



Bugu Khulwane ya zwit̄ori zwa vhatuku

TSHIVENDA



basic education

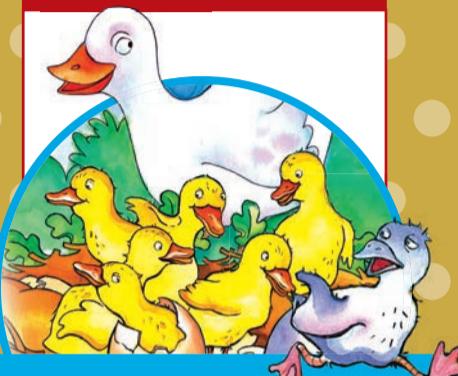
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Bugu ya

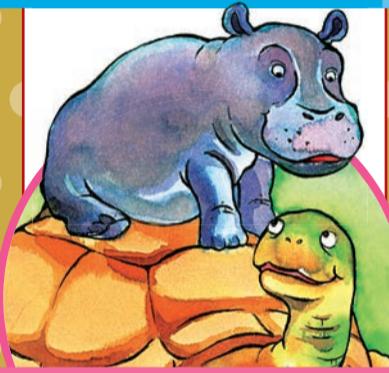
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How to use this Big Book:

The stories in this book:



I Kusekwa kwa u vhifha



2 Mvuvhu na tshibode

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 the book can be seen by all the children. 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

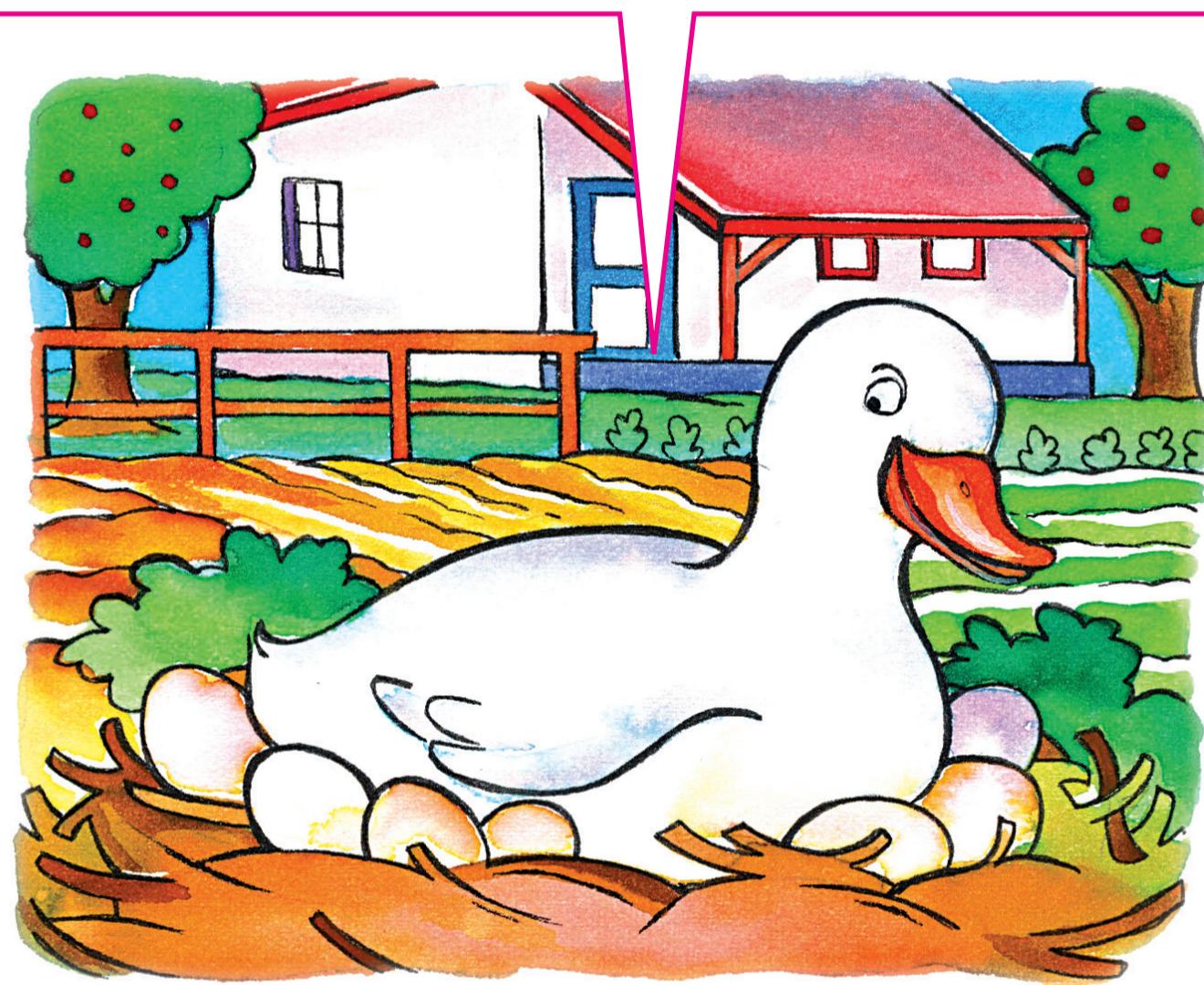
- In the second session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary comprehension, decoding skills and text structures (grammar, punctuation etc).
- It is up to you, the teacher, to draw attention 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.

Kusekwa kwa u vhifha

Tshifhinga tsha uri makumba anga
a thothonye tsho swika, Ndi ḥoda u
vhona zwisekwa zwanga zwa sumbe.

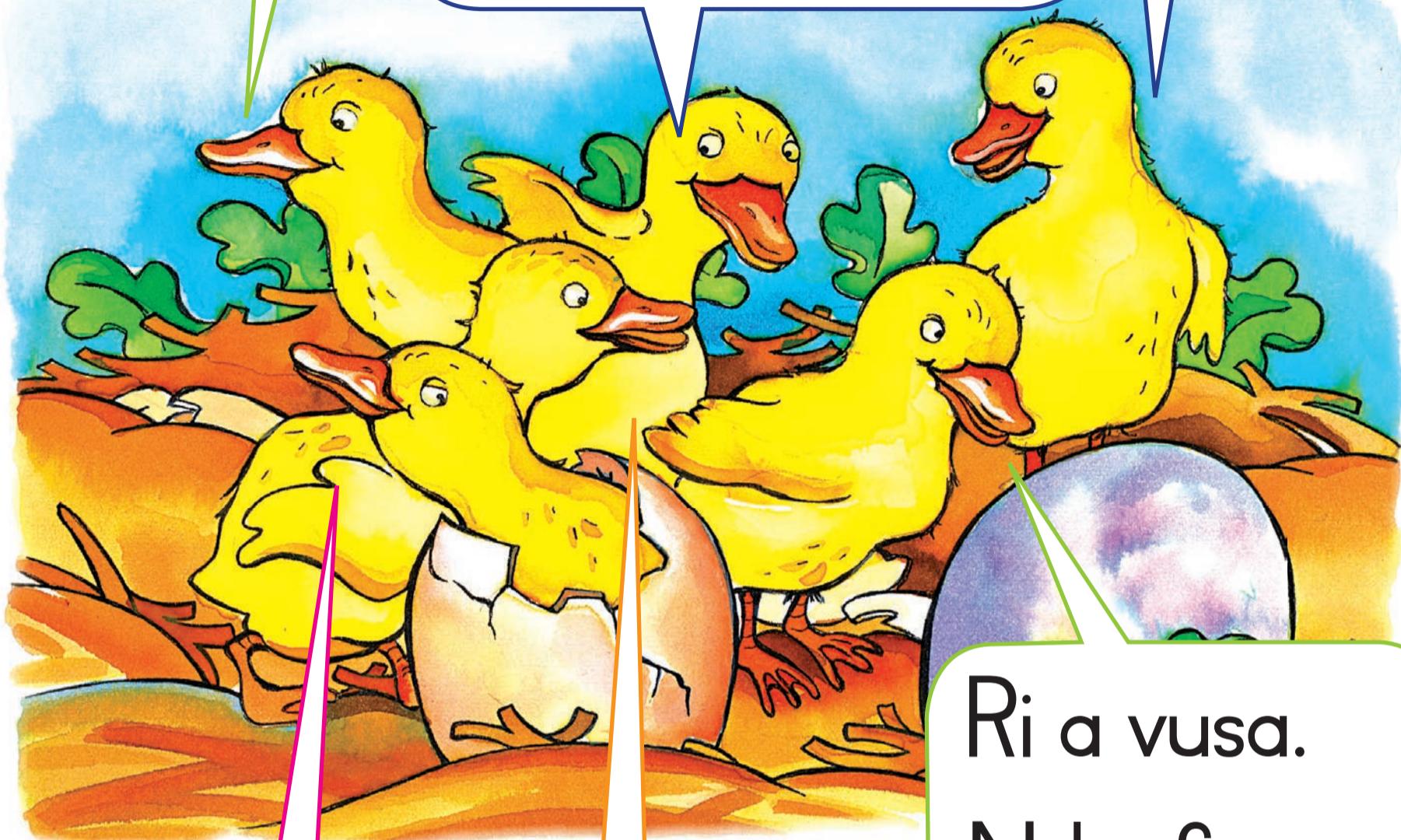


Kalekale ho vhuya ha vha na sekwa
la Mme le la vha li tshi dzula na muta
walo bulasini. Lo vha li tshi khou
alamela makumba a sumbe. Lo vha lo
lindela uri a thothonye.

Ndi pfi Phashaphasha.

Ndi pfi ZaZa.

Ndi pfi Tongani.



Ndi ngafhi
fzano?

Ndi pfi
Kuningo.

Ri a vusa.
Ndi pfi
Nyamabesu.

Nga lithihi nga lithihi, ala makumba a
thoma u thothonya. Othe nga nnnda
ha lithihi fhedzi. Lo vha li gumba
lihuluhulu.

Ndi ngafhi fhano?

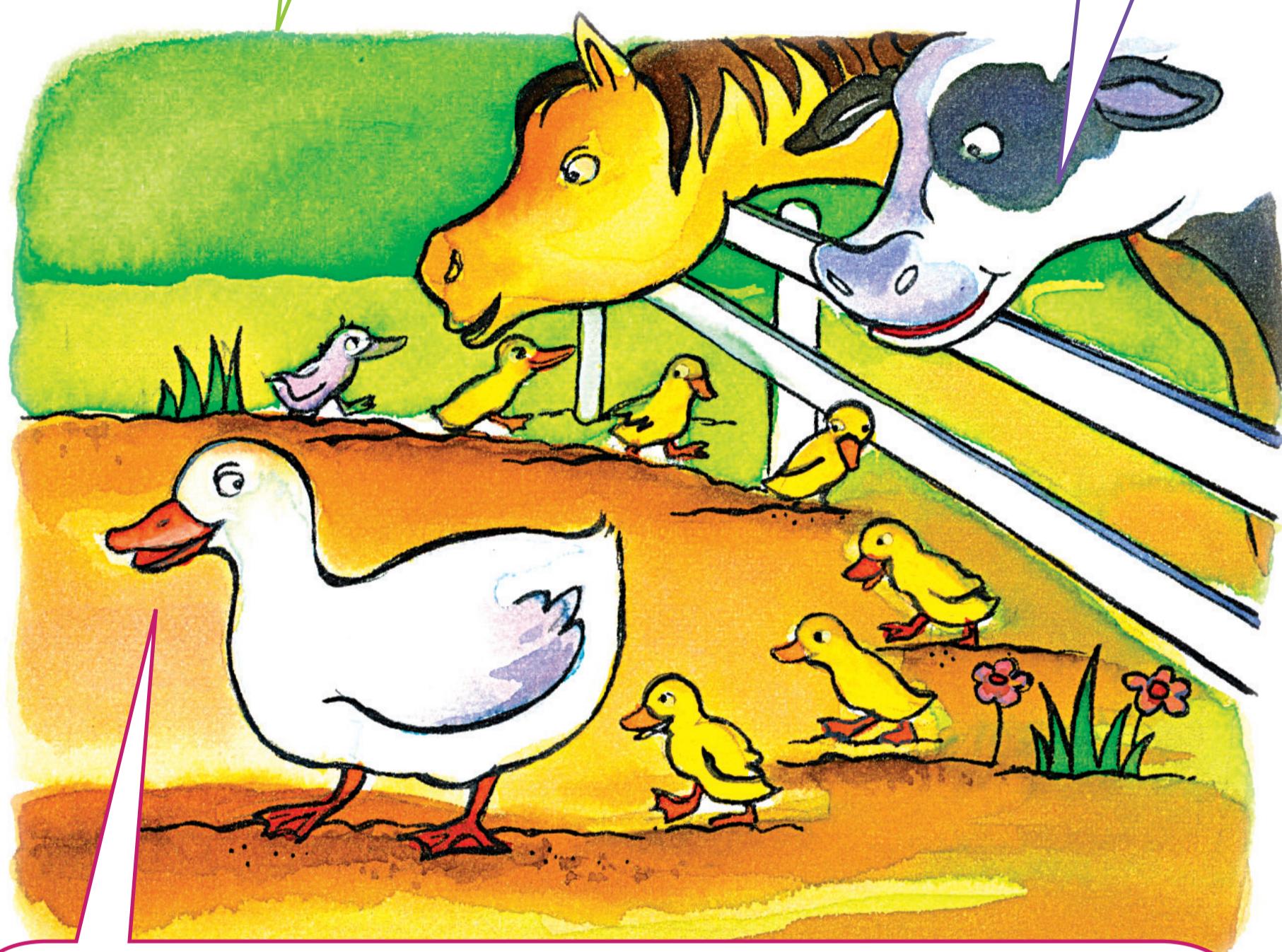
Dzina langa li pfi nnyi?



Sekwa la alamela lo alamela nthā ha
lila gumba lihuluhulu. Ho no vha kale
fhalā, la mbo di thothonya. Ha bva
kusekwa kwa u fhedzisela. Ku vhonala
ku kuhulwane na hone ku na nungo.
Kwone kwo di vhifhelavho wee!

Ha! Ha! Ha! Ndi
kusekwa kuñwevho.

Ee, ንwana uyu
ndi muñwevho
wee!



Vhonani kusekwa kwa u fhedzisela.

Sekwa la mme la dzhia vhana vhalo
vhothe la ya tivhani.

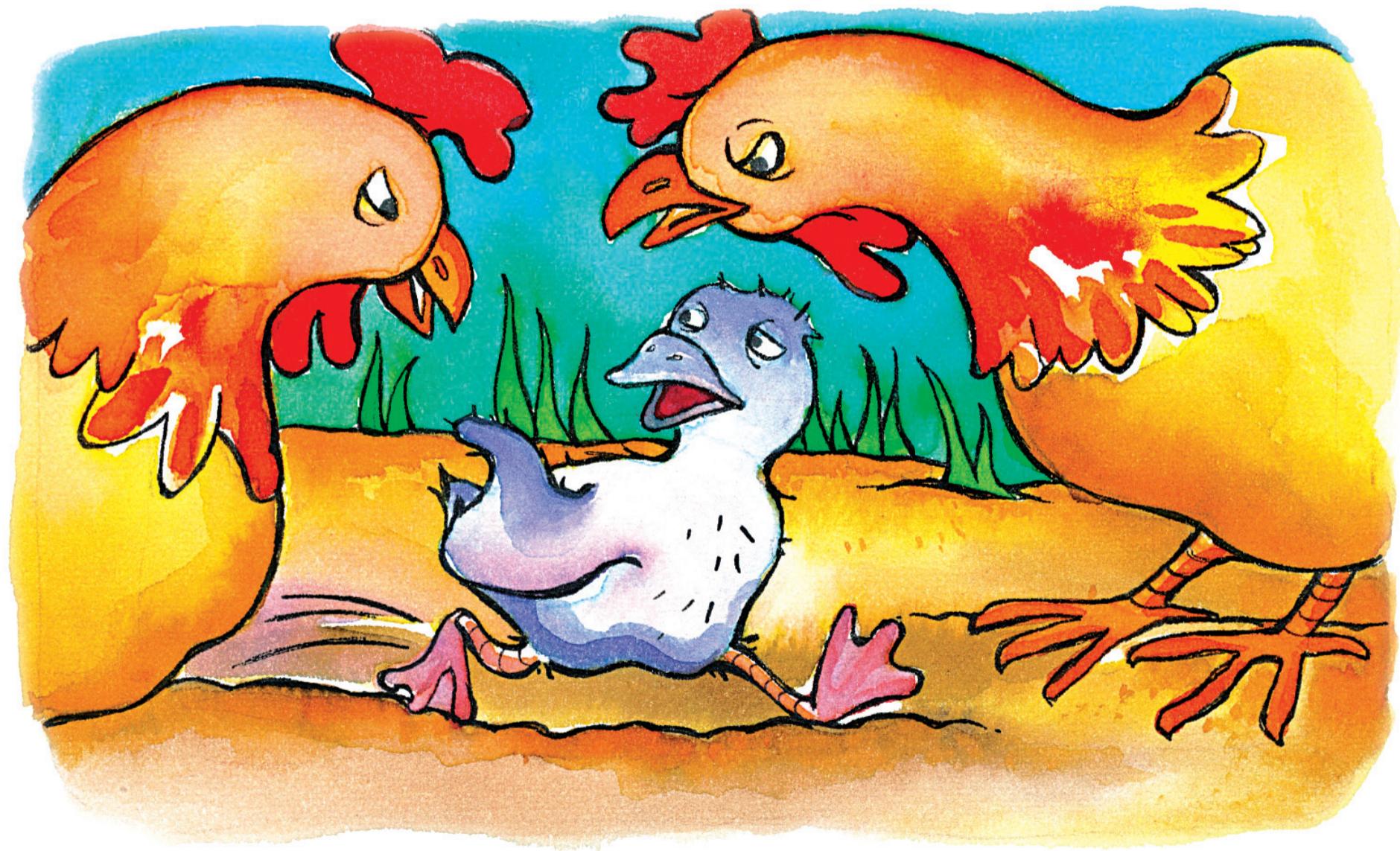
Masekwa othe a fhufhela madini. A
tala othe a tshi khou tamba.

Kusekwa kwa u vhifha ku kona u tala
u fhira zwila zwinwe zwisekwa.

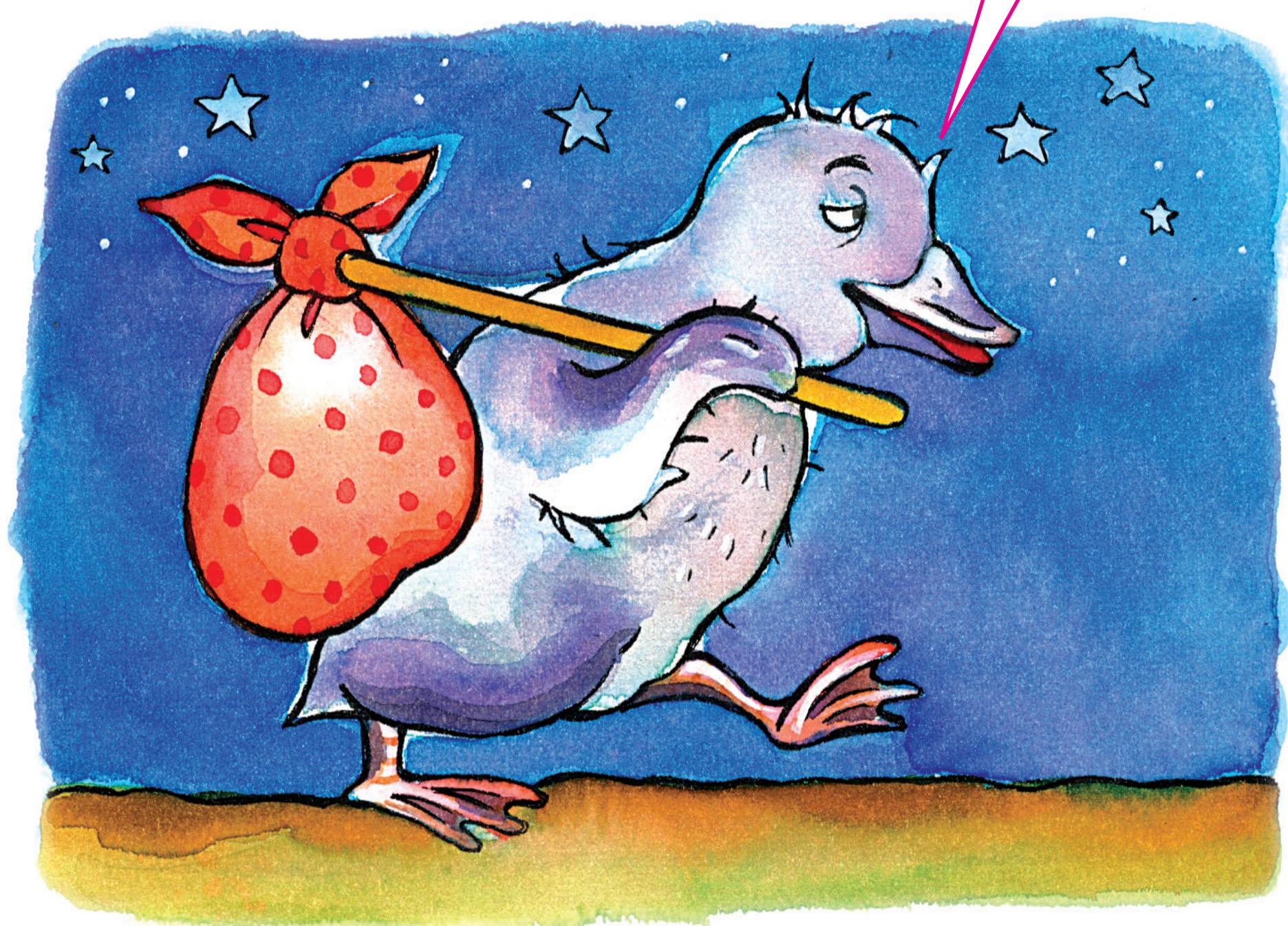


Masekwa a tuwa a ya bulasini. Zwifuwo
zwińwe zwi kolela kusekwa kwa u
vhifha.

Khuhu dzi a ku gomba ngeno mmbwa i
tshi ku huvha.

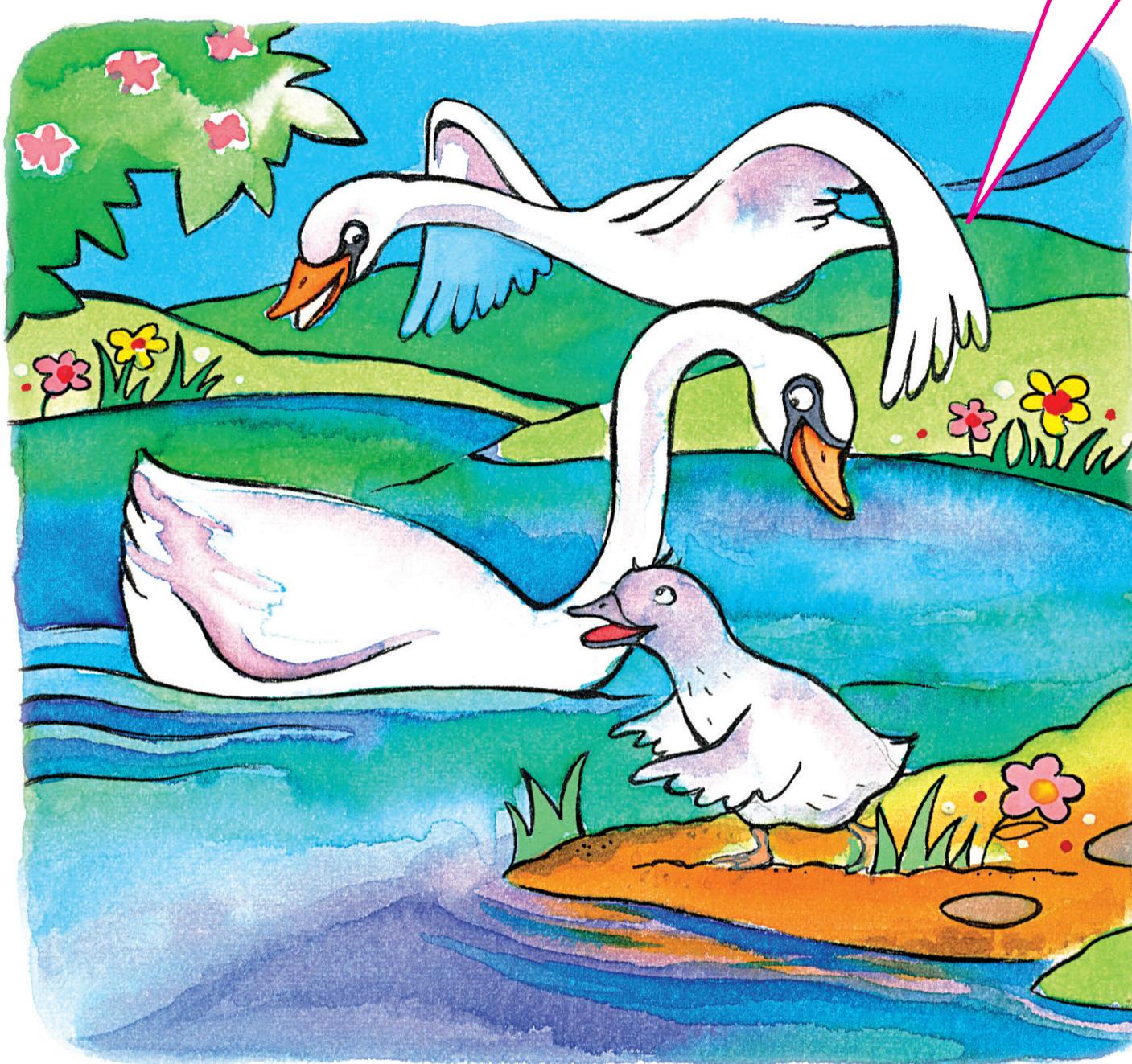


Muñwe na muñwe u
a nkolela. Ndi khou
dishavhela mma.



Liñwe duvha vhusiku kusekwa kwa u
vhifha kwa humbula u shavha.

Ndi tou tama arali ndi tshi nga
tamba navho. Vho naka hani ngoho.
Nne ndo vhifhesa.



Kwa tsa mulamboni. Mulamboni kwa
vhona zwi^ñoni zwinzhi zwa u naka
zwi tshi khou bambela. Mabesu na
mathenga azwo o nakelela a tshi
suvhelela. Zwi na mikulo malapfulapfu.
Phapha dzazwo dzo nakesa.



Linwe duvha vhuria ha mbo swika.
Hothehothe ha dala gambogo.
Mulambo wa oma wa vha aisi. Kusekwa
kwa u vhifha kwa tetemela kwo
tungufhala.



Ha swika Tshimedzi (Lut^čavula). Duvha
la thoma u dudela hafhu na miri ya
tuma lurere i midaladala. Lin^čwe duvha
nga matsheloni kusekwa kwa u vhifha
kwa vhona hafhu zwi^ča zwin^čoni zwa u
naka, mabilipili.

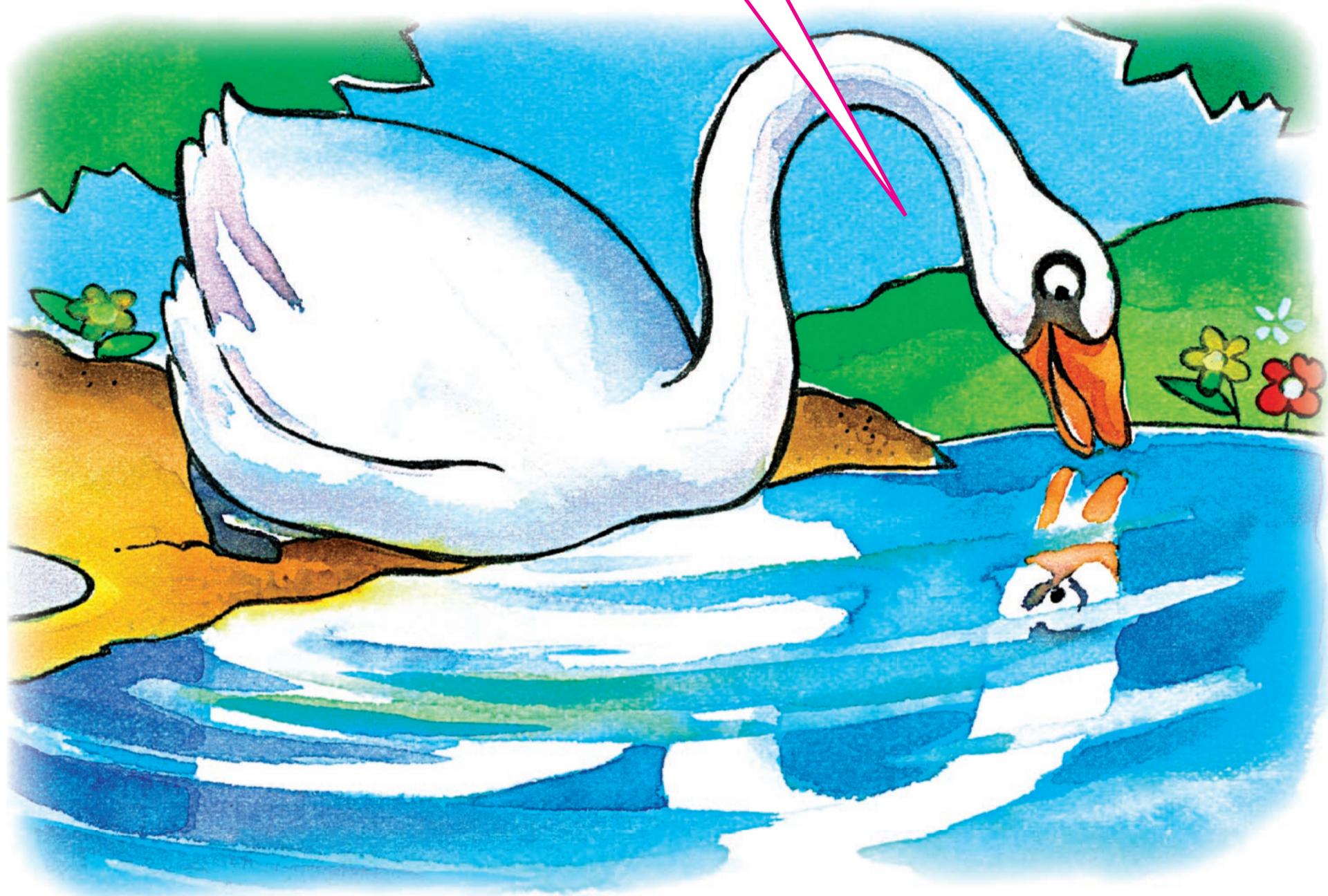
Kusekwa kwa u vhifha kwo vha kwo
tungufhala vhukuma. Kwa thoma u
lila.

Ndo vhifhesa, ndi ndo^{the}.

A thi na khonani.

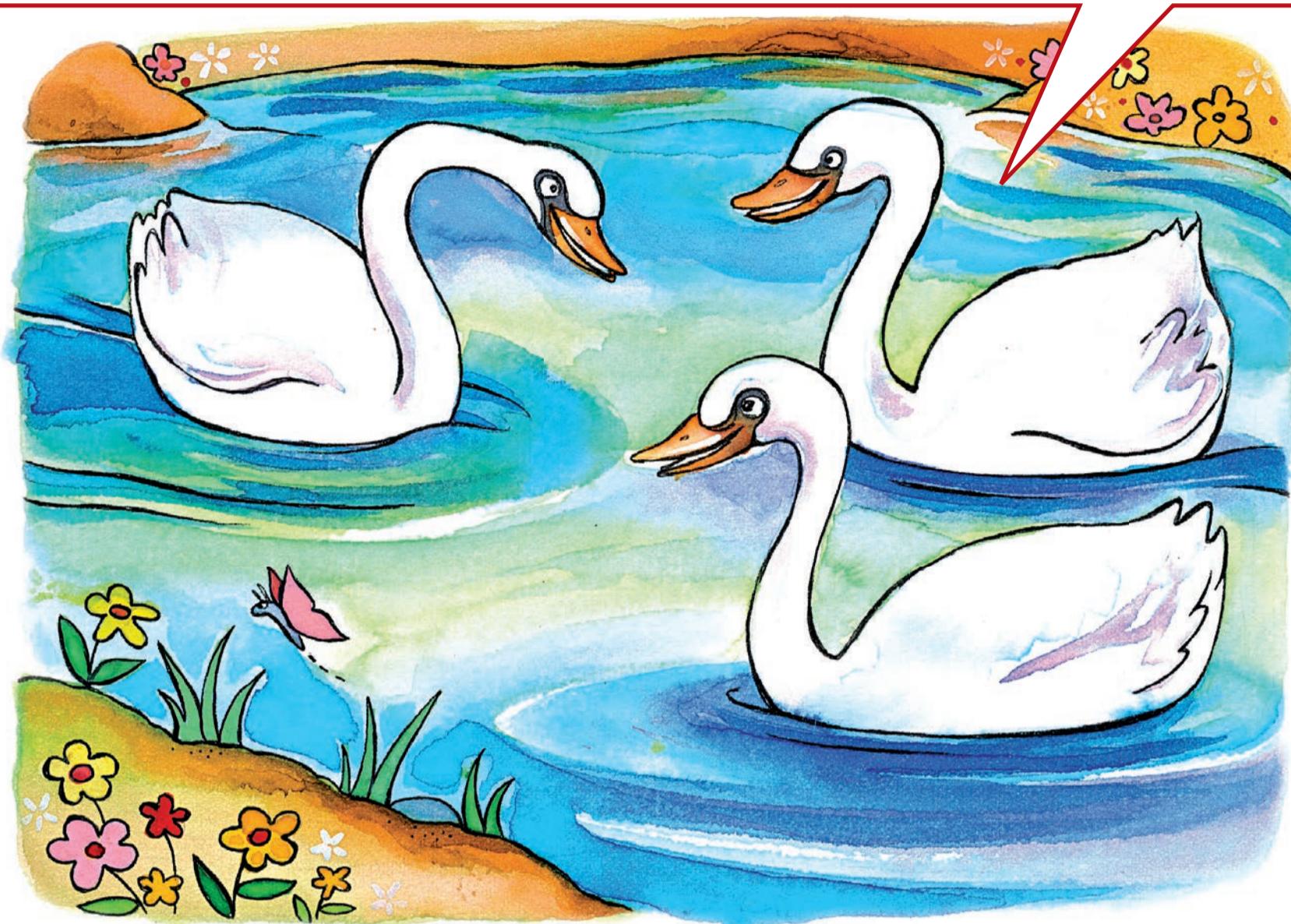


Ndi nñe uyu?



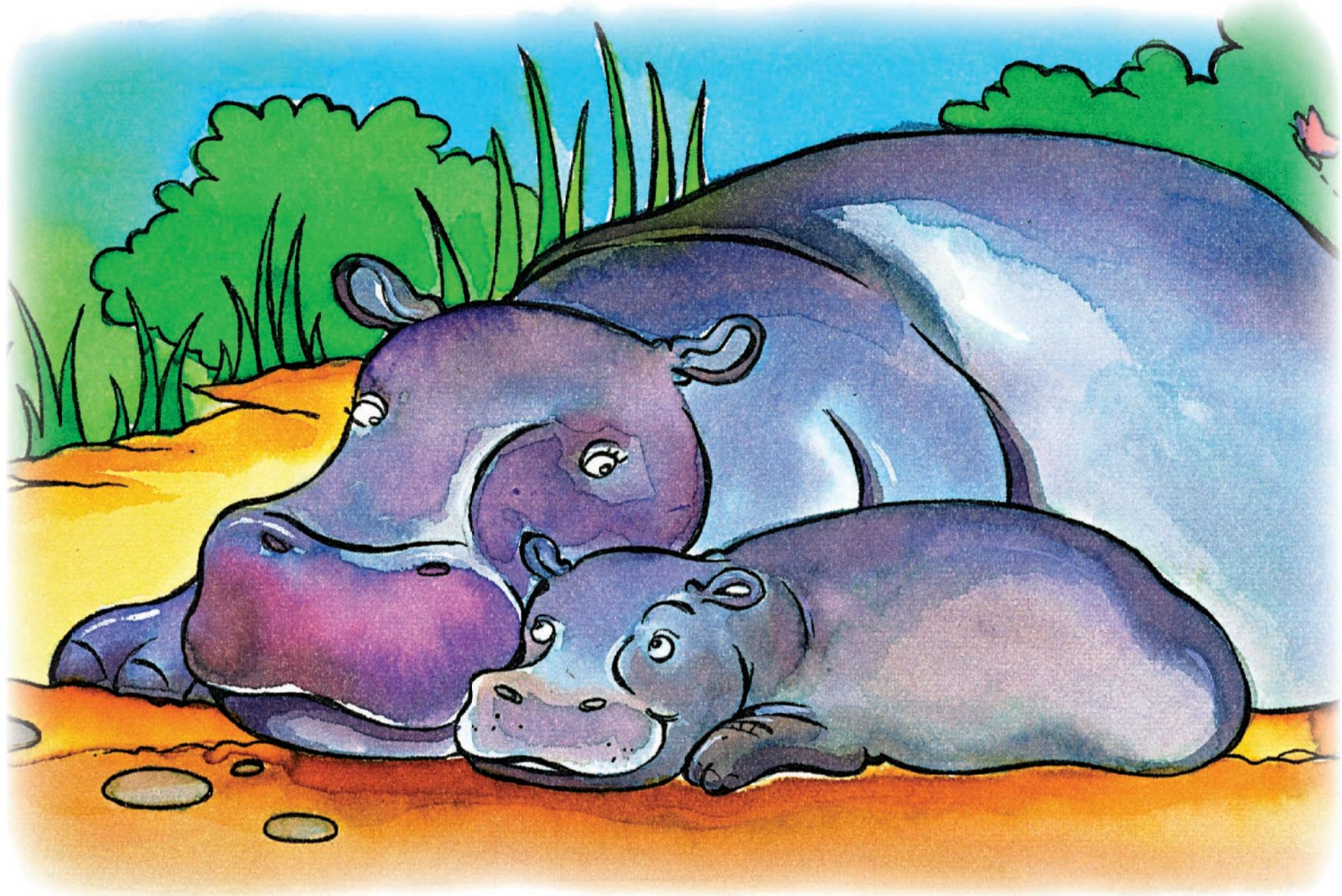
Musi ku tshi khou lila kwa lavhelesa
nga mato a re na mitodzi. Kwa
divhona nga tshivhoni tsha madi. Kwa
vhona kwo no vha bilipili la u naka.

Idai u bambele na riñe. U fana na
riñe ngauri na iwe u bilipili. Wo naka
u fhira mabilipili othe.



Ha mbo di fhira mabilipili a tshi
khou tala. A vhidza kusekwa kwa u
vhifha uri ku de vha bambele vhothe.
Kusekwa kwa u vhifha kwa fhufhela
madini. Kwa pfa kwo takala nga
maanda.

Mvuvhu na tshibode



Nwana wa mvuvhu o vha a tshi dzula
na mme awe o ditakalela.

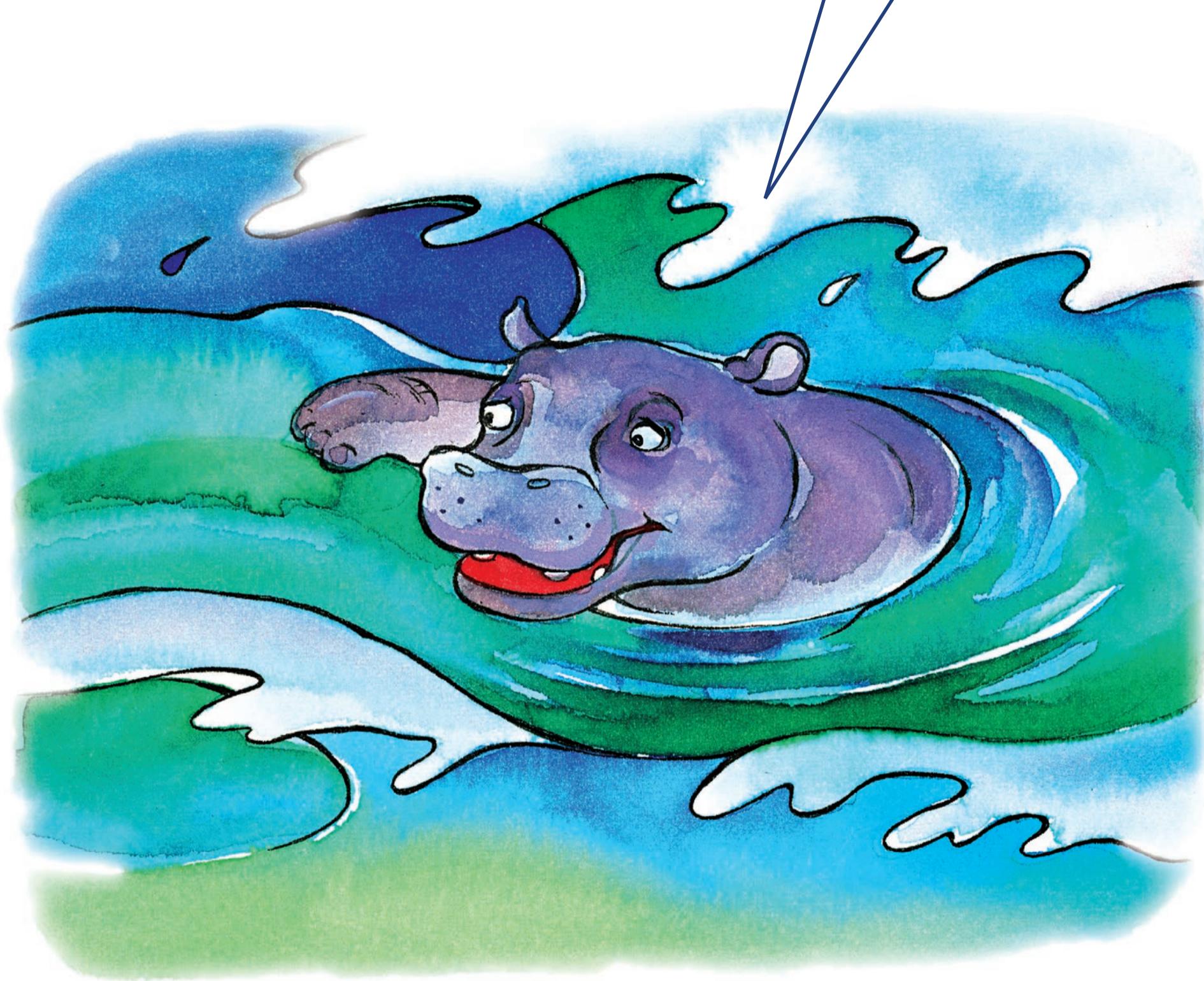
Thusani! Nthuseni wee!
Mme a nga vha ngafhi?



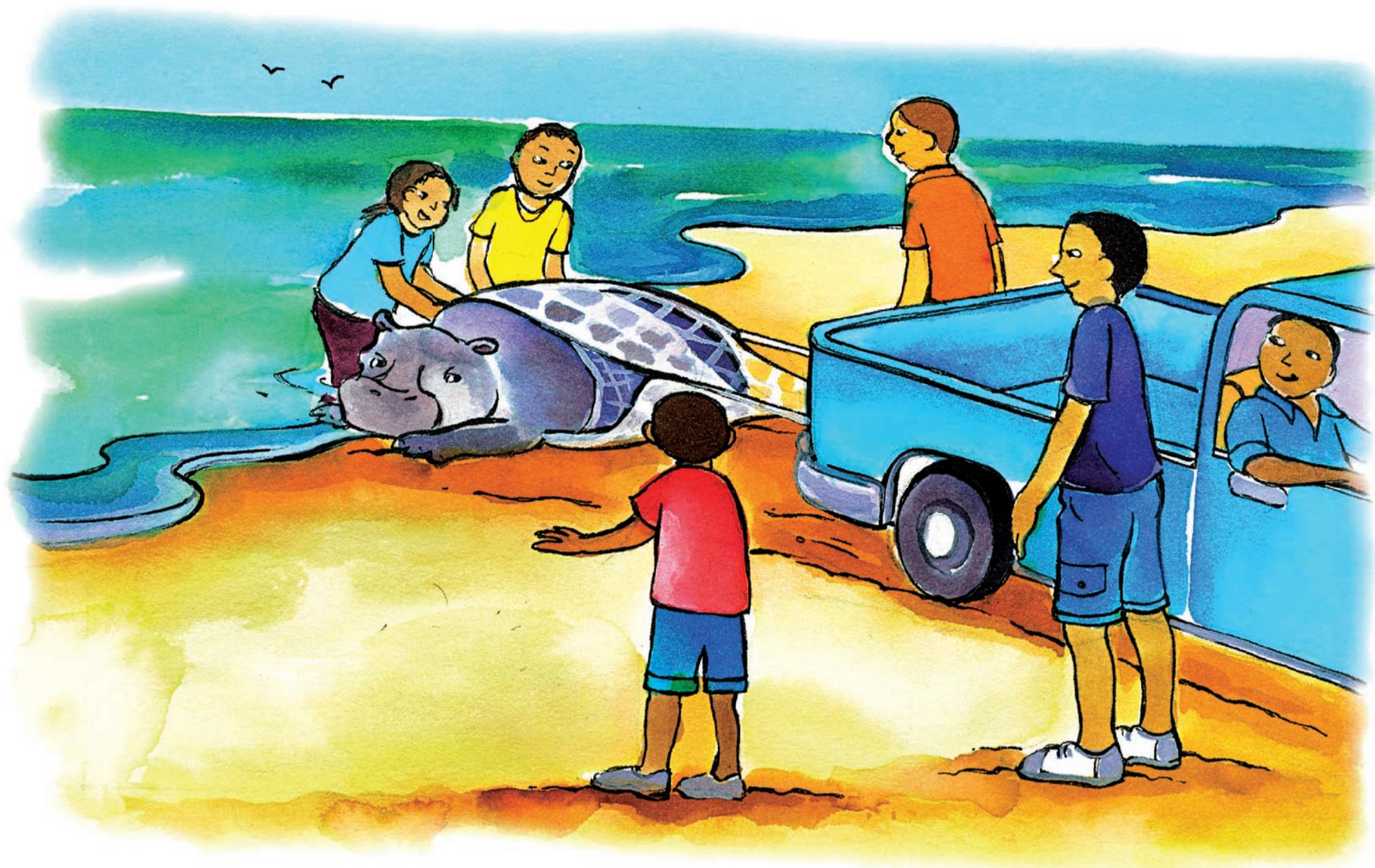
Liṁwe ḫuvha ha na mvula khulu.

Mvula ya kumba uḷa ḥwana, mme
a sala.

Thusani! Nthuseni wee! A thi
koni u bambela ndi tshee mučuku.



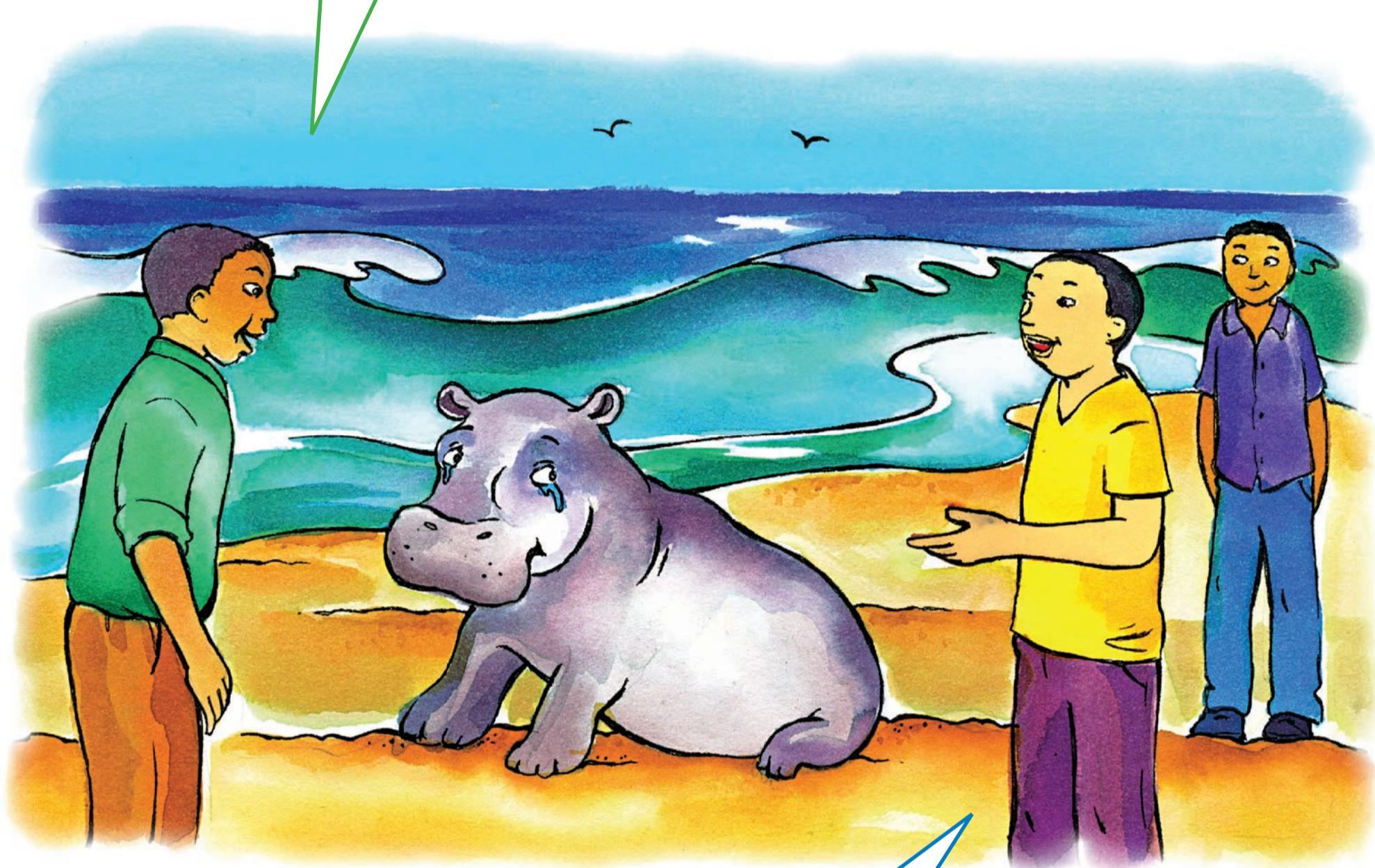
Madi a mu kumba a tshi tsa na
mulambo u swika a tshi dzhena
Iwanzheni.



Munwe na munwe a lingedza u thusa
uyu ንwana uri a humele shangoni.

Vha shumisa mambule na dzigoloi
vha tshi lingedza u mu እnula
Iwanzeni.

Nwana hoyu wa mvuvhu u na
mashudu. Kha ri mu rine dzina.



Mu fheni dzina
langa. U pfi Owen.

Vha zwi kona u mu ñula Iwanzheni.

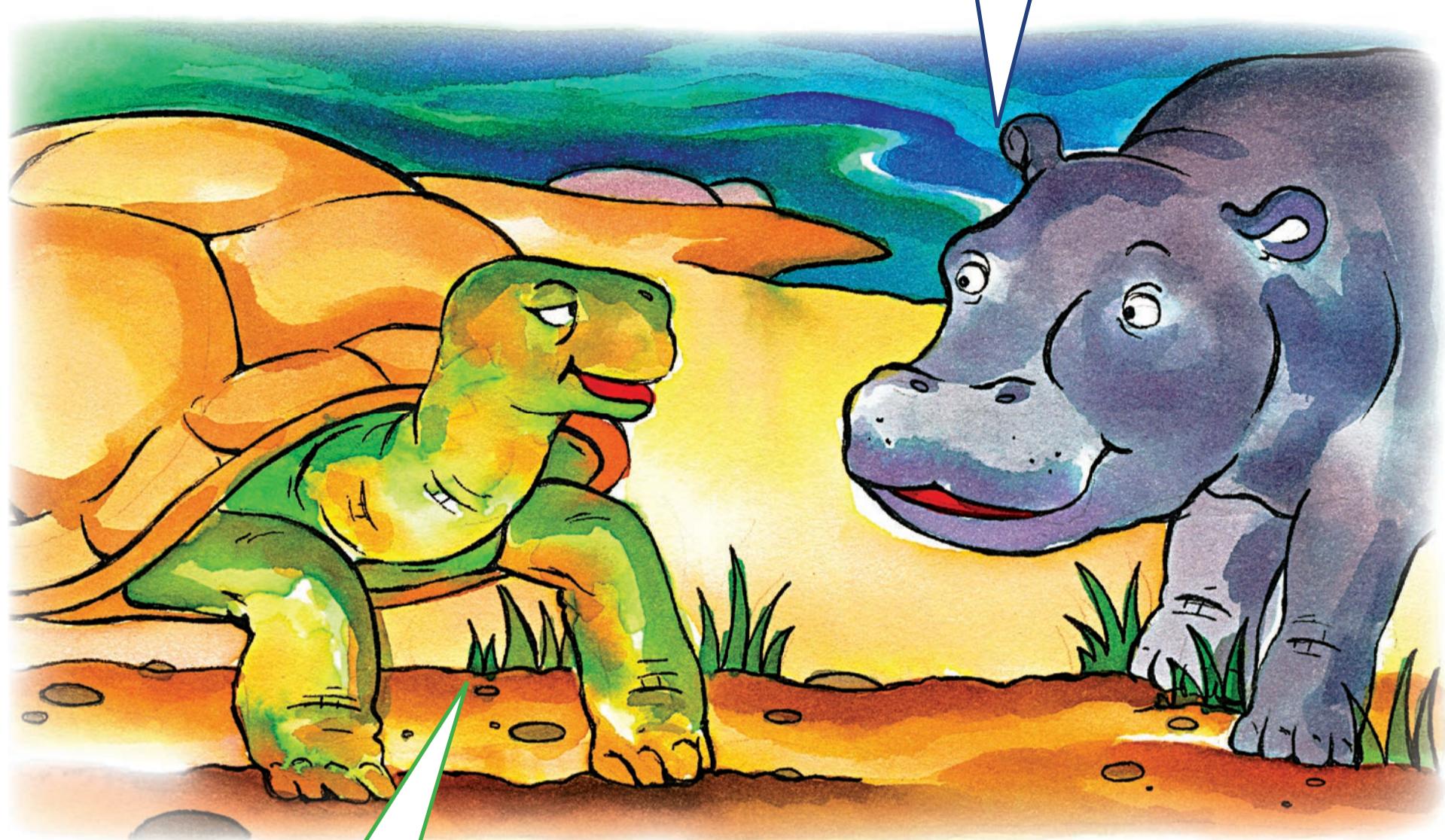
Idai ngeno Owen. Ri do u isa
vhugalaphukha.



Ndi khou toda mme
anga.

Vha dzhia Owen vha mu isa
vhugalaphukha. A dzula ngadeni i re
na tivha.

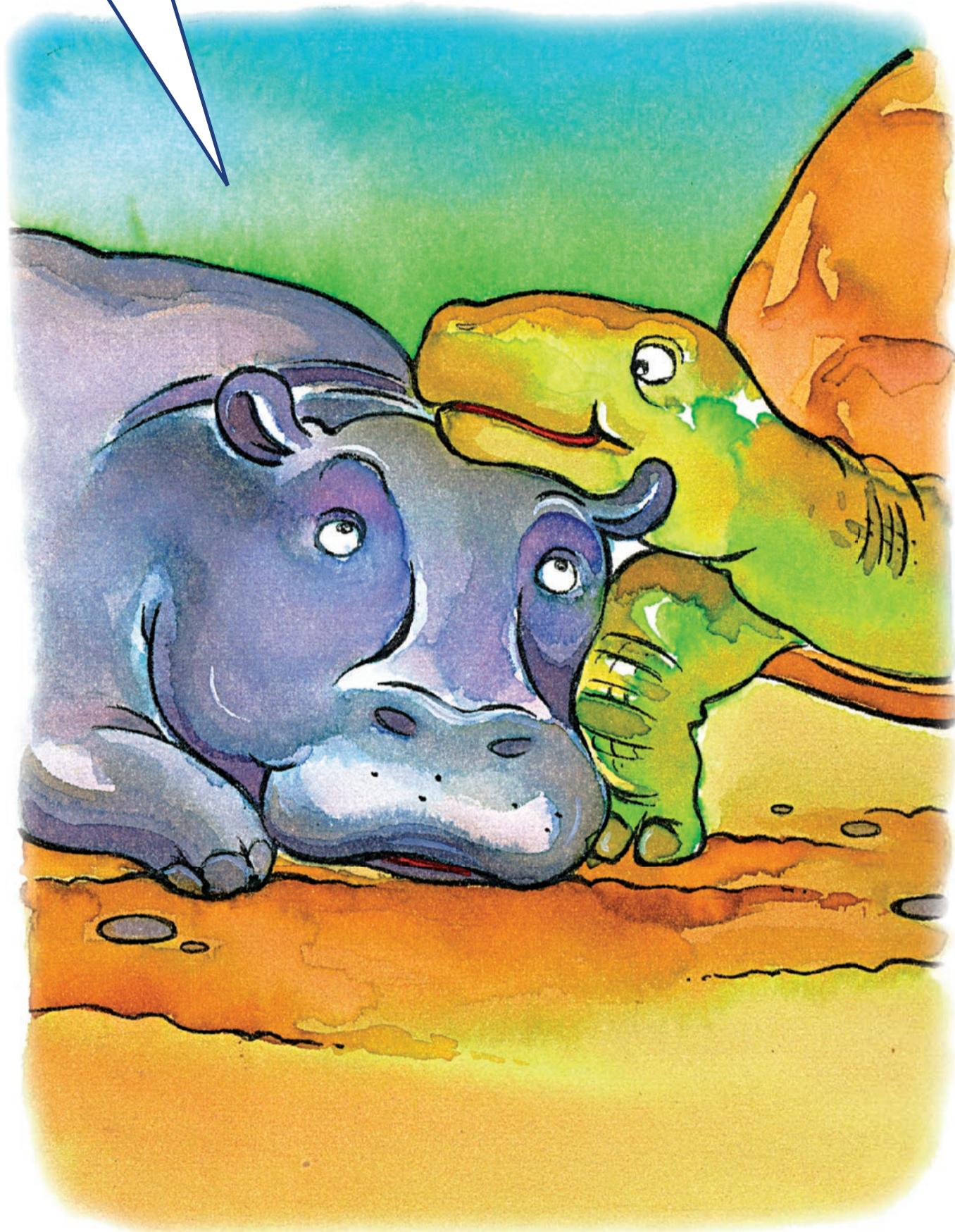
Ni pfi nnyi inwi?



Ndi pfi Mulala. Ndi na
minwaha ya l30.

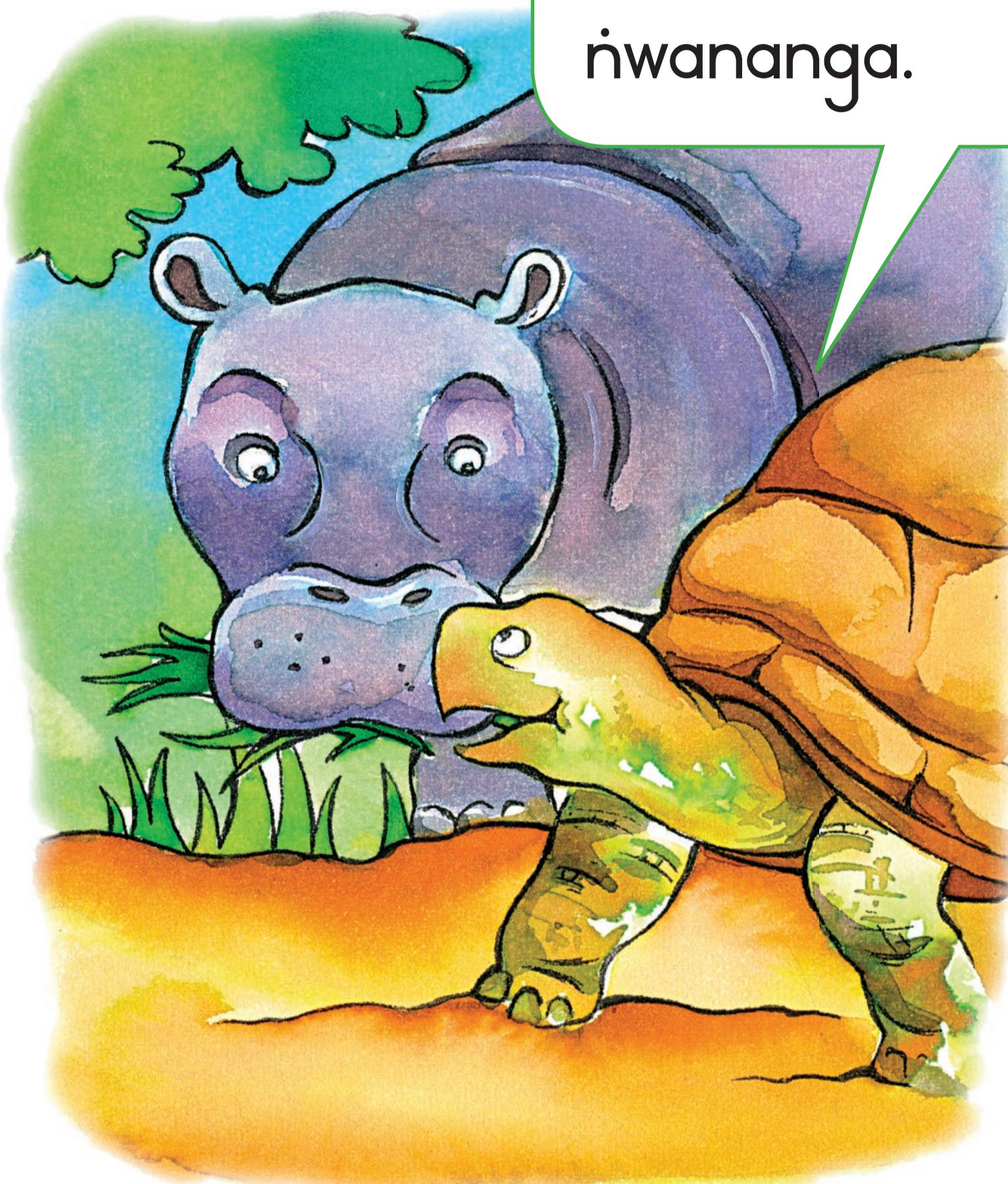
Vhugalaphukha a swika a tangana
na tshibode tshihuluhulu.

Ndi khou humbela uri vha vhe
mme anga. Thi ri?



Uyu ንwana wa mvuvhu o vha o ታuvha
mme awe.

Thetshelesa hafha,
ńwananga.



Tshibode itshi tsha mukalaha tsha zwi
vhona uri Owen u kha di vha ńwana
mučukučuku. Tsha mu lela tshi tshi
mu sumbedza zwine a fanelu u la na
hune a tea u edela hone.

Ndi a vha funa nga
maanda mmawe.



Mvuvhu na tshibode vha vha khonani
khulu vhukuma. Vha la, u bambela na
u tamba vhothe.



Owen a tamba na mukalaha Vho
Mulala. A tshi takadzwa nga u
namela mu^{tanani} wavho.



Nga murahu Owen a aluwa a ḫangana
na musidzana wa mvuvhu a no pfi
Anza. Ḫamusi u dzula na Anza li la
maladze.

Bugu Khulwane. Ri a vha tanganedza kha tsielano ya Bugu Khulwane. Bugu Khulwane iyi ndi tshipida tsha Tsielano ya Rainbow yo tāndavhuwaho i no katela bugu dza mishumo. khuvhanganyamaiwalwa, bugu dza u vhala na phosifara. 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 diphina nga 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 zwipiða zwi re na ndeme zwa tshirathedzhi tsha u vhala. U vhala na Vhagudi hu anzela u itiwa maðuvha mavhili u swika kha mañga nga vhege vhana vhoþhe 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.

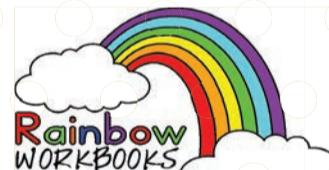
Fhedziha, u vhala na vhagudi hu no shumisa Bugu Khulwane i re na maleðere madenya ndi yone ndila kwayo ya u vhala ha lushaka ulu ngauri vhagudi vha a kona u vhona maipfi na zwifanyiso. Vha a kona u tevhela zwine vhone vha khou vha vhalela zwi tshi di fana na musi vha tshi khou anetshelwa zwitiori hayani. Ndi mafhundo mahulwane uri vhagudi vha dzule vho tou tanga iyi Bugu Khulwane, u itela uri vhoþhe vha kone u vhona na u vhala zwo iwalwaho. Maleðere madenya a re buguni idzi a ita uri zwi leluwe u vhalela nþha vhana vha re na tshivhalo nga tshifhinga tshithihi vho ðigedja, hu si na mazhuluzhulu. Bugu khulwane dzi re kha tsielano 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 ðihelwe. 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 puþasitiki i no vhonadza sa tshikhurumedzi tsha Bugu Khulwane yavho. Zwi nga thusa arali mudededzi na vhana vha tshi nga ñwala kha puþasitiki iyi.
- Kha vha ñwale kha tshikhurumedzi itsi nga pene i no phumulea nga madi.
- Kha vha shumise kiþipi ya "bulldog" kha u peretedza tshikhurumedzi kha Bugu Khulwane.

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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 ðiitele tshitende tshavho tsha Bugu Khulwane

Vha tea u shumisa:

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

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

