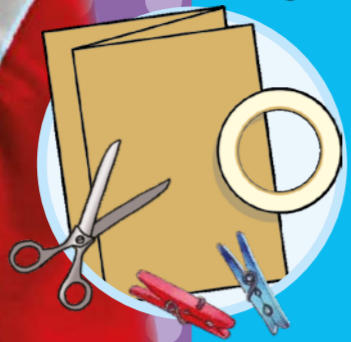




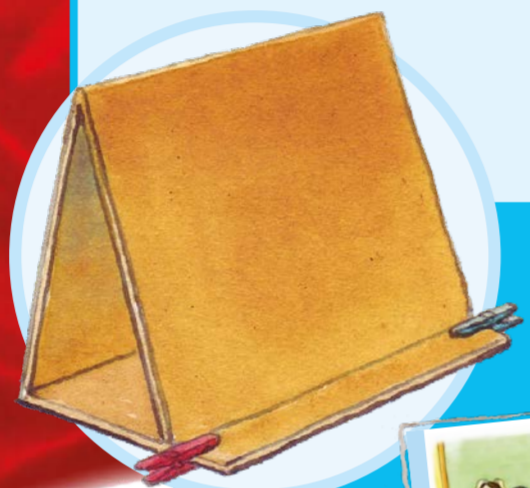
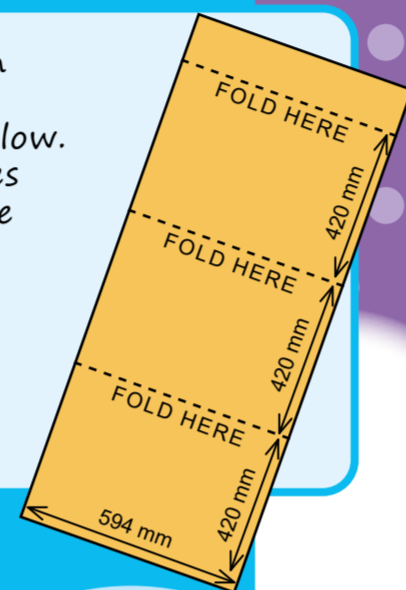
Make your own Big Book stand

You will need:

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



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

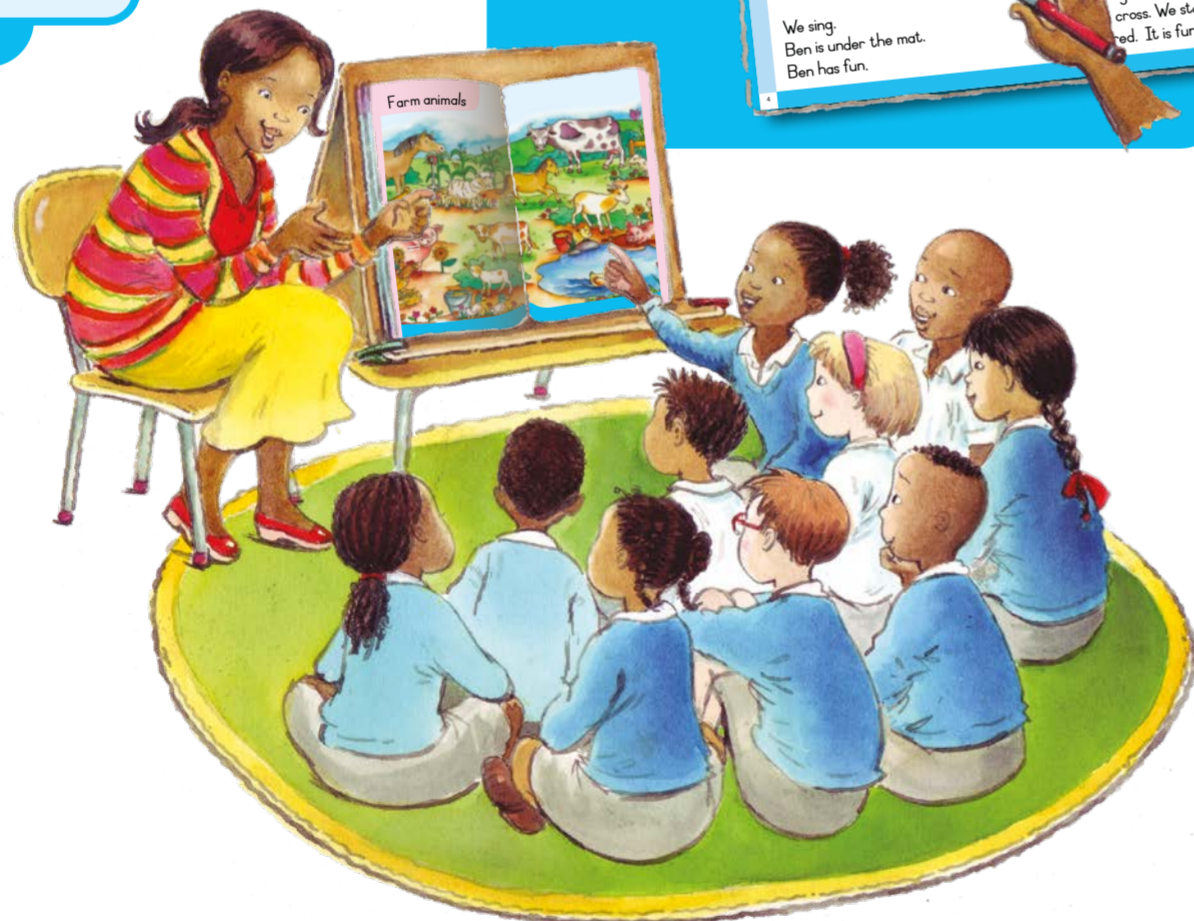


Some other ideas for using a Big Book

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



THIS BOOK MAY NOT BE SOLD.



Grade 1

A Big Book of little stories

ENGLISH FIRST ADDITIONAL LANGUAGE

1



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Book



How to use this Big Book:

Term 1 Stories in this book:



1 Ben goes to school

1



2 A very hot day

7



3 Bongzi's family and friends

12



4 Jabu's big kick

19



5 Emma goes to the clinic

27



6 Simon's costume party

36



7 A surprise for Dineo

43

Dear Teachers

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

In Grade 1, Shared Reading is done five times per week as follows:

- Monday: Pre-Read
- Tuesday: Read One
- Wednesday: Illustrate the Story
- Thursday: Read Two
- Friday: 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 five 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 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: Illustrate the Story

This activity is done to give learners a chance to consolidate their early understanding of the story, and for you to see how much of the story each learner has understood.

1. Begin by modelling the activity for learners.
2. Then, instruct learners to complete the activity in their exercise books.
3. Tell learners to draw their favourite part of the story.
4. Tell learners to think before they write.
5. Tell learners to turn and talk and explain their favourite part of the story to a partner.
6. Tell learners to draw the picture of the part of the story you like best.
7. Tell learners to try to add labels to the drawing.

Shared Reading: Read Two

In Read Two, we continue to build comprehension skills by re-reading the story to learners, and by focusing 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, 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!