



Gireidi  
ya **1**

# Bugu Khulwane ya zwit̄ori zwa vhatuku

TSHIVENDA



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Bugu ya

**3**

# How to use this Big Book:

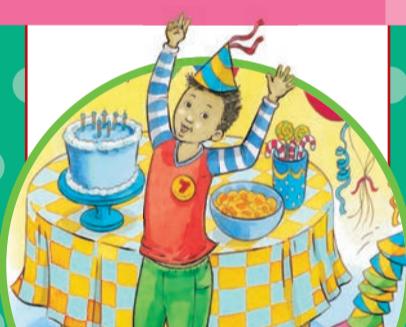
Zwitori zwi re  
buguni iyi:



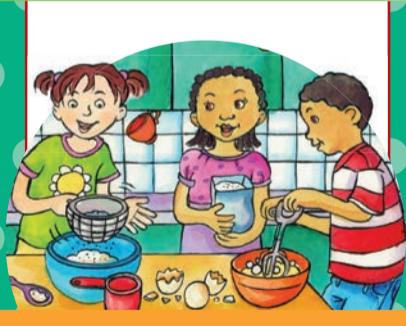
I Kulori ku no  
pfi Dekudeku



2 Ri ya bulasini



3 Phathi ya  
mabebo ya  
dakalofulu



4 Ri bakela  
Livhu khekhe

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.

# Kułori ku no pfi Dekudeku



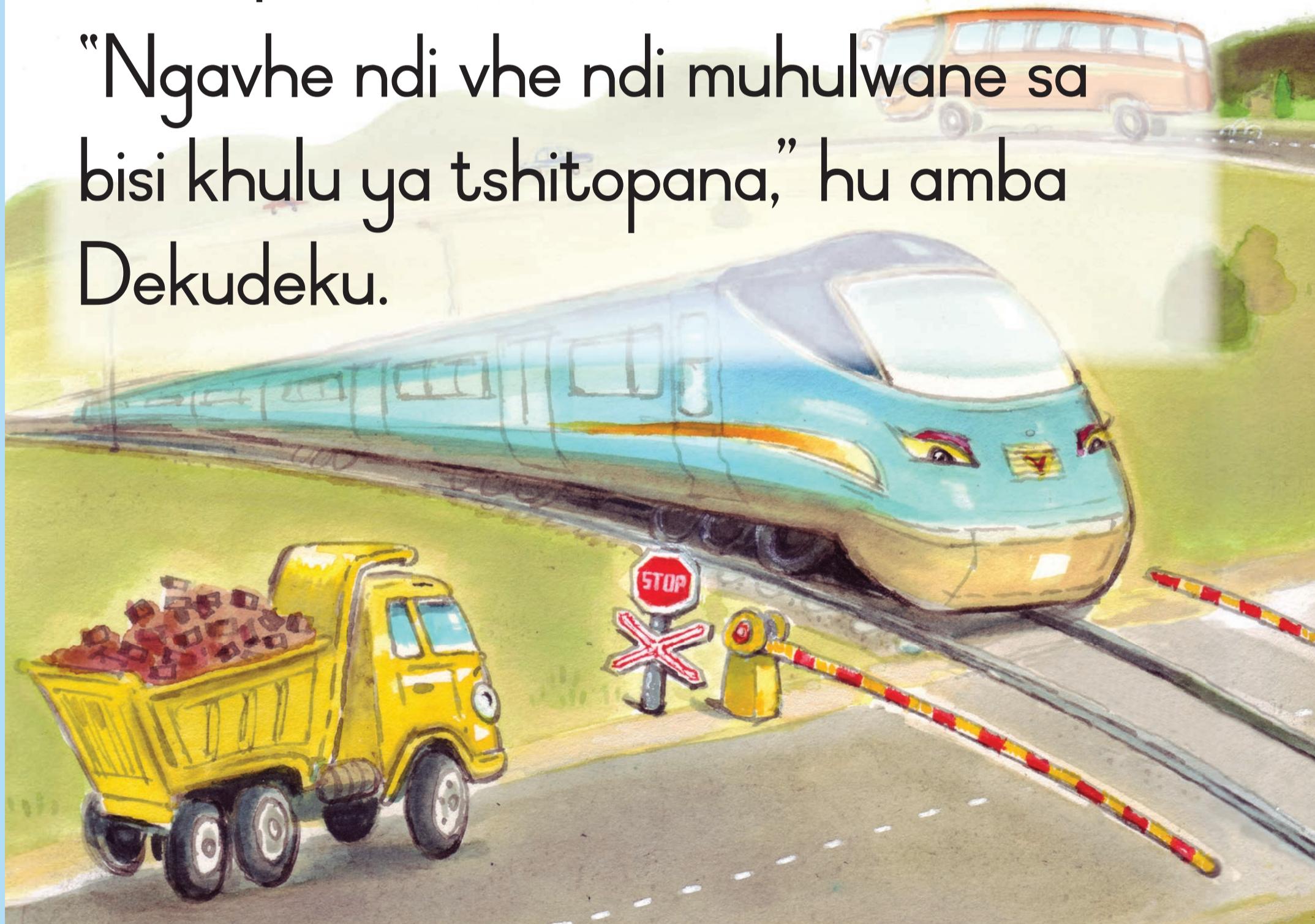
Dekudeku kwo vha ku kułori kułuku  
kwa tshitibutibu kwa mułada. Kwo  
vha ku tshi tama uri ngavhe ku vhe  
kuhulwane.

Linwe duvha 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 litshena li no penya li tshi  
khou fhuf ha nthanthha makoleni.

"Ngavhe ndi vhe ndi buf ho litshena li  
no penya," hu amba Dekudeku.



Dekudeku ku vhonala kwo tungufhala  
musi ku tshi vhona lilori lihulu litswuku.

“Ngoho ngavhe ndi vhe ndi lilori lihulu  
litswuku,” hu amba Dekudeku.

Nga masiari eneo musi Dekudeku kwo  
diawetshela mulamboni, kwa vhona  
gungwa lidala li no penya.



"Ngavhe ndi vhe ndi gungwa lidala li no penya," hu amba Dekudeku.

Hu si kale, Dekudeku kwa vhona modoro wa luvhilo wa mbambe mutswuku.

"Ngavhe ndi vhe ndi na luvhilo u fana na modoro wa luvhilo wa mbambe mutswuku."



Khathihi fhedzi, Dekudeku kwa vhona  
kutukana ku tshi wela madini.

"Thusani, wee!" kutukana kwa  
vhidzelela. "Ndi nnyi ane a do  
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  
modoro wa mbambe. "A ri koni u  
tshimbila madini."

"A si nne," ndi bufho li no ralo. "Ndi  
nthesa."

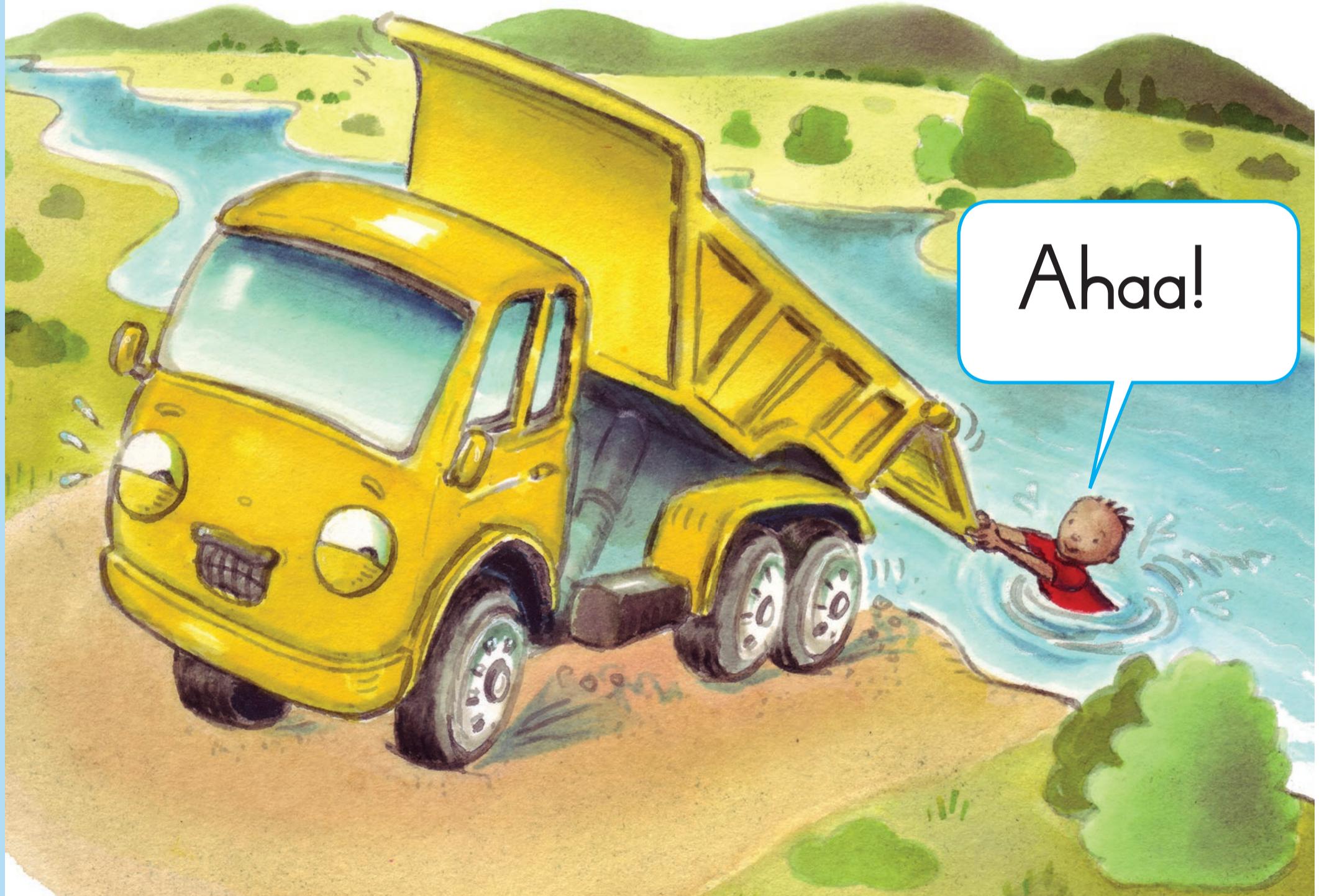
"Ndi nga si kone," ndi gungwa li no ralo. A hu rembulutshei ngauri muya wo hulesa."



"Izwo nñe ndi do u thusa!" Ndi kulori  
kuṭuku 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 kulori kwa muhali kwa  
mutada," hu amba kutukana.**

**A ni vhi muhali nge na vha muhulwane.**

## Ri ya bulasini

Rothe ri ya bulasini. Ri swika ra vhona  
mini?

Ndi khou vhona teretere lihuluhulu  
litswuku.

Nne ndi khou vhona mavhele madaladala.

Ndi khou vhona zwifuwo zwinzhizwinzhi.



N̄ne ndi khou vhona Nndinde mmbwa i  
no seisa.

Ndi khou vhona ngwana. Vhukuse  
hayo vhu tou suvhelela.

N̄ne ndi khou vhona tshiguluzwana.  
Tshi khou la.

Ndi khou vhona Ken, Vhonani, Ann,  
Ntakadzeni na Sam.

Bee! Bee!

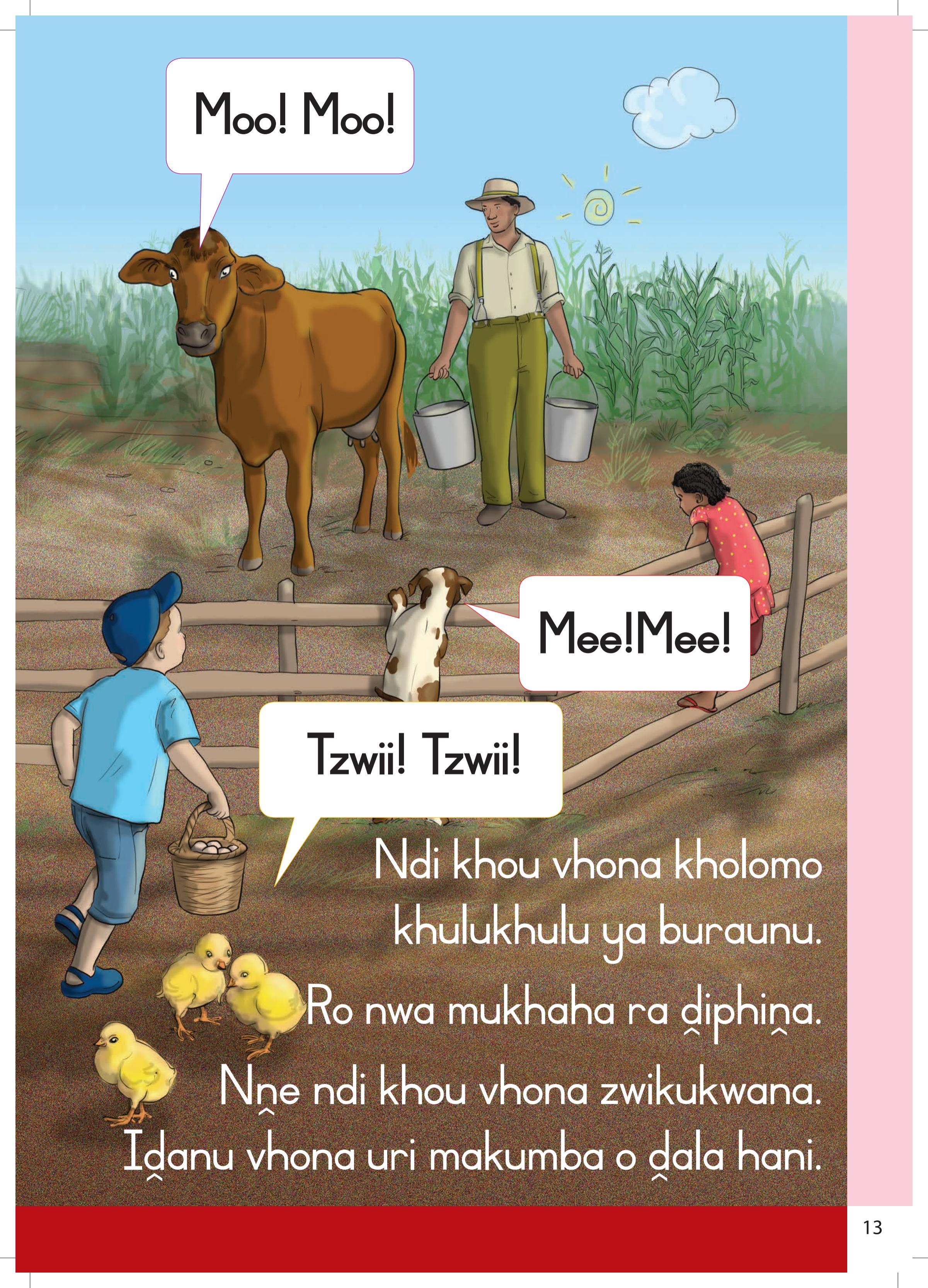
Hontzi! Hontzi!





Ndi khou vhona bere khulukhulu ya  
buraunu.

N̄e ndi khou vhona kubudzana.  
Mmbwa na yone i khou vhona uku  
kubudzana.



Moo! Moo!

Mee!Mee!

Tzwii! Tzwii!

Ndi khou vhona kholomo  
khulukhulu ya buraunu.

Ro nwa mukhaha ra diphina.

N<sup>ñe</sup> ndi khou vhona zwikukwana.

I<sup>danu</sup> vhona uri makumba o <sup>dala</sup> hani.

Mary wa vhathu o xela. Ha koni u vhona! Ndi nnyi ane a do thusa u toda Mary?

Ni songo lila, Mary. Nndinde i do thusa u ni toda.



# Phathi ya mabebo ya dakalofulu



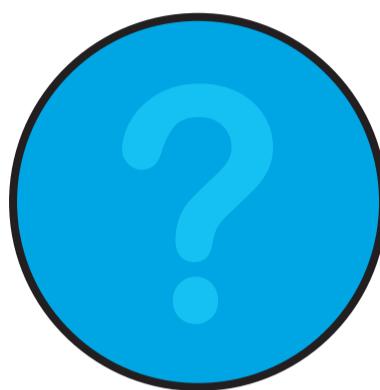
Namusi ndi ɖuvha la mabebo a Jim.

Jim u na miñwaha ya sumbe.

Khonani dza Jim dzo ambarela phathi.

Ann o ambara sa muvhudā.

O ḫa na mphode?



Ntakadzeni o ambara sa Ralubuvhi  
(Spiderman).

O ḫa na mphode?





Mike o  
ambara sa  
Munnatshinada (Superman).  
O da na mphode?

Kundani o ambara sa feri.

O da na mphode?



Sam na Ann vho ambara sa  
tshimange na mbevha.

Vho da na mphode?



Nndinde  
na yone i hone  
phathini.

Yo da na mphode?



Kha ri imbe rothe luimbo lwa duvha la  
mabebo ri vhone uri munwe na munwe o  
da na mphode. Jim o fhiwa mpho dzifhio?

# Ri bakela Livhu khekhe



Namusi ndi duvha la mabebo la Livhu.  
Kha ri bake khekhe.



Ri tea u vha ri na makumba, botoro,  
fulauru na swigiri. Suki, suki, suki.



Ndamulelo u dzenisa khekhe oveneni i  
no fhisa.

Lendeli, lendeli, lindeli. Ro lindela  
khekhe.



Rothe ri a thusa u ita khekhe ya  
manakanaka.

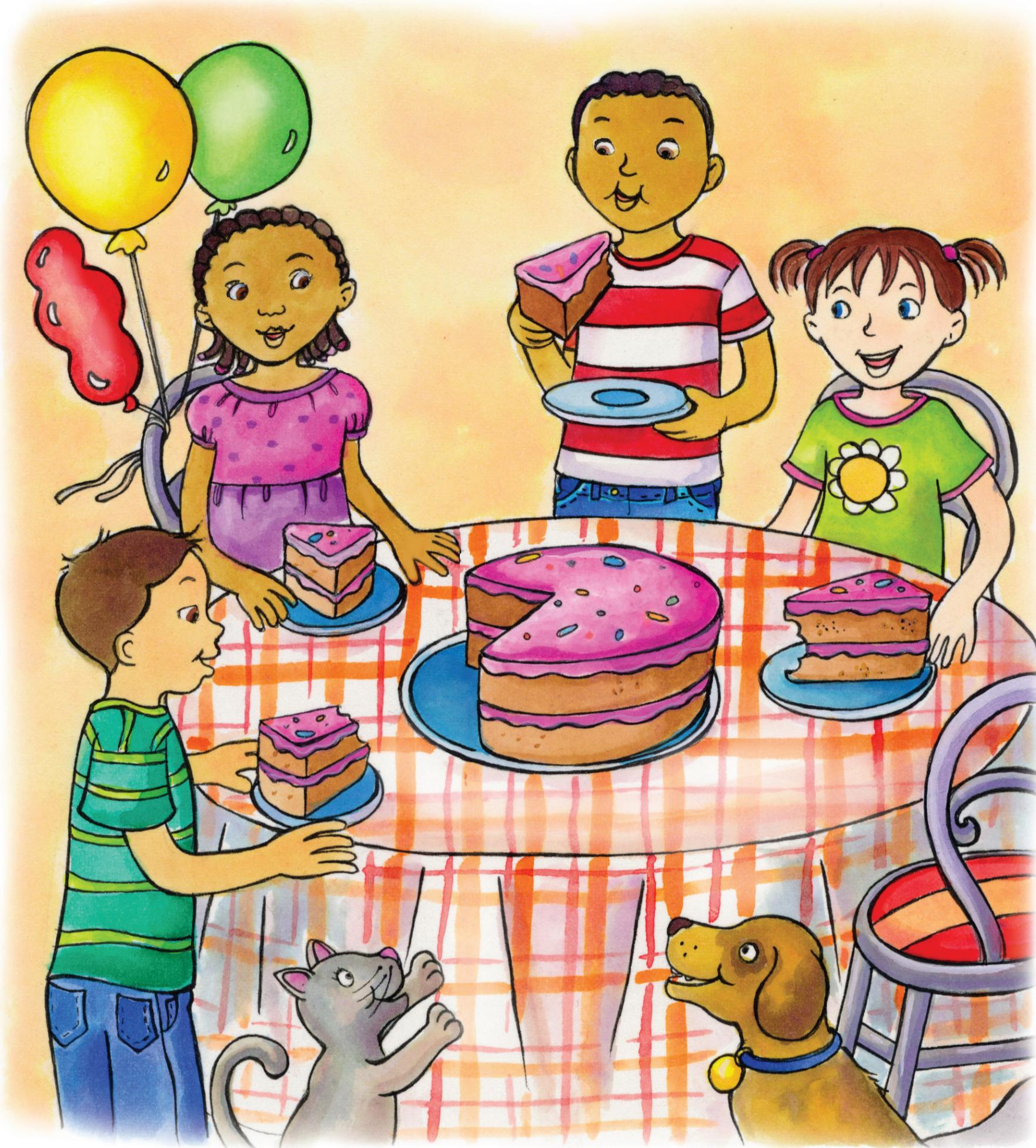
Suki, suki, suki.

Duvha la mabebo la dakalofulu kha inwi.



Livhu u dzima makhandla.

Vhudzu, vhudzu, vhudzu.



Rothe ri la khekhe.

Mumuni, mumuni, mumuni.

Duvha la mabebo la dakalofulu Livhu

Bugu Khulwane. Ri a vha ḥanganedza kha tselano ya Bugu Khulwane. Bugu Khulwane iyi ndi tshipida tsha Tselano ya Rainbow yo ḥandavhuwaho i no katela bugu dza mishumo. khuvhanganyamaiwalwa, bugu dza u vhala na phositora. Ri na fulufhelo ja ura vha do wana uri izwi zwitiori zwa mifuda yo fhambanaho zwi a shumisea kha u funza nahone vhagudi vhavho vha do diphinaga u tshenzhela u vhala ha musi mudededzi a tshi vhala na vhagudi.

Tshitamennde tsha Pholisi tsha Kharikhulamu na U Linga (TSHIPOKHALI/CAPS) Tsha Vhuimo ha Muteo tshi topola U vhala na Vhagudi sa tshinwe tsha zwipiда zwi re na ndeme zwa tshirathedzhi tsha u vhala. U vhala na Vhagudi hu anzela u itiwa mađuvha mavhili u swika kha mađa nga vhege vhana vhothe vha tshi vhala maiwalwa a no fana. Bugu dza Mishumo na dza u vhala dzi nga kona u vha thusa u ita mushumo wo raloh.

Fhedziha, u vhala na vhagudi hu no shumisa Bugu Khulwane i re na maleđere madenya ndi yone ndila kwayo ya u vhala ha lushaka ulu ngauri vhagudi vha a kona u vhona maipfi na zwifanyiso. Vha a kona u tevhela zwine vhone vha khou vha vhalela zwi tshi di fana na musi vha tshi khou anetshelwa zwitiori hayani. Ndi mafhundo mahulwane uri vhagudi vha dzule vho tou tanga iyi Bugu Khulwane, u itela uri vhothe vha kone u vhona na u vhala zwo iwalwaho. Maleđere madenya a re buguni idzi a ita uri zwi leluwe u vhalela ntha vhana vha re na tshivhalo nga tshifhinga tshithihi vho dīgeda, hu si na mazhuluzhulu. Bugu khulwane dzi re kha tselano iyi dzi fundedza vhagudi vhavho zwitiori, zwirendo, zwidate na mitambo khathihi na mafhungomatsivhudzi na mariwalwa a zwifanyiso (a girafiki).

Ndi mushumo wavho, sa mudededzi, u ita uri izwi zwitiori zwi nyanyule vhana khathihi na ita uri hune vhana vha vha hone hu a takadza na u nyanyula. U shumisa Bugu Khulwane zwi ita uri vha kone u vhalela vhagudi nga ndila ine ya nga ita uri vhone na vhagudi vhavho vha dīfihelwe. Ri na fulufhelo ja ura bugu iyi i do vha thusa u ita ngauralo.

## Minwe mihibulo ya kushumiselwe kwa Bugu Khulwane

- Kha vha shumise muhwenga wa pułasitiki i no vhonadza sa tshikhurumedzi tsha Bugu Khulwane yavho. Zwi nga thusa arali mudededzi na vhana vha tshi nga iwal kha pułasitiki iyi.
- Kha vha iwal kha tshikhurumedzi itsi nga pene i no phumulea nga madi.
- Kha vha shumise kiłipi ya "bulldog" kha u peretedza tshikhurumedzi kha Bugu Khulwane.

ISBN 978-1-4315-2911-7



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BE SOLD.



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

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

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First edition 2016

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The Big Books in this series are available in all languages. They were developed by a team of UNISA Language and Education experts as part of their Community Engagement contribution to South Africa's education sector.

Author: V McKay

## Kha vha ḥiitele tshitende tshavho tsha Bugu Khulwane

Vha tea u shumisa:

- Khadibogisi lo aṭamaho u lingana na Bugu Khulwane yo vuliwaho (594 mm) na vhulapfu haļo kararu (1360 mm).
- Theipi ya Maskini
- Kiłipi kana phekhisidzi no do fara khadibogisi.

Kha vha shumise theipi ya masikini kha u ḥuma zwipiđa zwa khadibogisi. Kha vha pete khadibogisi vha ite fureme ya A vha peretedze tshiraho na nga phanda nga kiłipi sa zwe zwa sumbedzwa kha tshifanyiso tshi re afho fhasi.

