

Grade 3



A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Book

3



How to use this Big Book:

Term 3 Stories in this book:



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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!

Khumo's new friend



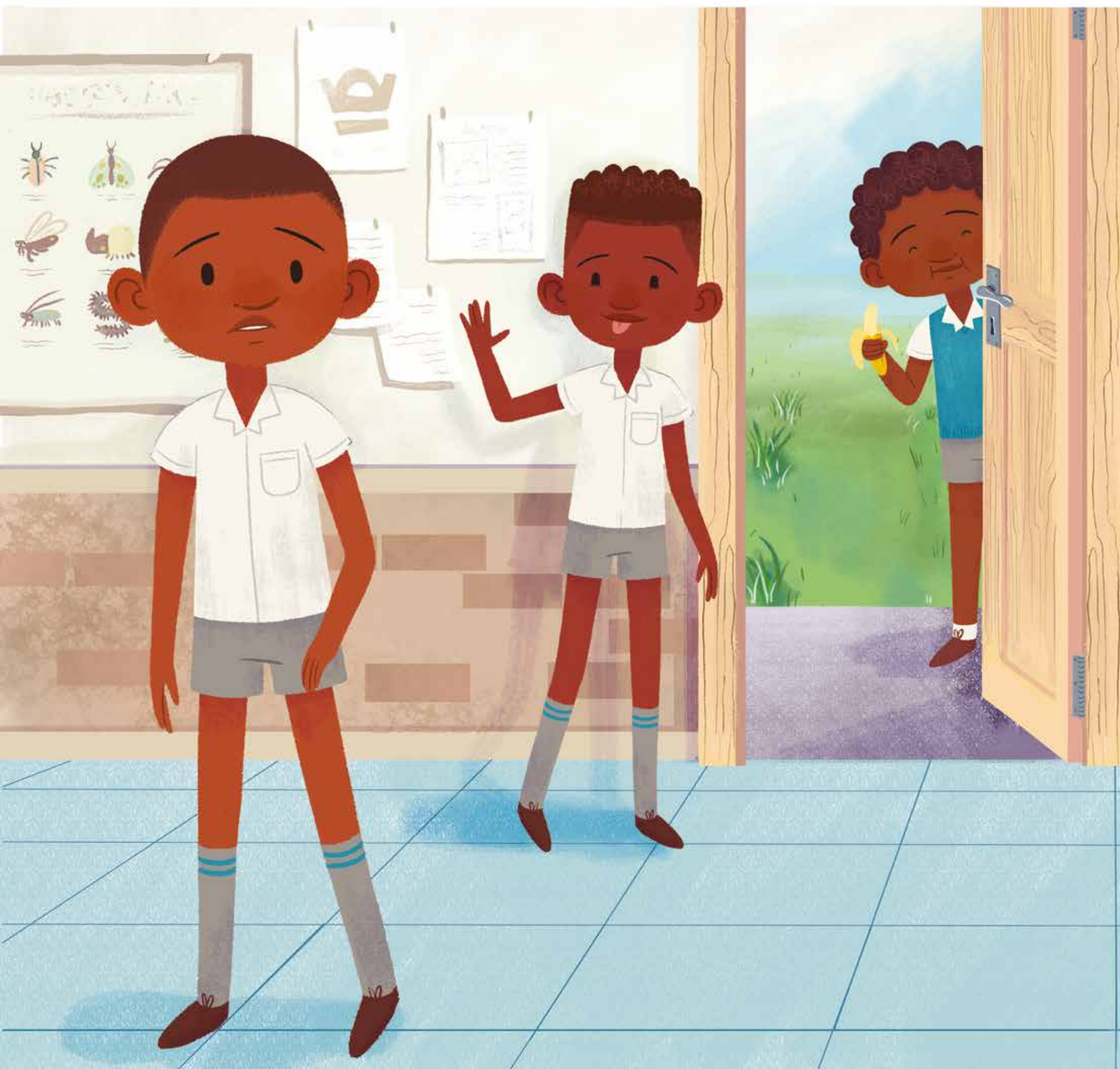
Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.



READ 1

Khumo spends all of his free time with his two best friends. That's **just like** me and my best friend! We also like to do everything together!

One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. They looked back at him. 'I'll meet you outside,' Khumo said.



READ 2

Look at Khumo! He looks worried. I can **make a connection**! Sometimes, when the principal calls me for a meeting, I feel worried that I have done something wrong!

'Khumo, I have called you to talk about one of your classmates,' Mr Ngoma said. 'I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.'

Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.



READ 1

Khumo doesn't want to include Thomas, but he doesn't want to say no to his teacher, either! **I wonder** what he will decide to do?

READ 2

Khumo must feel unsure about what to do. He must be worried about what will happen if he says no to his teacher. But, he must also be worried about what his friends will say about including Thomas. I can **make a connection**! My friend and my sister both invited me to come for dinner on Saturday. I didn't know who to say no to, because I didn't want to disappoint either of them!

When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. 'Are you in trouble?' Bantu asked.

'No – Mr Ngoma found my pencil on the floor,' Khumo lied. He didn't feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.



READ 1

Khumo needs time to think about what he should do. I can **make a connection!**

Sometimes, when my husband and I disagree, I need time to think, before I am ready to talk about it!

That night Khumo complained to his mother. 'Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,' Khumo moaned. 'He doesn't have any friends and he doesn't even talk to anyone. I don't know why he asked me to play with him?'

Khumo's mother looked at him thoughtfully. 'Well you don't have to. Mr Ngoma only asked you. There isn't really anything Mr Ngoma can do to make you, if you don't want to,' she said seriously.

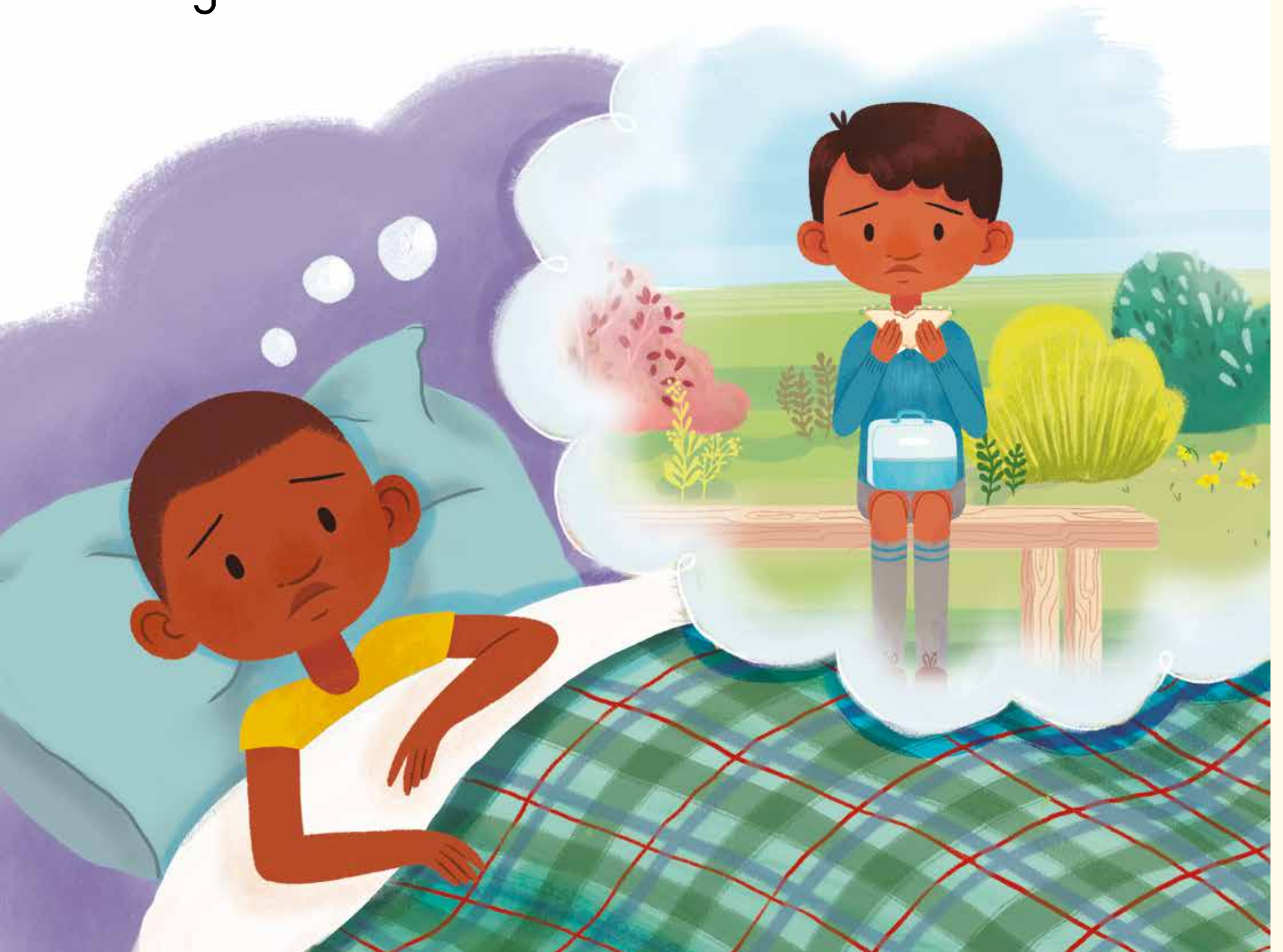
That made Khumo feel better. 'I don't have to play with that strange kid,' he thought.



READ 1

Khumo feels a little bit better after talking to his mother about what happened at school. When I am upset, I always feel a little bit better after talking to someone who I love and trust, **just like** Khumo.

But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. 'Maybe I don't have to,' Khumo thought, 'but I want to.'



READ 1

Khumo **makes a connection** to Thomas. Khumo thinks about the time when he had to sit alone, just like Thomas. When he **makes this connection**, he decides to include Thomas, even though he didn't want to at first!

READ 2

Khumo remembers how lonely he felt when he didn't have friends to sit with at break. He **makes a connection** to Thomas. He realizes that Thomas must feel lonely, just like he felt. He knows how sad that feels. I think that is why Khumo decides to play with Thomas.

The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. 'I think we should see if Thomas wants to sit with us,' Khumo said.

'Thomas? Why do you want to include him?' asked Bantu, laughing.

'Yeah, he doesn't even seem fun!' said Bonga.

'I think he seems okay,' Khumo said. 'And I feel sorry for him. None of us would like to sit alone at break.

Plus, if we have a fourth friend, we can play teams.'

'Okay, fine,' Bantu and Bonga agreed.



Khumo went over to Thomas. 'Hey! Do you want to come and sit with us?'

Thomas looked around. 'Me?' he asked.

'Yes, you. Do you want to come sit with us?' Khumo replied.

A smile came across Thomas's face. 'Okay,' he said.



READ 1

Khumo doesn't have to ask Thomas to play with him and his friends. It is his choice in the end. Khumo **makes a connection**! He does what he wishes someone had done for him!

READ 2

Khumo must feel proud that he has done something kind, and has made another person feel happy! I can **make a connection**! One time, I offered my seat on the bus to an older woman who was standing up. I really wanted my seat, but I knew she needed it more than me. She looked so happy when I gave her my seat. I felt proud for choosing to be kind and make someone else feel good!

After eating, the boys used rocks to set up two goals. They played two-on-two. 'That was the best soccer we have ever played!' Bantu said. 'Come play with us again tomorrow!' Bonga said to Thomas.



READ 2

I think Khumo must feel happy when he sees Thomas smile.

'I'm proud of you, Khumo,' said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.



READ 1

Oh! Mr Ngoma must have seen Khumo including Thomas! **That's like** when I saw my daughter inviting her younger sister to play. I felt proud that she was being so kind to her sister!

READ 2

Khumo must be feeling good because he has made so many people feel happy.



READ 1

Who is Khumo's teacher?

His teacher is Mr Ngoma.

What did Mr Ngoma ask Khumo to do?

He asked Khumo to include Thomas at break.

Who did Thomas usually sit with at break?

He usually sat alone.

Why was Mr Ngoma proud of Khumo?

- Because Khumo decided to ask Thomas to sit with him and his friends.
- Because Khumo was kind. He didn't have to be!
- Because Khumo included Thomas.
- Because Khumo did what Mr Ngoma had asked of him.

READ 2

How long did it take for Khumo to decide whether to include Thomas?

It took him one night.

How did Thomas feel when Khumo first asked him to play?

He felt surprised / happy.

At first, Khumo didn't want to include Thomas. Can you make a connection? Have you ever wanted to exclude someone? Why?

Learner's own response.

Why did Khumo decide to include Thomas?

- Because he thought about what it was like to sit alone at break.
- Because he realized when he had to sit alone, he wished someone wanted to sit with him.
- Because he realized it was the kind and compassionate thing to do.

The blue bracelet



Zandile was running home from her friend Sindiswa's house. She was nearly home when something caught her eye. Something blue and sparkly. She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting and she had promised her mother to be home before dark.



READ 1

I can **visualise** Zandile stopping suddenly when she sees a sparkle in the grass!

READ 2

I can **visualise** Zandile's eyes open wide with surprise when she kneels in the grass and finds a new bracelet!

When she got home, she waved the bracelet in the air.
'Look what I found!' she announced.

She put it on her wrist and admired it. It was exactly her size!

'Where did you get that, Zandile?' her mother asked.
'Someone must really be missing that!'

'Well, I found it in the street, so it's mine now!' Zandile said, looking at herself in the mirror.



READ 1

I can **visualise** Zandile's big smile as she looks down at her new bracelet!

READ 2

I can **visualise** Zandile dancing around her house, with her new blue bracelet waving in the air! She feels so excited!

The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new, blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.



READ 1

I can **visualise** Zandile's big smile as she looks at the bracelet on her wrist!

READ 2

I can **visualise** Zandile's happy face as she admires her new bracelet. She loves it so much!

Then she saw her neighbour, Geeta, crawling on the path in front of their houses.

'What are you doing?' Zandile asked.

'I'm looking for my bracelet. I think it fell off when I was playing yesterday!' Geeta said, looking upset. 'It's my favourite bracelet.'



READ 1

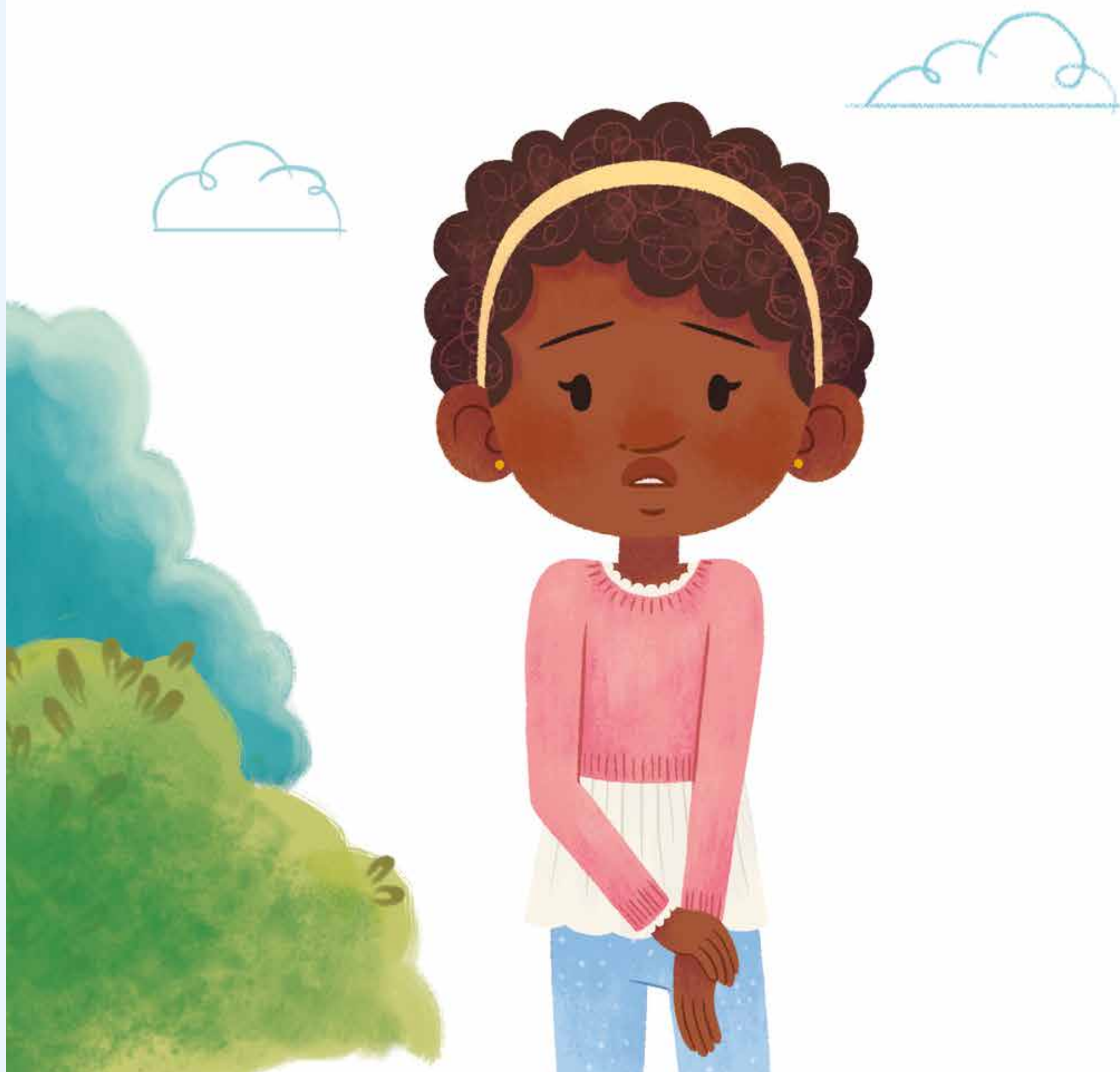
I can **visualise** Geeta looking upset as she searches the ground for her lost bracelet.

READ 2

Oh! I can **visualise** Zandile's mouth open in surprise when she realises the bracelet might be Geeta's! I don't think Zandile thought that the bracelet could belong to someone she knows!

'Oh,' said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey.

'I hope you find it!' she said. Then she ran back into her house.



READ 1

I can **visualise** Zandile carefully covering the blue bracelet on her wrist, so Geeta won't notice it!

READ 2

Zandile must be **visualising** her new, sparkly, blue bracelet falling off of Geeta's wrist! She must realise that the bracelet belongs to her friend Geeta!

When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn't wait to show it to her friends at school the next day. But then she thought about Geeta. 'What if Geeta sees my new bracelet, and it is the one she lost?' Zandile wondered. She took off the bracelet and put it away.



READ 1

I can **visualise** Zandile putting the bracelet deep inside her drawer, so that no one will find it!

READ 2

I think that Zandile **visualises** her friends admiring her new bracelet. But, then, she must **visualise** Geeta pointing to the bracelet and saying 'Hey! That's mine!' I can **visualise** Zandile thinking carefully, and then putting the bracelet inside her drawer, where no one will find it!

The next day at break, Zandile sat with Geeta and Sindiswa.

'I lost my favourite bracelet over the weekend. It was blue and sparkly,' Geeta said.

Zandile thought about the sparkly, blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta.

'But I found it. It's mine now!' Zandile thought. She didn't say anything.



READ 1

Look at Zandile's face! She is not looking happy! I can **visualise** Zandile sitting quietly, hoping the bell will ring soon!

READ 2

I can **visualise** Zandile listening to her friend, and feeling dishonest! She must feel bad for Geeta, but she must also want to keep the bracelet!

When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.



READ 1

Look at Zandile! She is wearing the bracelet, but she doesn't look happy now! I can **visualise** her deep in thought! She must be thinking about how much she loves the beautiful bracelet. But, she must also be thinking about her friend Geeta's sad face at lunch.

READ 2

Zandile looks so upset now. I can **visualise** Zandile shaking her head back and forth, trying to decide what to do about the bracelet. I can **visualise** her finally taking it off. I think she has decided that it isn't worth betraying her friend over a bracelet!

Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air. 'Look what I found!' she announced.



READ 1

Oh! She put the bracelet in her pocket to take to Geeta! I can **visualise** Zandile's big smile as she shows Geeta what she found!

READ 2

I can **visualise** Zandile walking slowly, because she wishes she could keep the bracelet! But I can **visualise** Zandile holding the bracelet in the air for Geeta to see, smiling.

Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly, blue bracelet onto her wrist.

'Thank you Zandile,' said Geeta. 'You have made my day!'



READ 2

I can **visualise** Zandile taking a deep breath. I think she must be wishing the bracelet was still hers. But, I can **visualise** Zandile's proud smile, because she knows the right thing is to give Geeta's bracelet back!



READ 1

What did Zandile find?

She found a sparkly, blue bracelet.

Where did Zandile find the bracelet?

She found it in the grass.

Why was Geeta crawling on the path in front of their houses?

Because she lost her bracelet! She was looking for her bracelet.

Why didn't Zandile wear the bracelet to school?

- Because she realised that the bracelet really belonged to Geeta.
- Because she didn't want Geeta to see the bracelet.
- Because she wanted to keep the bracelet!

READ 2

Why did Zandile pull down the sleeve of her jersey?

To cover the bracelet that she had found and was wearing.

What made Geeta's day?

Getting her bracelet back.

Visualise yourself finding something on the street that you loved! What do you think you would do after finding it?

I think I would...

Why did Zandile decide to give the bracelet back to Geeta?

- Because she realised that the bracelet belonged to her friend.
- Because she realised she would only be able to wear the bracelet in secret.
- Because she realised that it would make her friend happy to have the bracelet back.
- Because it was the right thing to do!

William's brilliant windmill



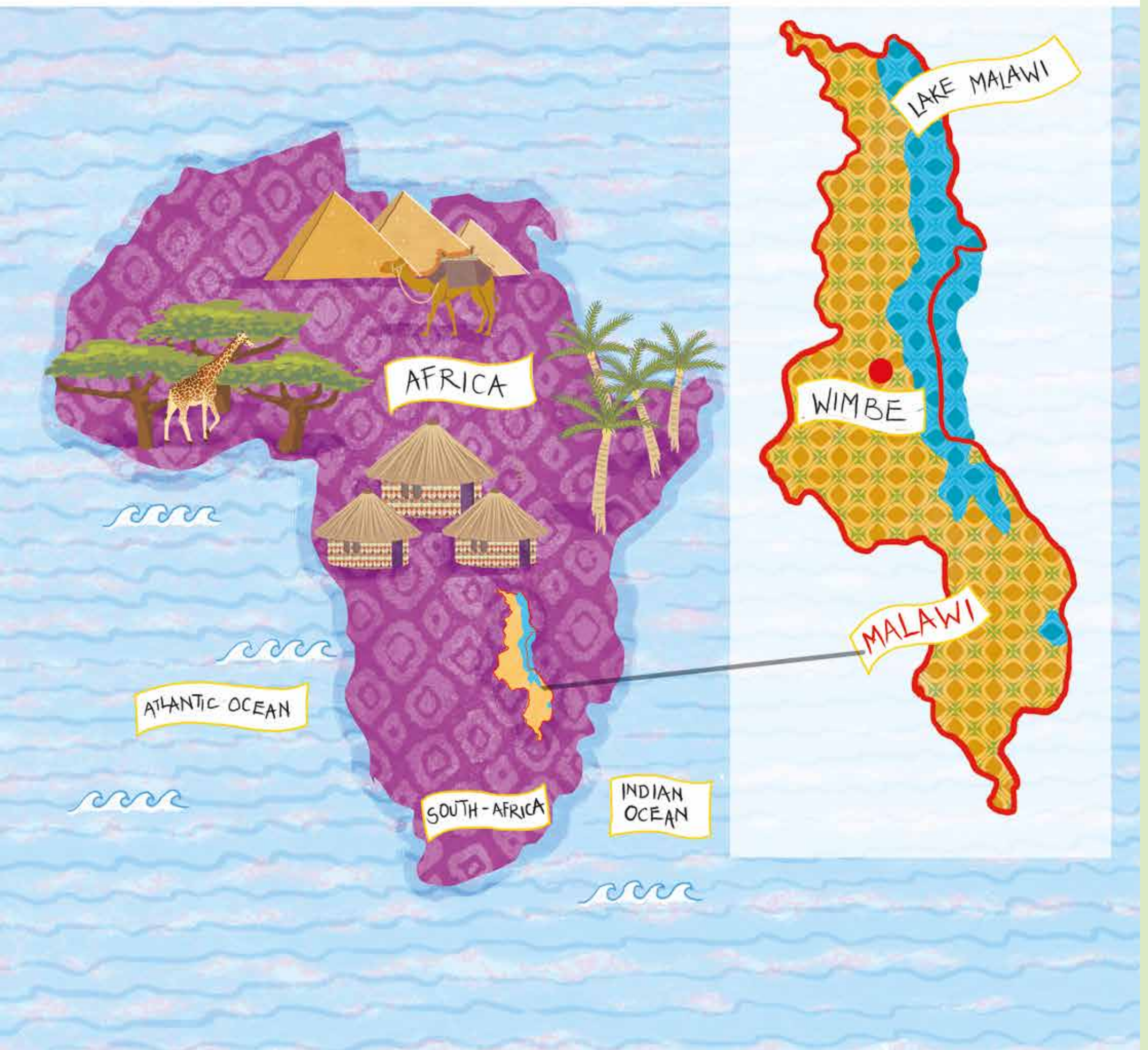
PRE-READ

People all over the world use windmills for electricity. We often see windmills near water, because in South Africa, people often use windmills to power their water pumps! I wonder if this story will be about electricity or water?

This story is based on the true story of William Kamkwamba. William is an impressive person who used his creativity to help his family and his village during a very difficult time!



William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.



READ 1

Let's **evaluate** the problem in this story: there was no electricity in William's village.

When William was 14 years old, Malawi experienced a terrible drought. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night.

William was forced to drop out of school when his parents could no longer afford his school fees.



READ 1

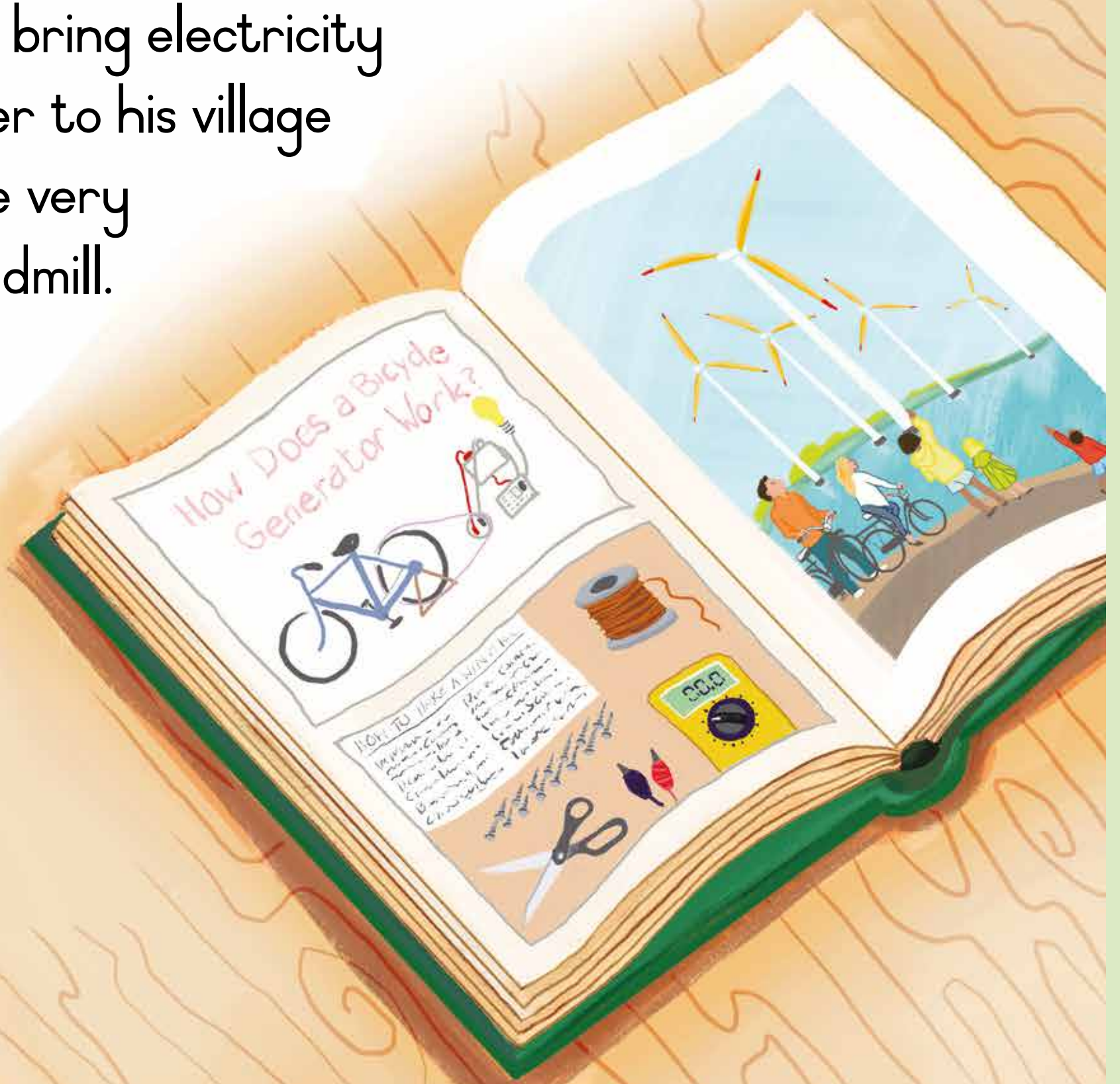
Oh! There wasn't just one problem for William...he also was starving and forced to drop out of school.

READ 2

I make the **evaluation** that 14 was a very hard year for poor William.

In his free time, William liked to go to the town library and read. One day, William found a book called *Using Energy*. The book had a picture of a big windmill on the front cover. The book explained that windmills can be used to create energy. The book also gave instructions to make a windmill.

On that day, William decided that he would bring electricity and water to his village using the very same windmill.



READ 1

When William saw the windmill, I think that he realised that he could help to fix one big problem in Wimbe!

READ 2

William couldn't go to school, but he still went to the library to learn on his own. I **make the evaluation** that William was determined to learn.

However, it was not easy for William to find all of the materials in the book. While the other children his age were in school, William searched for materials in the scrap yard. William found old tractor parts, pieces from an old bicycle frame, plastic pipes, and even old pieces of metal.



READ 1

I **make the evaluation** that solving this problem wasn't easy for William. He worked and worked!

READ 2

William searches in the scrap yard even though people make fun of him. This helps me **make the evaluation** that William is a determined person.

On the days that William searched in the scrap yard,
people called him crazy. They mocked him. They
laughed at him.

But William didn't let these unkind
words stop him, because
he was determined
to build
his windmill.



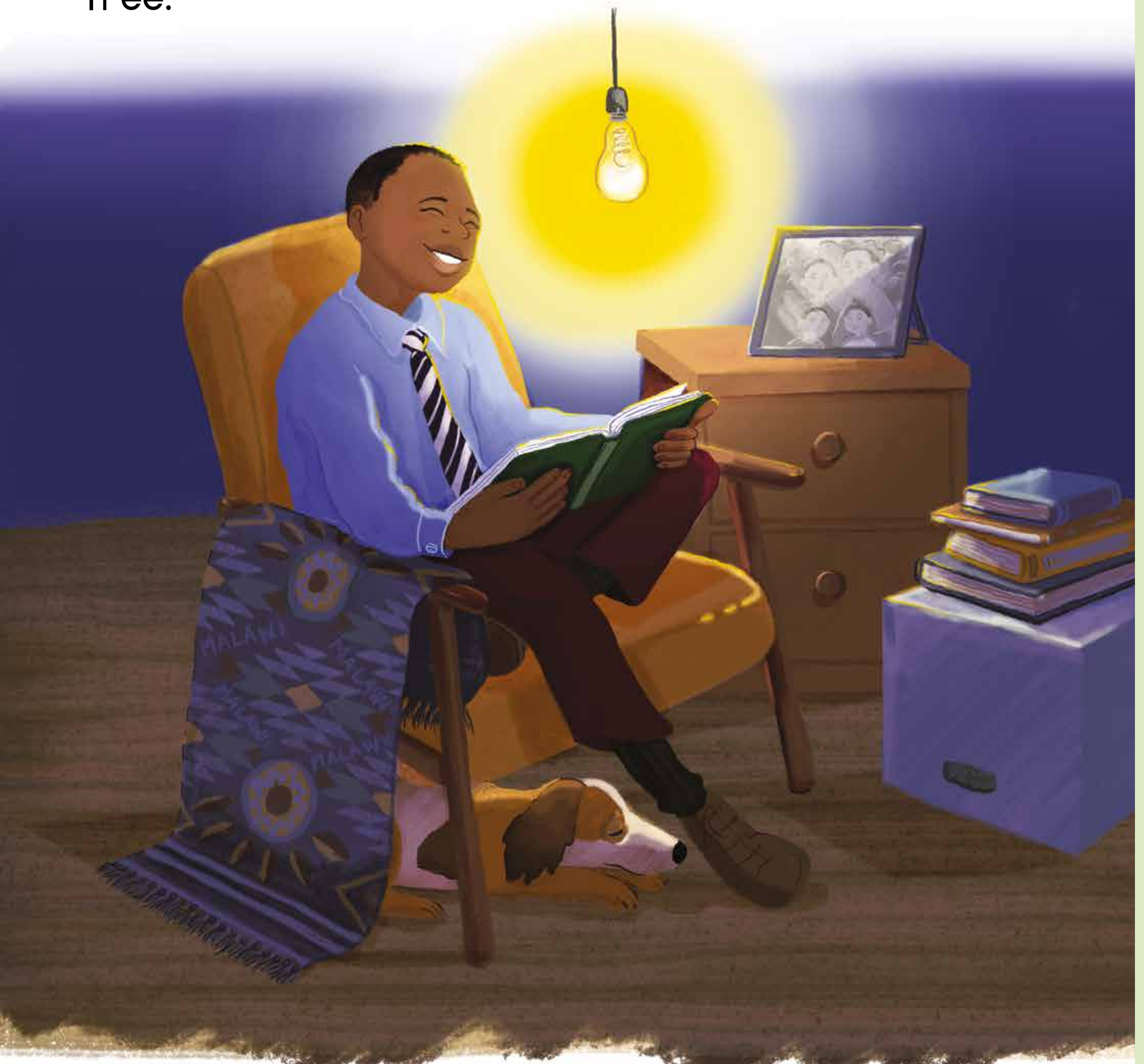
At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.



READ 2

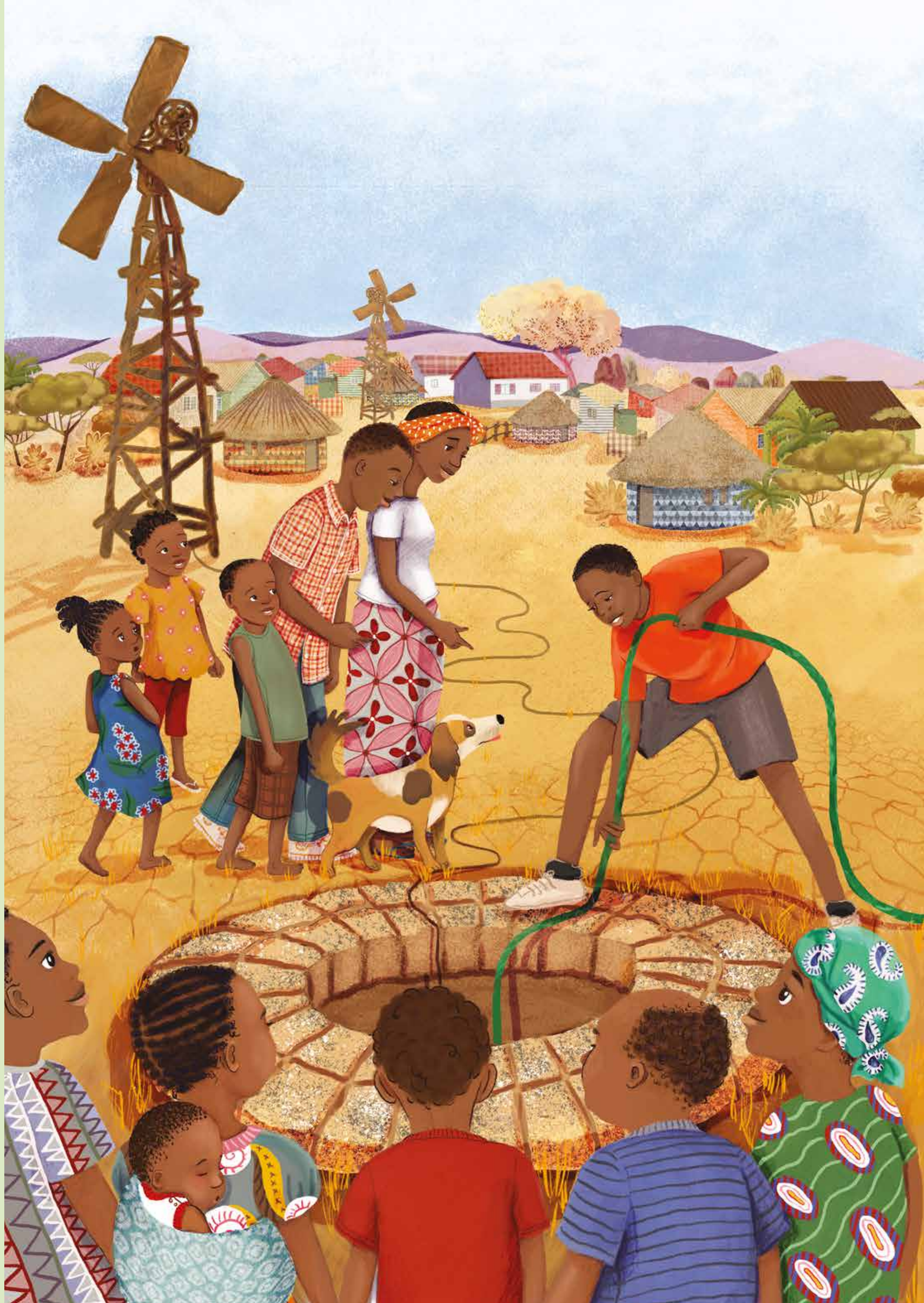
William tried many materials. A lot of things he tried did not work. But he didn't give up easily!

William's new invention made enough power to light the four lightbulbs and play the radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.



READ 1

Wow! William worked and worked to build a small windmill. I **make the evaluation** that he is a clever person.



But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.

William worked and worked to build a big windmill in the middle of Wimbe. With the power from his second windmill he pumped water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water for their crops!



READ 1

William knew that other people in his village were suffering like him. I think that William **made the evaluation** that it wasn't good enough to only help himself; he had to help his neighbours too!

READ 2

William was determined not just to help himself but also to help others. I can **make this evaluation** because William built a windmill for everyone in the village!

After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William's windmill. More and more people all around Malawi and the world began to read about William's impressive windmill. William gave a talk on video to explain what he had done, so that people all over the world could use his idea! In the end, strangers were so impressed with William's creativity that they paid for him to go to school, and even University!



READ 1

Other people around the world **evaluated** William's windmill. Many strangers must have thought he was brilliant, because they paid for him to go back to school!

William is still working hard to make sure all people have access to electricity and water.



READ 2

William still seems determined to solve problems and help other people.



READ 1

What did William's first windmill power?

It powered four lightbulbs and a radio in his house.

What did William's second windmill power?

It powered a deep well for the whole village.

Why did William want to fix the problem of electricity in his community?

- Because he wanted to read at night.
- Because he wanted to make sure all the farmers could have water for their crops.
- Because he wanted to help everyone in his community – not just himself.

READ 2

What were the problems that William faced in the story?

- His village didn't have electricity.
- There was a famine in his village.
- He had to drop out of school.
- He couldn't find the proper materials for his windmill.

How did William finally go back to school?

Strangers paid his school fees when they read about his windmill!

What happened in the story that helped us make the evaluation that William is clever and determined?

- William continued to learn and read even though he dropped out of school.
- William saw a picture of a windmill and decided to make it.
- William searched for the materials for his windmill in the scrap yard.
- William searched in the scrap yard even though he was teased.
- William didn't stop with one small windmill – he made a big windmill to help everyone!



Zandile loved strawberries. But, strawberries were always so expensive in the shop!

One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.

And then Zandile saw a packet of strawberry seeds!

'Mama, please can we buy these seeds?' she asked.

Mama looked at the price: R28.

'Eish! They're not cheap!' she said.

But she nodded her head and took the seeds.



READ 1

What did Zandile get at the shop?

Oh! She got a packet of strawberry seeds so she can grow her own strawberries at home.

READ 2

Why did Zandile want to buy strawberry seeds?

Zandile wants to grow her own strawberries. She loves to eat them, but they are so expensive to buy.

At home, Zandile's mother gave her the packet of strawberry seeds.

'I have never grown these before!' said Mama. 'You will need to work out how to make them grow properly.'

'But I thought all plants are the same?' Zandile asked.

'Different plants need different things,' her mother explained. 'Some plants need a little bit of sun.

Other plants need lots of sun.

Some plants need a small amount of water.

Other plants need lots of water!'



READ 1

What do plants need to grow?

I see, some plants need a small amount of sun and water, and some plants need a lot of sun and water. But all plants need sun and water to grow.

READ 2

Why can't Zandile's mother help her to grow the strawberry seeds?

Oh! Zandile's mother can't help because she has never grown strawberries before. She doesn't know how to grow those seeds properly.

Zandile didn't want to waste the strawberry seeds, they were so expensive!
'How can I make sure my strawberries grow properly?' Zandile wondered.



READ 1

What does Zandile wonder?

Oh! She wonders how to make the seeds grow properly.

READ 2

Why doesn't Zandile want to waste the seeds? Oh! I see – it is because they were so expensive.

Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun.

'Good morning, Gogo,' she said.

'Yes, hello,' Gogo Minah said.

'Have you ever grown strawberries?' Zandile asked.

'No, I haven't,' she said.



READ 1

What does Zandile ask Gogo Minah?

Zandile asks Gogo Minah if she has ever grown strawberries.

READ 2

Who is Gogo Minah?

Oh, Gogo Minah is Zandile's neighbour.

The next morning after church, Zandile saw her sister's friend, Lindi.

'Hi Lindi,' she said.

'Hi Zandile,' Lindi answered.

'Have you ever grown strawberries?' Zandile asked.

'No, I haven't. Sorry!' said Lindi.



READ 1

What does Zandile ask Lindi?

Zandile asks Lindi if she has ever grown strawberries.

READ 2

Who is Lindi?

Oh, Lindi is Zandile's sister's friend.

That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile. 'What's new?' Sonto asked.

'Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how,' said Zandile.

'You can find out anything on the Internet!' Sonto said.

'Use Mama's phone,' she said. 'I will send you some data.'



READ 1

Who does Zandile speak to on the phone?

Oh! She speaks to Sonto, her older sister, on the phone.

READ 2

How does Sonto help Zandile?

Sonto tells Zandile she can find the answer on the Internet. She says she will send data so that Zandile can use the Internet on her mother's phone.

That night, Mama opened up the Internet for Zandile.
'Sonto sent you some data,' Mama said, and gave Zandile the phone.

The top of the page said 'Google'.

'What do I do?' asked Zandile.

'Type in what you need here,' explained Mama. Zandile typed in: How do I grow strawberries? Then she clicked the search button.



READ 1

What did Zandile search for on the Internet?

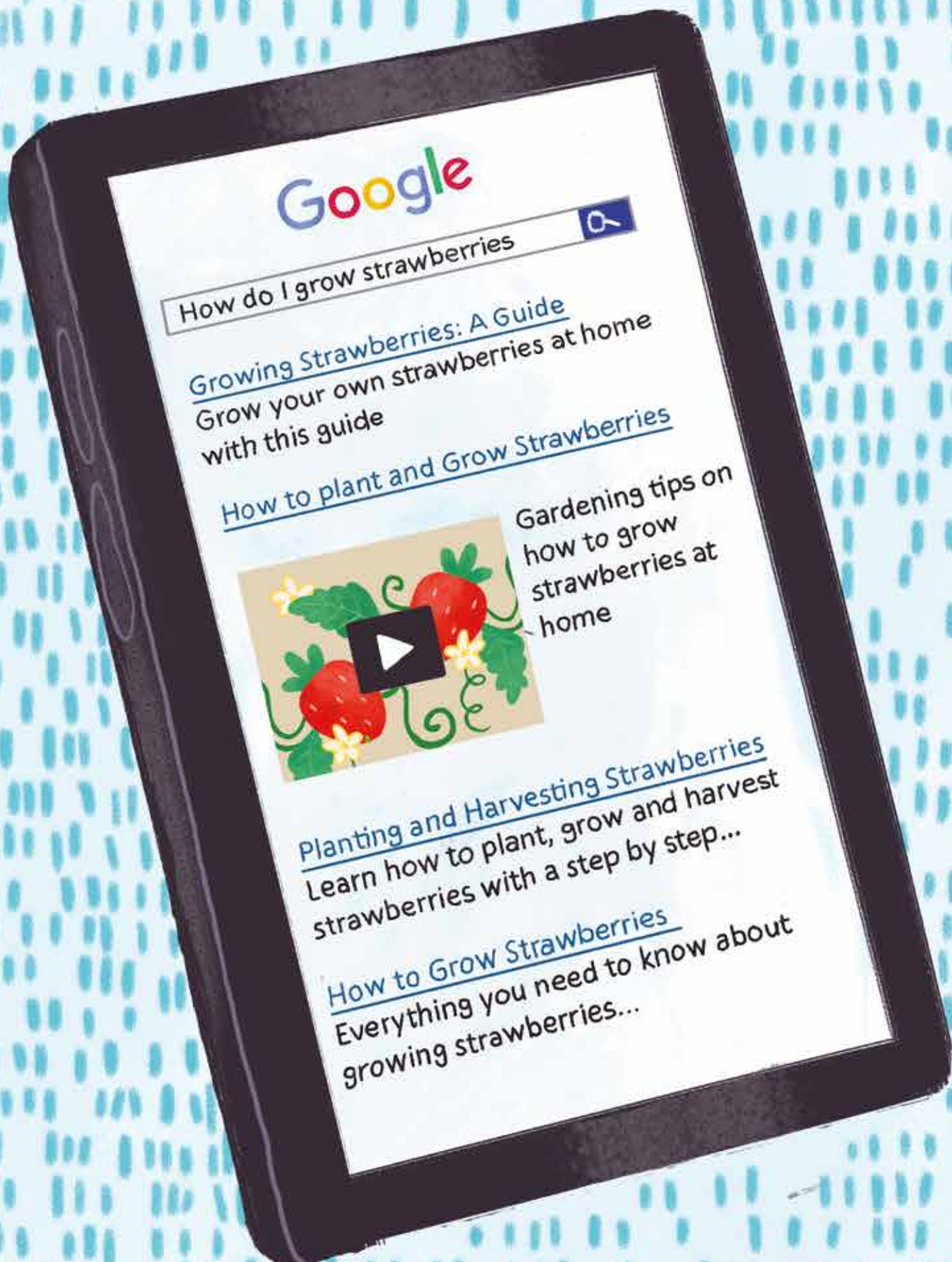
Oh! Zandile searched for how to grow strawberries.

READ 2

Why does Zandile's mother open up the Internet for Zandile?

Oh! It must be because Sonto sent Zandile data so that she could find out how to grow her seeds properly.

A few seconds later, a list of videos and articles came up. Zandile clicked 'play' on a video.



READ 1

How many answers are there to Zandile's question?

Oh, I see, there are 4 answers to the question.

READ 2

How does Zandile make the video play on Mama's phone?

Oh! Zandile clicks the play button – it looks like a triangle.

As Zandile watched the video, she learned many things.



She learned that strawberry plants need 8 hours of sunlight each day.

She learned that these plants need lots of water.



She learned that she would have to wait at least 4 weeks to get any fruit.



READ 1

What does Zandile learn about strawberries and sunlight?

Oh, she learns that strawberries need 8 hours of sunlight each day.

READ 2

What does Zandile learn about strawberries and water?

Oh, she learns that strawberries need lots of water.

The next day after school, Zandile went outside with her seeds.

She planted the seeds in a sunny part of the yard.

She planted the seeds in containers, just like she had seen in the video.

She watered the seeds.

She couldn't wait for the fruits to come!



READ 1

How did Zandile know how to plant her seeds? She learnt how from the video she watched on the Internet! Look – she knows just what to do!

READ 2

Why did Zandile plant her seeds in the sunny part of the yard? Oh! It is because that is one of the things she learned from the video she watched.



READ 1

What did Zandile's mother buy for her at the shop?

She bought her a packet of strawberry seeds.

What did Zandile use to learn about how to grow strawberry seeds?

She used her mother's phone. She used Google. She used the Internet.

What did Zandile learn about what strawberries need to grow?

- She learned that strawberry plants need 8 hours of sunlight each day.
- She learnt that these plants need lots of water.
- She learned that she would have to wait at least 4 weeks to get any fruit.

How did Zandile learn how to grow strawberry seeds?

- She searched on the Internet.
- Her sister Sonto sent data to her mother's phone. Then she used the Internet.
- She watched a video which showed her how to grow strawberry seeds.

READ 2

Why can't Mama help Zandile grow strawberries?

Because she has never grown them before.

Why did Zandile plant the seeds in neat rows?

Because that's what she saw in the video she watched.

How does Zandile get data to use the Internet?

Her sister sends data to Mama's phone for her to use.

Why does Zandile use the Internet?

- Because she wants to learn how to grow strawberry seeds.
- Because no one she asks knows how to grow strawberry seeds.
- Because you can learn anything from the Internet!



READ 1

I **wonder** why this title compares Trevor Noah to a chameleon?

READ 2

I **can infer** that Trevor is like a chameleon because a chameleon changes colour in different places. That is like Trevor can change his language and change his jokes to fit in to lots of different places!

Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called, 'Born a Crime' about his experiences growing up during Apartheid.



During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.



READ 2

I **wonder** why Trevor's book was called 'Born a Crime'? It must be because it was illegal at the time for his parents to be together and have a baby.

Trevor's mother was a black, Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn't fit in easily! He wasn't allowed to be in places for white people. He wasn't allowed to be in places for black people. And he was the only person in his family who was mixed race.



READ 1

I **wonder** what it is like when everyone in your family looks different from one another? It must be hard to feel like you fit in!

READ 2

I **can infer** that everyone in Trevor's family looks different from each other.

When Trevor was a young child, his parents sometimes took him to the park. But, Trevor's parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn't know each other!



READ 1

I **wonder** what that was like for a young child? I **can infer** that it might have been confusing!

READ 2

I **can infer** that Trevor's skin colour could show the police that his parents were together. This was illegal at the time. So, I **can infer** that if Trevor was with his parents, he could get everyone in trouble.

Once, when Trevor was very small, he shouted, 'Daddy!' and ran towards his father. Trevor's father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling, 'Daddy!'



READ 2

I can infer that little Trevor didn't understand! It must have been hard for Trevor's parents to explain the unfair rules of Apartheid to little Trevor.

Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor's family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn't allowed to play out on the street with the other children!

Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!



READ 1

I can infer that Trevor didn't have friends his own age because he wasn't allowed out to play. That must have made it difficult to fit in.

Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he “became a chameleon”. In other words, Trevor found that when he spoke someone’s language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.



READ 1

Trevor didn't always fit in easily. I **can infer** that speaking lots of languages helped Trevor fit in!

READ 2

I **can infer** that language helped Trevor become a chameleon, because it helped him fit in anywhere! Trevor could use language to belong.

When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, Black and White children at Trevor's school. But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.



READ 1

I **wonder** what it feels like to look around and be different from everyone else? It seems like it was difficult for Trevor to fit in.

So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor become a chameleon who could fit in anywhere!



READ 2

I can infer that Trevor's business helped him become like a chameleon. His business gave him a reason to talk to everyone, and make everyone laugh.

Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!



READ 1

I **can infer** that in Trevor's life, he sometimes didn't fit in. Those experiences helped make Trevor into the famous and successful person he is today.

READ 2

Oh! I **can infer** that being different helped Trevor become a famous comedian, because he had to learn how to make all different people laugh.



READ 1

When was Trevor born?

Trevor was born during Apartheid.

Where did Trevor's grandmother live?

She lived in Soweto.

What did Trevor do to try to fit in?

- He learned lots of languages.
- He started a business at school.
- He learned to make people laugh.

Why did Trevor have a difficult time fitting in?

- Because he looked different from everyone in his family.
- Because he wasn't allowed to play with other children, because he might get taken by the police.
- Because in high school, he was the only mixed-race child. He didn't fit in easily with the other groups of children at school.

READ 2

Where did Trevor grow up?

He grew up in Johannesburg.

What was one thing that you can infer was difficult in Trevor's life?

I can infer that it was difficult for Trevor to...

What was Trevor's business?

He collected money from the other learners and bought food from the tuck shop for them.

Why do you think this story is called Trevor Noah, the chameleon?

- Because Trevor had to learn how to fit in anywhere, like a chameleon.
- Because Trevor learned that languages helped him become like a chameleon and fit in anywhere.
- Because making people laugh helped Trevor become like a chameleon and fit in anywhere.
- Because Trevor's business helped him become like a chameleon.



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.

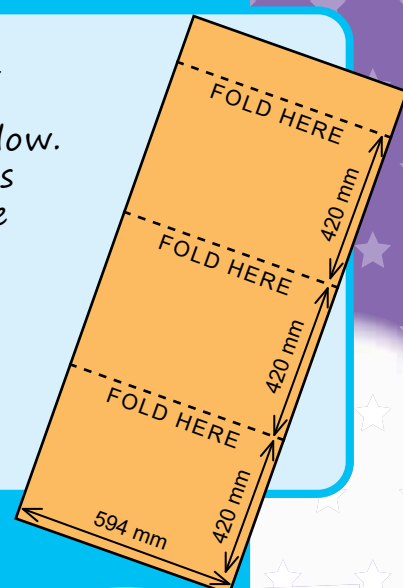
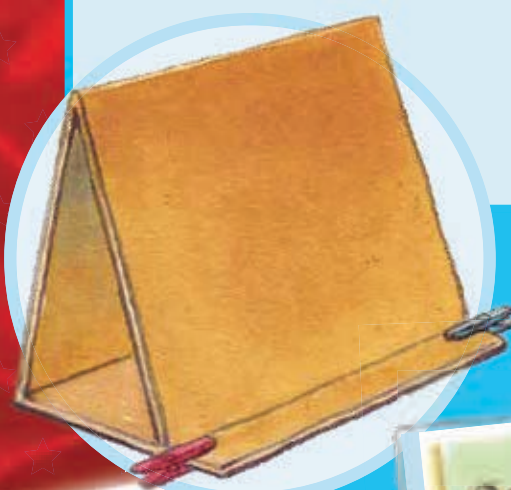


Make your own Big Book stand

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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