Gireidi ya 1

Bugu Khulwane ya zwiṭori zwa vhɑtuku

Bugu ya 3
How to use this Big Book:

As a teacher, you will need to plan and prepare for doing a shared reading activity with your class. Usually when doing shared reading, the teacher works with the whole class, however, if your class is too large, it will be best to work with a group or part of the class. Care must be taken to ensure that children are able to sit around and see the Big Book so that they can read the text.

In the Big Book shared reading session the child learns how to handle a book, hold the book the right-way up, turn pages correctly. It develops basic concepts of a book – the cover, front, back and title. It also models how the reading process takes place and is important for developing children’s listening, speaking, reading, thinking, reasoning and writing skills as required by the CAPS:

- Develop listening and speaking skills
- Develop emergent reading skills
- Answer questions about the story
- Participate in discussions, taking turns to speak.
- Draw, act out or role play a story.
- Use pictures to predict what the story is about.
- Use shared reading as the basis for shared writing.

Getting ready for a Big Book reading session

- Ensure that all the children can see the book. If your class is large, rather work with a smaller group.
- You will find it useful to make a book stand so that you do not have to hold the book while reading. (See the instructions to make a book stand on the back cover.)
- Use a ruler or a pointer to point to track words as you read.
- If you want to highlight individual words, you can paste sticky notes around the word to single it out or you can make a ‘magic window’. Use a rectangular piece of paper with a smaller rectangle cut out in the middle and place rectangle over the text so that only one word is visible.

The first session of shared reading

The first session focuses on the enjoyment and first ‘look’ at the text, with the children giving a personal response to the text.

- Page through the story they will read. Talk about the illustrations.
- Ask learners to predict the story 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.
- Read the story, using expression and varying your voice, speed and tone. Use gestures and facial expressions.
- Track the print as you read by pointing to words with a stick or a ruler so that children see what you are reading and they associate a sound with the symbols on the page. This will also help them to see the process of reading from left to right and from top to bottom.
- Use this as an opportunity to introduce ‘book language’ such as: words, sentence, page, author, title, etc.
- Let learners participate in the story by joining in on a recurring phase (e.g. “Run, run, run as fast as you can, you can’t catch me – I’m the gingerbread man!”).
- The same story should be read two to three times to give learners the opportunity to chorus language chunks, to role-play activities or to retell parts of the story in their own words.

The second shared reading session

- In the second session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary comprehension, decoding skills and text structures (grammar, punctuation etc).
- It is up to you, the teacher, to draw attention to the learning focus which deals some of the following: the concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (literal, reorganisation, inferential, evaluation and appreciation questions).

The third shared reading session

- In the third shared reading session, children should read the text themselves and engage in oral, practical and written activities based on the text.
- Where possible, the Shared Reading text should inform the Shared Writing where the teacher models how to write a text and the children engage in the composition of the text while the teacher takes on the role of facilitator and scribe. This modelling of the writing process helps to prepare children for their own writing tasks.
Dekudeku kwo vha ku kulori kutuku kwa tshitibutibu kwa mutada. Kwo vha ku tshi tama uri ngavhe ku vhe kuhulwane.
Lĩňwe ɖuvha Dekudeku kwa vhona tshidimela tsha lutombo tsha luvhilo tshi tshi fhira nga luvhilo.

“Ngavhe ndi vhe ndi na luvhilo sa tshidimela tsha lutombo tsha luvhilo,” hu amba Dekudeku.

Kwa mbo vhona bisi khulu ya tshitopana.

“Ngavhe ndi vhe ndi muhulwane sa bisi khulu ya tshitopana,” hu amba Dekudeku.
Ho no vha nga vhuya, Dekudeku kwa vhona buf’ho ētshena li no penya li tshi khou fhuf’ha nṱhanṱha makoleni.

“Ngavhe ndi vhe ndi buf’ho ētshena li no penya,” hu amba Dekudeku.
Dekudeku ku vhonala kwo ṭungufhala musi ku tshi vhona lilorí lihulu ñitswuku. “Ngoho ngavhe ndi vhe ndi lilorí lihulu ñitswuku,” hu amba Dekudeku.

Nga masiari eneo musi Dekudeku kwo ñiawetshela mulamboni, kwa vhona gungwa ñidala ñi no penya.
“Ngavhe ndi vhe ndi gungwa ȕdala ȕ no penya,” hu amba Dekudeku. Hu si kale, Dekudeku kwa vhona moqoro wa luvhilo wa mbambe mutswuku. "Ngavhe ndi vhe ndi na luvhilo u fana na moqoro wa luvhilo wa mbambe mutswuku.”
Khathihi fhedzi, Dekudeku kwa vhona kutukana ku tshi wela maḏini.

“Thusani, wee!” kutukana kwa vhidzelela. “Ndi nnyi ane a ḫo nthusa?”

“A si nne,” ndi tshidimela tshi no ralo. “Ndi nga si kone u ima.”

“A si nne,” ndi bisi i no ralo. “Ndi ima fhedzi vhuimabisi.”

“Ri nga si kone,” hu amba lilori na moðoro wa mbambe. “A ri koni u tshimbila maḏini.”

“A si nne,” ndi bufho li no ralo. “Ndi nṱhesa.”
“Ndi nga si kone,” ndi gungwa ńi no ralo. A hu rembulutshei ngauri muya wo hulesa.”
“Izwo nene ndi do o thusa!” Ndi kulori kutuku kwa muhali ku no ralo.

Kwa shulula matombo e kwa vha kwo hwala, kwa tekulela gwangwangwa lakwo madini uri kutukana ku kone u farelela ku bve madini.

“Ahaa!” ndi kutukana ku tshi vhidzelela.
“Ndo lamukiswa!”

“Ndo livhuha iwe kuľori kwa muhali kwa muṱađa,” hu amba kutukana.

A ni vhi muhali nge na vha muhulwane.
Rʘhe ri ya bulasini. Ri swika ra vhona mini?
Ndi khou vhona Ṵereṱere ḥihuluhulu ḥitswuku.
N gerçekten khou vhona mavhele madaladala.
Ndi khou vhona zwifuwo zwinzhizwinzhi.
Ntheonli khou vhona Nndinde mmbwa i no seisa.
Ndi khou vhona ngwana. Vhukuse hayo vhu tou suvhelela.
Ntheonli khou vhona tshiguluzwana. Tshi khou la.
Ndi khou vhona Ken, Vhonani, Ann, Ntakadzeni na Sam.

Bee! Bee!
Hontzi! Hontzi!
Ndi khou vhona bere khulukhulu ya buraunu.
NṈe ndi khou vhona kubudzana. Mmbwa na yone i khou vhona uku kubudzana.
Mary wa vhathu o xela. Haconi u vhona! Ndi nnyi ane a ḓo thusa u ṣoṣa Mary?
Ni songo lila, Mary. Nndinde i ḓo thusa u ni ṣoṣa.

Pfikipfiki!

Huu! Huu!
Namusi ndi ñuvha la mabebo a Jim. 
Jim u na miñwaha ya sumbe. 
Khonani dza Jim dzo ambarela phathi.
Ann o ambara sa muvhuda.
O ḓa na mphoṱe?

Ntakadzeni o ambara sa Ralubuvhi (Spiderman).
O ḓa na mphoṱe?
Mike o ambara sa Munnatshina-da (Superman).

O ḓa na mphoše?

Kundani o ambara sa feri.

O ḓa na mphoše?
Sam na Ann vho ambara sa tshimange na mbevha.
Vho ḓa na mphoḓe?

Nndinde na yone i hone phathini.
Yo ḓa na mphoḓe?
Kha ri imbe roṭhe luimbo lwa ḍuvha ła mabebo ri vhone uri muṅwe na muṅwe o ḃa na mphoṅe. Jim o fhiwa mpho dzifhio?
Namusi ndi āvha la mabebo la Livhu. Kha ri bake khekhe.
Ri tea u vha ri na makumba, boṭoro, fulauru na swigiri. Suki, suki, suki.
Ndamulelo u dzhenisa khekhe oveneni i no fhisa.
Lendeli, lendeli, lindeli. Ro lindela khekhe.
Roṱhe ri a thusa u ita khekhe ya manakanaka.
Suki, suki, suki.
Duvha la mabebo la dakalofulu kha inwi.

Livhu u dzima makhandela.
Vhudzu, vhudzu, vhudzu.
Rothe ri la khekhe.
Mumuni, mumuni, mumuni.
Dupha la mabebo la dakalofulu Livhu
Vha tea u shumisa: 
1. Khadibogisi jo ațamaho u lingana no Bugu Khulwane ya vuliwaho (394 mm) na vhulapfu hojo karoru (1360 mm).
2. Theipi ya Maskini

Kha vha shumise theipi ya maskini kha u juma zwiiphi zwa khadibogi.Kha vha pete khadibogisi vha ite fureme ya A vha perețedza tsiraho na nga phando nga kjlipi sa zve zwa sumbedzwa kha tshifanyiso tshi re aho fhasi!

Miṅwe mihumbulo 
ka shumisalwe kwa Bugu Khulwane

• Kha vha shumise muhwenga wa puja'itiki i na vhonadza sa tshikhurumedi tsha Bugu Khulwane ya vavho. Zwi nga thusa arali mudezedzi na vhana vha tshi nga nwalwa kha puja'itiki iyi.
• Kha vha nwalwa kha tshikhurumedi itshi nga pane i no phumule sa maqito!
• Kha vha shumise kjlipi ya "bulldog" kha u perețedza tshikhurumedi tsha Bugu Khulwane.