Bugu Khulwane ya zwiṱori zwa vhaṱuku
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 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.
Tshifhinga tsha uri makumba anga a thothonye tsho swika, Ndi ṱoda u vhona zwisekwa zwanga zwa sumbe.

Kalekale ho vhuya ha vha na sekwa la Mme le la vha li tshi dzula na muṭa walo bulasini. Lo vha li tshi khou alamela makumba a sumbe. Lo vha lo lindela uri a thothonye.
Nga lîthihi nga lîthihi, ała makumba a thoma u thothonya. Othe nga nda ha lîthihi fhedzi. Lo vha li gumba lihuluhulu.

Ndî pfi Phashaphasha.

Ndî pfi ZaZa.

Ndî pfi ŋongani.

Ndî pfi Nyamabesu.

Ndî pfi Kuningo.

Ndî nga fhano?
Sekwa la alamela lo alamela nthha ha lilala gumba lihuluhulu. Ho no vha kale fhala, la mbo di thothonya. Ha bva kusekwa kwa u fhedzisela. Ku vhonala ku kuhulwane na hone ku na nungo. Kwone kwo di vhif’helavho wee!

Ndì ngafhi fhano?
Dzina āngaa li pfi nnyi?
Ha! Ha! Ha! Ndi kusekwa kuñwevho.

Ee, ŋwana uyu ndi muñwevho wee!

Vhonani kusekwa kwa u fhedzisela.

Sekwa la mme la dzhia vhana vhala vhothe la ya tivhani.
Masekwa othé a fhu$héla maďini. A tala othé a tshi khou tamba. Kusekwa kwa u vhifha ku kona u tala u fhira zwiľa zwińwe zwisekwa.
Masekwa a ṭuwa a ya bulasini. Zwifuwo zwińwe zwi kolela kusekwa kwa u vhifha.
Khuhu dzi a ku gomba ngeno mmbwa i tshi ku huvha.
Munuwe na munwe u a nkolela. Ndi khou dishavhela mma.

Lińwe ḥuvha vhusiku kusekwa kwa u vhifha kwa humbula u shavha.

Lĩnwe ḏuvha vhuria ha mbo swika.
Hoṱhehoṱhe ha ḏala gambogo.
Mulambo wa oma wa vha aisi. Kusekwa kwa u vhifha kwa tetemela kwo ḏungufhala.
Ha swika Tshimedzi (Luṱavula). Duvha la thoma u dudela haf’hu na miri ya tuma lurere i midaladala. Liṅwe duvha nga matsheloni kusekwa kwa u vhif’ha kwa vhona haf’hu zwiła zwiṅoni zwa u naka, mabilipili.
Kusekwa kwa u vhifha kwo vha kwo ṱungufhala vhukuma. Kwa thoma u lila.

Ndo vhifhesa, ndi ndoṱhe. A thi na khonani.
Musi ku tshi khou lila kwa lavhelesa nga maţo a re na miţodzi. Kwa ñivhona nga tshivhoni tsha madi. Kwa vhona kwo no vha bilipili ña u naka.

Ndì nɛ uyu?
Idai u bambele na riñe. U fana na riñe ngauri na iwe u bilipili. Wo naka u fhira mabilipili oṱhe.

Nhama wa mvuvhu o vha a tshi dzula na mme awe o ditakalela.
Thusani! Nthuseni wee! Mme a nga vha ngaf'hi?

Lińwe ʤuvha ha na mvula khulu. Mvula ya kumba uḷa ńwana, mme a sala.
Thusani! Nthuseni wee! A thi koni u bambela ndi tshee muṱuku.

Madı a mu kumba a tshi tsa na mulambo u swika a tshi dzhena lwanzheni.
Muũwe na muũwe a lingedza u thusa uyu ńwana uri a humele shangoni. Vha shumisa mambule na dzigoloi vha tshi lingedza u mu ᵇula lwanzheni.
Nhana hoyu wa mvuvhu u na mashudu. Kha ri mu rine dzina.

Mu fheni dzina laanga. U pfì Owen.

Vha zwi kona u mu ŋula lwanzheni.
Idai ngeno Owen. Ri do u isa vhugalaphukha.

Ndì khou tōda mme anga.

Vha dzhia Owen vha mu isa vhugalaphukha. A dzula ngadeni i re na tivha.
Vhugalaphukha a swika a ḋangana na tshibode tshihuluhulu.
Ndi khou humbela uri vha vhe mme anga. Thi ri?

Uyu ēwana wa mvuvhu o vha o ēnvha mme awe.
Thetshelesa hafha, ſwananga.

Tshibode itshi tsha mukalaha tsha zwi vhona uri Owen u kha di vha ſwana mutukuťuku. Tsha mu lela tshi tshi mu sumbedza zwine a fanela u la na hune a tea u edela hone.
Muvhu na tshibode vha vha khonani khulu vhukuma. Vha ḿa, u bambela na u tamba vhothe.

Ndī a vha funa nga maanda mmawē.
Owen a tamba na mukalaha Vho Mulala. A tshi takadzwa nga u namela muṱanani wavho.
Nga murahu Owen a aluwa a ŋangana na musidzana wa mvuvhu a no pfî Anza. Ŋamusi u dzula na Anza ńi ńa maladze.
Kha vha shumise theipi ya masikini kha u juma zwiipi nga khadibogisi. Kha vha pete khadibogisi vha ite fureme ya A vha pereṭeda tshiromo na nga phanda nga kilipi sa zwe zwa sumbedzwa kha tshifanyiso i re afo fhasi.

1. Khadibogisi jo atamano u lingana na Bugu Khulwane na vuliwoho (594 mm) na vhulapfu hojo karoru (1360 mm).
2. Theipi ya Maskini
3. Kilipi kana phakthisi zi no dzara fara khadibogisi.

Kha vha shumise kiḽipi ya "bulldog" kha u pereṱedza bva ri ya hayani. Kha vha shumise mihumbulo ya kushumiselwe kwa Bugu Khulwane

**Miṅwe mihumbulo ya kushumiselwe kwa Bugu Khulwane**

- Kha vha shumise muhwenga wa pujaṅiti kha vho vhonadza sa tshikhurstumi nga Bugu Khulwane yavho. Zwi nga thusa araṅi mudezedzi na vhana kha tshi nga ṇwalwaho a tshi ngadzido nga phumula nga maṅwe. Kha vha shumise tkhura kwa Bugu Khulwane. Kha vha shumise muhwenga wa pujaṅiti kha vho vhonadza sa tshikhurstumi nga Bugu Khulwane yavho. Zwi nga thusa araṅi mudezedzi na vhana kha tshi nga ṇwalwaho a tshi ngadzido nga phumula nga maṅwe. Kha vha shumise tkhura kwa Bugu Khulwane.