

Grade 3

A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Book

4



How to use this Big Book:

Term 4 Stories in this book:



1 A life without limits

1



2 Zandile learns to meditate

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3 Bantu feels sad

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4 Shamiso's big trip

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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!

A life without limits



This story is based on the life of Rebeca Gyumi. The facts of her life are true, but the details here are fictional. This story is based on the information from the article: <https://edition.cnn.com/2018/12/12/africa/gyumi-un-human-rights-prize/index.html>

Rebeca had been waiting to begin school her whole life! Since she was a tiny baby, her parents had told her how important her education was.

‘School is so important,’ her mother cooed.

‘Your education will give you a life without limits!’ her auntie sang to her.



READ 2

I remember that lots of the girls in Rebeca's class were not given the same messages about education at home! I make the **evaluation** that Rebeca's family valued education for girls more than other families.

As a young child, Rebeca loved school. She was friends with many bright, talented girls at Mazengo Primary School in Dodoma, her village in Tanzania.

'School is so important!' her mother told her every morning.

'Your education will give you a life without limits!' her auntie told her every afternoon.



READ 1

I make the **evaluation** that Rebeca loved school because she was always told about the importance of education!

As Rebeca got older, she noticed that some of the girls in her class stopped coming to school. Rebeca felt like she could do anything with an education! But, she could see that not all of her classmates got the same message at home.

'My brother said that girls are not as smart as boys!' one of her friends told her.



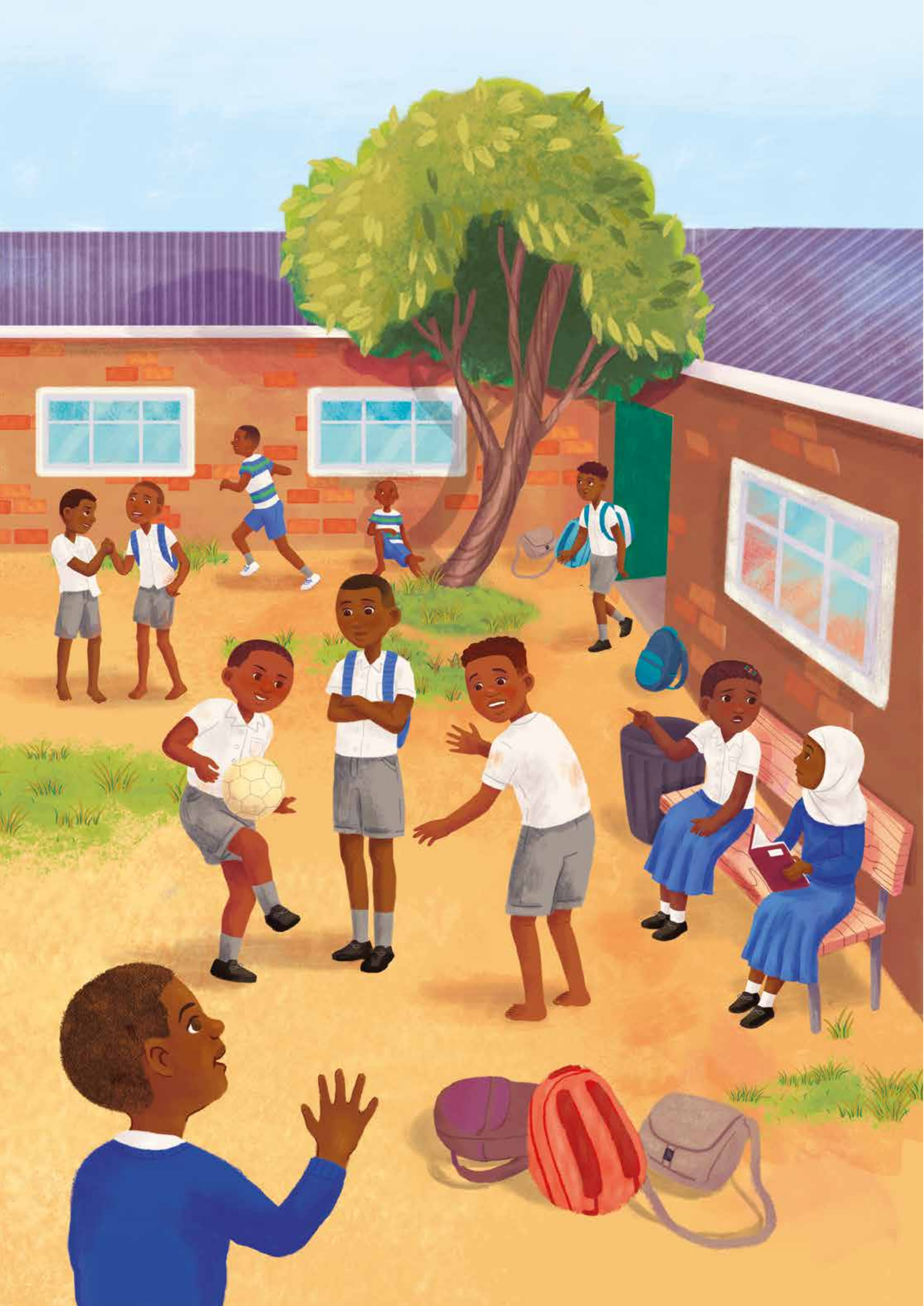
'My mother said that marriage is more important than school, for girls,' another friend said.

READ 1

Let's **evaluate** the problem in this story: not all people think that girls need an education.

READ 2

I make an **evaluation** that Rebeca didn't understand why girls were dropping out of school, because she was only told about the importance of education at home!



There were fewer and fewer girls in her classes at Kilakala High School.

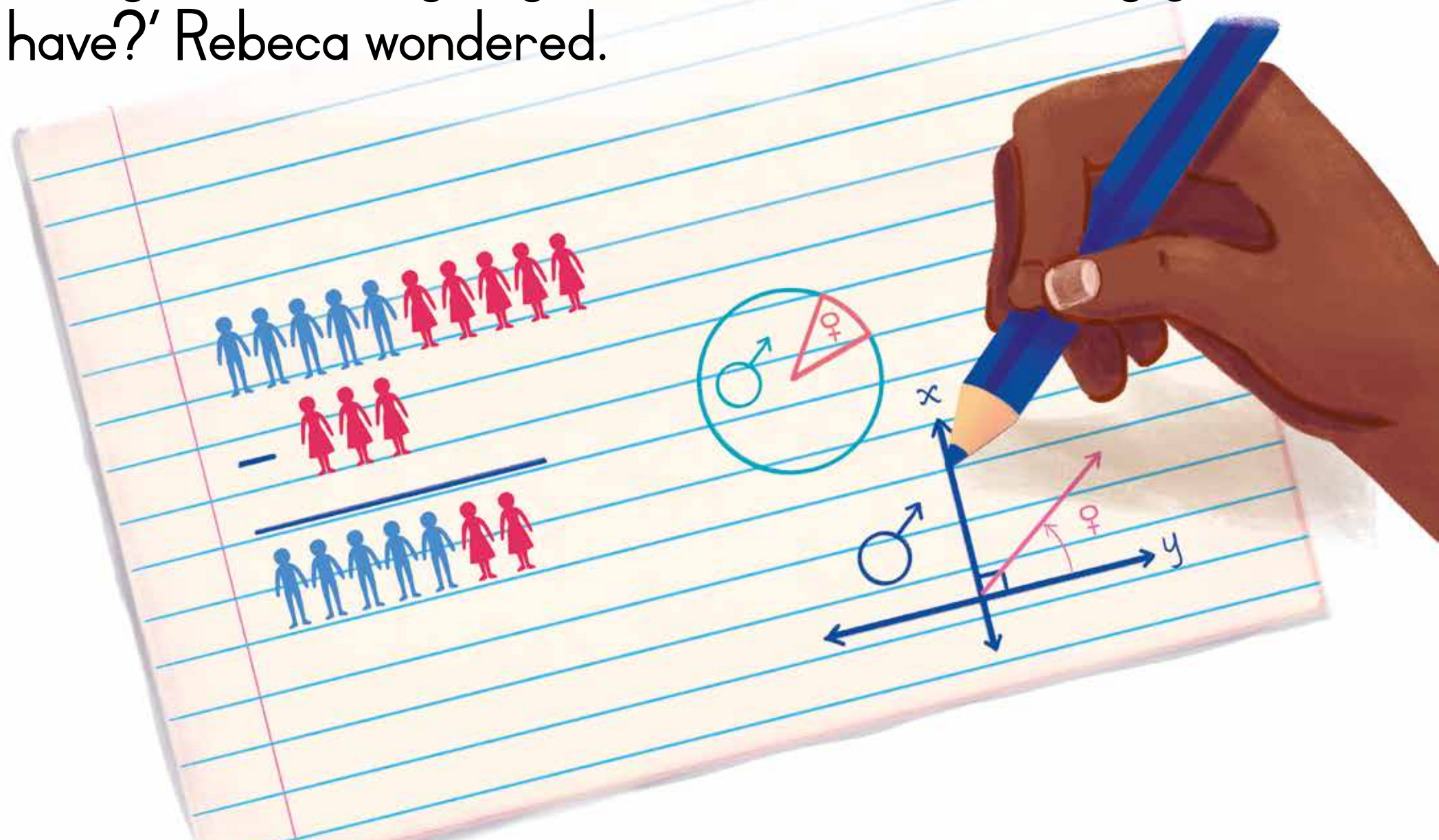
'Where did Adla go?' Rebeca asked her friend Joyce one day, as they walked home from school together.

'Oh, she has a husband now,' Joyce replied.

'And do you remember Zahra?' Joyce asked. 'She's also married, so she doesn't come to school anymore.'

'Zahra was so good in Maths. I always thought she would become a doctor,' Rebeca said.

'Why haven't any boys left school, but so many girls have?' Rebeca wondered.



READ 1

This tells us more about the problem! I read that when girls get married, they must drop out of school. I make an **evaluation** that many smart girls leave school.

READ 2

I make the **evaluation** that Rebeca felt confused about why more girls had to drop out of school than boys!

That night, Rebeca told her mother about all the girls who had left school.

'Please let me stay in school!' Rebeca cried.

'School is so important!' her mother repeated, 'for girls and for boys!'

'Your education will give you a life without limits!' her auntie repeated.



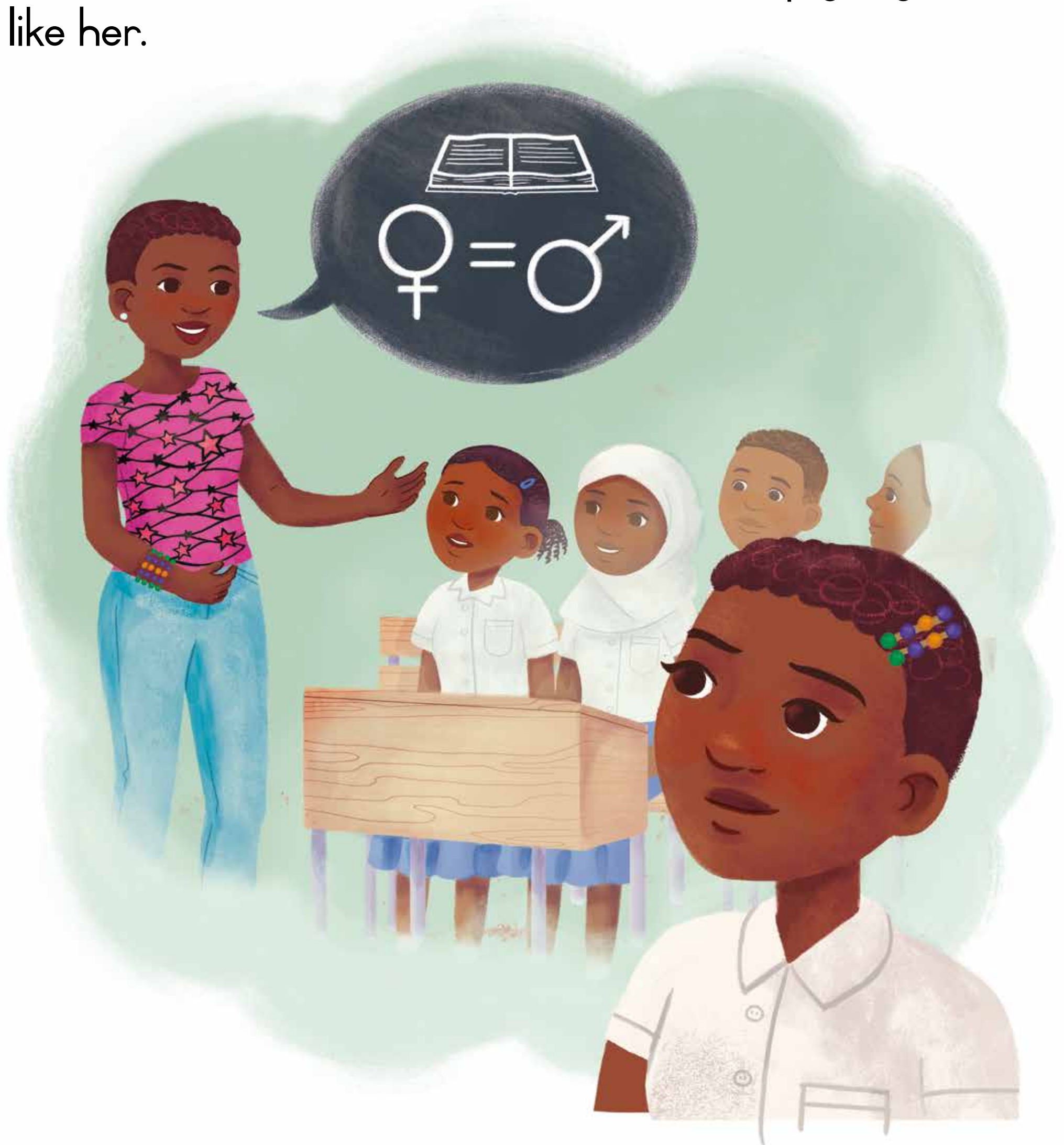
READ 1

I make the **evaluation** that Rebeca's mother thinks that education is more important than marriage, because then Rebeca will be able to do anything she wants! I don't think that they will make her leave school.

READ 2

Rebeca is confused. I make the **evaluation** that she is also scared that she might be forced to drop out of school, like the other girls she has grown up with!

Rebeca felt so lucky. She wished all the girls in her class had the same kind of support at home. Rebeca decided she would use her education to help girls just like her.



READ 1

I make the **evaluation** that Rebeca will try to help solve the problem, even though the problem doesn't impact her own life directly.

At the University of Dar es Salaam, Rebeca decided to study law. She learned about Tanzania's law, which allowed girls to be married at a very young age – just 14 years old. But, the age for boys was 18! 'This must be why so many girls left school,' Rebeca thought. 'I'm going to change this law!'



READ 1

I make the **evaluation** that Rebeca studied law to try to help solve the problem! She must really care about fixing this problem.

READ 2

Oh! I make the **evaluation** that when Rebeca read this law, she understood the problem more deeply. Girls were dropping out because they were getting married much younger than the boys!

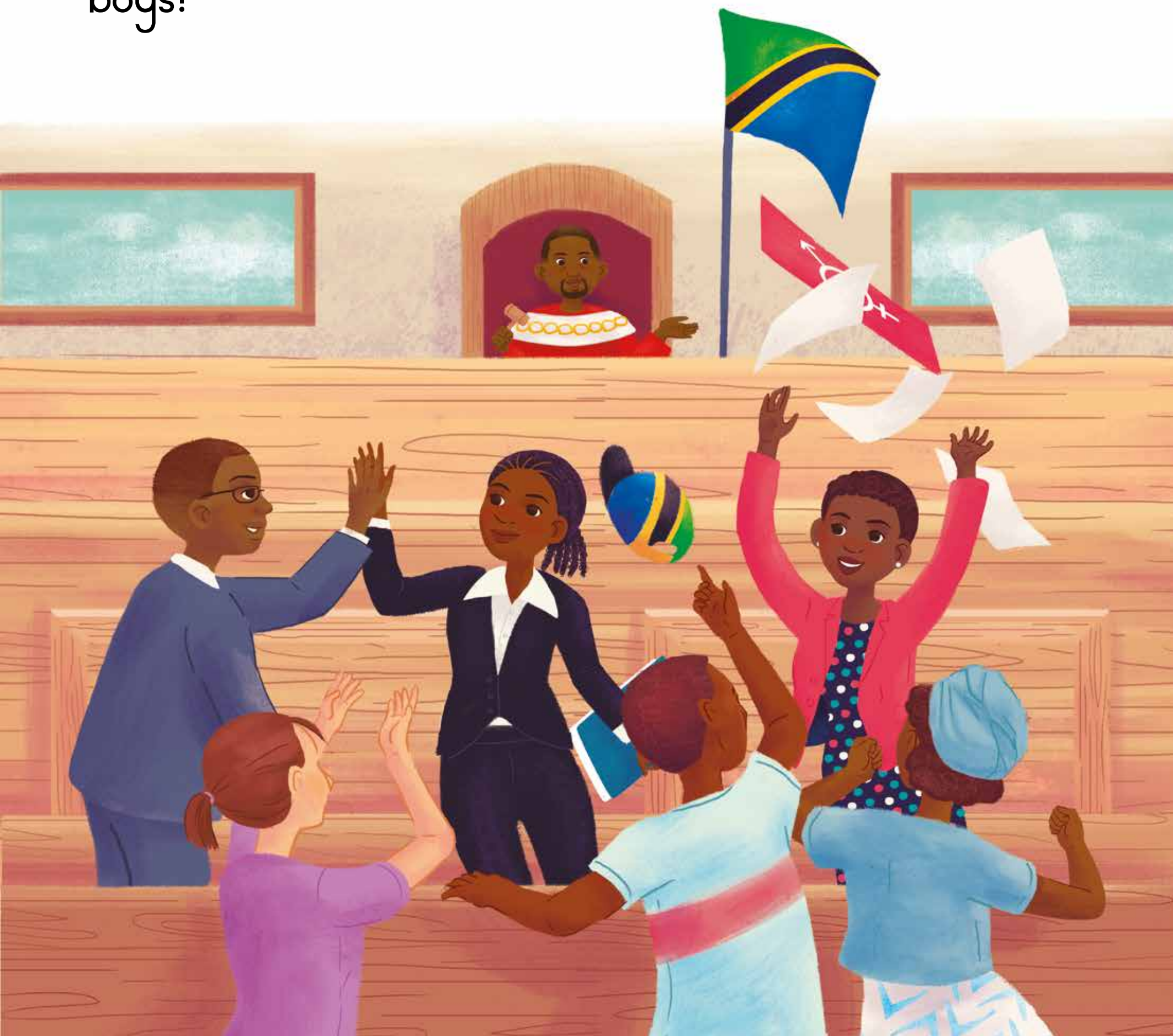
After graduating, Rebeca and her colleagues worked hard to try to change the law. Many people said that they were working against Tanzania's traditions. But Rebeca disagreed. 'Any tradition that hurts girls is not a tradition we should keep!' she argued.



READ 2

I make the **evaluation** that Rebeca is determined to fix the problem so that all girls know that they can be anything they want to be!

Rebeca and her colleagues presented their arguments in front of judges at Tanzania's High Court. The judges agreed with Rebeca's team and decided to change Tanzania's law. This meant that the age for girls to legally marry was changed to 18, the same age as boys!



READ 1

I make the **evaluation** that other people in Tanzania saw the same problem as Rebeca, and wanted to fix it too!

Even though the law has been changed, Rebeca has not stopped working hard to fight for the rights of girls. Rebeca still works tirelessly to make sure all girls know that school is important, and that education will give them a life without limits!



READ 1

Rebeca's team won the court case! But, I make the **evaluation** that the problem isn't totally fixed, because Rebeca is still working to help all girls have access to a full education!

READ 2

I make the **evaluation** that Rebeca is determined to keep fighting for all girls to have the same opportunities that she had, because of her education.



READ 1

Where does this story take place?
In Tanzania.

What is the problem in the story?

- The problem is that girls are dropping out of school.
- The problem is that some people think education isn't that important for girls.

What did Rebeca do to try to solve the problem?

- She decided to become a lawyer.
- She fought against unfair laws.

Why do you think Rebeca stayed in school?

- Because she loved school.
- Because her family thought education was very important.
- Because her family wanted her to have a life without limits.
- Because she was always told that education was the most important thing – for girls and boys.

READ 2

Who tells Rebeca that education is important?
Her mother.

Why were girls dropping out of school before boys?

- Because they were getting married.
- Because the law said that girls could get married at a younger age than boys.

Can you make an evaluation about Rebeca? What kind of person do you think she is?

I think she is...because...

Why do you think Rebeca Gyumi was determined to change Tanzania's law?

- Because she was taught that education is the most important thing.
- Because she saw that the law meant more girls dropped out of school than boys.
- Because she wanted to make sure all girls got an education before getting married.
- Because she wanted girls to know that they could be anything they want to be!
- Because she saw that the law was having a negative impact on girls in her community.

The Constitution of South Africa: Extension Activity

You will need:

- 1 *A simplified version of the Constitution written on the chalkboard, or copies for learners. See below:*

In South Africa, we have a Constitution that is written to protect all of us. Many people say that this is the greatest constitution in the world, and that we should be very proud of it.

The South African Constitution's Bill of Rights (Section 28) talks about the rights that children have:

- 1 You must be given a name and be looked after as part of a family.
- 2 You must not have to work until you are 15.
- 3 If you break the law and you are arrested, you must not be put in a jail with people who are older than 18.
- 4 You must have shelter - somewhere dry and safe to sleep.
- 5 If you are sick, you must be treated by a doctor and given medicine or an operation.
- 6 You must have enough food to eat and clean water to drink.
- 7 You must be educated.

There are other rights that are for everybody:

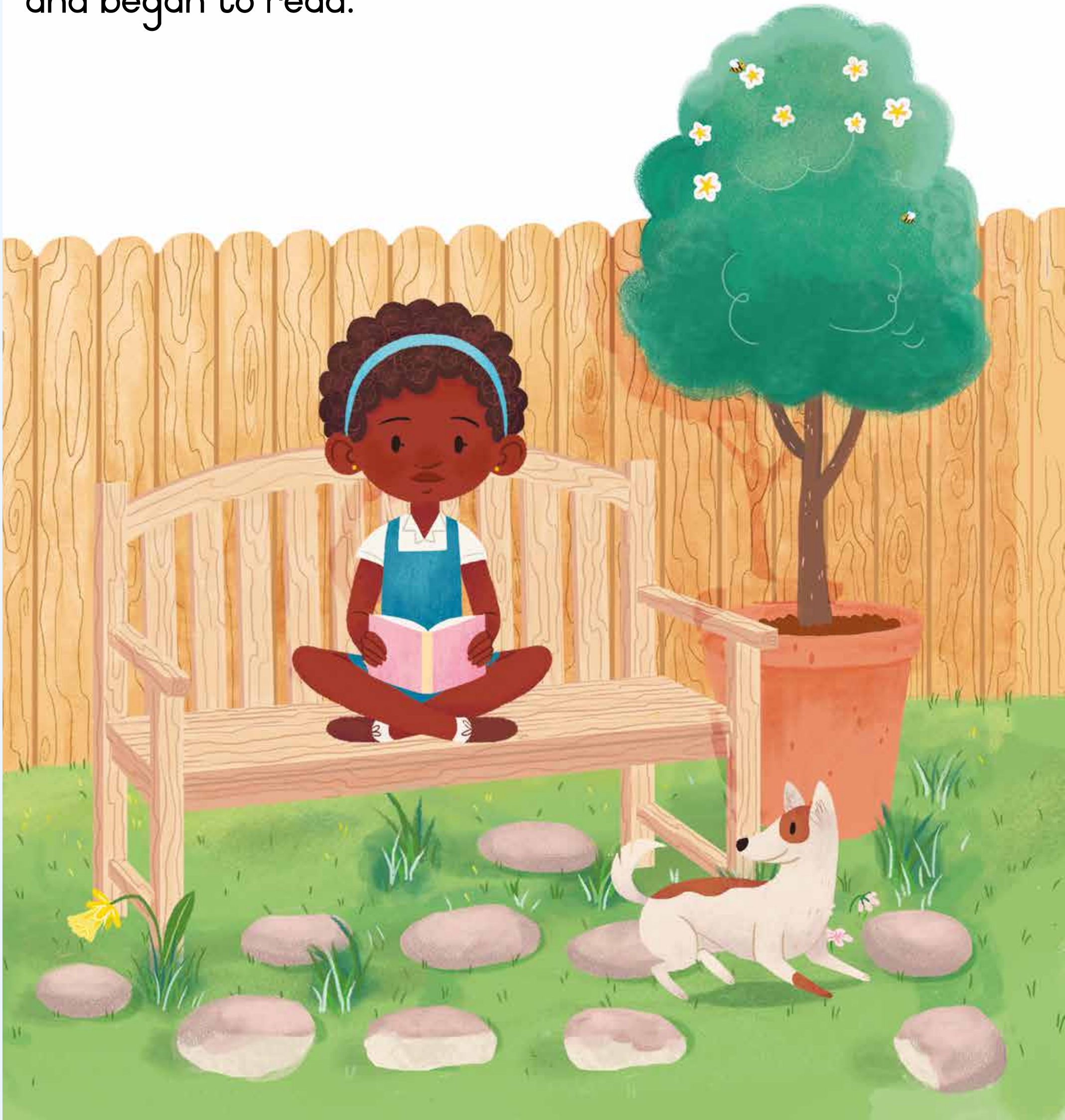
- 1 You are equal to everyone else. This means that everyone must be treated the same – black and white, men and women, etc.
- 2 You have the right to life. This means that our lives must be protected.
- 3 You have the right to freedom and security. This means that you have the right to go anywhere in our country, and that you should be safe wherever you are.
- 4 Slavery and forced labour are not allowed.
- 5 You have the right to privacy, which means that you do not have to tell others about your private information.
- 6 You have the right to think what you want and to say what you want, as long as it is not hateful to other people.

What to do:

- 1 Explain to learners that when South Africa became a democracy in 1994, a Constitution was written to protect the rights of everyone in our country, to make sure that nothing evil like Apartheid could ever happen again.
- 2 Read through the simplified version of the constitution with the learners, and explain each point to them.
- 3 Point out that our rights in the Constitution are protected by law, but that still does not mean that they are all in place yet.
- 4 Explain to learners that we must all know and respect the Constitution, so that as we grow older, we can work hard to make sure that it is fully implemented.
- 5 Next, ask learners to think about and discuss which children's rights are not fully implemented or protected. Give them 10 minutes to discuss this in small groups.
- 6 After 10 minutes, ask each group to give you feedback.
- 7 As learners give feedback, acknowledge what they say and thank them for their contributions.
- 8 As learners give feedback, listen for any signs of abuse or neglect, and try to follow up in an appropriate manner.



Zandile woke up early. It was still dark inside the house. She took her book and went outside. Zandile sat down and began to read.



READ 1

I **can infer** that Zandile must have woken up very early because it is still dark inside her house.

READ 2

I **wonder** why Zandile is awake so early? Maybe she can't sleep because she is feeling worried about something!

But then, she heard a weird noise. She stood on her chair, and looked over the fence. She saw Mr and Mrs Kapoor sitting on the ground. They were making a low humming sound.

‘What are they doing?’ wondered Zandile.



READ 1

I **can infer** that Zandile looks over the fence to find out where the strange noise is coming from!

READ 2

Zandile wonders what the Kapoors are doing, so I **can infer** that this is the first time she has ever seen anyone meditating.

That day at school, Zandile saw Geeta eating her lunch. 'I saw your parents sitting on the ground this morning,' Zandile said. 'Why were they doing that? It was weird!'

'It's not weird!' Geeta said. 'It's just meditation!'

'What is meditation?' Zandile asked.

'You meditate to feel calm and to clear your head,' Geeta replied.



READ 1

Zandile saw Geeta's parents, so I **can infer** that Geeta is Zandile's neighbour.

READ 2

I **wonder** why Zandile says 'it was weird'? Oh, I **can infer** that she thinks what she saw was weird because it was her first time seeing people meditating. I know that sometimes people think things are weird when they have never seen them

That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, 'Hhhmmm'.

But, she didn't feel calm. 'I wonder how this works?' Zandile wondered.



READ 1

Zandile is doing all the things she saw Geeta's parents do. **I can infer** that she is trying to meditate too!

READ 2

Zandile decided she wanted to try meditating after she spoke with Geeta about it. **I can infer** that Zandile might be looking for a way to feel calm.

The next day, Zandile found Geeta. 'I tried to meditate,' Zandile said. 'But it doesn't work! I didn't feel calm.'

Geeta laughed, 'You did it wrong!'

'What do you mean?' Zandile asked, her face feeling hot. 'How do you know?'

Geeta's cheeks turned red, 'Um, I saw you, over the fence.'

Zandile and Geeta both started laughing. 'Come to my house after school,' said Geeta. 'I'm sure my dad will show you what to do.'



READ 1

I **can infer** that Zandile didn't know that Geeta saw her trying to meditate! Look at her face in the picture! I **can infer** that she feels embarrassed when she learns that Geeta was watching her!

READ 2

When Zandile's cheeks feel hot, I **can infer** that she feels embarrassed. She feels embarrassed because she didn't know anyone was watching her when she tried to meditate, and she didn't quite know what to do!

After school, Zandile put down her school bag at home. Then, she went next door. She knocked on the Kapoor's door.

Geeta answered the door, 'Oh, hi Zandile!' Geeta said. 'Come in. I told my dad you're coming.'

Mr Kapoor was sitting at the kitchen table, reading the newspaper. 'Zandile!' he said, with a big smile on his face. 'I hear you want to learn how to meditate! Smart girl!'



READ 1

I can infer that Zandile must really want to learn how to meditate, because she goes to the Kapoor's house for help!

READ 2

I can infer Zandile doesn't know how to meditate, but **I can infer** that she is keen to get help and learn!

Mr Kapoor put down his newspaper, 'Come,' he said, beckoning to Zandile. 'You come too,' Mr Kapoor said to Geeta. The girls followed him to the backyard.

Mr Kapoor showed Zandile how to sit. Geeta helped Zandile to put her hands in the right place. They showed Zandile how to take slow, deep, breaths. 'Forget everything else,' said Geeta. 'Just close your eyes and think about your breath.'



READ 1

I can infer again that Zandile has never meditated before because she doesn't know what to do!

READ 2

Geeta is helping Zandile. **I can infer** that she knows how to meditate, just like her parents.

They sat together for a long time.

Zandile tried to think about her breath, but so many things came into her head. She thought about her Maths homework. She thought about how hungry she felt. She thought about what her mother would cook for dinner.



READ 2

I can infer that meditating is difficult. It seems difficult for Zandile to just think about her breath, like Geeta told her to do.

'Do you feel calm?' Mr Kapoor asked Zandile.

'Um, I don't know if I can do it!' Zandile answered. 'I couldn't think about my breath.'

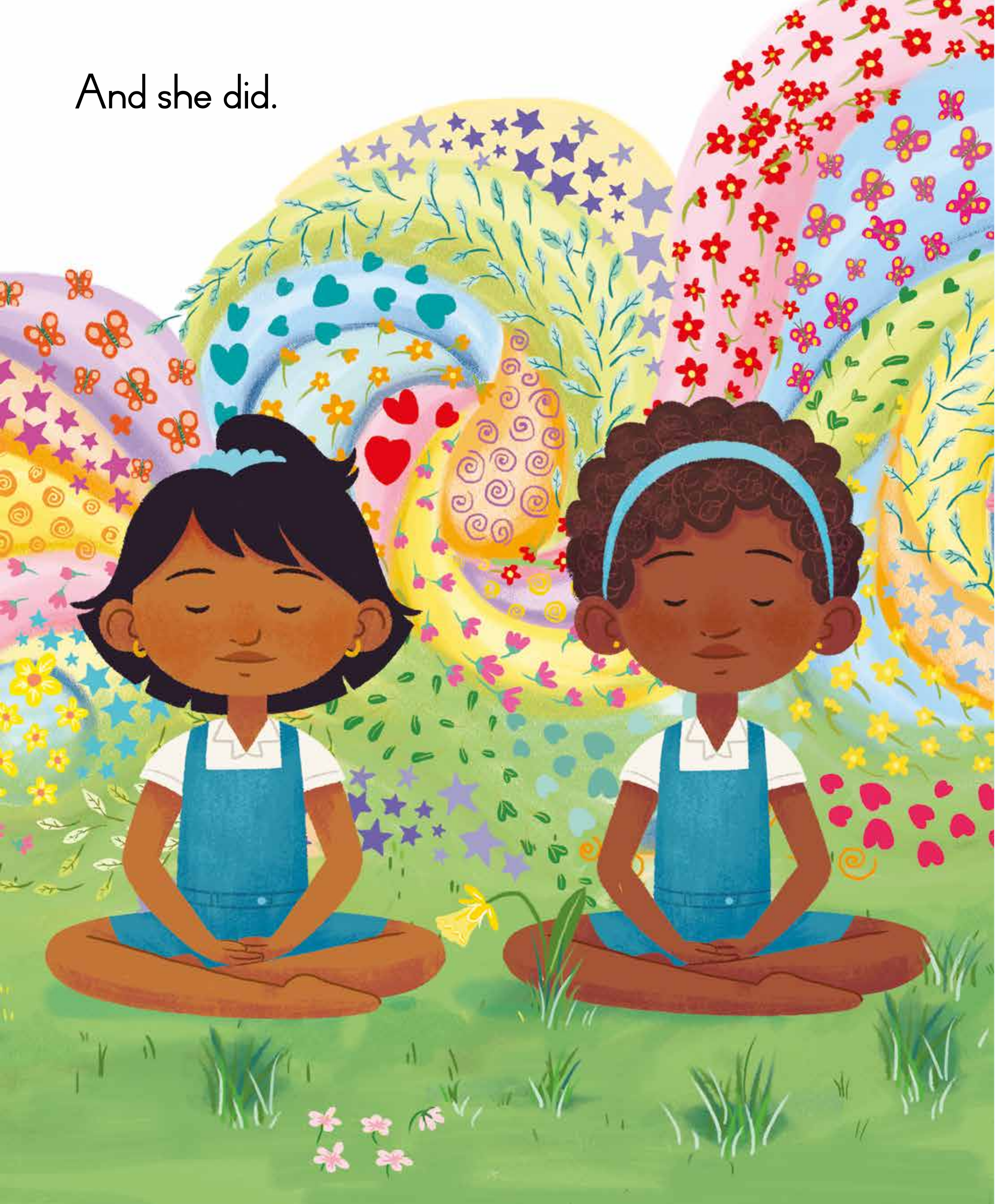
'It takes practice,' Geeta said. 'Come back tomorrow if you want! We can practise together!'



READ 2

I wonder why Zandile doesn't feel calm? I **can infer** that it is because meditation takes practise. You must practise meditating before it helps you to feel calm.

And she did.



READ 1

Zandile went back to try again the next day. That lets me **infer** that she really wants to learn how to meditate!

READ 2

I can infer that Zandile feels determined to learn how to meditate when she goes back the next day to practise! She wants to learn even though the first time was difficult!



READ 1

Who are Zandile's neighbours?

The Kapoors. Geeta and her parents.

What did Zandile want to learn to do?

She wanted to learn how to meditate.

What must she do to meditate?

She must sit correctly. She must put her hands in the right place. She must take slow, deep breaths. She must close her eyes and think about her breath.

Why did Zandile go to the Kapoor's house?

- Because she wants to learn how to meditate.
- Because Geeta told her she could come to learn.
- Maybe she really wants a way to feel calm.

READ 2

What did Zandile see when she peeked over the fence?

She saw the Kapoors (Geeta's parents) meditating in the backyard.

What did Geeta see when she peeked over the fence?

She saw Zandile trying to meditate.

How did Zandile feel when she found out that Geeta saw her?

- She might have felt embarrassed.
- She might have felt surprised.

Why does Zandile need to practise meditating?

- Because meditation takes practice.
- Because she really wants to learn how to meditate.
- Because she is still learning. Meditation is difficult.
- Because when she tries, she doesn't feel calm.
- Because she wants to practise enough to feel calm.



Khumo's friend Bantu didn't come to school on Monday or Tuesday. Khumo wondered where his friend could be.



When Khumo got home from school on Tuesday, his mother told him that Bantu's granny had died. Bantu was always with his granny. Khumo thought about how sad Bantu must feel.

'I must try to make my friend feel better,' Khumo thought. He thought and thought about what to do.



READ 1

I can infer that Khumo cares about his friend, because he wants to help him feel better!

READ 2

I can infer that Khumo has never had a friend whose granny died. **I can infer** this because Khumo wants to help, but he doesn't know how!

'Maybe I can make Bantu laugh if I tell him all my best jokes!' Khumo thought. 'Then he will forget all about feeling sad!' Khumo thought of all of his good jokes. He wrote them down on a piece of paper and put them in his school bag.



READ 1

I can infer that Khumo is trying very hard to help his friend feel better!

READ 2

I can infer that Khumo thinks laughing will make his friend feel better, and will help him to forget all about his granny!

On Wednesday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So, Khumo didn't say anything. Instead, he took out his paper and started telling Bantu all of his jokes. After each one, he looked for a smile on Bantu's face. But, Bantu just looked sad.



READ 1

I can infer that Khumo's jokes did not actually make Bantu feel better, because Bantu still looks sad after Khumo tell him all his jokes!

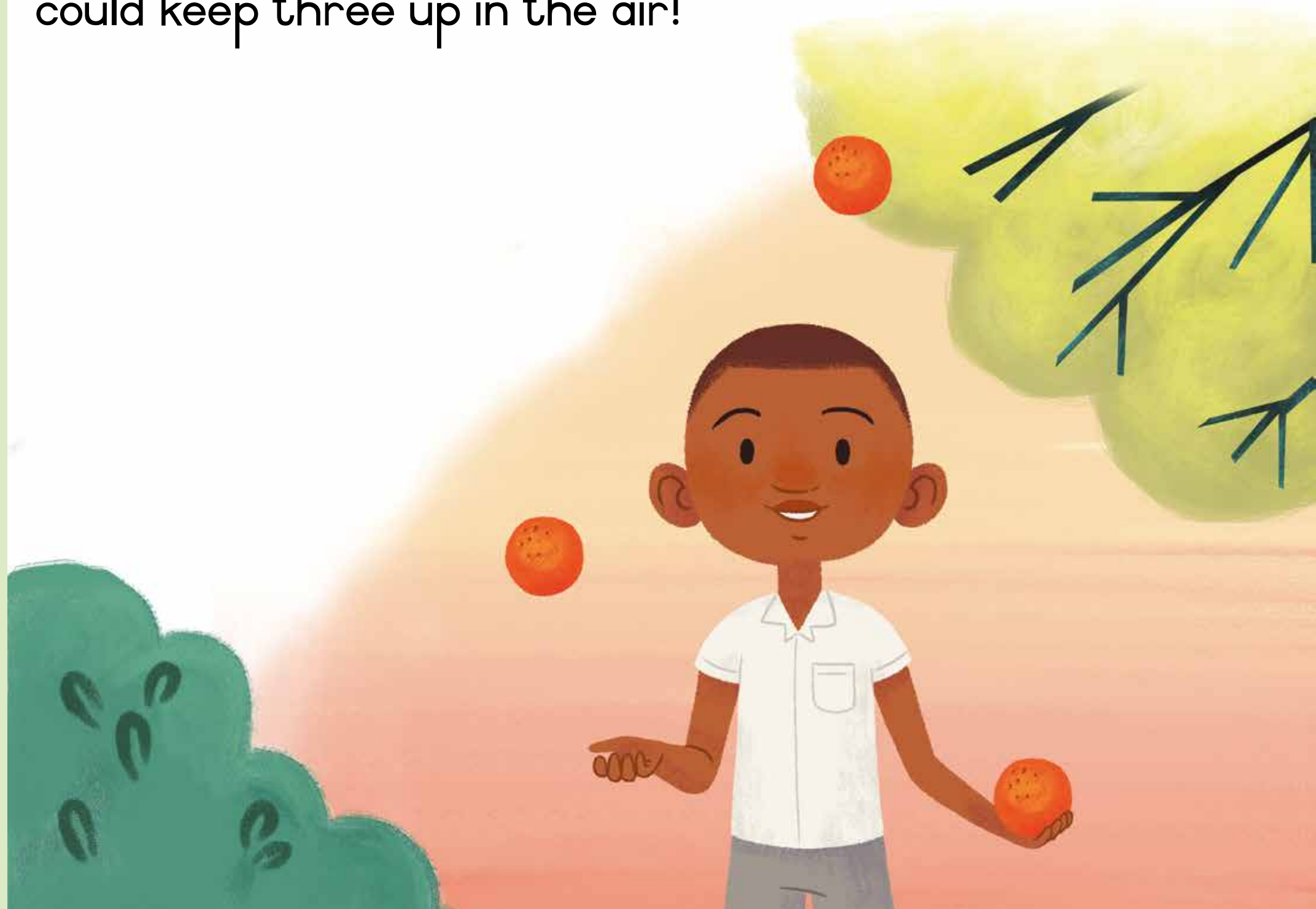
READ 2

I can infer that Khumo must be thinking that Bantu will feel better if he forgets all about his granny.

On Wednesday evening, Khumo thought about what else he could do to help his friend feel better.

‘Maybe I can make Bantu forget how sad he feels if I show him some new juggling tricks,’ Khumo thought. ‘Then, he will forget all about feeling sad!’

Khumo found some oranges in the kitchen. He took them outside and practised juggling them, until he could keep three up in the air!



READ 1

I can infer that Khumo is trying very hard to help his friend feel better!

READ 2

I can infer that Khumo thinks seeing some cool juggling tricks will help his friend feel better, and help him forget all about his granny!

On Thursday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So, Khumo didn't say anything. Instead, he took out his oranges and showed his new trick to Bantu. He kept all three oranges up in the air, which he thought was pretty impressive. He looked for a smile on Bantu's face. But, Bantu just looked sad.



READ 1

I can infer that Khumo's tricks did not actually make Bantu feel better, because Bantu still looks sad after Khumo shows him all of his cool tricks!

READ 2

I can infer that Khumo must be thinking that Bantu will feel better if he forgets all about his granny.

When Khumo got home from school on Thursday, he felt upset.

'I have tried and tried to make Bantu not feel sad!' Khumo told his mother. 'I told jokes, I showed him my best juggling trick, but nothing worked!' Khumo said. 'Did you tell him you're sorry his granny died?' Khumo's mother asked.

'No. I thought it might make Bantu feel worse if I talked about his granny,' Khumo replied.



READ 1

I can infer that Khumo wants to help his friend Bantu feel better, but he isn't sure how to do it! **I can infer** that Khumo has never had a friend whose granny died before.

READ 2

I can infer that Khumo is feeling upset, because he is trying so hard to help his friend but nothing is working! **I can infer** that Khumo doesn't know what else to do!

Khumo's mother sat down next to him. 'Bantu feels sad because he loved his granny. You don't need to try to make him forget his sadness. Sometimes, when we are sad, we just need our friends to be with us, and to listen to us,' Khumo's mother said.



READ 1

I can infer that Khumo's mother has had a friend whose granny has died before, because she seems to know what to do!

READ 2

Oh! Khumo was thinking that Bantu needed to forget about his granny and feeling sad. But, **I can infer** that maybe this isn't correct. Khumo's mother says that Khumo must listen to his friend – not try to make him forget! **I can infer** that Khumo musn't try to make his friend forget!

On Friday morning, Khumo found Bantu at school. 'I'm really sorry your granny died,' Khumo said. 'I don't know how to help you feel better. But I can just sit with you if that's what you want. And if you want to talk about how sad you feel, I'm here to listen,' Khumo said.



READ 1

Khumo follows his mother's advice! **I can infer** that Khumo really cares about his friend, and wants to help him feel better!

READ 2

I can infer that Khumo took his mother's advice seriously, because he offers to just listen to his friend. **I can infer** that Khumo really cares about helping his friend.

For the first time all week, Bantu looked at Khumo with a small smile.

'Thanks, Khumo. You're a good friend,' Bantu said.



READ 1

I can infer that for the first time all week, Khumo helped Bantu feel a little bit better.

READ 2

I can infer that Khumo's mother's advice was helpful. I can make this **inference** because Bantu finally smiles at Khumo. Khumo must be feeling relieved that he could finally help his friend a little bit!



READ 1

Why was Bantu absent from school on Monday and Tuesday?

Because his granny died.

What did Khumo do on Wednesday to try to help his friend feel better?

He told his friend jokes to try to make him laugh.

Who helped Khumo in the story?

Khumo's mother helped him!

Why did Khumo tell jokes and do juggling tricks?

- Because he wanted his friend Bantu to feel better.
- Because he thought jokes and tricks would make Bantu forget about feeling sad.
- Because he cared about helping his friend feel better.
- Because he didn't know what would help his friend feel better. He tried the best he could!

READ 2

When was Bantu absent?

On Monday and Tuesday.

What did Khumo do to try to help his friend feel better?

- He told him funny jokes.
- He learned juggling tricks.
- In the end, he offered to listen to his friend!

Why can we infer that Khumo felt frustrated on Thursday night?

- Because he wasn't able to make his friend feel better.
- Because he was working hard but nothing he tried worked!
- Because he didn't know what else to do!

Why did Bantu finally smile at Khumo?

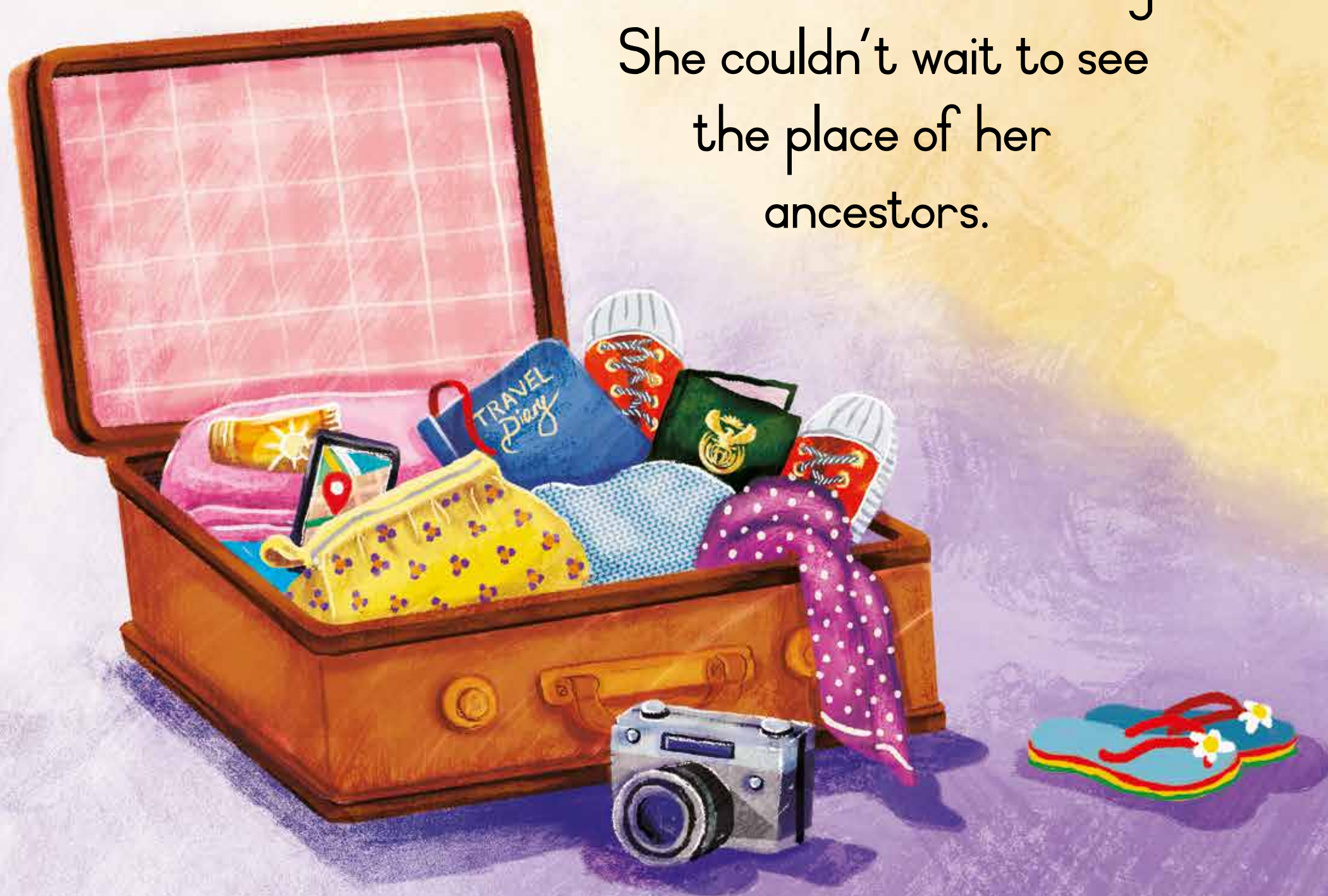
- Because Khumo finally told Bantu he felt sorry about his granny.
- Because Khumo offered to listen to Bantu.
- Because Khumo didn't try to make Bantu forget about his granny.
- Because Khumo told Bantu that it was okay to feel sad.

Shamiso's big trip



Shamiso and her family had been waiting for months for the school holiday. They were going to visit their family in Zimbabwe. On the way, they were making a stop at a place called Great Zimbabwe. Shamiso looked up 'Great Zimbabwe' on the Internet. She learned that it was a great city and palace from long ago.

'Wow! How cool!' she thought.
She couldn't wait to see
the place of her
ancestors.



READ 1

I **visualise** Shamiso packing and getting ready days before the trip because she is so excited! I think she is so excited to learn more about how her ancestors lived!



READ 1

I **visualise** Shamiso using Google to research Great Zimbabwe. I **visualise** her clicking through all the pictures she can find!

READ 2

I can **visualise** Shamiso getting more and more excited with each picture she sees!

‘Great Zimbabwe was built by our Shona ancestors!’ her father told her. ‘When I was a child, Zimbabwe was called Rhodesia and it was ruled by the British. The government didn’t want people to know that it was Africans who created such an impressive place!’ he said.



READ 1

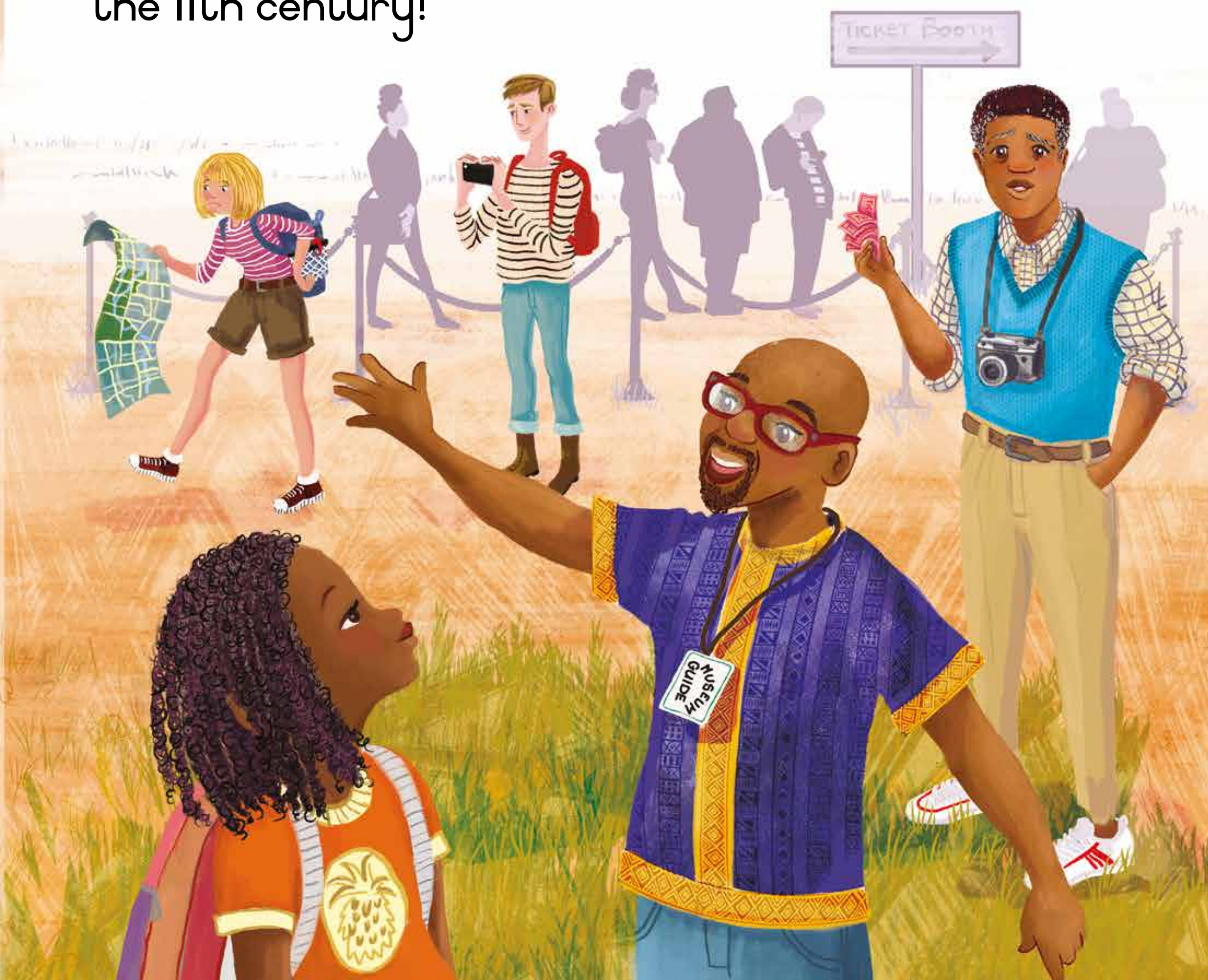
I **visualise** Shamiso’s father looking sad when he thinks about this!

READ 2

I **visualise** Shamiso asking her dad more about this. I think she might ask her dad, ‘Why didn’t the British want people to know that?’ I **can visualise** her dad explaining to her that the British wanted people to believe that black people weren’t as good at building cities as white people.

When the family finally arrived at Great Zimbabwe, Shamiso's dad stopped the car and went over to the ticket booth. He came back with their tickets and a tour guide.

'Welcome to Great Zimbabwe,' the guide said. 'This place was built hundreds of years ago – beginning in the 11th century!'



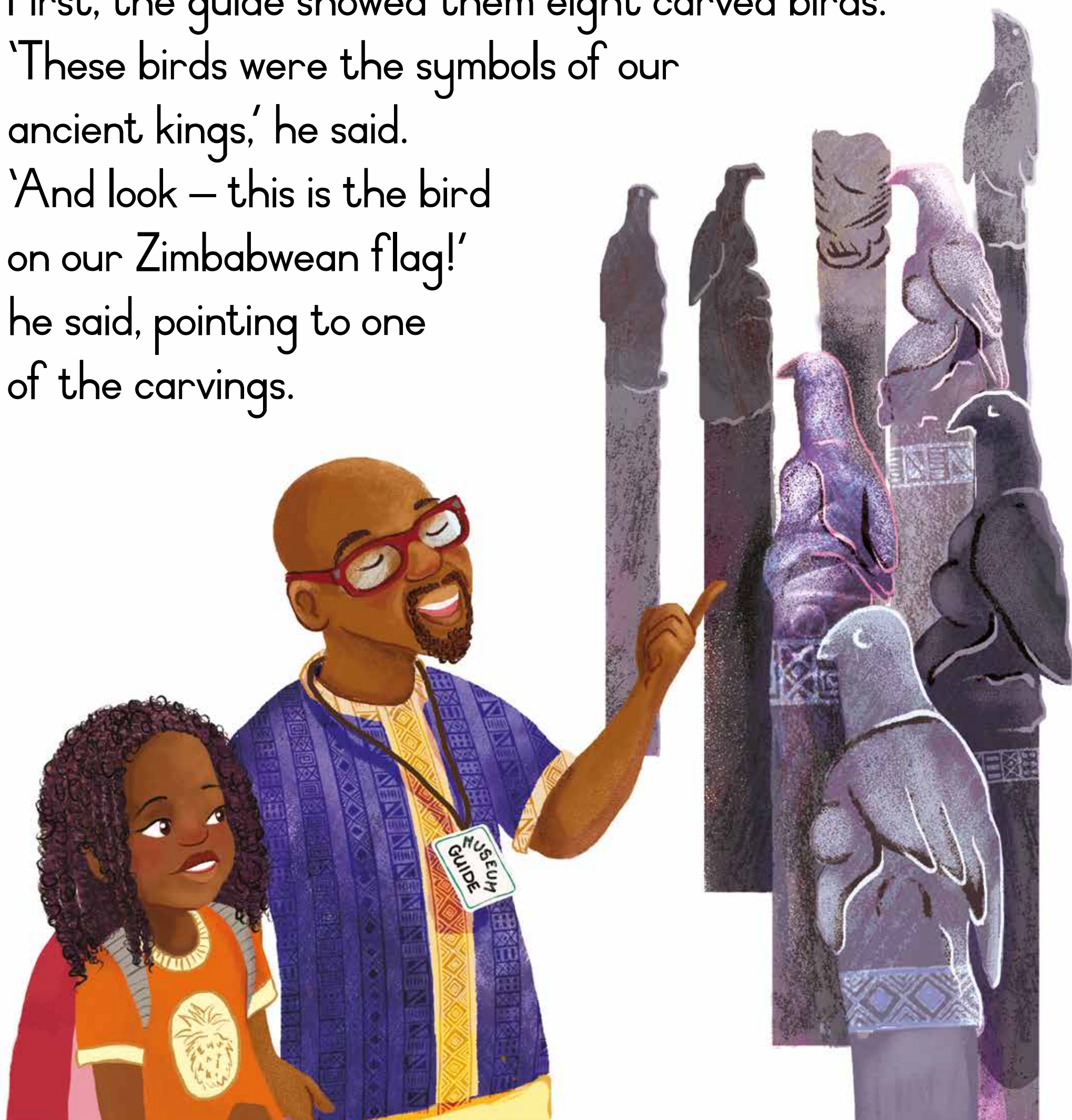
READ 1

I think Shamiso is **visualising** her ancestors hundreds of years ago, and wondering what life was like for them in this beautiful place!

READ 2

I **visualise** Shamiso listening to every word the guide says, and asking lots of questions about what they will see!

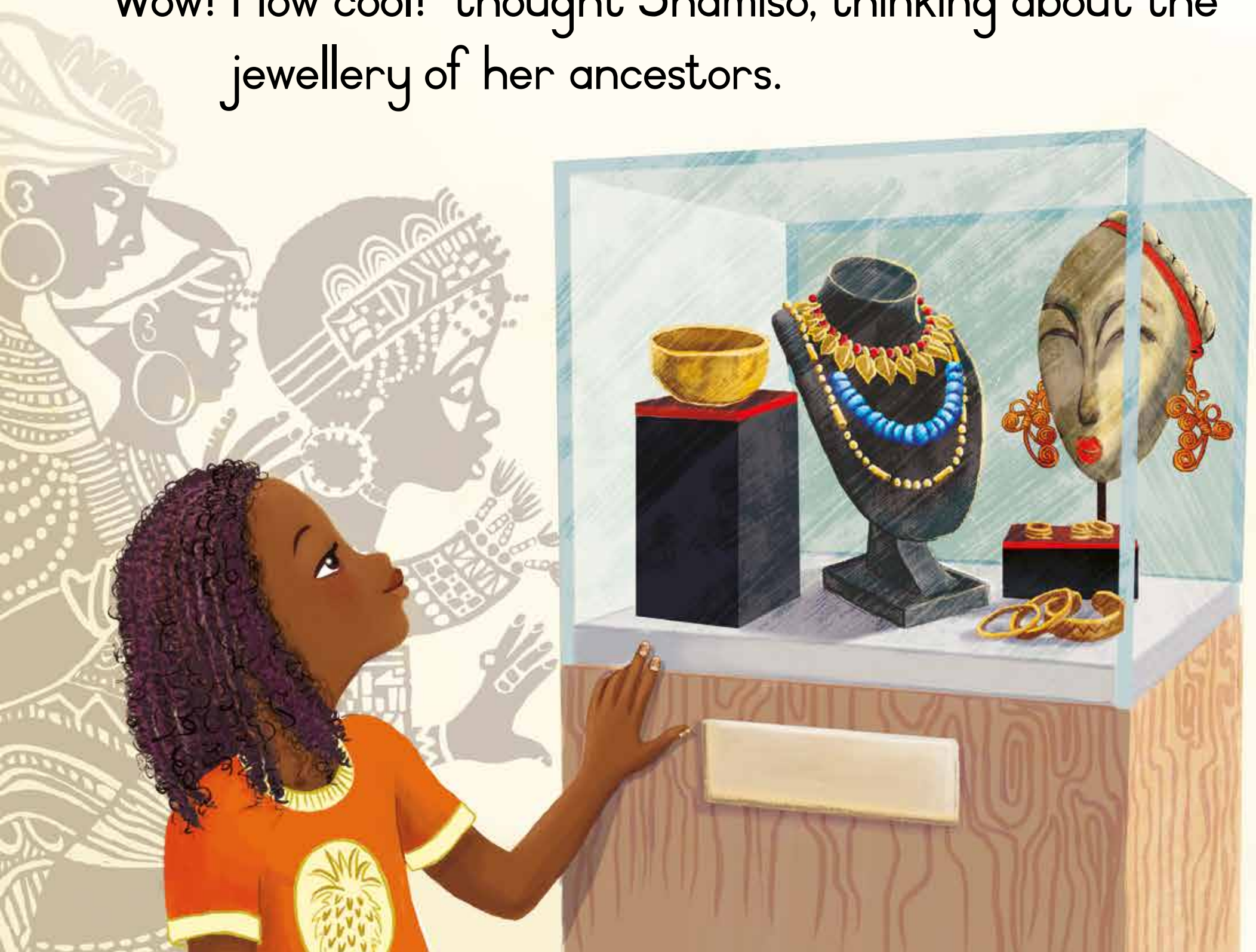
Their guide took them to the small museum first.
'Everything in this museum came from inside the ruins,'
their guide told them.
First, the guide showed them eight carved birds.
'These birds were the symbols of our
ancient kings,' he said.
'And look – this is the bird
on our Zimbabwean flag!'
he said, pointing to one
of the carvings.



READ 2

I **visualise** Shamiso looking at the birds and feeling proud of the skilled carvers who made them!

As they walked by the cases, Shamiso saw golden beads and copper wire. 'The people who lived here were rich in gold,' the tour guide explained. 'And those beads came all the way from China!' the guide added, pointing to some beautiful glass beads inside the case. 'This tells us that the people who lived here traded internationally!' 'Wow! How cool!' thought Shamiso, thinking about the jewellery of her ancestors.



READ 1

I think that as Shamiso looks through the glass, she must be **visualising** one of her ancestors wearing these beautiful beads.

READ 2

I **visualise** Shamiso looking at the bracelets and necklaces inside the case and feeling proud of the skills of her ancestors!

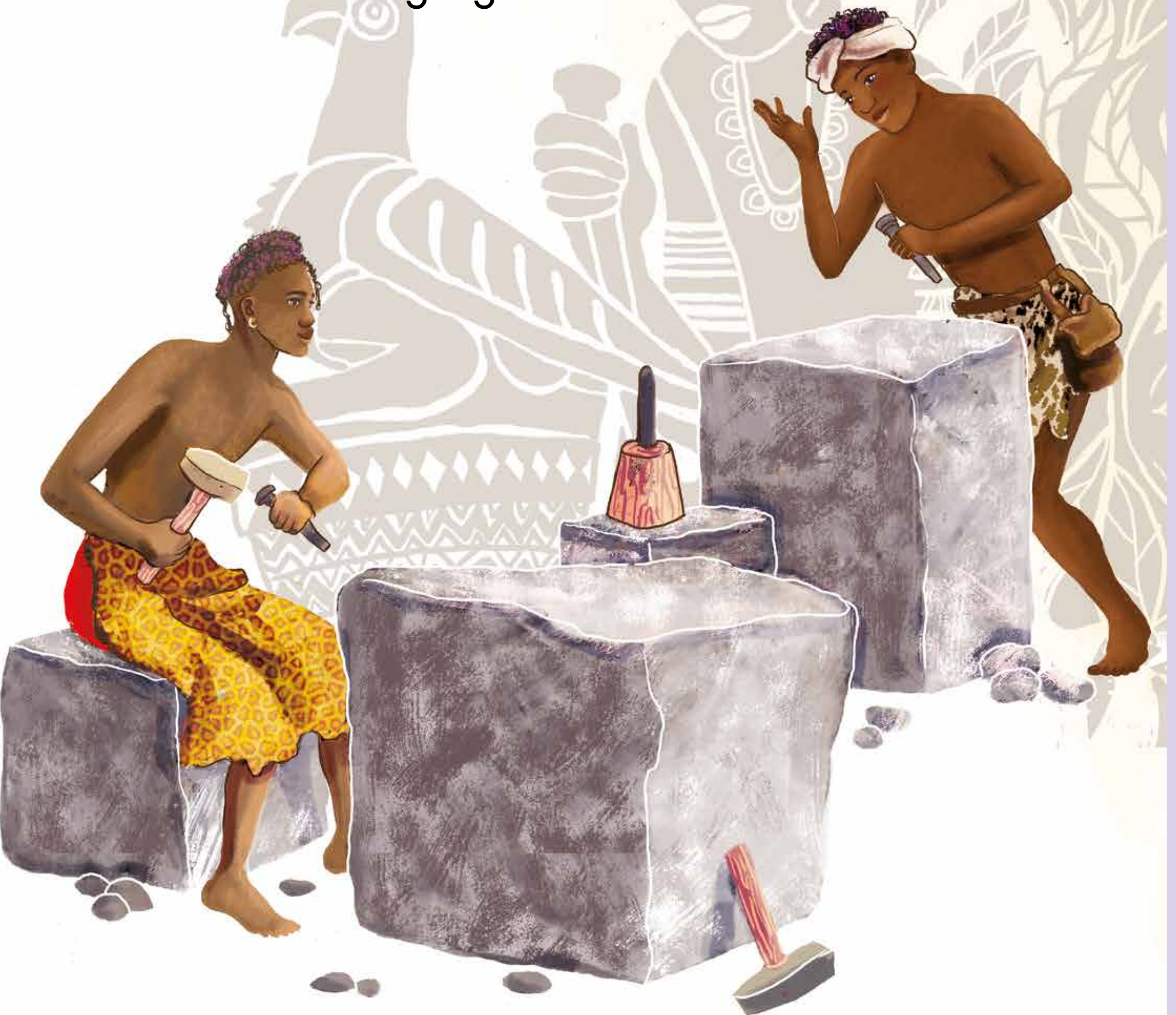
Then, they walked to an enormous, round stone wall. 'This is called the Great Enclosure and it was a home for queens!' their guide explained. He went on, 'Zimbabwe is named after this big structure. Zimbabwe means a big stone house – just like this one!'



READ 1

I **visualise** Shamiso's look of surprise when she learns this new fact!

Shamiso's dad bent down and whispered in her ear,
'This is the biggest stone structure in Africa – other
than the pyramids in Egypt.'
'Wow! How cool!' thought Shamiso, thinking about her
ancestors building big stone walls.



READ 1

I think that as Shamiso looks at the huge and impressive stone wall, she must be **visualising** her ancestors carrying and stacking all of the stone bricks!

READ 2

I **visualise** Shamiso admiring how the stones in the giant wall fit together and feeling proud of the architect who designed the Great Enclosure.

Next, their guide took them to a small village. 'This has been rebuilt, so you can see what the houses looked like when people really lived here at Great Zimbabwe!' he explained. They also saw a group of dancers. 'These dancers are working to keep the ancient dances alive!' the guide said.

'Wow! How cool!' thought Shamiso, thinking about the beautiful music and dancing of her ancestors.



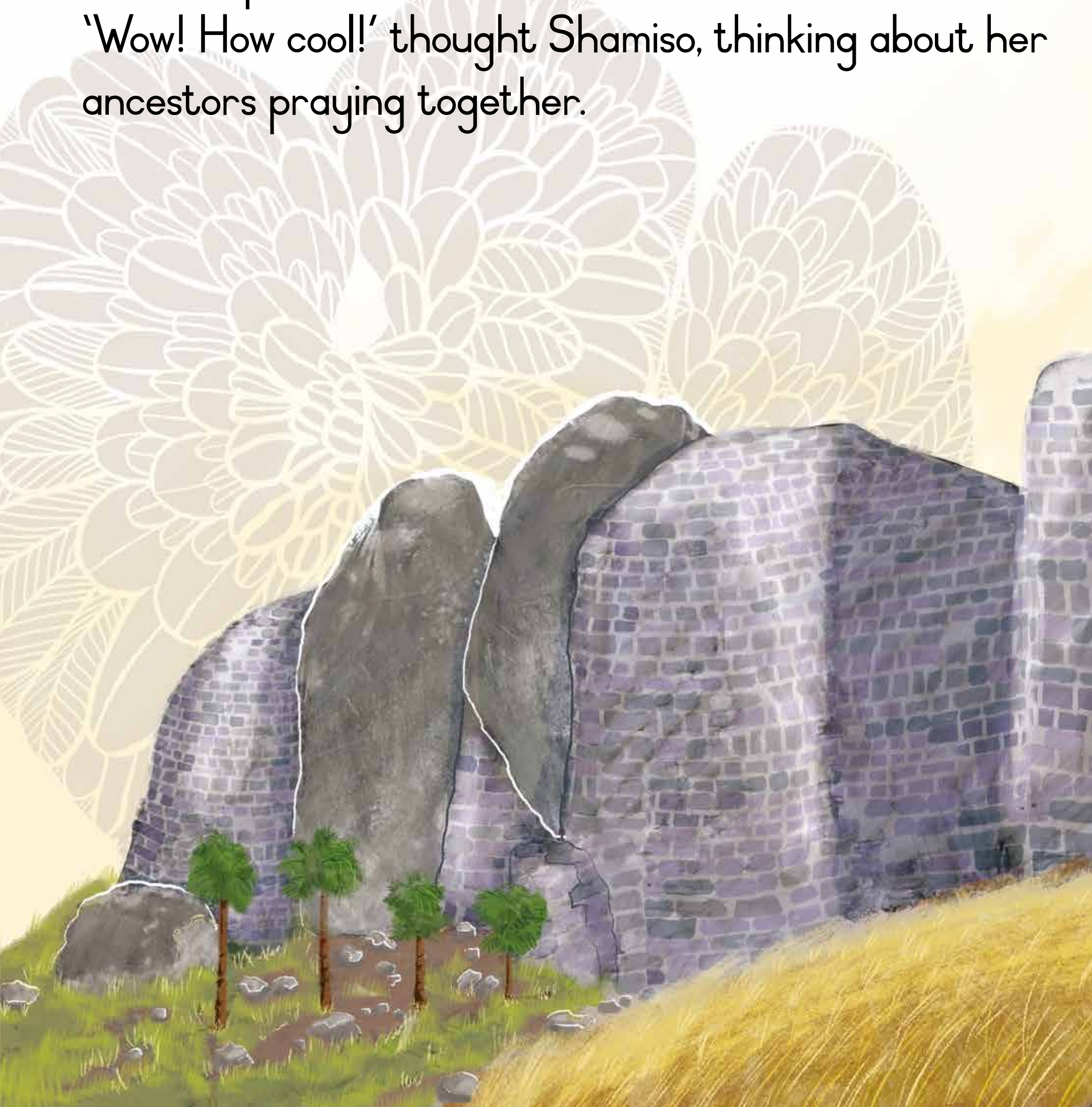
READ 1

I think that as Shamiso watches the dancers, she must be **visualising** her ancestors in the same spot, doing the same kind of dance!

READ 2

I **visualise** Shamiso listening to the beat of the drum and feeling proud of the beats her ancestors created and passed down!

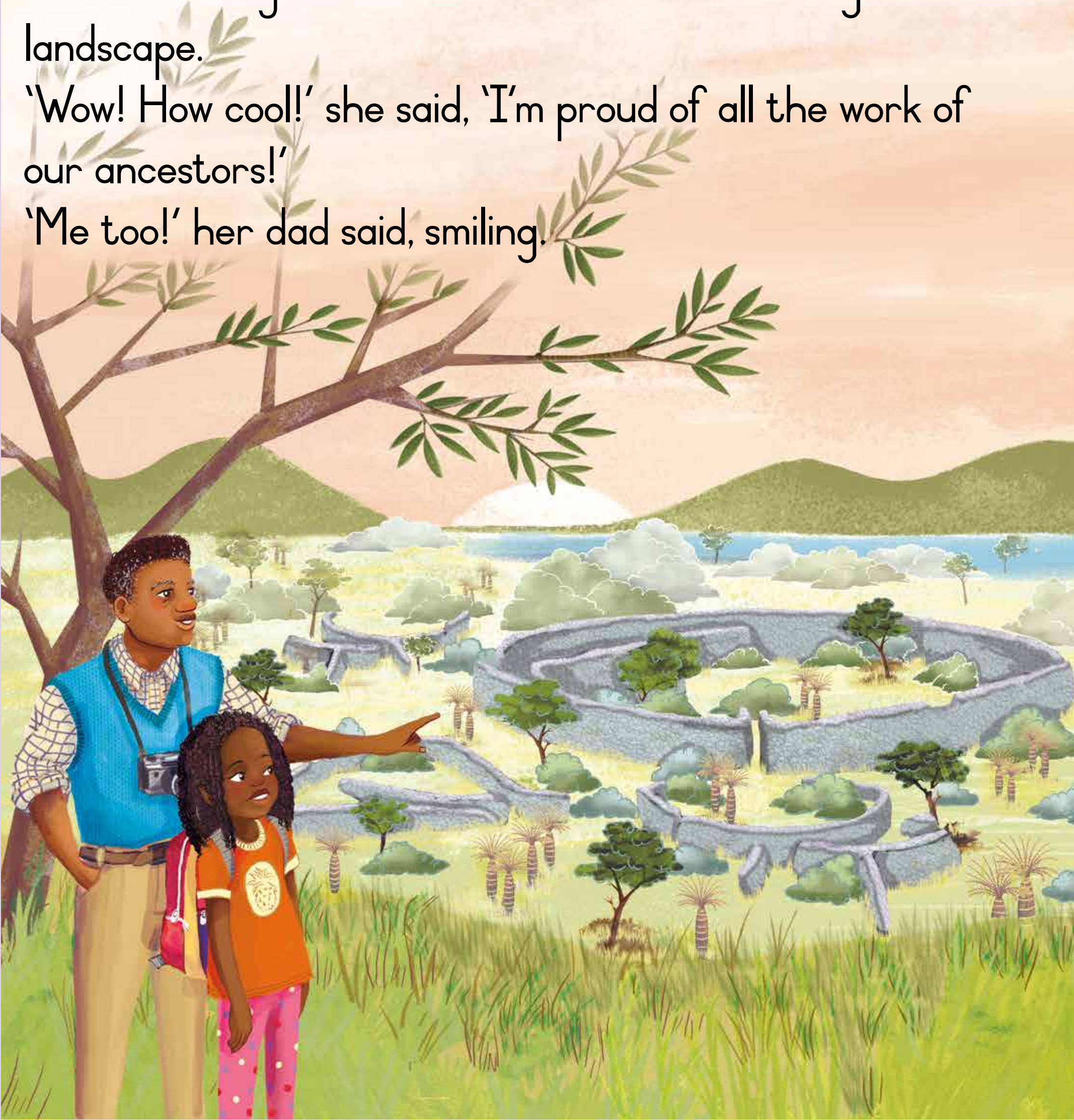
Finally, their guide took them on a steep walk up a big hill. 'This was a religious space, where special ceremonies were performed,' he explained. 'This is where the stone-carved birds in the museum were found! And look!' he said, pointing to giant boulders on the hilltop. 'Those boulders look like a bird too!' 'Wow! How cool!' thought Shamiso, thinking about her ancestors praying together.



Shamiso stood at the edge of the hill with her dad, overlooking the beautiful green hills and the dam in the distance. They could see the stone ruins dotting the landscape.

‘Wow! How cool!’ she said, ‘I’m proud of all the work of our ancestors!’

‘Me too!’ her dad said, smiling.



READ 1

I think that as Shamiso and her dad look over the land, Shamiso is **visualising** a busy city filled with her ancestors!

READ 2

I **visualise** Shamiso and her dad smiling with pride as they look out at the work of their impressive ancestors.



READ 1

Where did Shamiso and her family go?

They went to Great Zimbabwe.

What did Shamiso see at Great Zimbabwe?

- She saw carved birds.
- She saw beads and copper wire.
- She saw the museum.
- She saw the Great Enclosure.
- She saw a huge, stone wall.
- Etc.

What do you visualise when you think about your ancestors?

I visualise...

Why did Shamiso visualise her ancestors at Great Zimbabwe?

- Because Shamiso is Shona, just like the ancient people who built Great Zimbabwe.
- Because Shamiso is related to the ancient people who built Great Zimbabwe.
- Because Shamiso is trying to imagine what life was like for her ancestors who built Great Zimbabwe.

READ 2

How did Shamiso and her dad feel at the end of the story?

They felt proud of their ancestors.

What is the only stone structure in Africa that is bigger than Great Zimbabwe?

The pyramids in Egypt.

Visualise your own family at Great Zimbabwe. What would you feel most excited to see?

I would feel most excited to see...

Why did Shamiso and her dad feel proud?

- Because their ancestors did so many amazing things.
- Because their ancestors were good builders.
- Because their ancestors were traders.
- Because their ancestors knew how to make beautiful jewellery.
- Because their ancestors were great builders with stone!

Pride in our Heritage: Extension Activity

You will need:

- 1 *To invite an elder from the community who knows a lot about his or her ancestry and traditions*
- 2 *Learners' exercise books and pens*

What to do:

- 1 Settle the class and introduce the visitor.
- 2 Tell learners that just as Shamiso was proud of her Shona heritage, we should all be proud of our own ancestry.
- 3 Tell learners that today, you have invited _____ to talk to us about the _____ ancestry and traditions.
- 4 Ask learners to listen attentively, and to save their questions for the end of the talk.
- 5 Ask the guest to do a 10-15 minute talk on his or her culture, ancestry, traditions and values.
- 6 After the talk, thank the guest, and allow learners to ask questions if they have any.
- 7 Then, write up a list of questions on the chalkboard for learners to copy down.
- 8 Explain that they must use these questions as a guide to find out more about their own ancestors, culture and traditions.
- 9 Tell learners that they should ask their parents and grandparents, and any other older, knowledgeable people in the community.
- 10 Find some time later in the theme for learners to give feedback on what they have learnt.
- 11 You may even encourage learners to make charts that detail some of their findings. These charts can be displayed in the classroom.
- 12 Encourage children to have a sense of pride and interest in their cultures, and to consistently do more research on their culture.

Questions

- 1 What is your family's culture and language? If you have more than one, list them all.
- 2 What are the important values of this culture? How should people treat each other?
- 3 What are the traditions of this culture? What special ceremonies do you have? What special songs or dances do you have? What special clothes, jewellery or headdresses do you have?
- 4 Are there any stories that are told from generation to generation? What are some of these stories?
- 5 What are you most proud of in terms of your culture?



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.

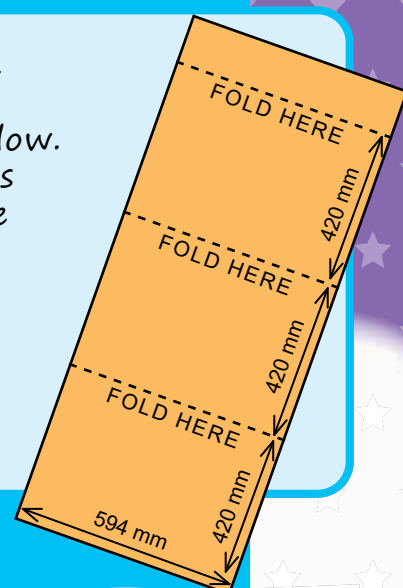
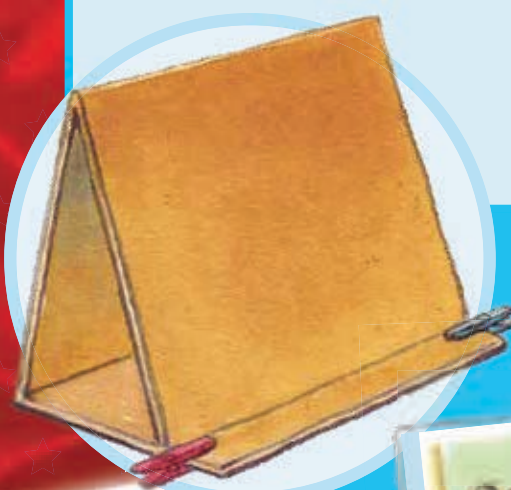


Make your own Big Book stand

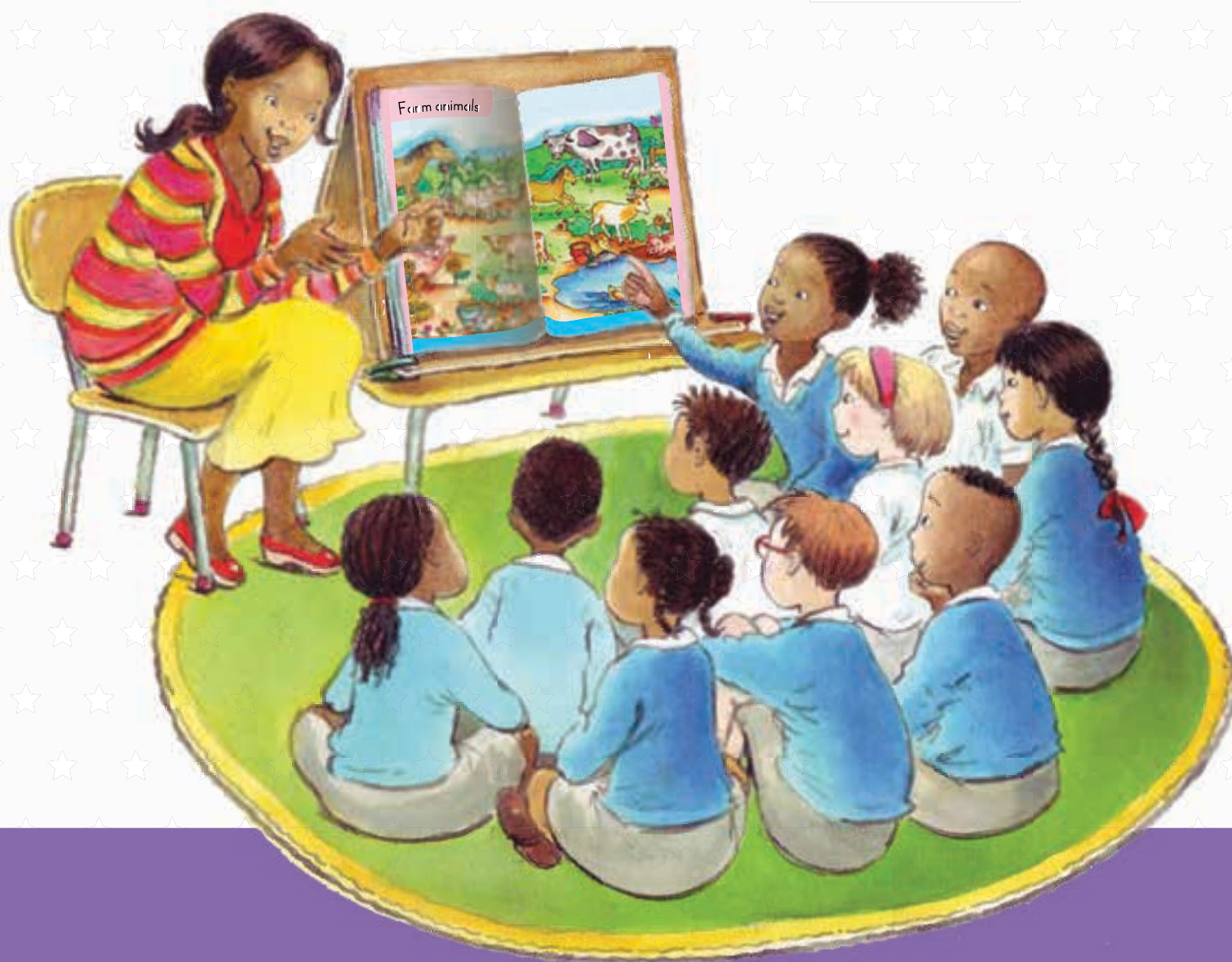
You will need:

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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