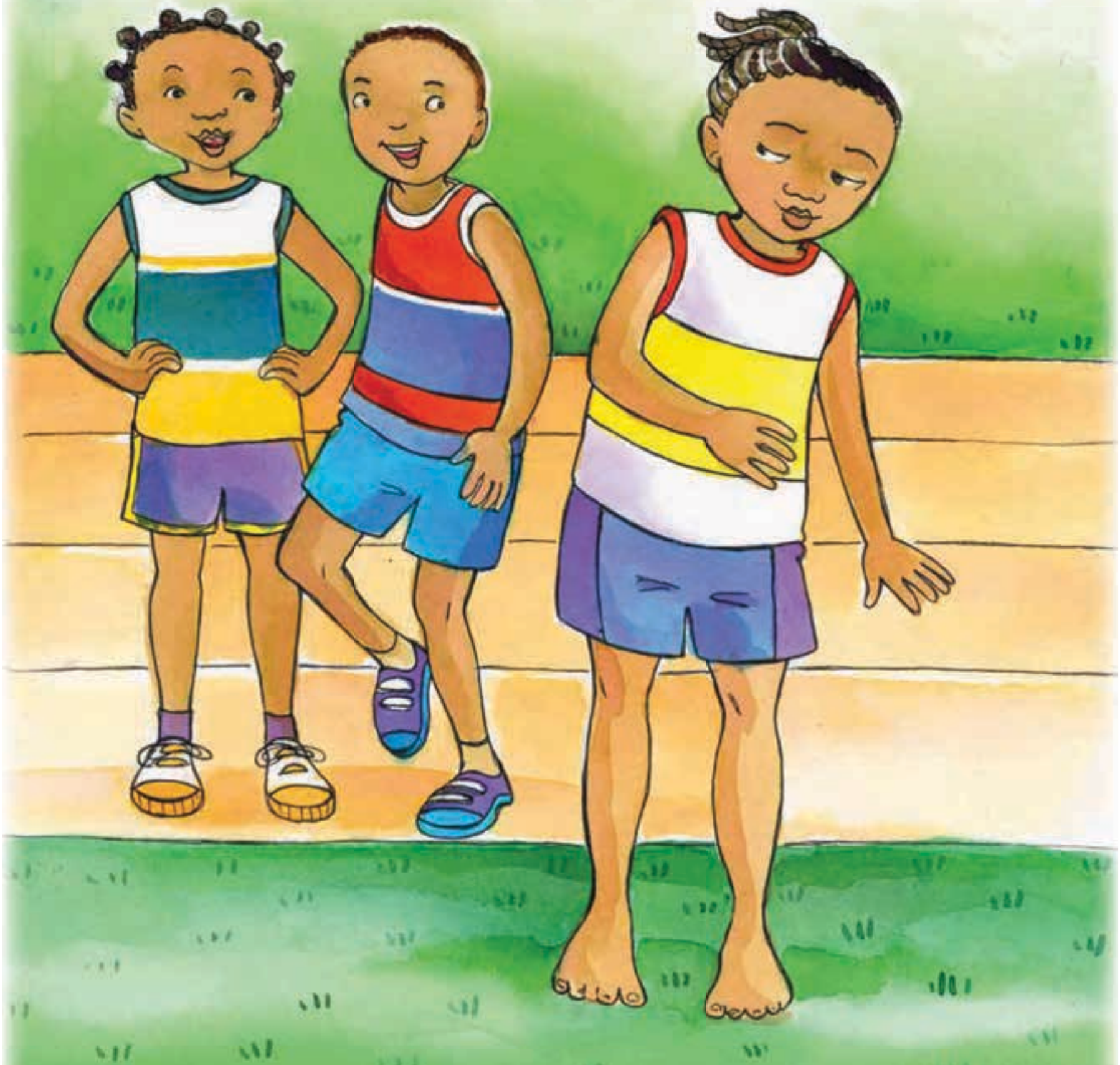
Why were the clownfish scared?

- They were scared when they heard someone screaming.
- They were scared because they didn't know what was happening.
- They were scared that Angie might get eaten!
- They were scared of Shady Shark!
- They were scared to go after Angie themselves, because they might get eaten.

Zodwa loved to run. She practised running every day. She loved the way the wind felt on her face. She loved the sound her feet made on the ground. She loved that she was always the fastest runner.

But Zodwa didn't love when she ran over stones and cut her feet. She didn't love the way the hot ground made her feet burn. And she especially didn't love the way the other children laughed at her bare feet.

But, Zodwa's family didn't have money to buy her shoes. 'No matter what, shoes or no shoes, I will run every day!' Zodwa decided.



READ 1

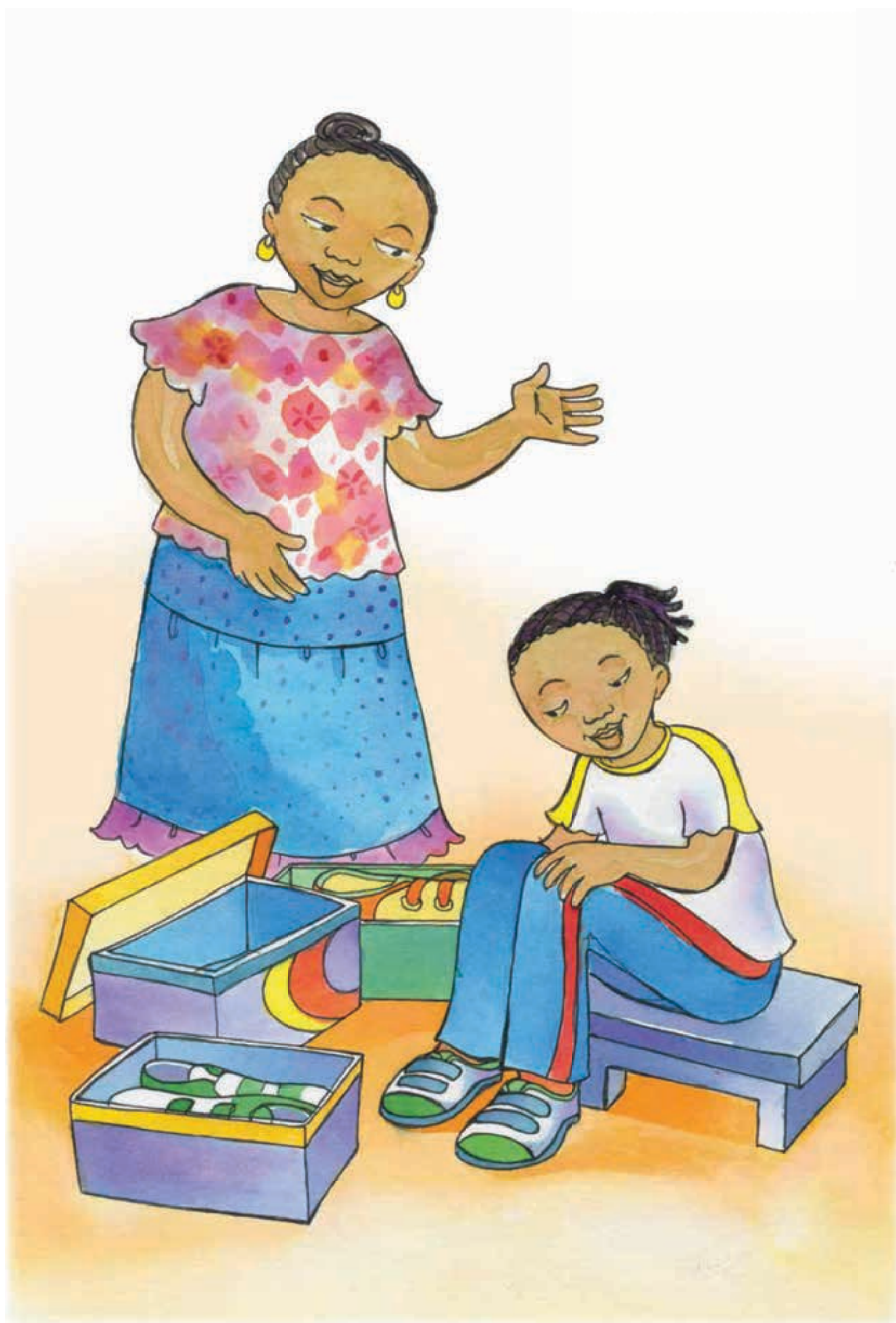
I can **visualise** Zodwa running in the hot sun with her bare feet. I can **visualise** how hot her feet must feel as she runs!

READ 2

I can **visualise** how determined Zodwa must feel. Even though her feet hurt, she still wants to be a good runner.

One Saturday, Zodwa went early to the athletics field. The big race was coming up, and she wanted to practise extra hard. She ran around the track. She ran around again. She ran around the track ten times, trying to go faster and faster each time. When she stopped to take a water break, she noticed an older woman watching her run. 'Come here,' the woman called her, smiling. Zodwa ran over to her. 'I see you are a very good runner!' the woman said to Zodwa. 'And, you are a hard worker! But where are your shoes? Your feet must hurt!'

Zodwa looked down. Her cheeks felt hot. 'I don't have money for shoes,' she said quietly.



‘Well, I own the shoe store in town,’ the woman said. ‘Come visit my shop. I will give you a free pair of shoes!’

Zodwa ran home to tell her mother the good news. Then, she and her mother walked to the shoe store. Zodwa found a pair of new green shoes.

‘Oh, thank you Ma’am!’ Zodwa said gratefully.

‘I hope these will help you to be the best runner at school!’ the nice woman replied.

‘Oh! And I will be there to see you run the big race!’

READ 1

I can **visualise** the shop owner watching Zodwa at the track. I can **visualise** her looking at Zodwa’s bare feet. I can **visualise** her thinking about how determined Zodwa is!

READ 2

I can **visualise** Zodwa looking down at her shoes. I can **visualise** how happy she must feel that she finally has shoes to run in. I think she must be feeling very lucky.

Zodwa felt so nervous for the shoe shop owner to watch her.

‘What if I lose and she makes me give the shoes back!’ Zodwa worried.

‘What if she wishes she never gave me shoes!’ Zodwa worried.

‘I don’t want to disappoint her!’ Zodwa thought. ‘I want to win so I can give her my ribbon!’

So Zodwa practised day and night. She ran and ran until her legs ached.

‘I will win!’ she thought. ‘I must not give up.’ Zodwa had never worked so hard in her whole life!



READ 1

I can **visualise** Zodwa waking up early and getting to the field while the sun is rising. I can **visualise** her getting tired and sweaty, but she keeps practising.

READ 2

I can **visualise** the way Zodwa feels tired as she runs and runs. But, I **visualise** her thinking about the shoe shop owner. She is thinking that she wants to impress her! I can **visualise** the way she keeps running, even when she is tired.

The day of the big race finally came. Zodwa was shaking as she walked to the starting line.

But as soon as she began to run, she forgot all of her worries. All she could think about was the ribbon at the finish line.

She ran like the wind; faster than she had ever run!

When she got to the finish line, she saw that she was far ahead of any of the other runners.

'I won! I won!' she shouted joyfully. She looked around and saw the shoe shop owner waving and cheering. Zodwa beamed.

As soon as she got her winning ribbon, she ran over to the nice shoe shop owner. 'The ribbon is for you!' Zodwa said. 'I couldn't have won without your help!'

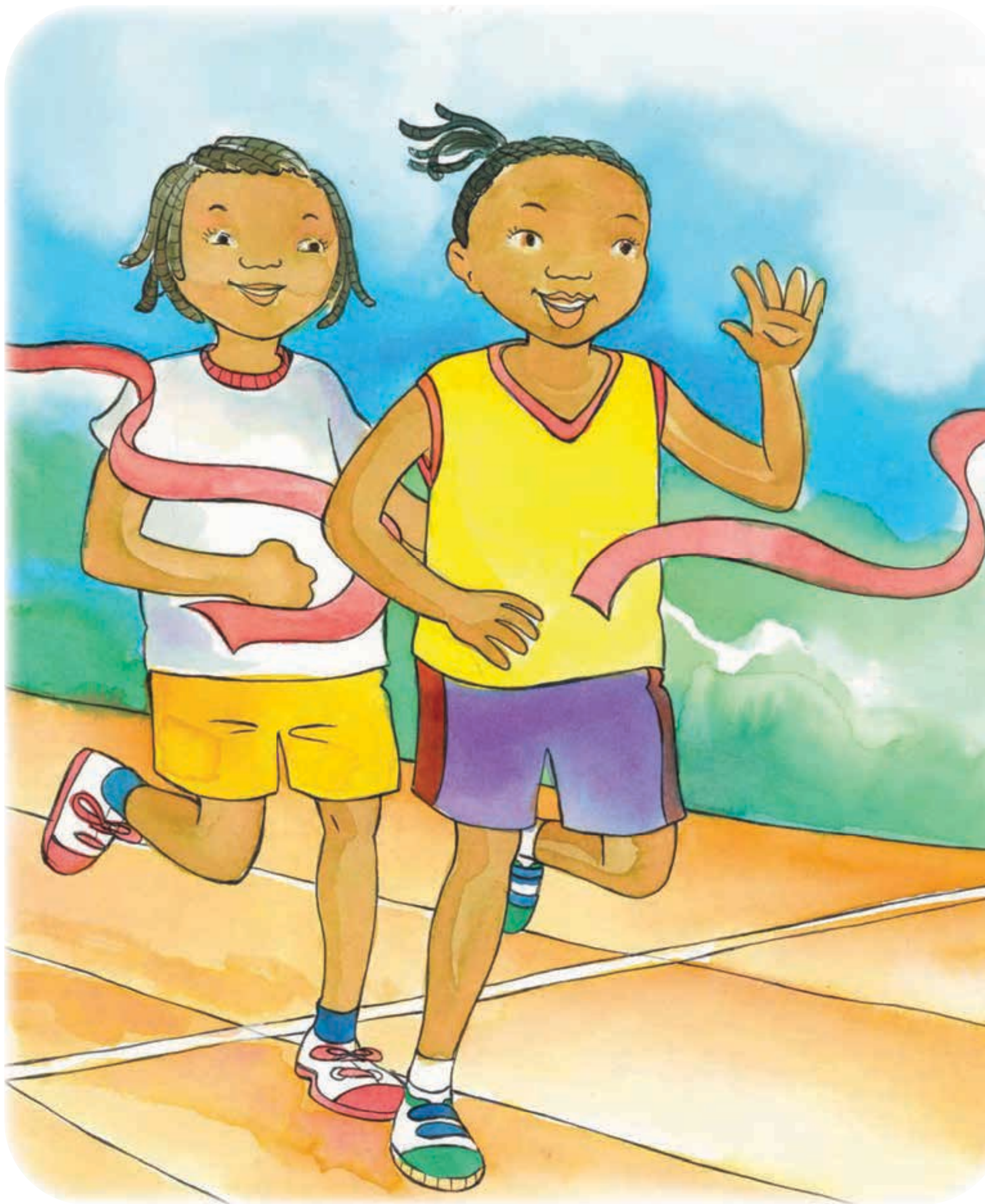
The kind woman took the ribbon. 'But, I think you would have won with or without shoes,' she said.

READ 1

I can **visualise** Zodwa getting to the finish line and looking around. I can **visualise** her seeing that she has won, and jumping up and down!

READ 2

I can **visualise** Zodwa walking up to begin the race, feeling so nervous that she is shaking! I can **visualise** her running to the shoe shop owner after the race. I can **visualise** how proud she feels when she gives the ribbon to her!





READ 1

Who gave Zodwa new shoes?

The shoe shop owner gave Zodwa new shoes.

What colour shoes does Zodwa get?

She gets green shoes.

Why did the shoe shop owner give shoes to Zodwa?

- Because Zodwa's family didn't have enough money to buy her shoes.
- Because the shoe shop owner saw how hard-working Zodwa was.
- Because Zodwa was a fast runner.
- Because the shoe shop owner wanted to help Zodwa when she saw her running with bare feet.

READ 2

When did Zodwa practise running?

She practised running day and night.

What do you visualise at the end of the race?

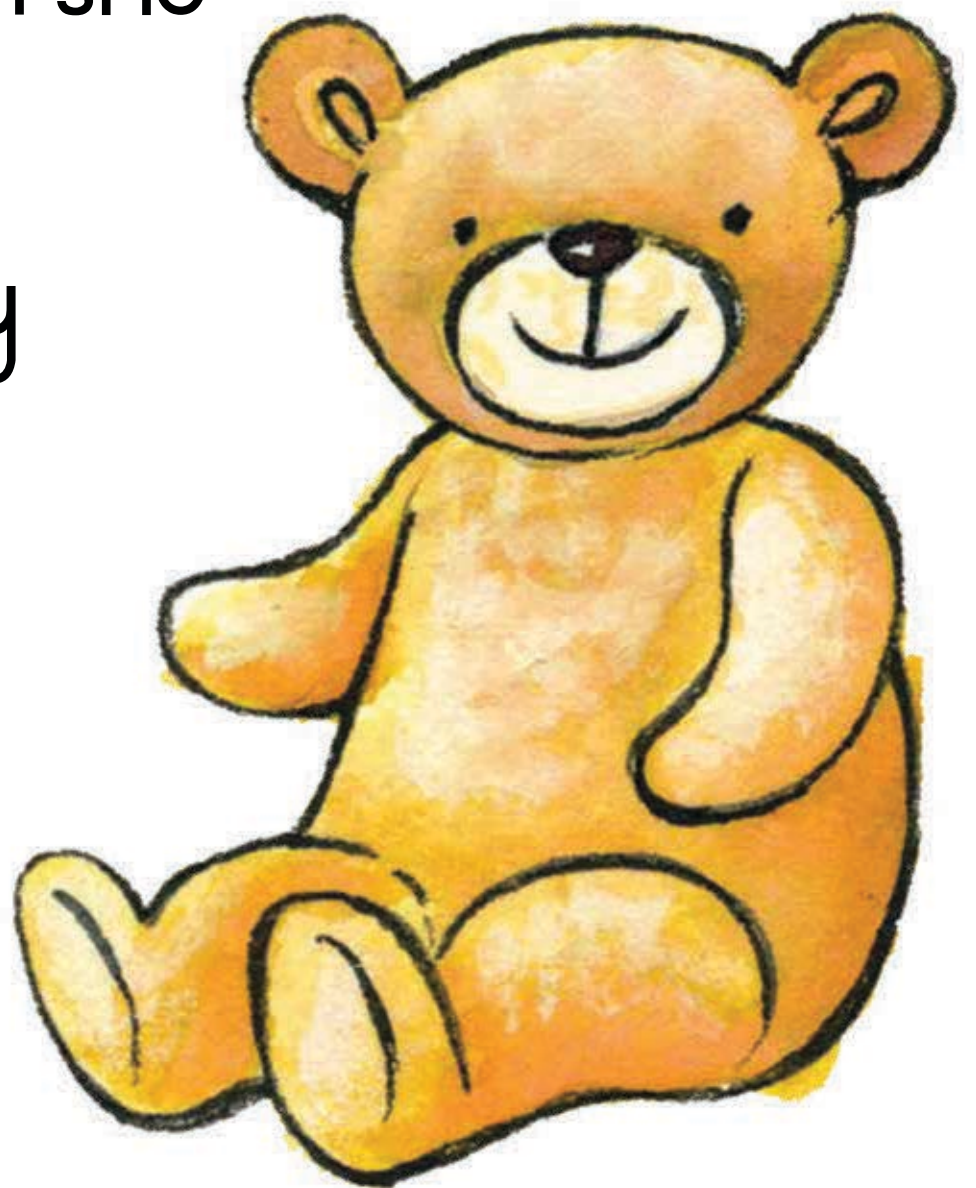
I visualise...

Why did Zodwa want to win the race?

- Because she loved to run.
- Because she wanted to impress the shoe shop owner, who gave her new shoes.
- Because she was worried about what the shoe shop owner might think if she didn't win.
- She was worried that the shoe shop owner might want to take the shoes back or might wish she hadn't given Zodwa the shoes.
- Because she wanted to win the ribbon to give it to the shoes shop owner (to say thank you).

Bear gets a haircut

Marie's teddy was her most special possession. She had slept with her special teddy bear since she was a tiny baby. Every night, she cuddled with the soft teddy. When she felt sad, she cuddled with her soft teddy. When she was at home, Marie always had her teddy with her.



READ 1

I can **infer** that Marie loves her teddy so much because he is soft!

READ 2

I can **infer** that Marie really loves her teddy if she carries it around everywhere!

Teddy was the one special toy Mom never made Marie share. But, Marie was such a generous big sister – she always let little Josh hold and play with teddy.

One afternoon, while Marie and Josh were playing, Josh heard Marie talking to her teddy. 'You are getting so old,' she laughed. She hugged her teddy. 'But I love you anyway!'

READ 1

I can **infer** that Marie is a really kind big sister. She shares her toys even when she doesn't have to!

READ 2

Marie even talks to her teddy! I can **infer** that she thinks of teddy as her friend.



The next day, while Marie was at school little Josh found some scissors in the kitchen.

‘I have an idea!’ Josh thought. Josh thought about Marie’s old teddy. ‘I can make Marie’s special teddy as good as new!’ he thought.

Josh took the scissors and cut all the hair off the top of teddy’s head.

‘I bet Marie will be so surprised! She will think she got has a brand new bear!’ thought Josh.

READ 1

Josh heard his sister say her bear was old. I can **infer** that Josh cut teddy’s hair because he wanted to make the bear look new for his sister.

READ 2

Josh wanted to make Marie’s teddy special. I can **infer** that he thought he was being helpful and kind while he was cutting teddy’s hair – he must have been thinking he was doing something so nice for his sister by making her bear new!

Marie will
love teddy's
haircut!



Josh waited and waited for Marie to come home from school. He couldn't wait for her to see the surprise!

READ 1

I wonder why Josh couldn't wait for Marie to get home? I can **infer** that Josh thinks he has done something kind and helpful for his sister!

READ 2

Josh couldn't wait for his sister to get home. I can **infer** that Josh is excited to see Marie's reaction! He thinks she will feel so happy and excited to see bear's haircut!

But when Marie got home and saw her teddy, she gasped. 'What happened to teddy?' she shouted at Josh. Josh held up the scissors, smiling.

'I trusted you! Why would you ruin my special teddy?' Marie cried.

'Sorry!' Josh shouted. 'I thought I was making your old teddy into a new one!'

But Marie ran out of the room, crying.

Josh sat all alone. 'I thought Marie would love teddy's new haircut!' Josh thought, confused.

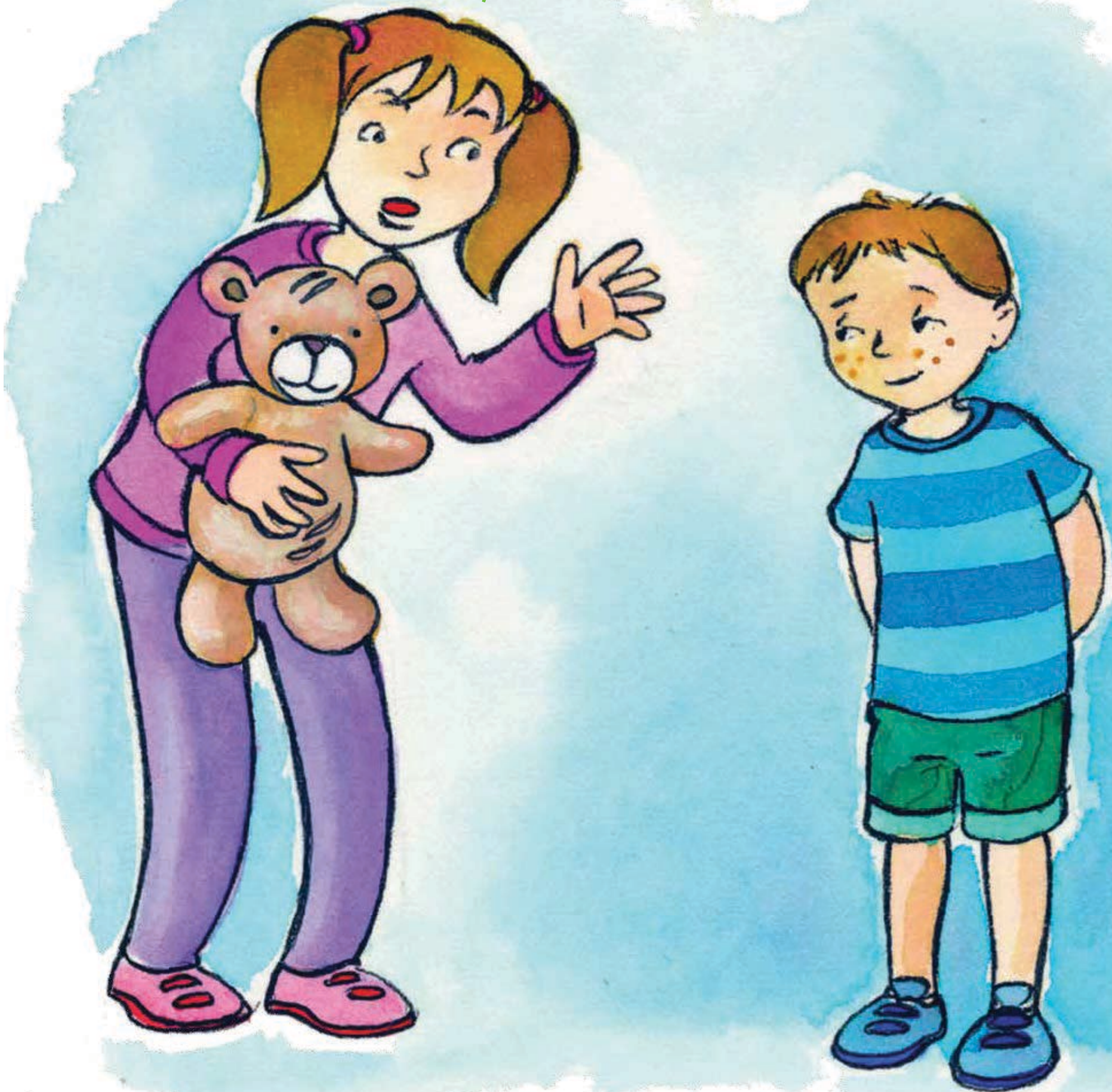
READ 1

I wonder why Josh was confused? Oh! It must be because Josh thought Marie would like bear's new haircut, but instead, Marie was furious!

READ 2

Marie felt so furious when she saw bear. That must not be what Josh expected! I can **infer** that he is feeling so confused because Marie didn't love bear's new haircut like he thought she would!

You ruined
my teddy!



Marie found her mother. She held her special teddy out for mom to see. 'Look at what Josh has done. He has ruined my special teddy forever! I don't even want this ugly teddy now!' she cried. She threw the bear on the floor.



READ 1

I can **infer** that Marie wanted her mother to see what happened to her teddy. I can **infer** that she wanted her mother's help!

READ 2

Marie says her teddy is ruined! I can **infer** that Marie is so upset that she doesn't even want to look at teddy!

Later mom called Marie.

'I am so sorry Josh gave teddy a haircut that he didn't need!' Mom said. 'But teddy isn't ruined,' Mom explained.

Mom handed teddy back to Marie wearing a new, red hat. 'The hat covers teddy's bad haircut,' said mom, smiling. 'And, it looks very cool!'

Josh came into the room, carrying a little blue jacket. 'I took this from my own teddy,' Josh said. 'I think your teddy needs it more than mine. He gave the blue jacket to mom, who put it onto teddy.'

Marie still felt upset, but she took teddy back into her arms. 'Sorry I called you ugly! I love you no matter how you look,' she said. She gave teddy a big hug.



READ 1

I wonder why Josh brought the blue jacket for teddy? I can **infer** that it is because he feels so bad that Marie didn't like teddy's haircut. He must want to make Marie feel better.

READ 2

At the end, Marie takes teddy and hugs him. I can **infer** that she felt a little bit better when she saw teddy in the hat. Maybe after some time, she was also feeling more calm and less furious.



READ 1

What did Josh do to ruin Marie's teddy?
He cut teddy's hair / he gave teddy a haircut.

How did mother try to fix teddy?

- Mother put a red hat and blue jacket on teddy.
- Mother put clothing on teddy to cover up the cuts.

Why did Josh give teddy a haircut?

- Because he heard Marie say that he bear was old.
- Because he wanted to make bear look new.
- Because he wanted to do something nice for his sister.

READ 2

What did Josh do after he gave teddy a haircut?
He waited and waited for Marie to come home.

How did Marie feel when she saw teddy's haircut?
She felt furious!

Why did Josh feel confused?

- Because he thought he was doing something nice for his sister.
- Because he thought his sister wanted her bear to look new.
- Because he thought she would be excited.
- His sister wasn't excited like he expected – instead she was furious!

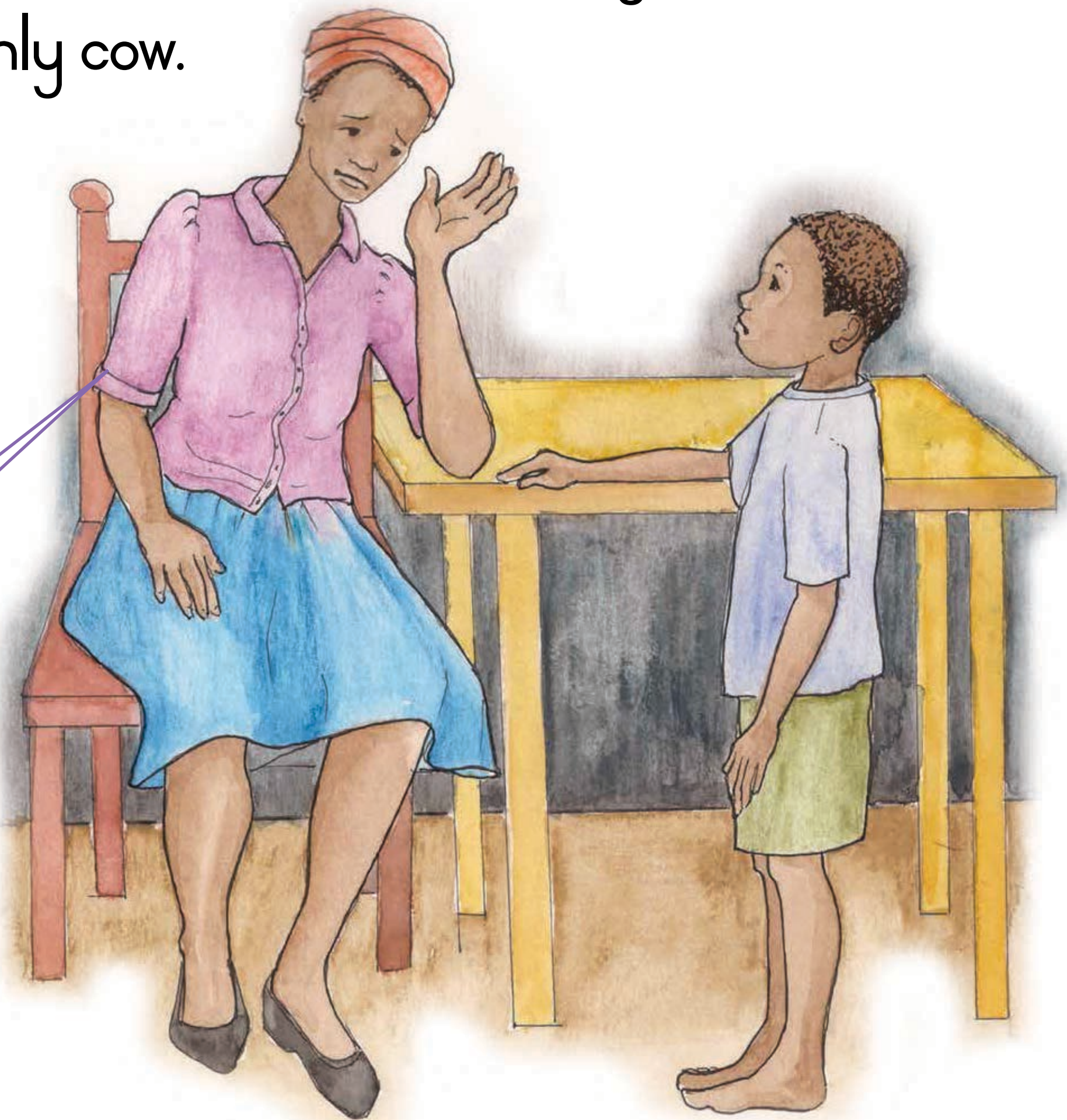
Once upon a time there was a boy named Jack. Jack lived alone with his mother.

His father had died when Jack was just a baby. When his father was still alive, a mean giant stole his magical harp and his magical hen who laid golden eggs.

If only we had our magical hen back, we would have money for food! Take our cow to the market, Jack!



Jack and his mother were very poor. They had no food to eat, and no money. Jack's mother decided that they must sell their only cow.



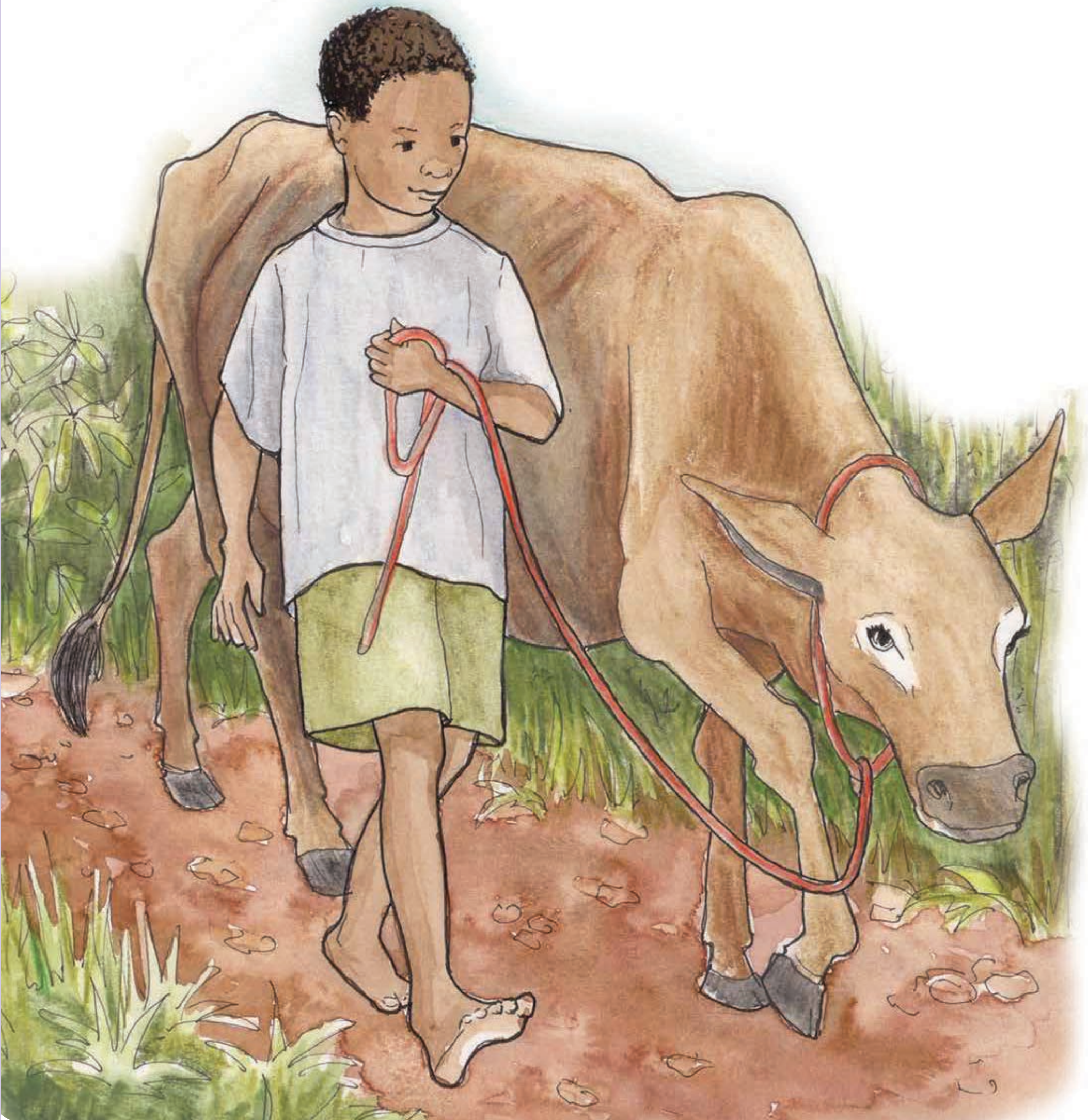
READ 1

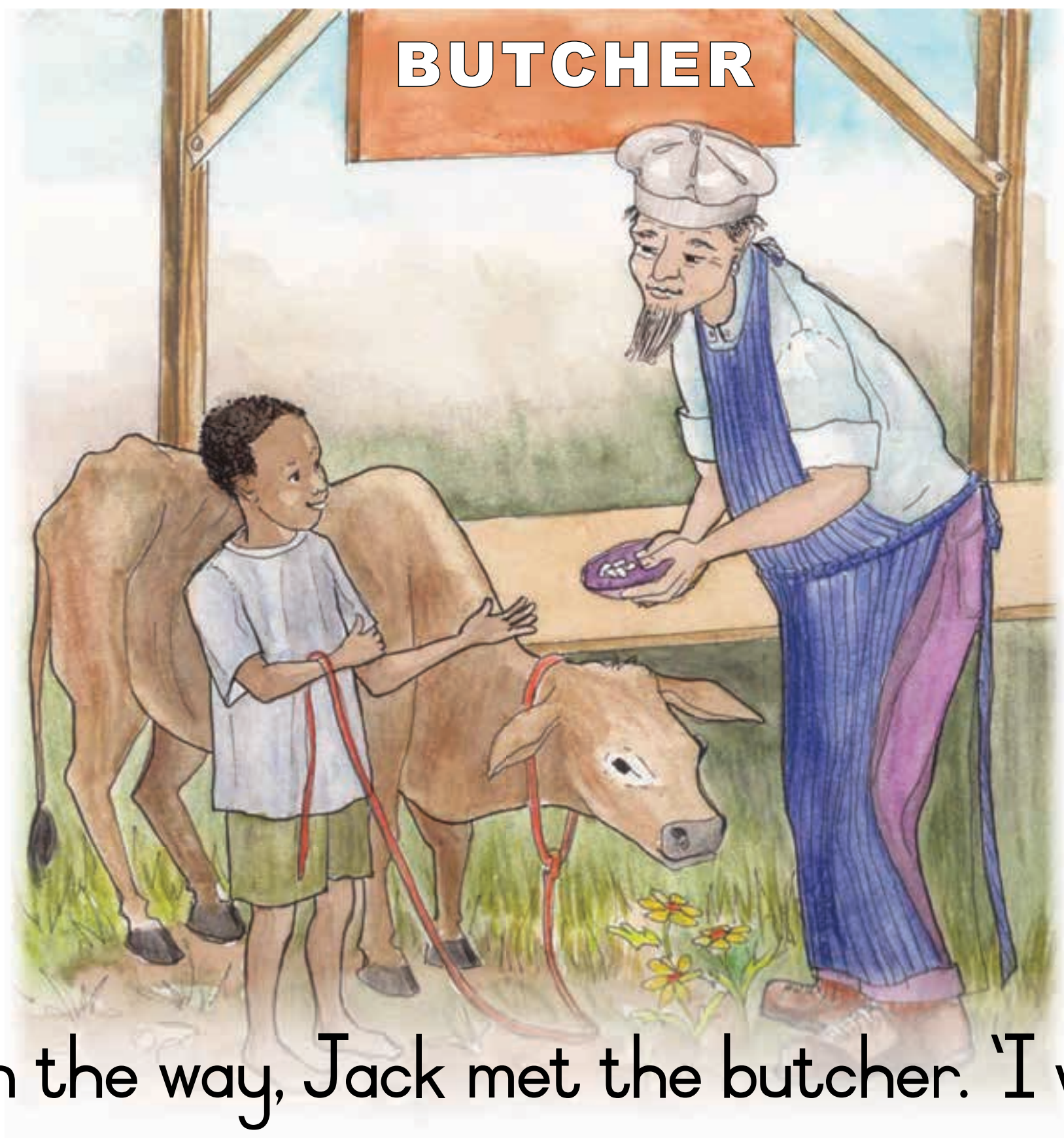
I can **visualise** how worried Jack's mother is, because they have no food!

READ 2

I can **visualise** Jack and his mother wishing that they had their magical objects back!

The next morning, Jack went off to the market to sell their cow.





On the way, Jack met the butcher. 'I will trade you that cow for these five amazing, magic beans,' the butcher said. Jack wanted those magic beans! He gave the cow to the butcher and took the beans. bicycle.

READ 1

I can **visualise** Jack and the butcher trading items. Jack gives the cow to the butcher. The butcher puts the little beans into Jack's hand.

READ 2

I can **visualise** Jack's excitement when he hears that there are magic beans!

When Jack got home, he was so excited to show his mother the magic beans. But, she was not impressed.

‘You were supposed to get money! And all you brought was some silly beans. You have been tricked!’ she said, furious.

She threw the beans out of the window.

READ 1

I can **visualise** Jack’s mother looking furious. I can **visualise** her thinking about the money Jack was supposed to bring!

READ 2

I can **visualise** Jack looking surprised when his mother shouts at him and throws the beans as far as she can!

Jack, you foolish boy!

But they are magic beans!



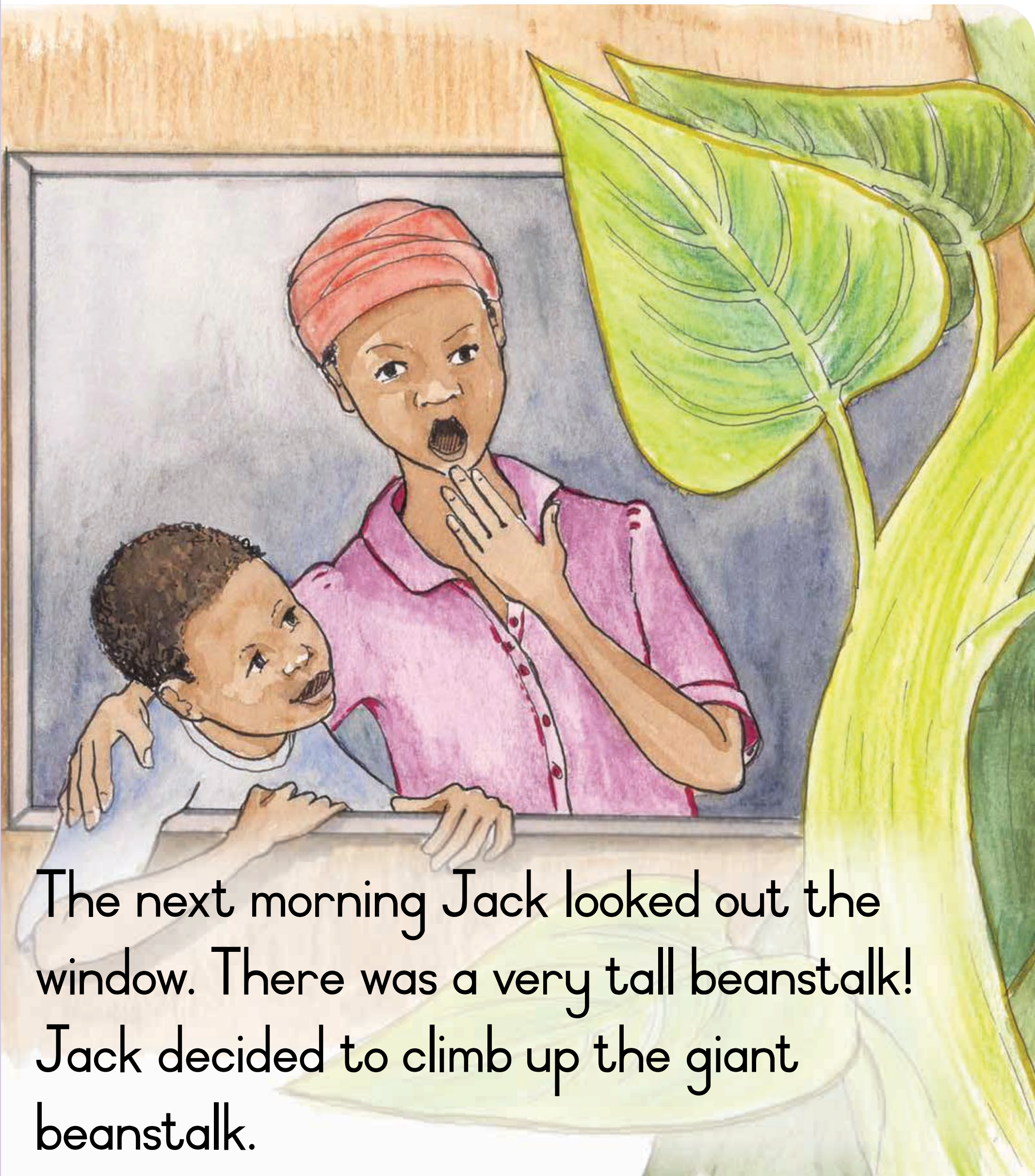
That night, there was no money and no food for supper. Jack and his mother were forced to go to bed hungry. 'If only I had sold the cow for money,' he thought, feeling foolish.

READ 1

I can **visualise** Jack and his mother going to bed hungry. It must be so hard to fall asleep if you have not eaten.

READ 2

I can **visualise** Jack laying in his bed, feeling so hungry. I can **visualise** him thinking about what his mother said: that he was tricked. I can see him feelings so silly for the trade he made.



The next morning Jack looked out the window. There was a very tall beanstalk! Jack decided to climb up the giant beanstalk.

READ 1

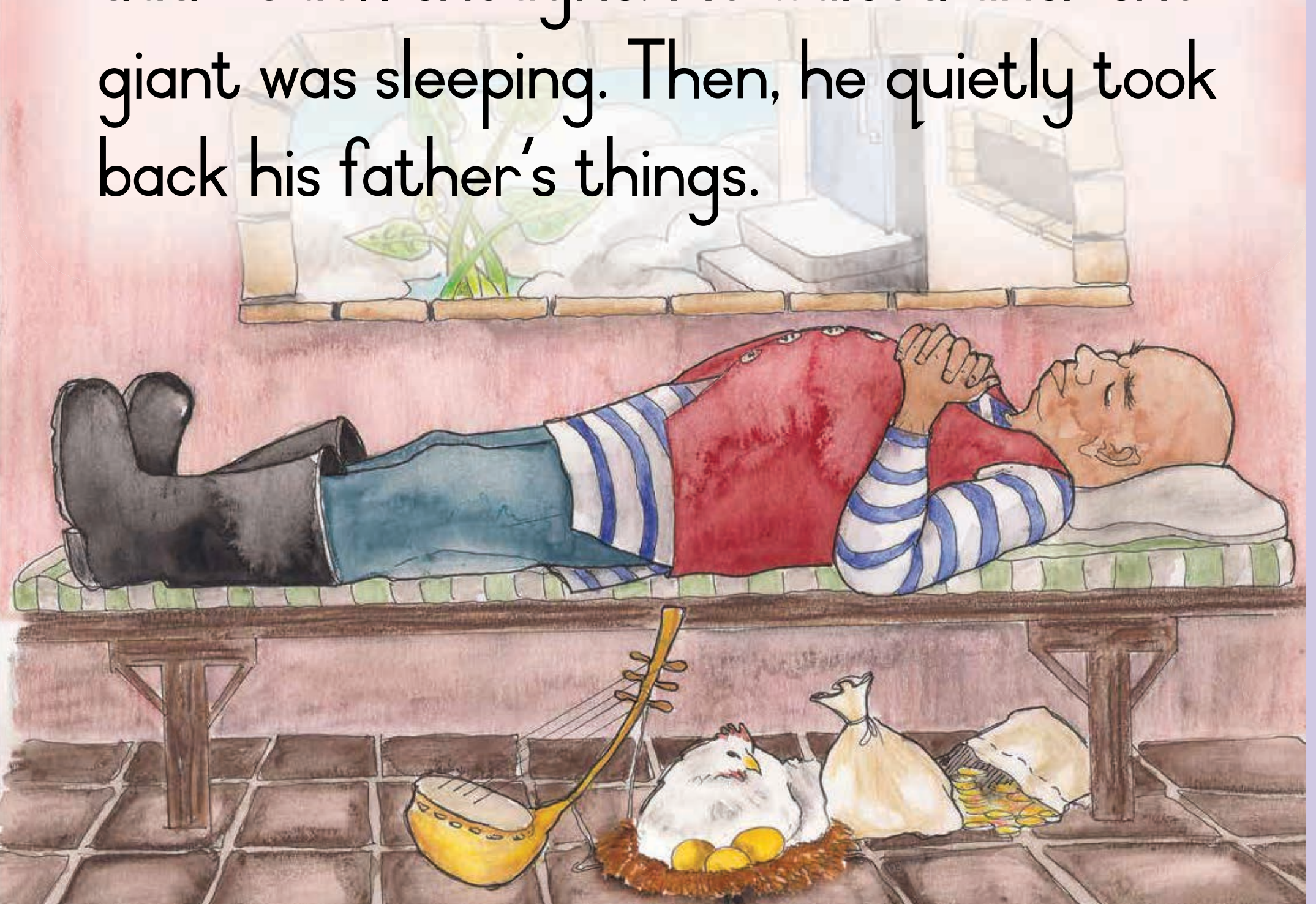
I can **visualise** Jack climbing higher and higher up into the sky.

READ 2

I can **visualise** Jack looking so surprised. I can **visualise** him thinking: 'Wow! They really were magic beans!'

When Jack got to the top, he saw a magical harp and a hen who laid golden eggs. 'Those must be my father's things!' Jack thought excitedly.

'This must be the giant who stole from my dad!' Jack thought. He waited until the giant was sleeping. Then, he quietly took back his father's things.



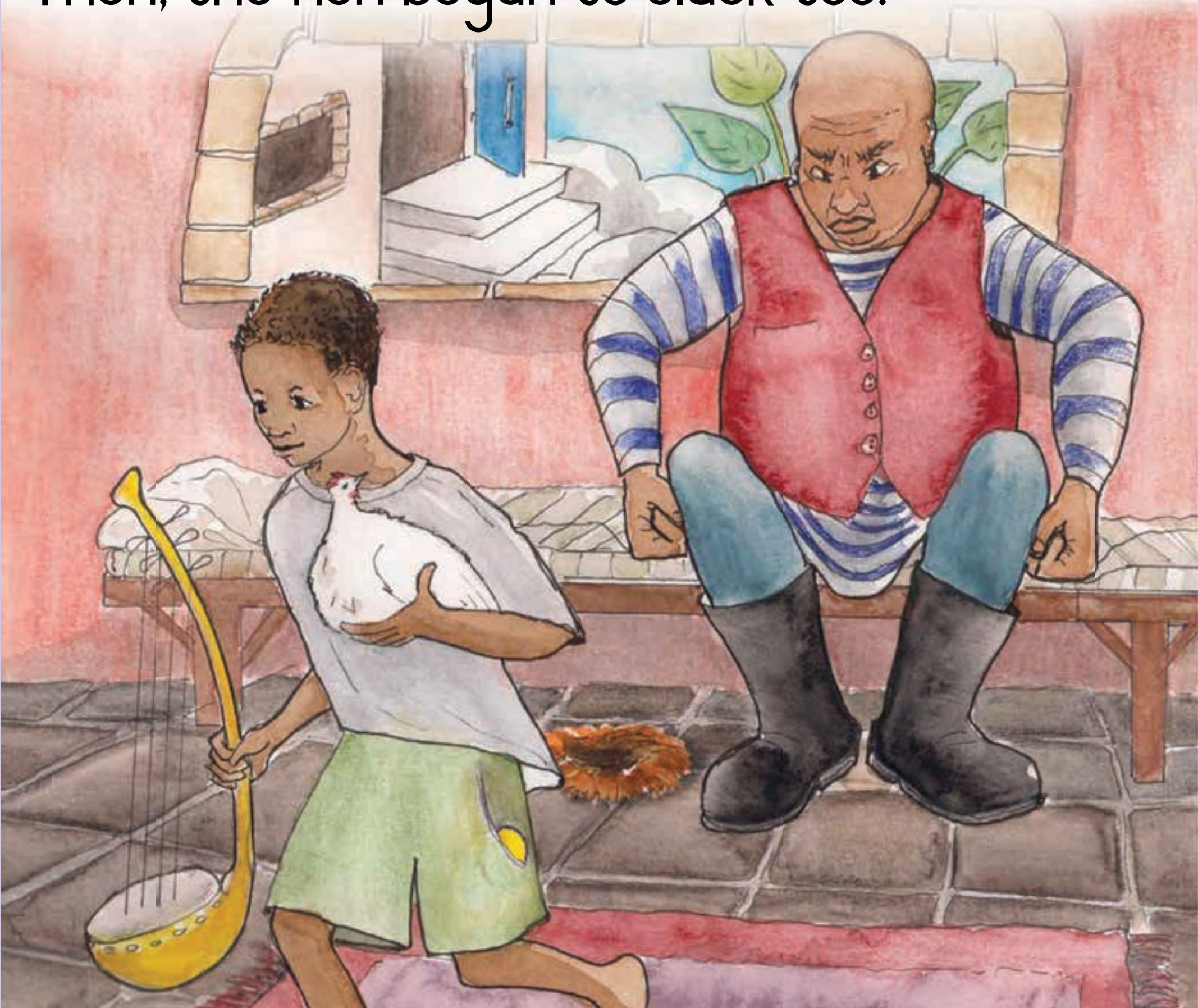
READ 1

I can **visualise** Jack waiting and waiting for the giant to sleep so he can take back his father's things.

READ 2

I can **visualise** Jack's excitement when he sees his father's magical objects. I can **visualise** him thinking: 'Hey! Those belong to us!' I can **visualise** him thinking that his mother would feel so happy if he brought those things back! She wouldn't be angry about his silly trade anymore!

But as Jack was sneaking back to the beanstalk, he accidentally hit one of the strings on the harp. It made a loud noise! Then, the hen began to cluck too.



READ 1

I can **visualise** Jack holding the harp and the hen. He is trying to sneak as carefully as he can. He is tiptoeing so that he will not wake that mean giant up!

READ 2

I can **visualise** how angry the giant is when he wakes up! His face must look scary!

The giant woke up. 'You little thief!' the giant yelled. The mean giant chased Jack down the beanstalk.

'Give back that magical harp and that magical hen!' the giant shouted.



READ 1

I can **visualise** the giant's loud and scary voice. I can **visualise** Jack running away as fast as he can!

READ 2

I can **visualise** Jack trying to get down the beanstalk as fast as he can! I think he must have slipped many times!

Help mother!
Quick!

You found
our hen!



Jack raced down the beanstalk. When he finally saw his house, he called for his mother: 'Come! quick, quick! I have our hen and our harp!'

His mother ran outside. She was so happy to see their precious things! 'Now we can have golden eggs every day! We will have all the money we need!' she said.

'Yes, but the giant is coming to get us!' Jack cried.

READ 1

I can **visualise** Jack's mother looking at the hen and the harp and feeling so happy that Jack took back their precious family objects!

READ 2

I can **visualise** Jack feeling so scared that the giant is about to catch him. I can **visualise** him screaming loudly for his mother to help him.

His mother ran to get the axe. Then she chopped as fast as she could. Before the giant could catch Jack, the beanstalk fell down. The giant couldn't get them now!



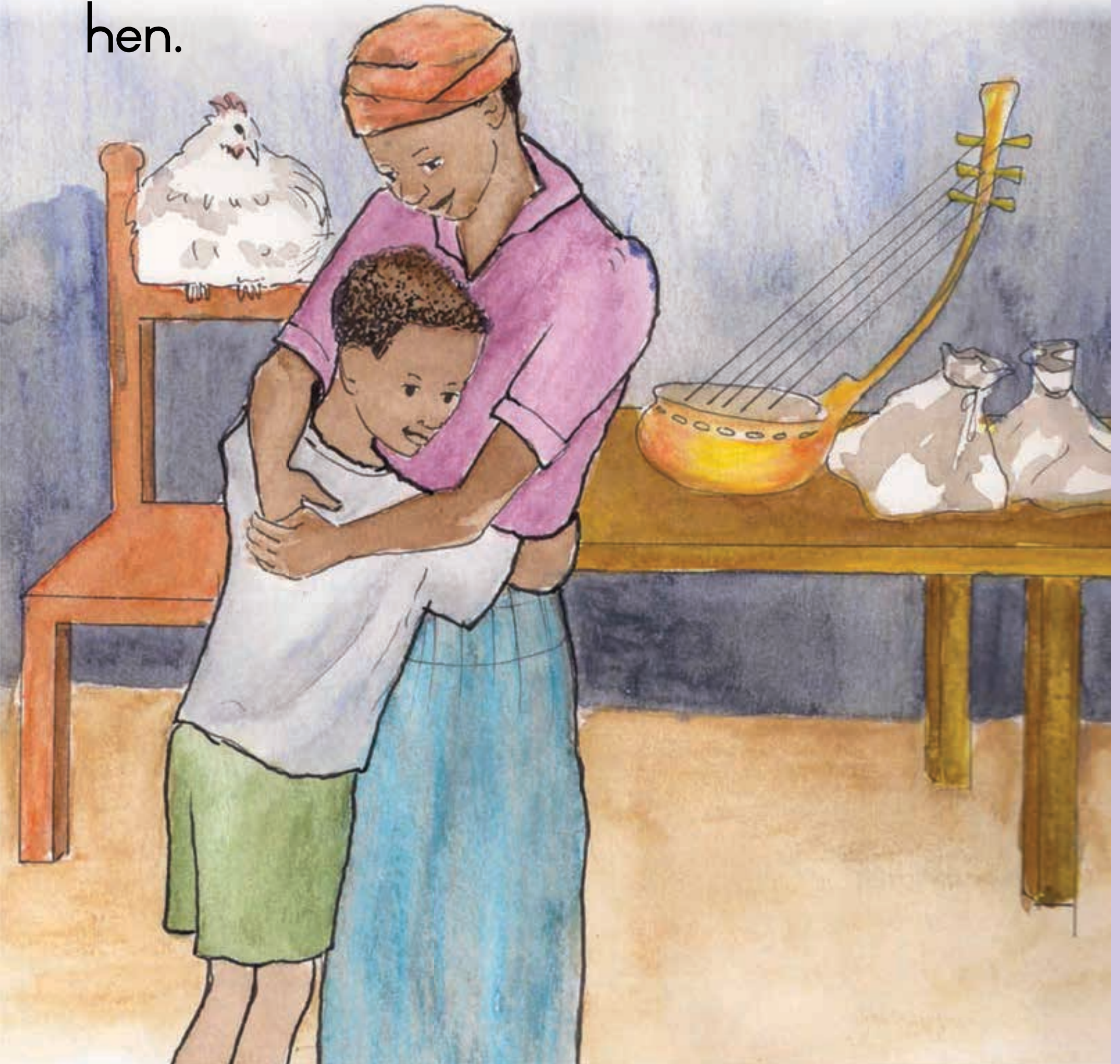
READ 1

I can **visualise** Jack's mother chopping as quickly as she can. I can **visualise** her looking at the giant and trying to chop faster than he could climb!

READ 2

I can **visualise** Jack's mother working so hard to chop down the beanstalk! I can **visualise** the sweat running down her face!

Jack and his mother lived happily ever after with their magical harp and magical hen.



READ 1

I can **visualise** Jack and his mother collecting the golden eggs, and trading them for food!

READ 2

I can **visualise** Jack sitting with his mother, feeling so happy. I can **visualise** him thinking that he made a good choice when he traded that cow for those beans!



READ 1

What was stolen from Jack's father?

A magic harp and a hen that lays golden eggs.

What did Jack find in the giant's house?

He found his father's harp and the hen that lays golden eggs.

Why did Jack take the harp and the hen that golden eggs?

- Because they belonged to his father.
- Because Jack and his mother needed money.
- Jack wanted to take back his father's belongings so he and his mother could buy food.
- Jack wanted his mother to see that it wasn't a bad decision to trade their cow for the magic beans.

READ 2

What did Jack sell his cow for?

Jack sold his cow for 5 magic beans.

Who bought the cow from Jack?

The butcher bought the cow from Jack.

Why did Jack feel excited when he saw the magical harp and magical hen?

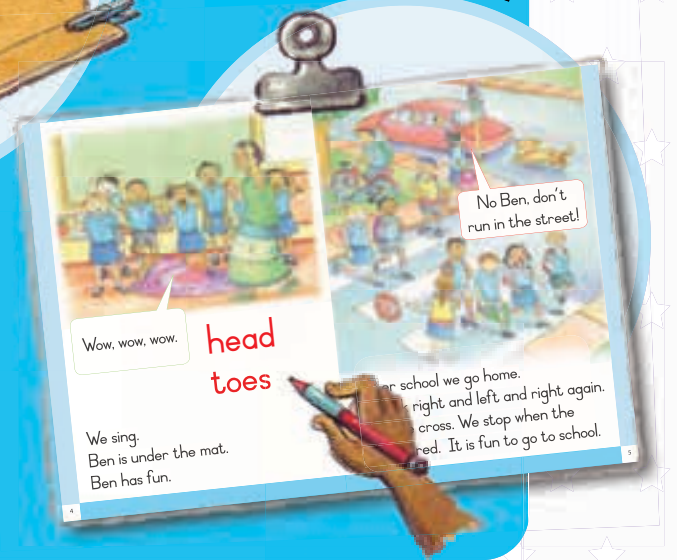
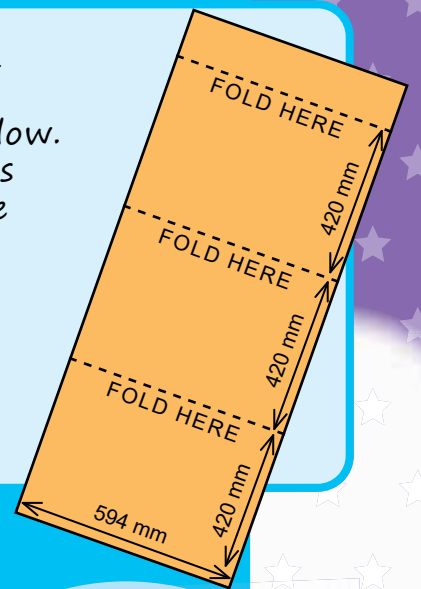
- Jack was excited because he found his father's magical items.
- Jack was excited because he thought he could get them back.
- Jack was excited because his mom wants those object back.
- Jack is excited because if he brings those objects back to his mother, she will not be angry anymore.
- Jack is excited because if he brings those objects back to his mother, she will not think he made a silly trade.
- Jack is excited because if he brings those objects back to his mother, they will not be poor anymore.

Make your own Big Book stand

You will need:

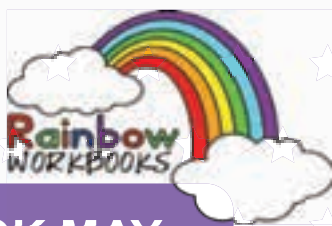
1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

Fold the cardboard to make an A-shape and clip the base and the front together as shown below. (Use masking tape to join pieces of cardboard if you do not have a long enough piece.)



Some other ideas for using a Big Book

- Use a sheet of clear plastic as an overlay for your Big Book. It will be useful for you and the learners to write on the plastic.
- Write on the overlay with a water-based washable pen (white board markers).
- Use a clip or peg to attach the transparent overlay to the Big Book.



THIS BOOK MAY NOT BE SOLD.



basic education

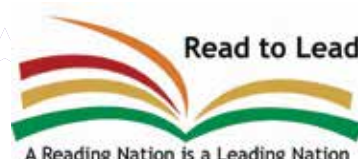
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