

The CAPS requires teachers to allocate some time each day for focused group-guided reading.

In group-guided reading, teachers guide learners of a similar reading level, to read the same book, in a group.

The reading session should include a range of word attack skills and comprehension strategies that children require when reading.

Reading effectively also requires "text talk" between the teacher and learners, and amongst the children in the group. These books include a number of "text talk", comprehension and other related activities to help teachers direct group reading in their classes.

ISBN 978-1-4315-XXXX-X



ISBN 978-1-4315-xxx-x

**THIS BOOK MAY NOT
BE SOLD.**



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Published by the Department of Basic Education
222 Struben Street, Pretoria
South Africa

© Department of Basic Education
First edition 2016

The Department of Basic Education has made every effort to trace copyright holders but if any have been inadvertently overlooked, the Department will be pleased to make the necessary arrangements at the first opportunity.

Author: V McKay

Other books in the Grade 2 Home Language Bookshelf:

Kgato:

1

Sisi makes a new friend

It's a dog's life

How Zebra got its stripes

Jerry loves reading

Kgato:

2

Bubu gets lost

That's what friends are for

The Ugly Duckling

Kgato:

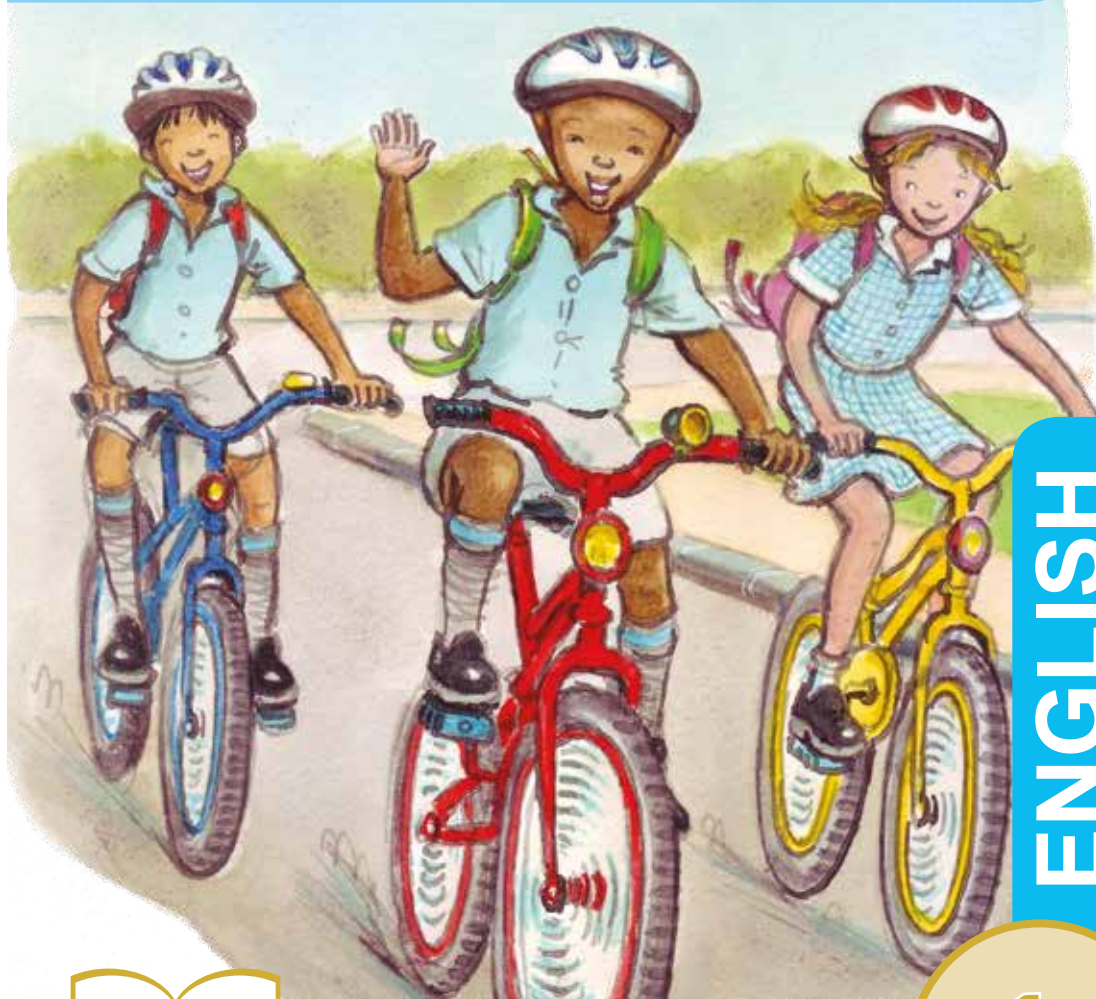
3

Bheki's new bike

Animals at sea

Wendy Whale to the rescue

Bheki's new bike



ENGLISH

Level:

3

Book

1



Group guided reading

Before reading

- Page through the story the learners will read. Talk about the illustrations.
- Ask them to predict what the story will be about; based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary. (See the list of new vocabulary in the back inner cover.)

First reading

- Learners should read the text individually.
- Learners should read silently or they can 'whisper-read' the text.
- Move from one learner to the next, requesting each learner to read a section of the text aloud.

Discussion

- Ask comprehension questions based on the text.
- Focus on phonics, sight words and vocabulary.
- You will find the activities in the back of this book useful to guide the discussion. (Select appropriate activities for the level of the learners.)

Second reading

- On later days, let learners reread the book, either in pairs or alone.
- Focus on fluency, grammar and vocabulary.
- Let learners complete the group-guided activities which are included in the back of this book. (Select appropriate activities for the level of the learners.)

Let learners do a role play if the text lends itself to it.



Learners should do the group-reading activities after reading the story.

Let learners work in groups to complete the appropriate group-reading activities included in the back of the book. They should not write in this book. Written activities should be done in their exercise books.

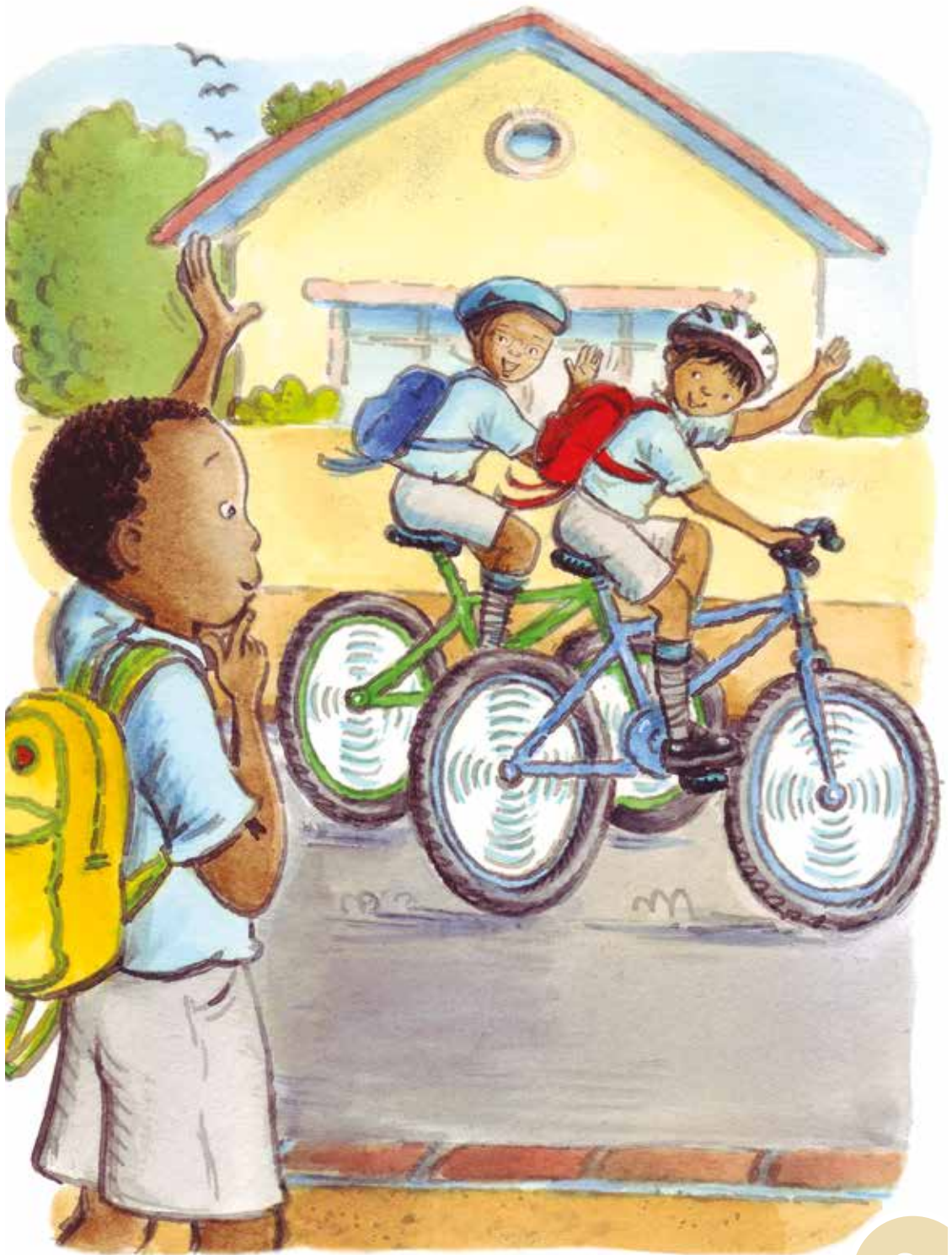


<i>Title:</i>	Bheki's new bike
<i>Language:</i>	English
<i>Level:</i>	Grade 2 Home Language Reader Level 3 Book 1
<i>Text type:</i>	Narrative
<i>Sight words:</i>	had, always, going, very, onto, know, anyone, why, behind, after
<i>Vocabulary:</i>	wished, birthday, delight, yelled, straight, polished, secret, grazes, balance, moonlight
<i>Phonics:</i>	fr-, th-, wh-, kn-, tr-, -sh, -th ai, ie, oo, ee, ou, ea, silent e
<i>Content, concepts and skills:</i>	<ul style="list-style-type: none"> • Describe pictures. • Sequence pictures in the correct order. • Match captions with pictures. • Sequence events in the correct order. • Use the following sounds to complete words: bl-, fr-, gr-, cl-, pl-, br-. • Copy and draw an illustration of the second last sentence of the story. • Tell the story with a beginning, middle and end. • Read and answer comprehension questions. • Write a thank you card.

Bheki's new bike



All Bheki's friends had bikes.
Bheki wished he had one too.
He watched as his friends rode
their bikes to school.
"Oh, I wish I had a bike," Bheki
said.



Then, when Bheki turned eight, his mother and father bought him a red bike for his birthday.

Bheki was very happy. "I have always wanted a bike. Now I can ride with my friends."





Bheki was very happy.
He jumped onto his
new bike, but fell off.

He tried again, and
fell off again and
again and again.

Bheki did not know
how to ride a bike.





Oh no! What am I going to do?

He pushed the bike into his room. It stood next to his bed. Every day he polished it so that it shone.

Bheki looked at the bike. "I wish I could ride it," he thought. "I must make a plan."



“Bheki, come and ride with us,”
his friends called.

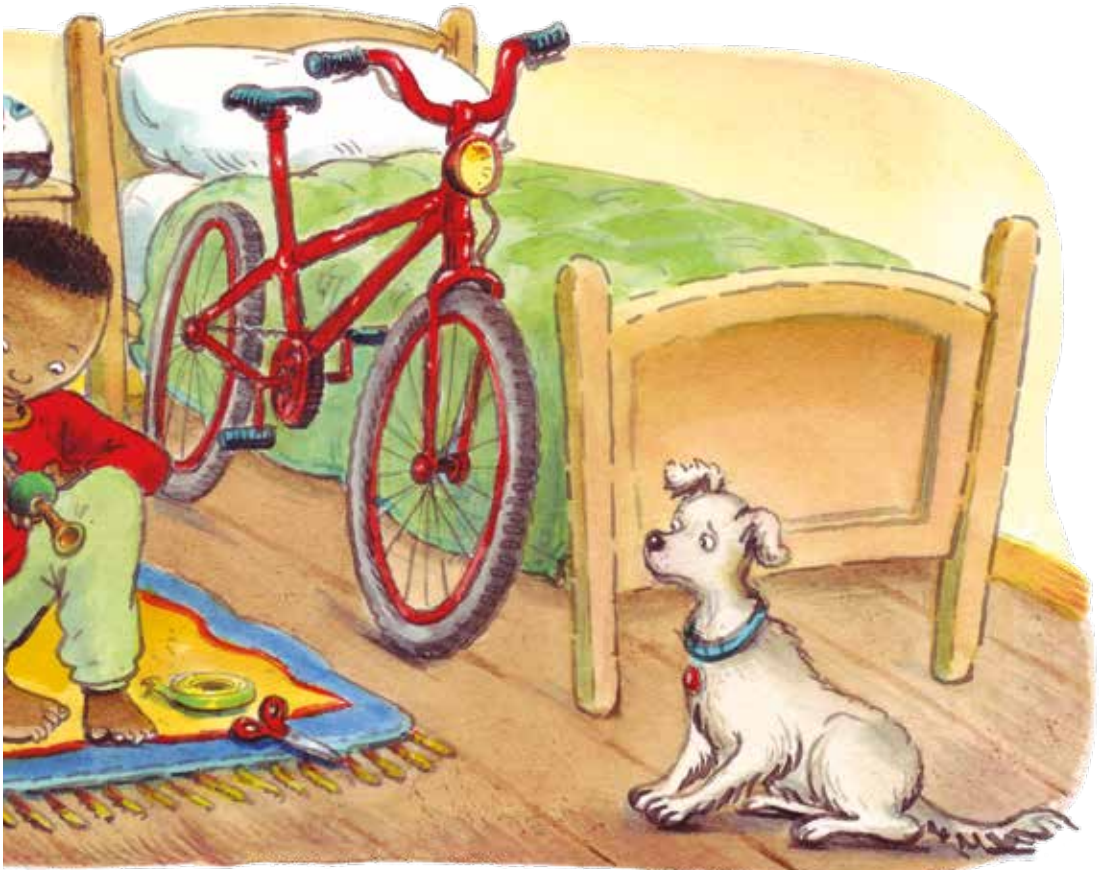
“I am polishing my bike,”
Bheki said.

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

“I am fixing the
hooter,” Bheki said.



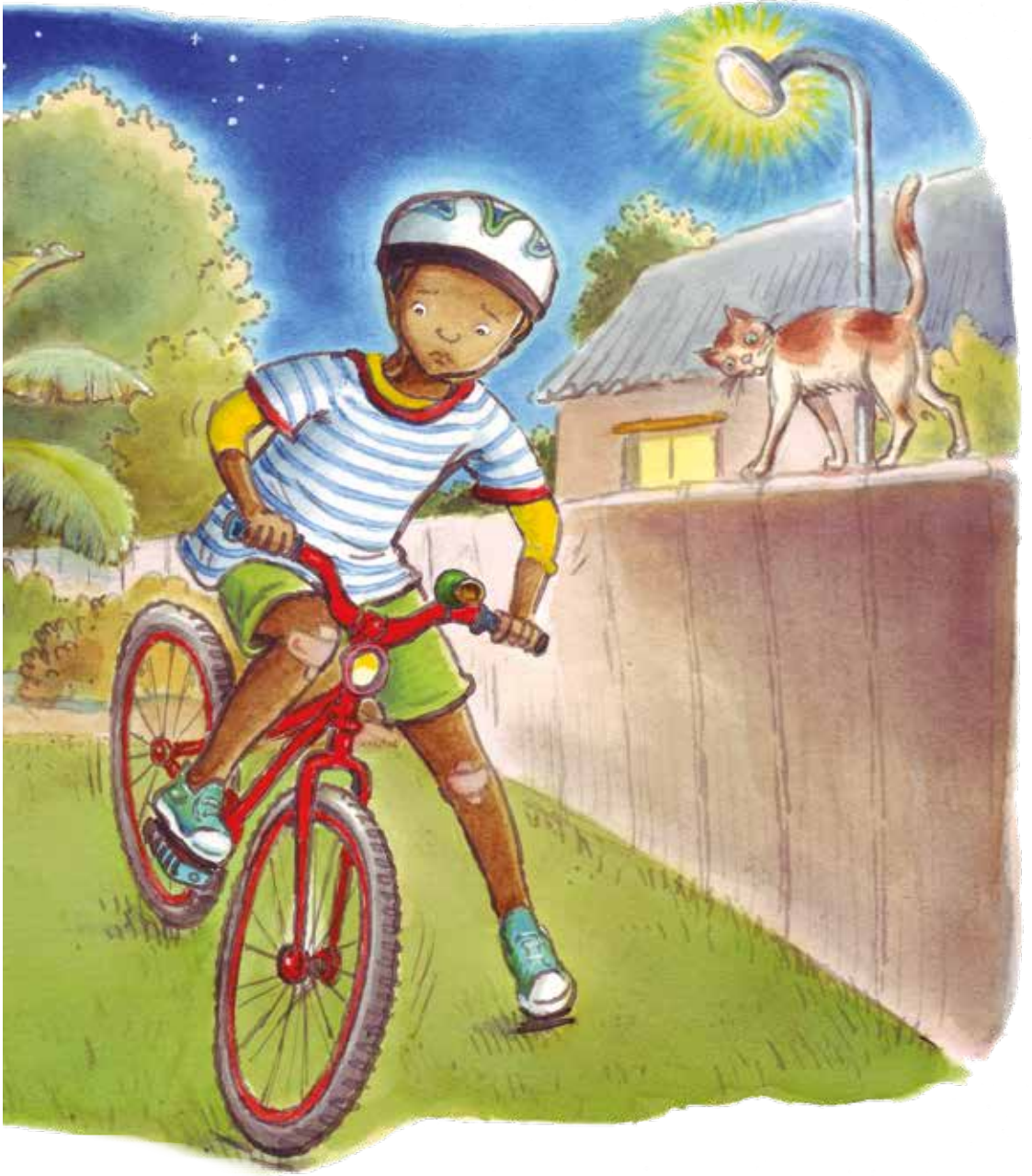
Bheki did not tell anyone his secret. He could not ride a bike.



Every night Bheki went into the garden and tried to ride his bike when no one could see him.

But poor Bheki kept falling and hurt himself.





One night, his friend Jane saw Bheki trying to ride his bike.

“Bheki!” she called. “Let me hold the bike so that you can ride.”

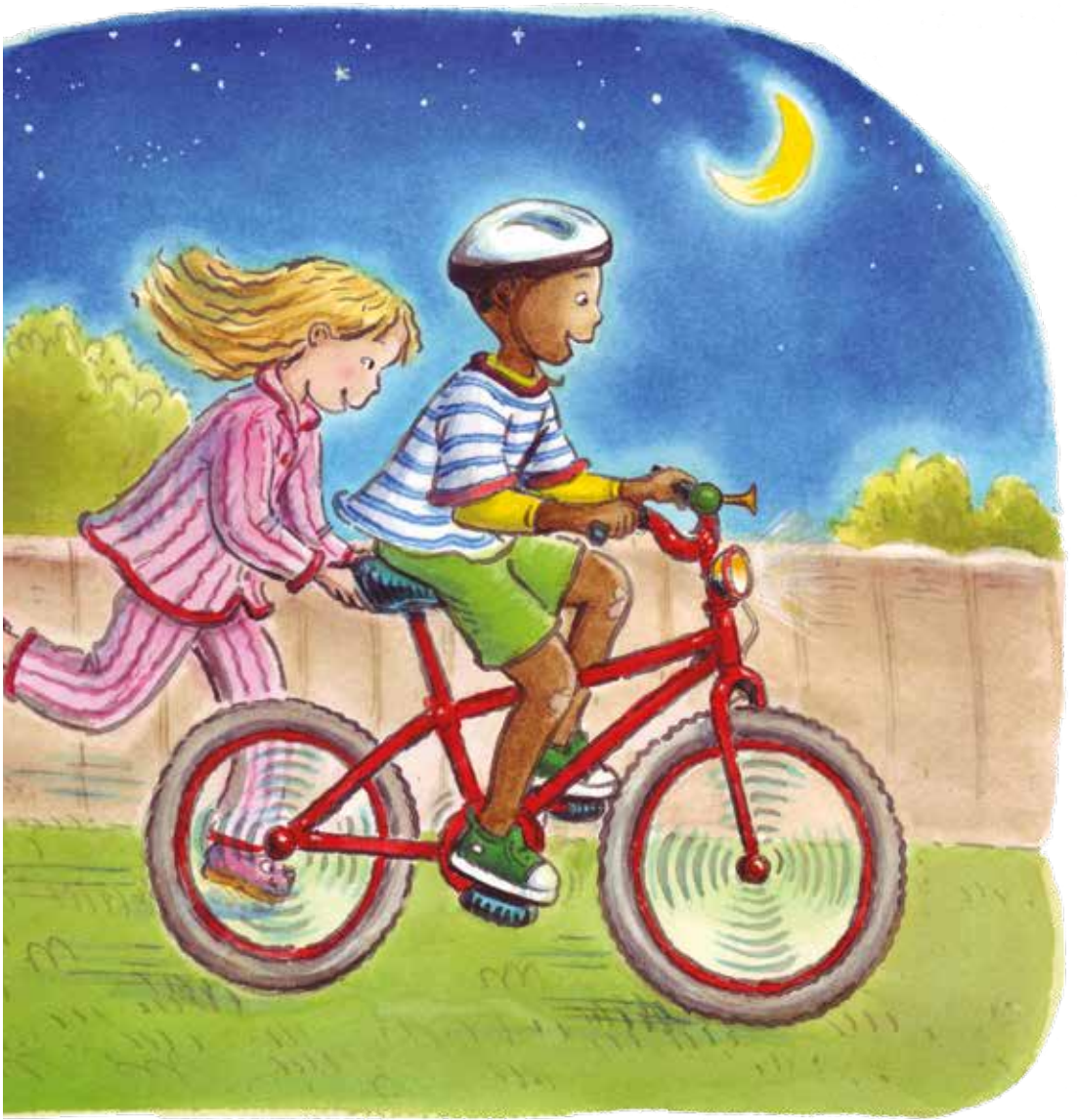


Jane held the bike and
ran behind Bheki.

He fell once, he fell twice,
and then he did not fall
again.

“I can balance, I can ride!”
Bheki screamed.





Bheki rode faster and faster.
Jane ran behind him.

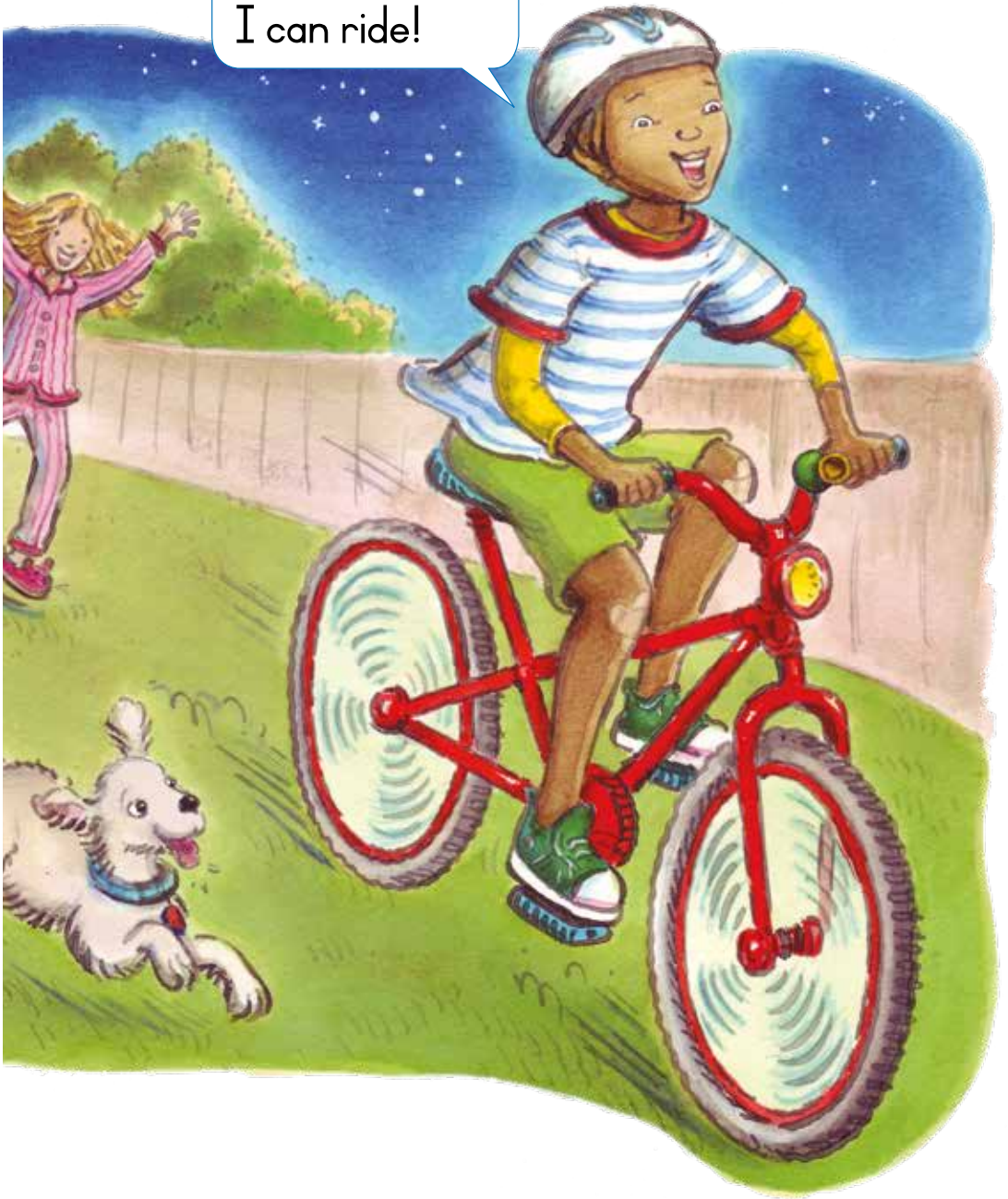
Then off he went with
Scamp running next to him.

“Yippee!” shouted Jane.

“Yippee!” yelled Bheki as he
rode in the moonlight.



I can balance!
I can ride!



The next day, Bheki rode with his friends to school. He was glad that he kept trying.

If at first you don't
succeed, try, try, try, again!



Group reading activities



Look at the pictures.

Tell your friend:

- what is happening in each picture.
- which picture should be first, second and third.
- which caption belongs to each picture.



Bheki went to school on his bike.



Jane helped Bheki to ride his bike.



Bheki's parents bought him a bike.









Read the following sentences to your friend. Then put the sentences in the correct order.

- Bheki went to school on his bike.
- Bheki wished he had a bike.
- Jane helped Bheki to ride.
- Bheki did not know how to ride.
- Bheki got a bike for his birthday.



3

Use the sounds to complete the words so that they match the pictures.

bl-	fr-	gr-	cl-	pl-	br-
					
___ass	___icks	___og			
					
___ock	___ocks	___ant			



4

Copy the second last sentence of the story into your exercise book. Draw a picture to illustrate the sentence.



5

Now talk about the story.

- What happens in the beginning?
- What happens in the middle?
- How does the story end?



6

Answer the following questions.

- What is the title of the story?
- Who are the main characters in the story?
- Why do you think Bheki had so many excuses when his friends called him to ride?
- What plan did Bheki make to learn to ride the bike?
- Do you think Jane was a good friend? Why do say so?
- What is another word for bicycle?
- What question do you want to ask your teacher about this story?



7

Imagine you are Bheki. Write a thank-you card to Jane for helping you.

THANK YOU



Dear _____

From _____