



Grade 3

A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Book

2



How to use this Big Book:

Term 2 Stories in this book:



1 Bheki's new bike

1



2 Hot toast coming up

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3 Jojo's new school

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4 Mandu's secret diary

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5 There's a monster in my cupboard

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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!

Bheki's new bike



All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.

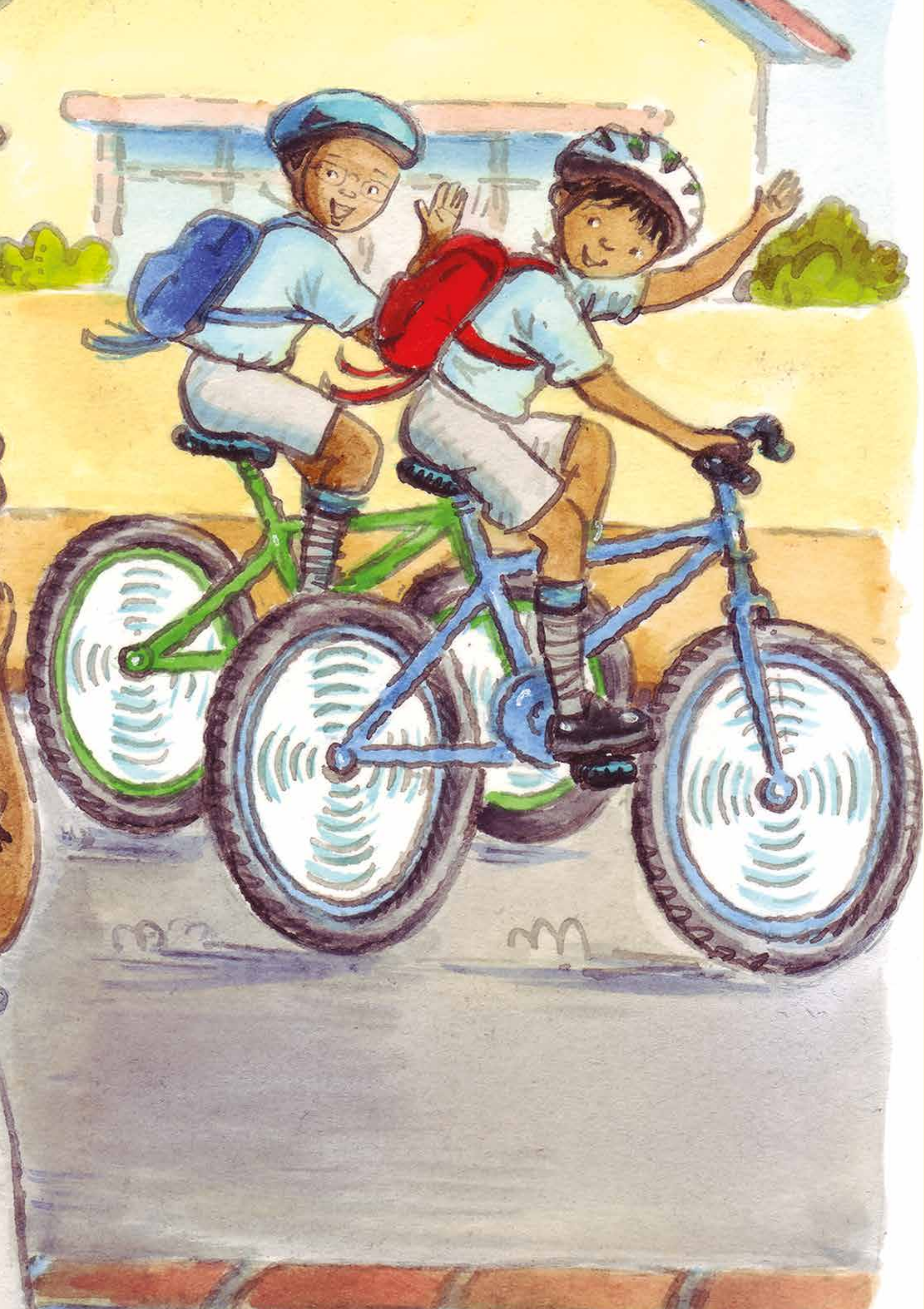


READ 1

I **can infer** that Bheki wants a bike because all of his friends have bikes! Bheki must feel left out because all his friends can ride together but he can't join them!

READ 2

I **can infer** that it must be lonely for Bheki to be the only friend without a bike!



Bheki begged and begged his parents for a bicycle, but they always said no.

'We don't have enough money to just go and buy a bicycle,' his mother said.

'Maybe someday?' his father said.

But on his 9th birthday, Bheki walked downstairs to find a bright, red

bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.





READ 1

I **can infer** that Bheki really wants a bike so he can ride with all of his friends. I **can infer** that he is so excited because now he will be able to ride just like his friends!

READ 2

I bet Bheki is thinking about showing his new bike to his friends!

Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!



READ 1

I **can infer** that this is the first time Bheki is riding a bike. I **can infer** that he didn't know that riding a bike takes lots of practise!

READ 2

I **can infer** that Bheki didn't know too much about riding a bike when he begged his parents for one. I **can infer** that he was only thinking about riding with his friends, but he wasn't thinking about all the work it would take, to learn how to ride a bike!



I didn't know this
would be so difficult!

Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride!

'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.

READ 1

I **can infer** that Bheki is worried that his friends will laugh at him if they know he can't ride a bike. I **can infer** that they are all good at riding bikes because they ride all the time!

READ 2

I **can infer** that all of Bheki's friends are good at riding bikes. I **can infer** that they make riding a bike look easy! Bheki must feel embarrassed that he can't do something that is easy for all of his friends!



‘Why don’t you go and ride with your friends?’ asked Bheki’s mother.

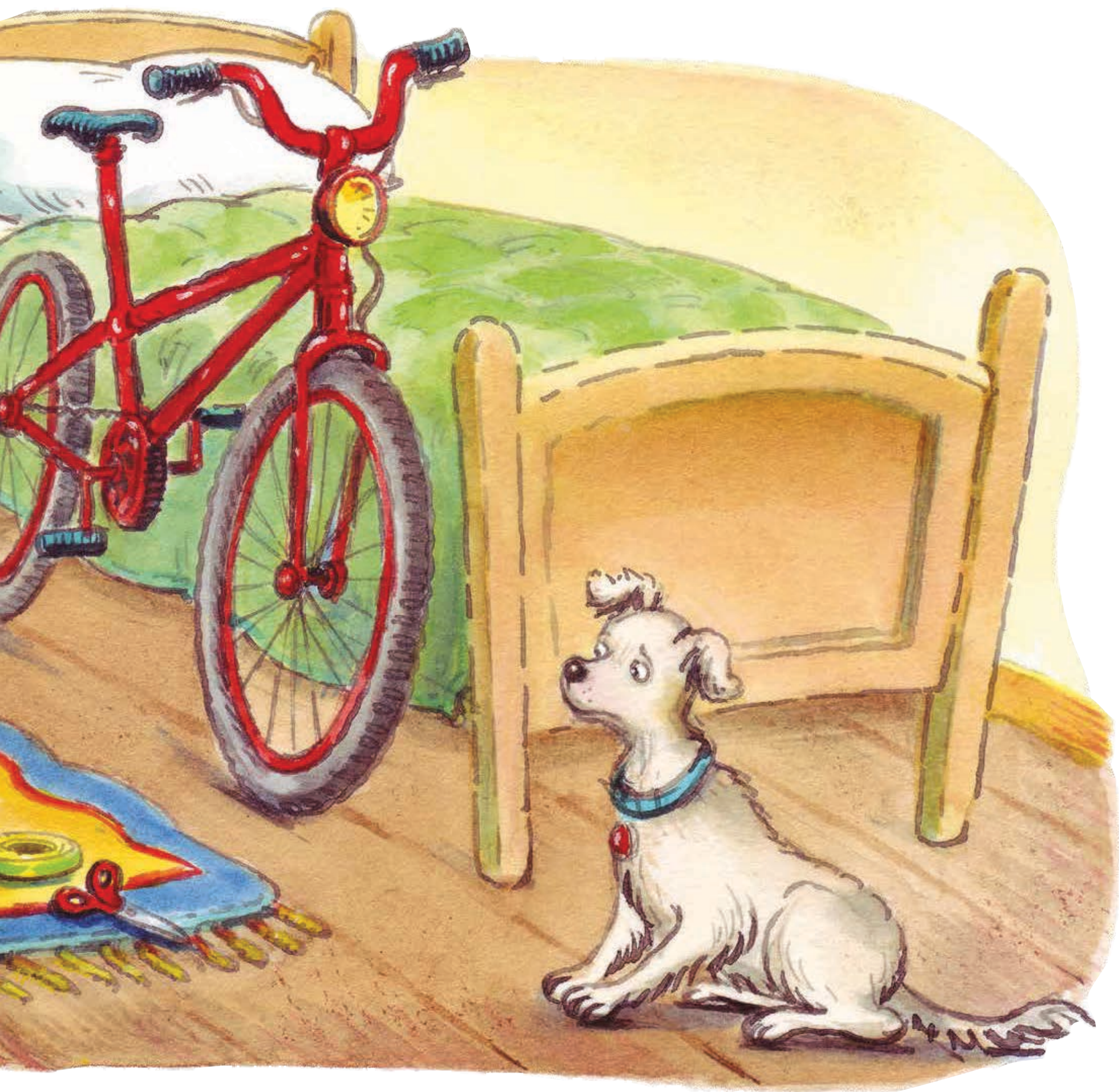
‘I am busy making a new hooter for my bike,’ Bheki replied.

As Bheki worked on his new hooter, he thought about all of his falls. ‘How will I ever learn to ride a bike?’ Bheki thought.



READ 1

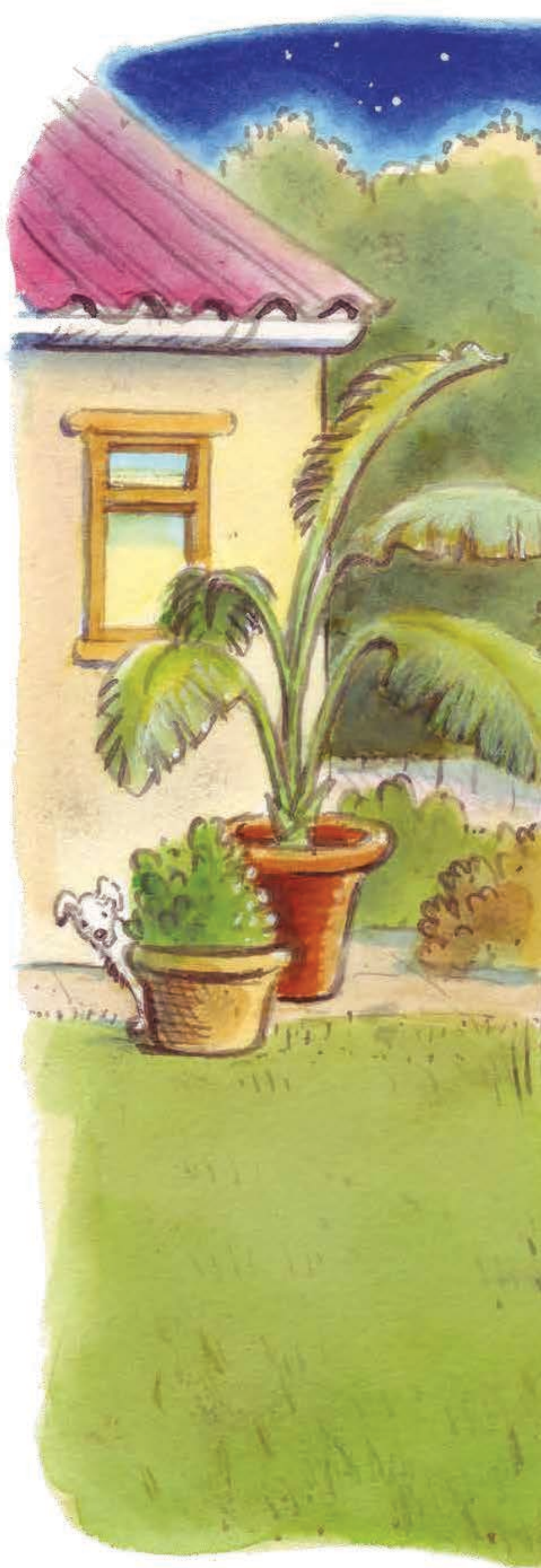
I can infer that Bheki’s mother doesn’t even know that he can’t ride his new bike! I wonder why Bheki wanted a bike if he couldn’t ride? Oh! It must be because all his friends had bikes!



READ 2

I **can infer** that Bheki feels embarrassed that he cannot ride a bike. He doesn't want anyone to know, and he doesn't want to ask for help. It is hard to learn how to do something new if we feel embarrassed to ask for help! I **wonder** what Bheki will do?

That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practise riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance! 'How will I ever learn to ride a bike?' Bheki thought.



READ 1

Bheki wanted a bike to ride with his friends. But I **can infer** that he didn't realise that riding a bike would be such a challenge! I **wonder** if he is still so excited about getting a new bike?



READ 2

Bheki only wants to ride in the dark, which **lets me infer** that he is so embarrassed that he cannot ride a bike like his friends.

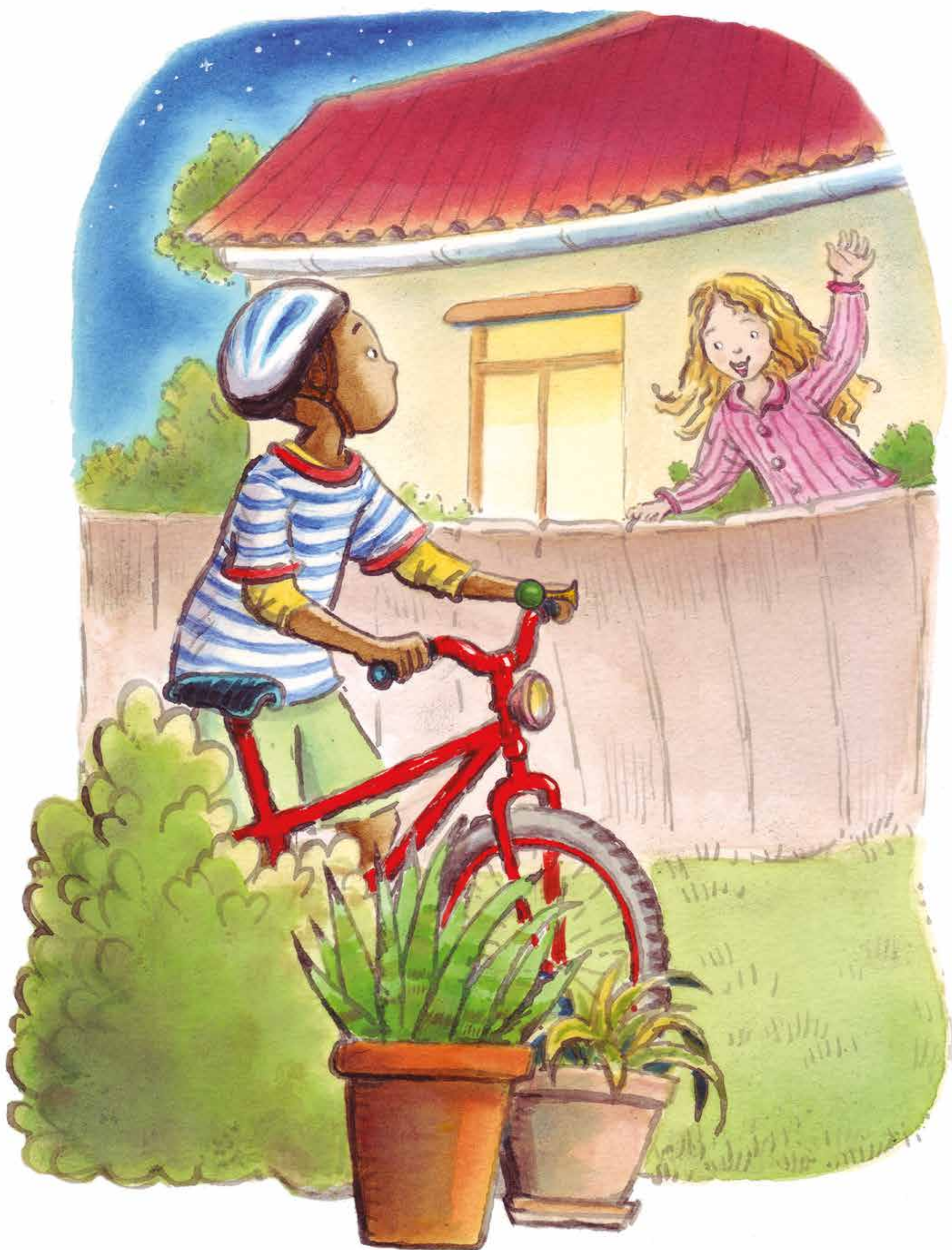
Just then, Jane from next door yelled to him, 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'

Bheki didn't want anyone to know that he couldn't ride his bike. But, then again, Jane had already seen him fall.

'Okay, thanks,' Bheki said.

READ 2

I **can infer** that Bheki doesn't even want Jane to know he can't ride a bike. I **can infer** that he is embarrassed that Jane has seen him try and fail!



Jane held the bike
and ran behind
Bheki. The bike
shook and wobbled,
but Bheki didn't fall
down.

Bheki rode faster
and faster with Jane
holding the bike.



READ 1

I **can infer** that Jane knows how to ride a bike. I **can infer** that someone probably helped Jane learn to ride just like she is helping Bheki!



READ 2

I **can infer** that it is much easier to ride a bike if you have help! It must be difficult to learn how to ride a bike if you have no one to help you!

Once he was going fast enough, Jane let go! 'Yippee! You're riding on your own!' screamed Jane.

'Yay!' screamed Bheki as he pedalled quickly. They practised and practised until Bheki didn't need Jane's help at all.

'Tomorrow I can go to school by bike! Thanks Jane!' Bheki said confidently.

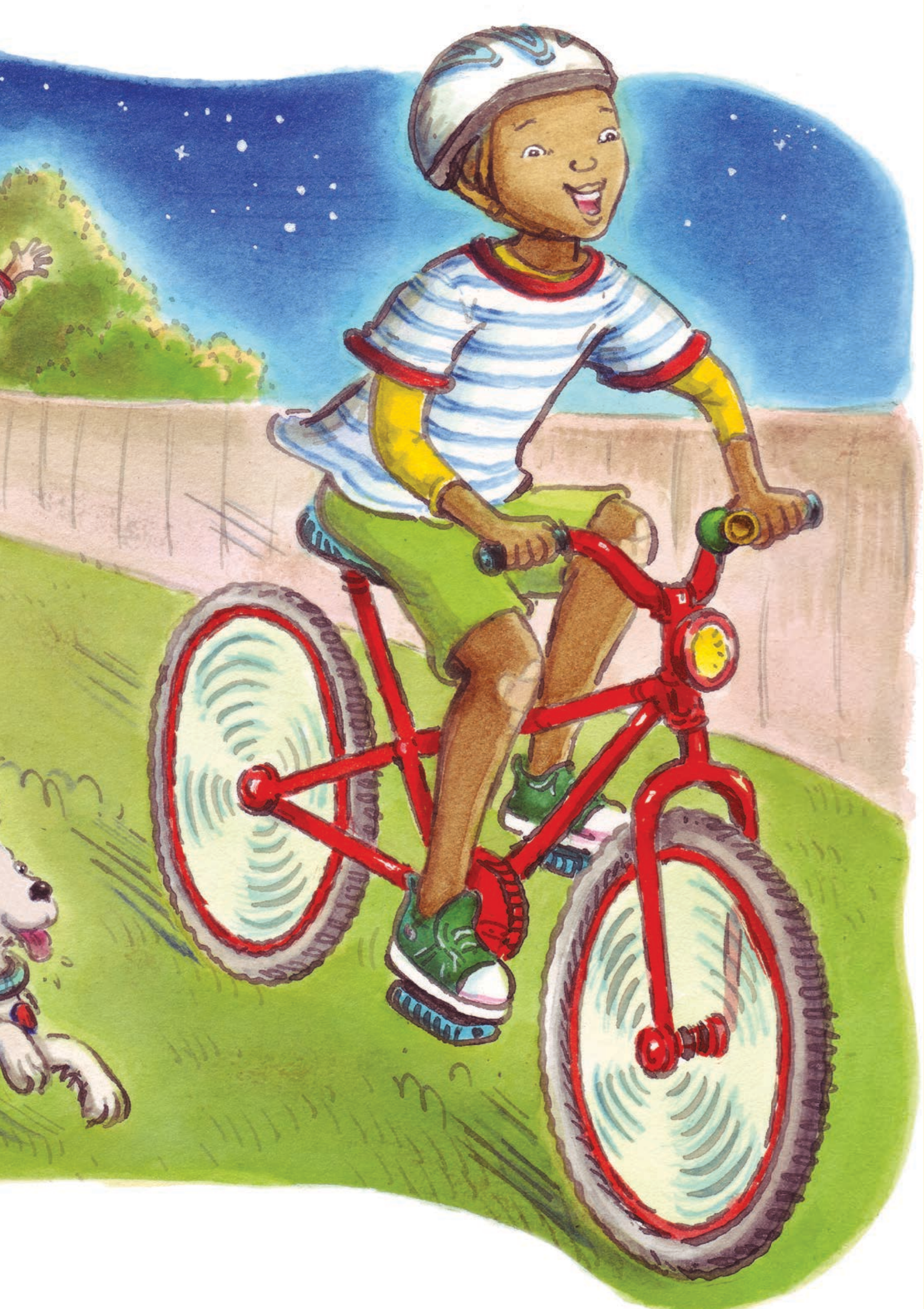


READ 1

I can infer that Bheki is excited about his new bike again. He must be excited because he will finally be able to ride with his friends – just like he wanted!

READ 2

Jane is so excited that Bheki can ride! I can infer that she feels good about helping him! It is fun to help someone learn something new!



The next morning, Bheki took his bike outside early.

‘Wait for me!’ he shouted as his friends rode by.

‘Wow, you have got a bike!’ they yelled, ‘yippee!’

Bheki rode with his friends all the way to school. He didn’t fall once!

READ 2

I **wonder** what would have happened if Bheki had asked his friends for help? I don’t think they would have laughed at him. I think they would have been happy to help him!





READ 1

What does Bheki get for his 9th birthday?

He gets a new bike.

Who does Bheki tell that he cannot ride a bike?

He doesn't tell anyone!

Why did Bheki beg his parents for a bike?

- Because he wanted to be able to ride with his friends.
- Because all his friends could ride bikes.
- Because he felt left out for not having a bike.

READ 2

How did Bheki finally learn to ride a bike?

He rode at night in the garden, and his neighbour Jane helped him!

What inference can you make about learning to ride a bike?

- It is easier to learn how to ride a bike with help.
- It is difficult to learn how to ride a bike.
- Riding a bike takes practise!

Why didn't Bheki want his friends to see that he couldn't ride a bike?

- Because they could all ride bikes.
- Because he didn't know what his friends would think of him if they knew he couldn't ride a bike.
- Because his friends made riding a bike look easy!
- Because he felt embarrassed that he didn't know how to ride a bike like his friends.



When Sibongile got home from school, she found her mother sick in bed.

'Oh no Mama!' Sibongile said, 'I will take care of you!'

READ 1

Oh no! I wonder if this is the first time Sibongile has ever seen her mother sick?

READ 2

I can make an evaluation that Sibongile is a caring person. She wants to care for her mother, just like her mother cares for her!

Sibongile thought about all the things her mother did for her when she was sick.

'Mama always makes me toast!' Sibongile thought.

She went to the kitchen to make her mother some nice, hot toast.

READ 2

I can **make an evaluation** that Sibongile is caring because her mother didn't ask for help, but Sibongile offers on her own! She really wants her mother to feel loved and cared for.



Sibongile's little brother Sipho came into the kitchen.

'Mama always looks after us when we're sick,' she told Sipho, 'now it's our turn! Please help me to make some toast!'

Sibongile wanted to do something extra special for her mother.

'I need to go find something – I'll be right back!' she said.

READ 1

I **wonder** what extra special thing Sibongile will do for her mother? I **wonder** why she is working so hard to make her mother's day special? It must be because her mother takes really good care of her when she is sick!

READ 2

I **wonder** if Sipho is as kind and caring as his big sister?



Sibongile went to find her old sock – the one with holes in it. ‘This will be perfect!’ she thought.

She took the sock and went to find the other things she would need.



READ 1

I wonder what Sibongile is going to do with an old sock? I wonder how that will help her mother?

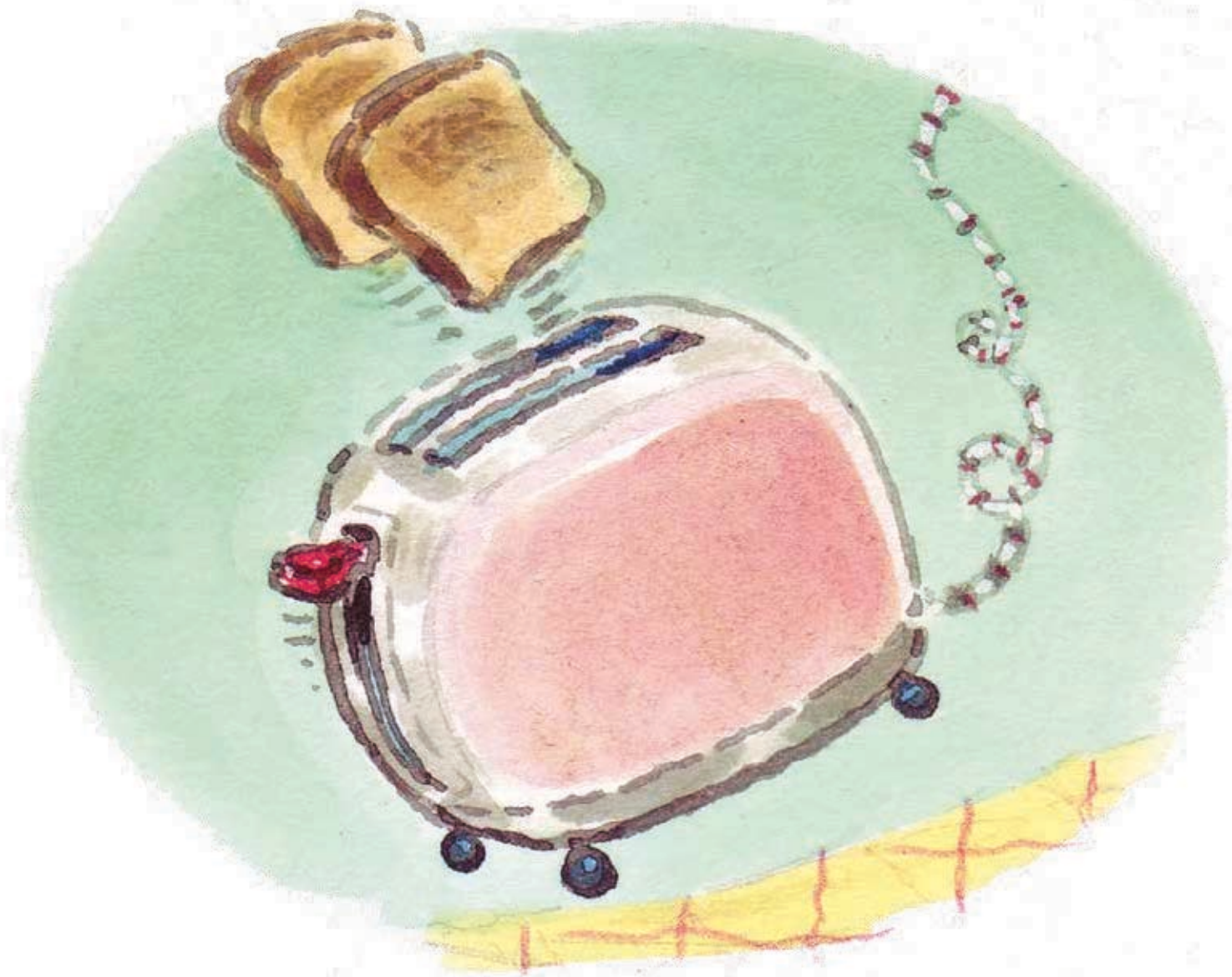


She walked through the kitchen. Sipho was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold!



READ 2

I can **make the evaluation** that Sipho isn't as caring as Sibongile. Sipho didn't offer to help care for his mother. And, he keeps forgetting to help Sibongile even though she has asked him to help her!



‘Sipho! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster. ‘Please watch the toast! You must bring it to Mama while it is hot!’ she said. ‘I need to go find something – I’ll be right back!’ she said.

Sibongile went into her mother's room.

'I am making something extra special for you – do you like monsters or snakes better?' she asked.

'Monsters,' her mother replied.

'Ok! I will be back soon!' Sibongile said.

READ 1

I **wonder** what Sibongile could be doing? I **wonder** why she needs to know if her mother likes monsters or snakes better?

Do you like snakes or
monsters better?

Monsters.



She walked through to the kitchen again. Sipho was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold!

'Sipho! You're supposed to be helping me take care of Mama!' Sibongile said. She put new slices of bread in the toaster.

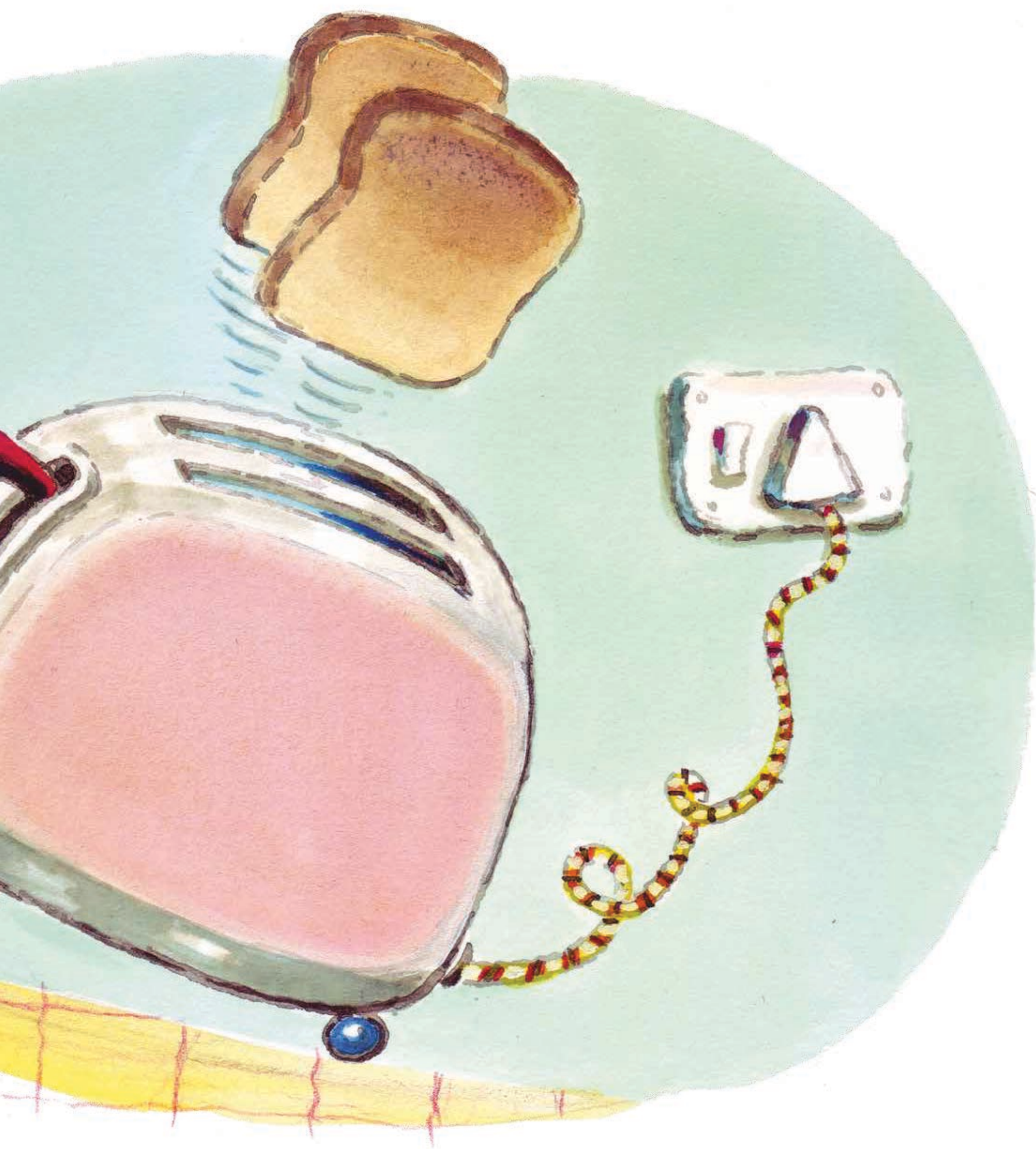
'Please watch the toast! You must bring it to Mama while it is hot!' she said.



READ 2

I can **make the evaluation** that Sipho gets distracted easily! First, he got distracted by their puppy and now he is distracted by his book! He is not as focussed on helping his mother as Sibongile is.

‘I need to go do something – I’ll be right back!’ she said.



Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. 'A little monster puppet!' Sibongile said, as she put the puppet on her hand and ran to her mother's room.



READ 1

I wonder why Sibongile is making a puppet? **I wonder** what she will do with the puppet?



'I'm going to put on a puppet show for you!' Sibongile said. Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh.

'I loved your puppet show!' Mama said at the end.



READ 1

I wonder where Sibongile got the idea to put on a puppet show for her mother? I wonder if her mother has ever put on a puppet show for her?



READ 2

I can **make the evaluation** that Sibongile is a creative person! She made her own puppet and made up her own puppet show to help make her mother smile and laugh!

'I'm feeling hungry,' Mama said, getting up.

Sibongile froze!

'No, no! I made you toast! I forgot!' Sibongile cried. 'Stay in bed, I will bring it!'

READ 1

I **wonder** what Sipho is doing? He was supposed to be looking after the toast!

READ 2

Oh no! Sibongile worked so hard to make the day special for her mother. I **wonder** if she will feel annoyed with her brother for not helping with the toast?



Sibongile ran to the kitchen. Sipho was drawing with his crayons. The toast was cold. There was no more bread. 'I hope mom likes cold toast,' thought Sibongile.



READ 1

I wonder if Sibongile's mother will eat the cold toast?

READ 2

I can **make the evaluation** that Sibongile is a very kind and understanding person. Sipho is not being helpful, but she doesn't become cross or shout! The only thing she is focused on is taking care of her mother.

The toast was cold, but there was enough for Mama, Sibongile, Sipho and the little monster puppet to eat together!





READ 1

What does Sipho get distracted by?

He gets distracted by a puppy, a book and his crayons.

What kind of puppet does Sibongile make for her mother?

A little monster puppet.

Why did Sibongile serve her mother cold toast?

- Because she was trying to make a puppet show for her.
- Because her brother was supposed to be helping her, but he kept forgetting about the toast.
- Because Sibongile was so busy with her puppet show that she forgot about the toast.
- Because she made the toast so many times she ran out of bread!

READ 2

What kind of person do you think Sipho is?

I can make the evaluation that Sipho is... because...

What kind of person do you think Sibongile is?

I can make the evaluation that Sibongile is...because...

Why did Sibongile work so hard to take care of her mother?

- Because her mother always takes good care of her when she is sick.
- Because she wants to show her mother she loves and cares about her.
- Because she is a caring person.
- Because she is a kind person.
- Because she wants her mother to feel better!

Jojo's new school

Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'



READ 1

I learn here that Jojo is at a new school.
I learn that he is unhappy because other children are being mean to him!

READ 2

Why is Jojo sitting with his face in his hand? Oh! **I learn** that it is because he is feeling so upset. **I learn** that the kids at his old school weren't mean to him, like the kids at his new school!

Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.

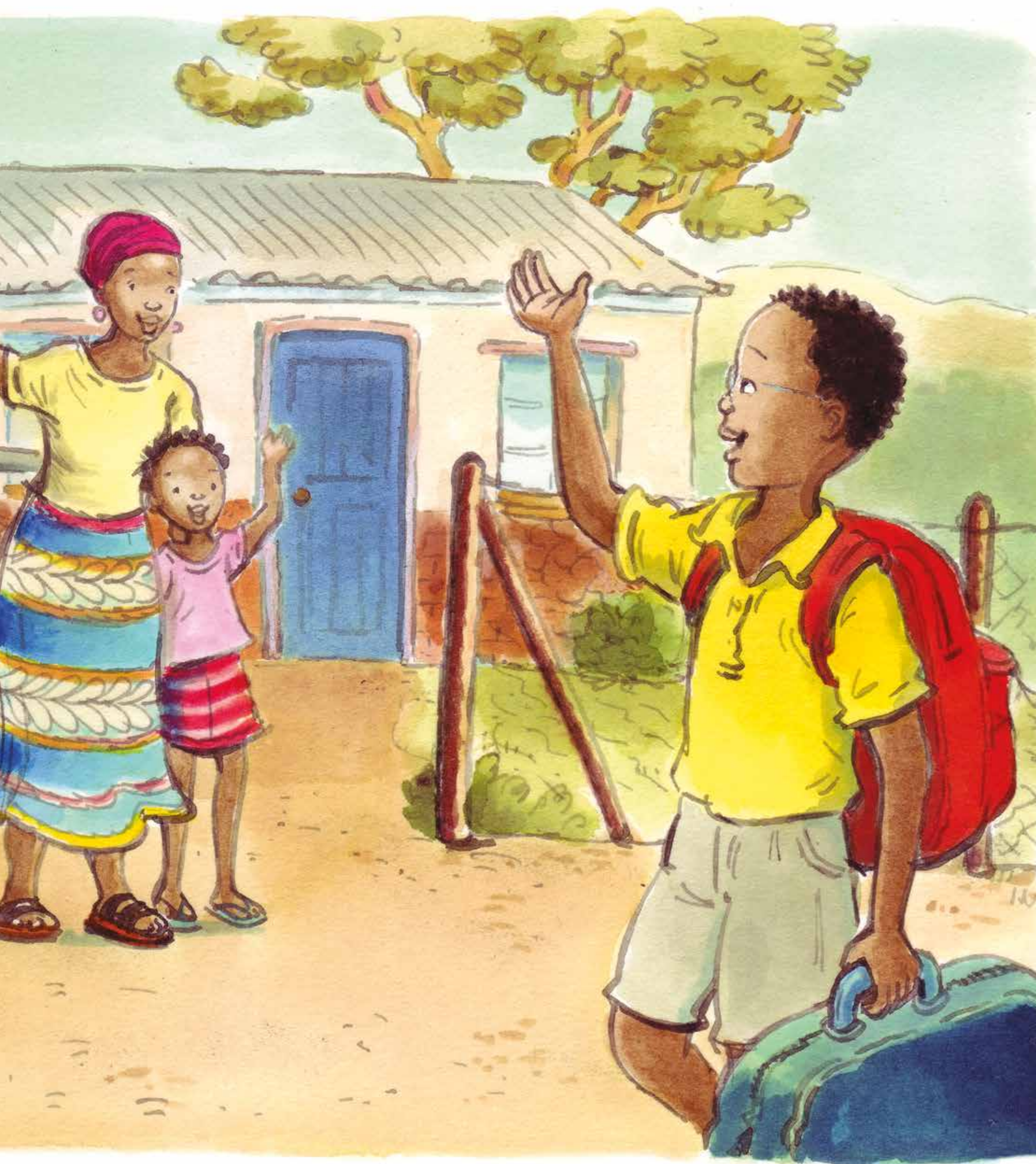


READ 1

I learn here that Jojo is now living in Johannesburg with his father. **I learn** that Jojo's parents live in different places – they do not live together.

READ 2

I learn that Jojo is missing his old school. **I learn** that he wishes he could go back to his old school!

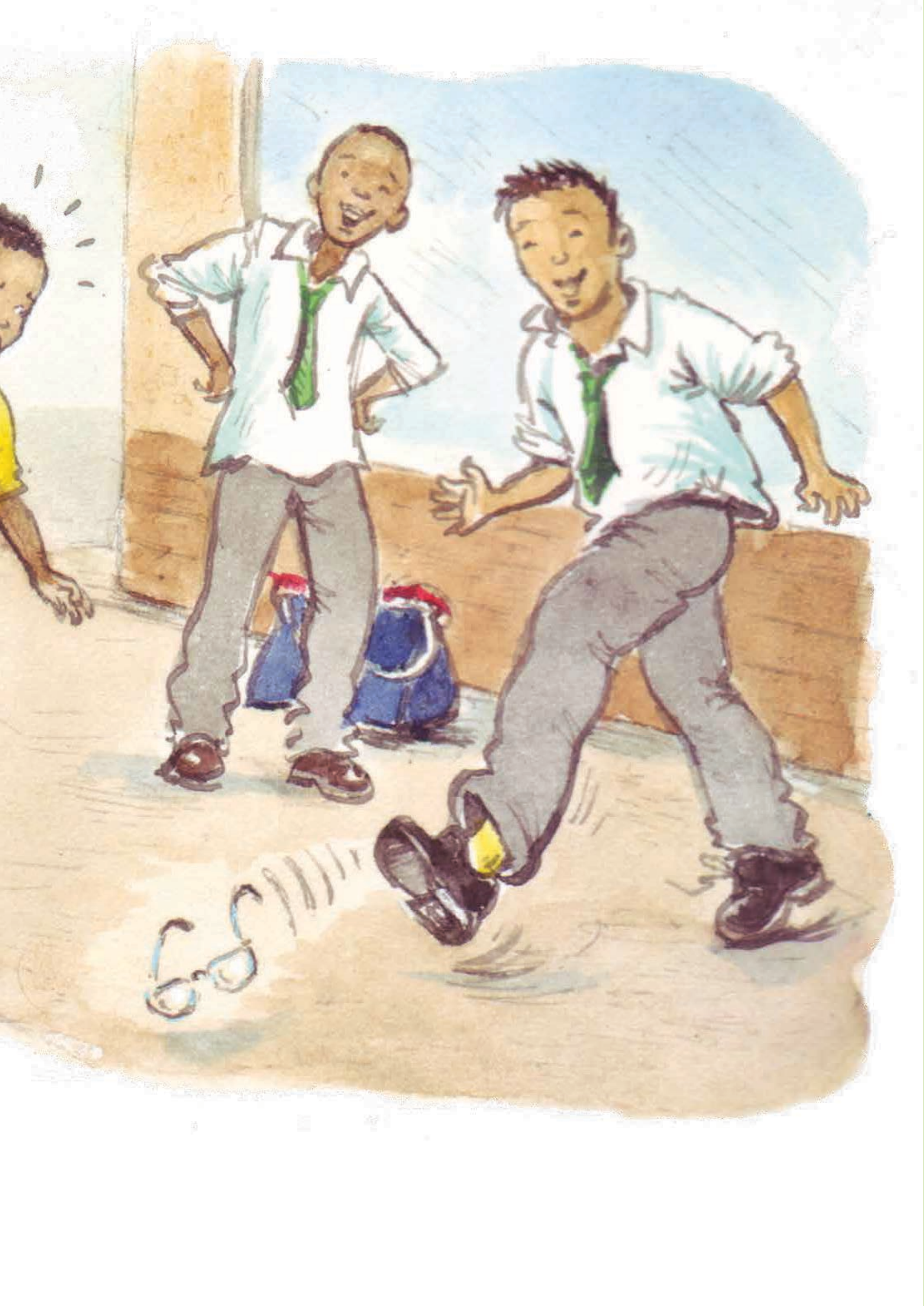


Jojo was being bullied by the older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. Then, Bruce picked the glasses up and threw them into the road. Then, they ran away laughing.



READ 1

Who is being mean to Jojo? I learn here that the older boys are bullying Jojo. **I learn** that they are picking on him! **I wonder** why the older boys are being mean to Jojo?



Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop watching him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home.

'I saw those boys bullying you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly.

'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.'

READ 1

Why does the shopkeeper think Jojo should play a sport? Oh! I learn that he thinks this will make it more difficult for the older boys to bully Jojo.

READ 2

Why does Jojo have tears in his eyes? I learn that the bullying is making Jojo feel upset. I learn that the older boys are so cruel that they are making Jojo cry.

Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots,' Jojo said sadly. 'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of shoes and boots that I need to get rid of!'



Jojo laced up a pair of cool, black and red soccer boots.

‘They fit perfectly!’ Jojo said.

‘Then they’re yours!’ said the shopkeeper, ‘as long as you promise to play on the soccer team at school!’



READ 1

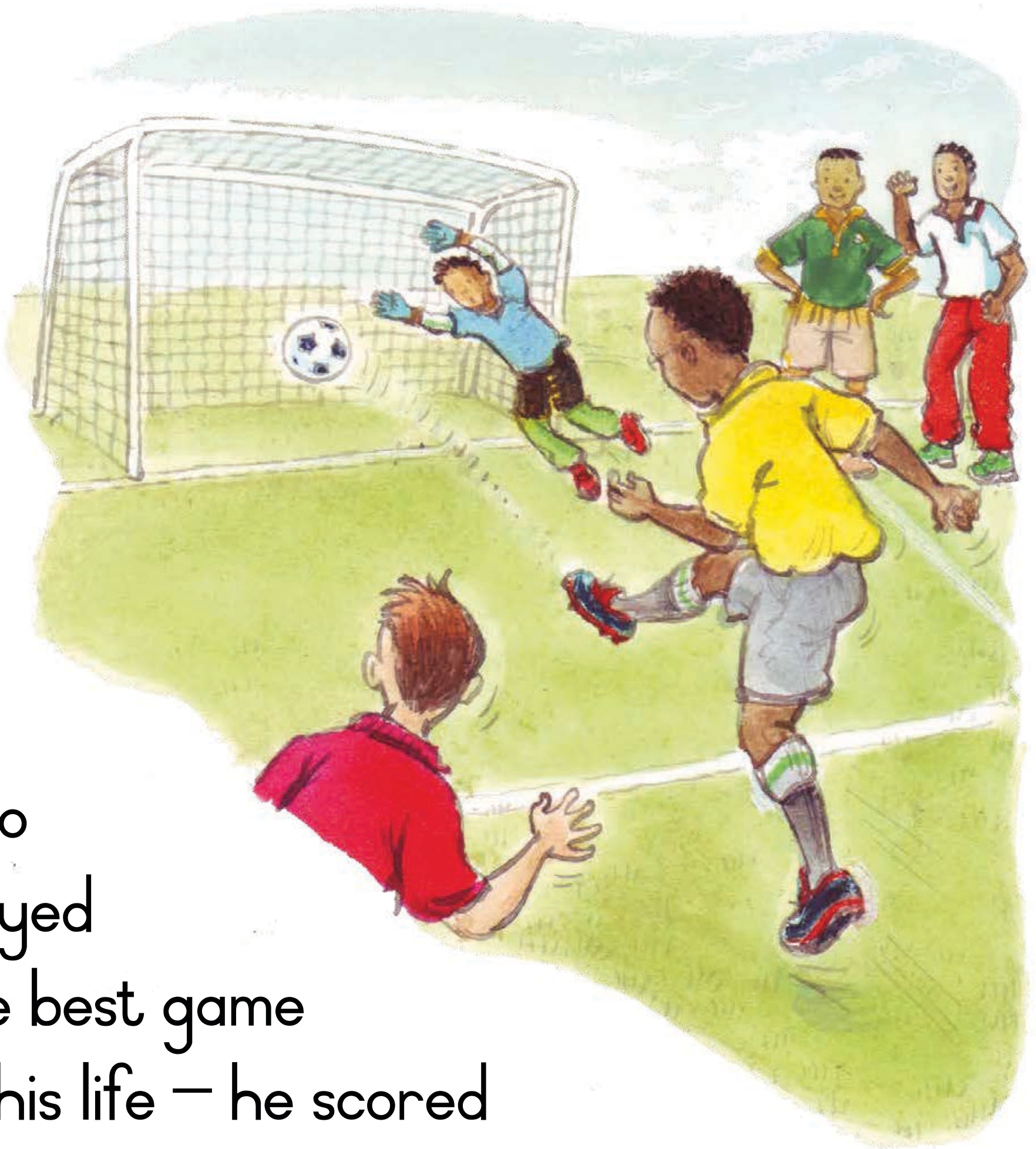
I learn that the shopkeeper will give Jojo boots so that he can join the soccer team!



Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him.

At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.

But at least they stopped laughing and pointing.



Jojo
played
the best game
of his life – he scored
goal after goal. At the end
of the game, the spectators cheered and
chanted his name, 'Jojo! Jojo!'

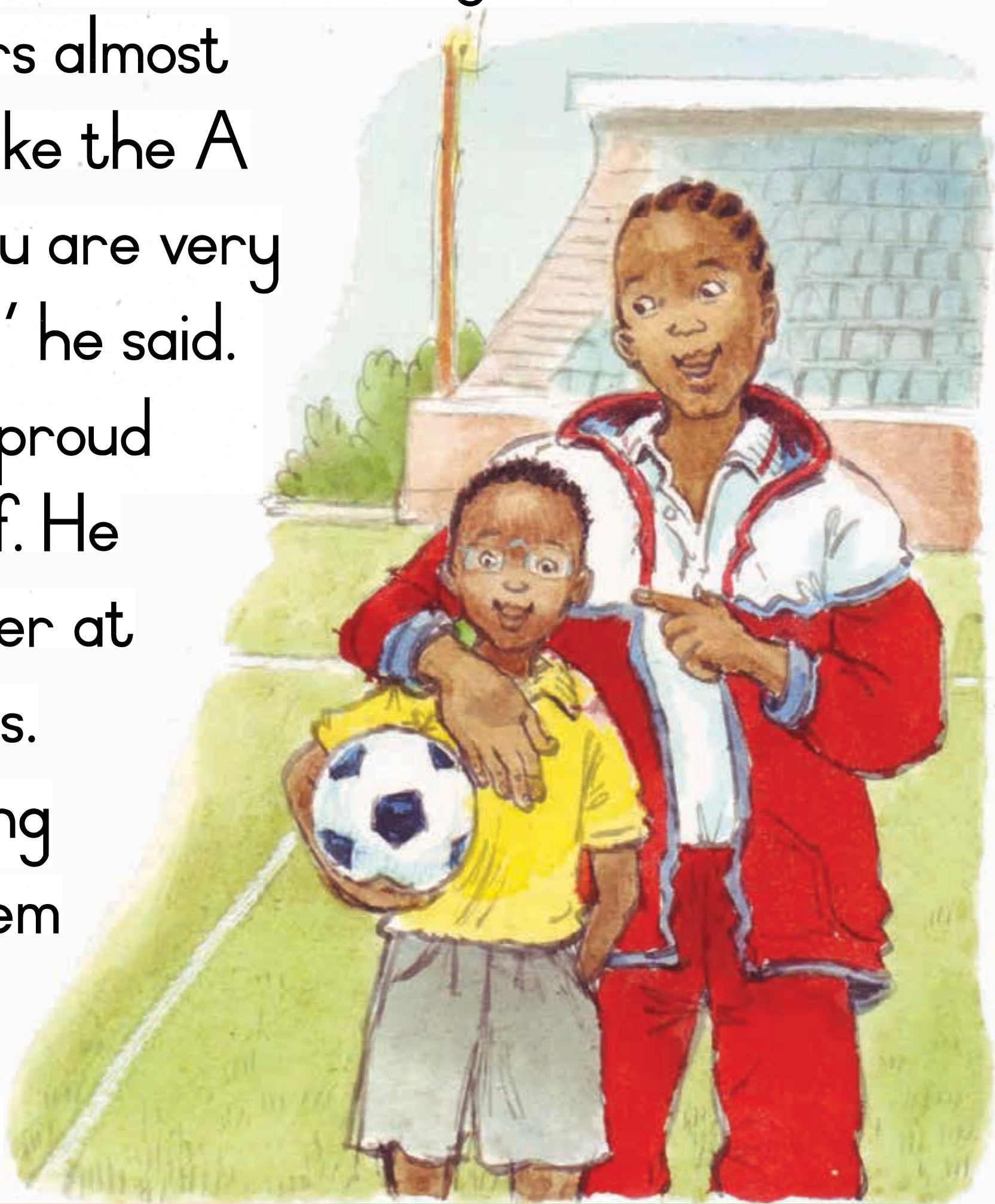
READ 1

I learn here that Jojo is a talented soccer player! He can dribble the ball and he scores many goals!

READ 2

How does Jojo feel? I learn that Jojo felt nervous at the beginning of the practice! But, I learn that he scored many goals! I **wonder** how Jojo feels at the end of the game, when everyone is cheering for him?

'You are in the A team!' the coach said to Jojo at the end of the game. 'Grade 3 learners almost never make the A team! You are very talented!' he said. Jojo felt proud of himself. He looked over at the bullies. Everything didn't seem so bad anymore.



READ 1

I learn here that Jojo makes the A team! He is on the team for the best soccer players, because he is very good at soccer!

READ 2

I learn that the older boys have stopped laughing and pointing at Jojo. I also **learn** that Jojo thinks that everything will be okay now. **I wonder** if the shopkeeper is right, that now the bullying will stop?



READ 1

Where did Jojo move to?

He moved to Johannesburg to live with his father.

Who is bullying Jojo?

A group of older boys at his new school.

Why did Jojo join the soccer team?

- Because the shopkeeper said it might make it more difficult for the older boys to bully him.
- Because the shopkeeper gave him boots.
- Because he promised the shopkeeper he would join the team if he gave him the new boots.
- Because he likes soccer.
- Because he is good at soccer.
- Because he scores so many goals and makes the A team!
- Because he wanted the older boys to stop bullying him!

READ 2

Who cheered and chanted for Jojo?

All the spectators – everyone except for the bullies.

How do you know Jojo is talented at soccer?

He dribbles, he scores lots of goals, he makes the A team and Grade 3 learners almost never make the A team!

How do you think Jojo felt when he made the A team?

- I think he felt happy because the coach told him he was talented.
- I think he felt happy because the big boys weren't laughing or pointing at him anymore.
- I think he felt proud because Grade 3 learners almost never make the A team.
- I think he felt happy because everyone was cheering for him.
- I think he felt relieved because it seems like the bullying might stop!
- Etc.

Mandu's secret diary



Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.

READ 1

I can **make a connection** with Mandu, because I also love to write to clear my head. When I have lots of things to do and feel stressed, I write a list. That helps clear my head, **just like Mandu!**

Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought.

But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly.

READ 1

I can **make a connection**. When someone goes through my things without asking I feel angry. Like the other day, I came home and my sister was reading the emails on my computer. My face felt hot, my heart beat quickly and I yelled, **just like Mandu**.

'Oh no! Look Anna! Someone has been reading my diary!' she yelled.

'We can figure out who it was!' Anna said calmly. 'We will be diary detectives!'

Mandu and Anna examined the diary.

'Look at these dirty fingerprints,' Anna said. 'This is a good clue! Who can you think of who has dirty fingers?'

'I bet it's my little brother,' Mandu said.

'Thabo always has dirty fingers after he plays outside!'

READ 1

If someone went through my things, the first person I would think of is my little sister. That **reminds me** of Mandu, because the first person she thinks of, is her little brother! But it wasn't him! I **wonder** who it could've been?

'Let's go find him. We need to ask him questions to see if it was him!' Anna said.

Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn't read yet!

'Wait! It can't have been him! He can't read!' Mandu said, laughing.

'Let's look for other clues,' Anna said. Mandu began examining the diary, page by page.

‘Look at this blonde hair!’ Mandu said, holding up a short piece of blonde hair. ‘This is an important clue,’ she said.

‘Someone with blonde hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blonde hair?’ she asked, looking suspiciously at Anna’s blonde hair.

‘It wasn’t me! I promise!’ Anna said. ‘Plus, that is a very short blonde hair. My hair is long!’

READ 1

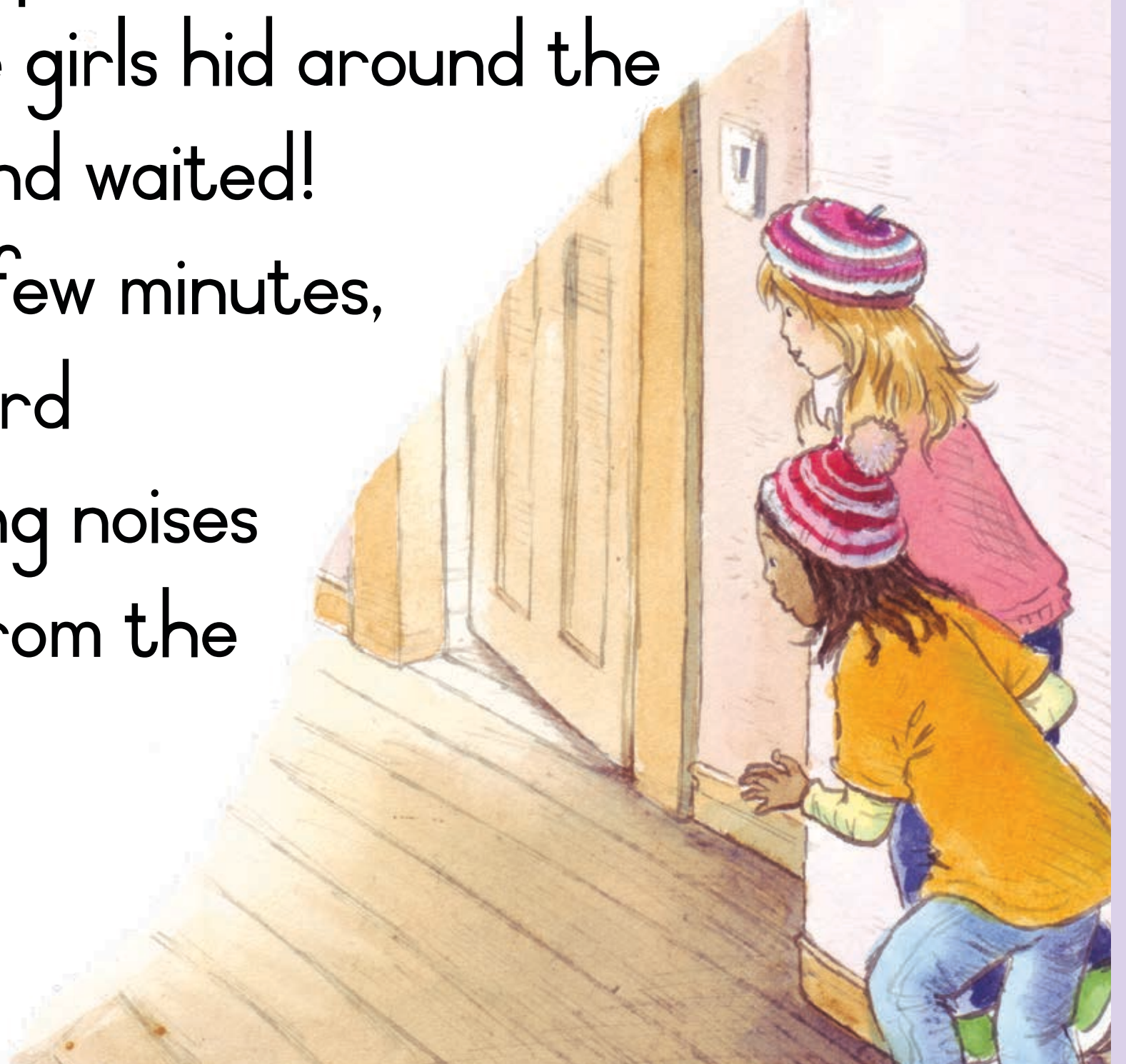
I can **make a connection** – this part of the story **reminds me** of a movie I saw! In the movie, a girl had her necklace stolen. Her friend offered to help her find the thief. They searched and searched. But, in the end it was really the friend who had stolen the necklace! She pretended to help so no one would find out that it was really her! I wonder if it was really Anna who read the diary? Maybe that is why Anna is so eager to find someone else to blame, **just like** in the movie I saw?

‘We will have to set a trap to see if we can catch the diary-reader,’ Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed.

‘If anyone comes near my diary, we will find their footprints in the flour,’ Mandu explained.

Then the girls hid around the corner and waited!

After a few minutes, they heard scratching noises coming from the bedroom.



They ran back into Mandu's room. 'Got you!' Anna shouted. But no one was there! No one except Mandu's dog, Zola. The floor was covered in floury paw prints. Zola's nose was in Mandu's diary!

Mandu began to laugh, 'It must have been Zola's blonde hair in the diary!'

'Silly Zola!' Anna said. 'You will need a much better hiding place!'

'You're right!' Mandu said. 'But I will find one later – it has to be secret, even from you!'

READ 1

Oh! This story wasn't like the movie I saw after all. It wasn't Anna. It was just Mandu's silly dog Zola. That reminds me of a time I thought someone had stolen the bread I just baked. But then, I saw my dog was under the table eating it!





READ 1

What clues did Anna and Mandu find?

They found dirty finger prints, they found a blonde hair and then they finally found floury pawprints.

Who was actually 'reading' Mandu's diary?

It was her dog.

Why did Mandu think Anna had read her diary?

- Because she found a blonde hair.
- Because no one in Mandu's family has blonde hair.
- Maybe because Anna is so eager to help?

There's a monster in my cupboard



‘John and Robert!’ called John’s mother.
‘Put that Nintendo away and get into bed
now!’



'Okay, but I just want to finish this game!' John called back.

'Switch the game off now!' said his mother. 'You can carry on playing tomorrow.'

'Okay,' said John, as he pretended to turn the Nintendo off.

'Goodnight!' said his mother, as she switched off the light and shut the door.

READ 1

I can **visualise** John hiding the Nintendo under his sheets when his mother comes in to say goodnight.

READ 2

I **wonder** what game John is playing? I **wonder** what monsters are in the game John is playing?

As soon as his mother had shut the door,
John began playing again.
Robert fell asleep quickly. John played
and played, late into the night.



READ 1

I can **visualise** John playing in the dark. He is so focused on his game, he doesn't even see that Robert is asleep.

John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch!

‘What was that?’ John asked nervously. But Robert didn’t respond – he was still asleep.

John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.

READ 1

I can **visualise** John looking up from his game. He looks around his room to see where the sound is coming from. The room is dark. I can **visualise** John’s heart starting to beat fast!

READ 2

I can **visualise** John staring at his cupboard. He has been playing and playing video games. I can **visualise** the scary monsters that are sometimes in video games. I think John is **visualising** the scary monsters from his Nintendo inside his own cupboard!

The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch!

'A monster!' John whispered.
'Who's there?' he asked,
in a shaky voice.



READ 1

I can **visualise** John watching the cupboard shake. I can **feel** the way his heart is beating faster and faster. I can **hear** his voice shake and crack. I can **visualise** the expression on his face: his mouth is open wide and he is sweating!

READ 2

I can **visualise** John sitting alone in the dark. He must be **visualising** the monsters from his Nintendo coming out of the cupboard to attack him!



The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door. 'I hope I can go back to sleep now,' he thought.

Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch!

'Oh no!' he thought. 'What am I going to do now?'



READ 1

I can **visualise** John running to the cupboard. He is so scared he is trying to move very fast! He is getting more and more scared – **visualising** the monster who will climb out from the cupboard, with big claws and big teeth, to eat him!

READ 2

I can **visualise** John running to the cupboard. He must be thinking that he can't let the monsters come out of the cupboard! I can **visualise** him covering his eyes and hiding under the blankets as he listens to the noises (Bump! Scratch!) get louder and louder.

Gripped by fear, he decided to wake Robert up.

'Robert! There's something in the cupboard! I think it's a monster! Or maybe a dinosaur!' he whispered.

'You must have had a nightmare!' Robert said sleepily. 'I'm tired! Let me sleep!' he said, turning over in his bed.

'It wasn't a nightmare! There were noises coming from the cupboard! The door even opened!' John said.

'Don't be silly, John. You are just dreaming about that Nintendo game!' Robert said, rolling his eyes.

'If you're not scared, then open the door!' John said.



READ 1

I can **visualise** John shaking Robert and saying, 'Wake up! Wake up!' in a soft and shaking voice. I can **visualise** Robert pushing John's arm away.

READ 2

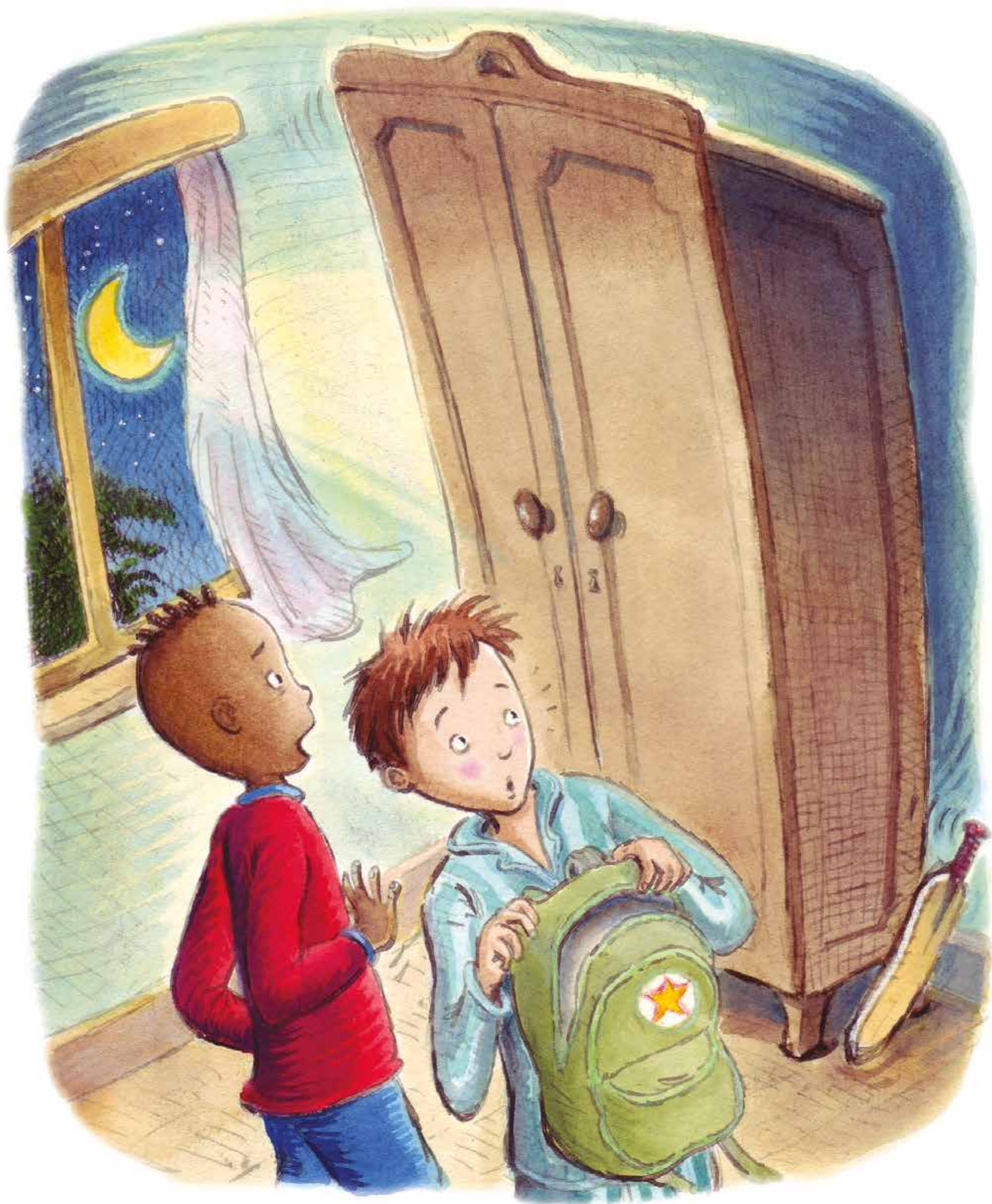
I can **visualise** Robert feeling annoyed and rolling his eyes when John shakes him awake.

Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard.

But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert's heart began to beat quickly.

'See!' John said. 'I told you!'

'Let's open the cupboard to see it!'
Robert whispered. 'Come on!' he beckoned to John.



READ 1

I can **visualise** Robert when he hears the noise: he freezes! He turns around, his mouth open, and he is looking terrified!

READ 2

Now, Robert must be **visualising** scary monsters in the cupboard just like John. They don't know what is in the cupboard, so I think they must be **visualising** the scary monsters from the video game they played for so long.

John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shone the torch through the crack. Something was trying to push the door open.

Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright.

‘What could it be?’ whispered Robert, pushing the door closed.

READ 1

I can **visualise** the two glowing green eyes! Both the boys must be **visualising** a terrifying monster with green eyes, who will come and attack them soon!



The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them.

‘What was that?’ John screamed.

‘Your cat!’ shrieked Robert.

John and Robert looked at each other and they both began to laugh.

READ 1

I can **visualise** the cat jumping in the air. I can **visualise** John and Robert screaming. They think it is a monster! But then, they realise it is just a cat. I can **visualise** them shaking their heads, and covering their eyes. They feel silly for thinking it was a monster! I can **visualise** their loud giggles!

READ 2

Oh! I now know that they see the cat. I can **visualise** the poor cat being stuck in the cupboard, bumping and scratching to get out! I can **visualise** them laughing at themselves for thinking there could be Nintendo monsters in the cupboard!





READ 1

What did John think was in the cupboard?

He thought there was a monster in the cupboard.

Whose two green eyes were inside the cupboard?

The glowing, green eyes really belonged to John's cat!

Why did John think there was a monster in his cupboard?

- He heard sounds coming from his cupboard.
- The game made him scared. He thought the noise must be a monster like in his game.
- The door to the cupboard was opening.
- There was bumping and scratching coming from the cupboard.
- There were two green eyes in the cupboard.
- It was dark in the room and he got scared!
- He didn't realise his cat could be in the cupboard!

READ 2

What does John hear?

He hears bumping and scratching coming from his cupboard.

What is John doing when he hears bumping and scratching?

He is playing Nintendo in the dark.

Why did John feel scared?

- Because there are sounds coming from his cupboard.
- Because he thinks the sounds are coming from a monster.
- Because he thinks the monsters or monsters from his video game are inside the cupboard.
- Because he doesn't know what is inside his cupboard! It is scary when we hear something and we don't know what it is!



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.

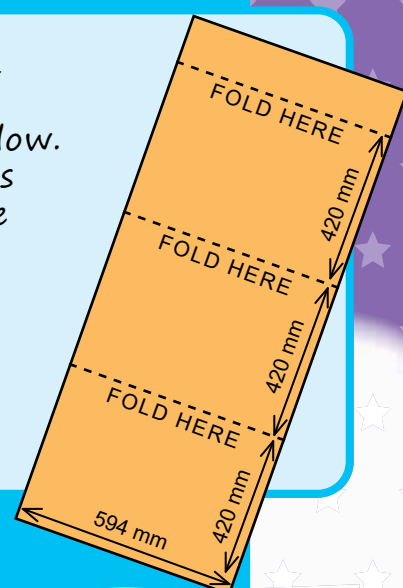
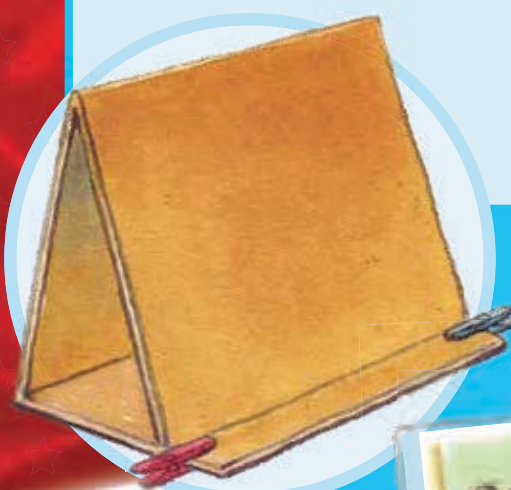


Make your own Big Book stand

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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