



first

My Bible



Do and Learn

Book

learn to read
and write!



Egypt



goat



lion



bible society of south africa

My first Bible Do and Learn Book

This basic literacy primer was developed by the Bible Society of South Africa based on the Do and Learn method developed by Dr Rose Botha from Ghoené Marketing. We acknowledge their intellectual input as well as the use of certain art material which was generously supplied by Ghoené wherever needed.

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How to use the primer

Children learn about the world in which they live through play. Acting out (demonstrating) words using eyes, ears, hands, movement and visual association aid learning and promote short and long term memory. This involves listening to stories, songs, clapping rhythms, games and other techniques.

The first five lessons are the most important lessons to do and to understand. Follow the instructions carefully. Use flashcards supplied on the A3 sheet (see centrefold in booklet).

Follow the icons!

The icons below help teachers and learners to follow the instructions in the lesson.

| | | |
|---|--|--|
|  Helper/educator reads and explains |  Search and find icon - learners have to look for words |  Clapping icon - counting and clapping out syllables |
|  Pencil icon - learners write |  Coloured pencil icon - learners draw or colour in |  Listening icon - learners listen while helper reads or explains. |
|  Speak icon - learners repeat what the helper reads/says or respond to questions |  Action or do icon - indicates learner activity |  Prayer |

Unit 1: Lesson 1 **Teacher/helper:** Hold up letter **I** and point to self saying: This letter says "I". This is "I". **Learners** point to themselves and repeat "I" (repeat this many times!). Make sure they understand who "I" is. Write "I" in the air saying, "Left to right. Stop! Draw line down the middle. Stop. Draw line at the bottom left to right. Stop!" **Learners** do the same. Now trace the letter "I" with finger on the page making sure every child does it. **Learners** trace the "I" in pencil/crayon on the page and draw themselves. **Teacher/helper:** Show them how to write "I" on the dotted lines. NB! Action and repetition are important in the learning process.

Lesson 2: **Teacher/helper:** Identify letter **a**. Show the apple in the book and repeat "a" sound in apple. Pretend to eat an apple saying "a". "This word says 'apple'". Do not ask: "What does this word say?" Show flashcard of **am**. It sounds like the "a" in apple. **Learners** point to themselves saying "apple" then "I am". Learners write their names on the line (assist **learners** where necessary).

I am

Teacher/helper: Show flashcards of 7 action words one by one and put them on the table.

Learners say words one by one and perform the action each time as they say the word. Show and repeat several times. (e.g. "pray" - let them kneel with hands in prayer, pretend to "read" from a book.) Take your time over this. Make a game of it. **Teacher/helper:** Use flashcards to build sentences e.g.

Learners repeat each sentence and perform the action each time.

Teacher/helper: Play some games with the flashcards for example: change the order, hide one, ask them to take one away and say which one is missing. Pick one then say and act it out. Add the word **God** after **I love**. Allow them to build their own sentences and read them out loud. **Learners:** Complete the dotted letters in pencil. Let them read their own sentences. NB! Performing the actions strengthens learning.

Lesson 3: **Teacher/helper:** Focus on letter **Pp pray** (show flashcard). Follow the "icons" very carefully! There are four actions to follow: Teacher/listen/speak/do. Read the word "pray". **Learners:** Act out and repeat "I pray for food", "I pray for water", etc. Use flashcards:

I pray food

Build sentences by adding the words after **I pray**. **Teacher/helper:** Point to the word **want**. This word says "want". Which word we have just read begins with the same sound? (water). Demonstrate "want" by banging fist on the table. **Learners** perform the action while saying:

I want

Make sentences: "I want to read", "I want to read the Bible", "I want water/food/clothes".

Learners: Repeat after the teacher. Then colour in the "w" and complete the letter "p".

Lesson 4: **Teacher/helper:** Read the lesson. **Learners** listen and repeat after helper. Act out words such as "made" and "world". Show flashcard of "s". Repeat the sound a snake makes: "ssss". **Learners** act out the letter "s" (snake). **Teacher/helper:** Ask "Do you remember the letter 's'? Remind them of **sit**. Focus on other words

starting with "s" e.g. "six", "sky", "sea", "stars", "sun".

Learners make sentences starting with the days of creation. **Learners** hold up their fingers and shout: "God made the world in 6 days!" (count and clap 6 times). "Day 1 - day and night!" (repeat with each day!) Children must say and act out each word e.g. "very" can be demonstrated by "flicking" their fingers. **Teacher/helper:** Ask questions using "What", "Who", "Why", e.g. "Who rests on day 7?"



Learners answer in sentences. Act out day 7 by pretending to sleep.

Lesson 5: Teacher/helper: Focus on **Cc clothes**. **Learners:** Point to their clothes and name each item. **Teacher/helper:** Read line for line. Explain and demonstrate the word "made" (learners show the action).

Learners do guided reading. **Teacher/helper:** Use flashcards! Ask questions e.g. "Who made Adam and Eve? Find the word for **God**. Where did Adam and Eve live? Find the word for "garden". What did they wear? Find the word for "clothes". **Learners:** Do word search: Find the word that says "in", "no", "go" etc. **Teacher/helper:** Complete the sentences: "The snake said ..." "God said ..." Why did God make them go out of the garden? Were Adam and Eve sad or glad?

More ideas for creating literacy

Alphabet Chart: Enlarge alphabet words to flashcard size, and cut out to use for teaching sounds and meaning. Can be used for testing knowledge, playing games like snap, etc. (keep in packet or envelope).

Flashcards: Each learner has a page with flashcards. Laminate (if possible) or paste on cardboard (use cereal boxes) and keep in an envelope to help learners to build sentences and recognise words.

Building word walls: Collect shoe boxes, write words on them and stack them up. Or put flashcards of objects and words that are used often up on the wall. Allow **learners** to help choose the words.

Recycling words: Repeating familiar words or words that occur many times helps **learners** to remember and use them e.g. "see", "go", "make".

Shared/guided reading: Read and let them follow in the book. Talk about the pictures so that they understand what they mean. Build on what they already know. Explain in their home language. Use finger or pointer so readers can follow the text.

Ask questions: Who, what, where, how?

Pointing out words: e.g. What is the second word in line 4? Which word in line 4 starts with a "b" sound? What other words in the lesson start with an "s" sound? It's important to learn the sounds e.g. "a", "r", "s".

Retelling the stories: Allow **learners** to retell the stories.

Charades (acting out the stories or words): One learner acts out a word or character without words and the others must guess what the object or word represents e.g. "Joseph", "animal", "strong", or "sick".

Clapping: Separate longer words into syllables (parts) and clap them out: mo-ther, child-ren.

Colour in/highlight: Choose words that sound the same. Glad/sad/bad.

Drawing: Let them illustrate the main idea or some object or character in the story.

Completing Letters: Younger **learners** might not be able to trace the letters in the beginning. Allow them to colour in or decorate the letters.

Air writing and tracing letters with their fingers: Before writing, turn your back to the class and write the letter in the air starting at the correct point. Remember the direction. NB! Vary these techniques depending on the lesson.

Test their knowledge: Give the wrong information e.g. "Goliath was very small." Learners must correct the teacher. Make it fun.

Note: In English words are not written/spelled as they sound, so it is difficult to sound/decode them letter by letter. Children should learn to recognise certain words on sight through repetition.

More advanced level:

Group guided reading: This is for more advanced learners. **Teacher** organises them into levels and gets them to read a story to other **learners** in the group. **Teacher** goes from group to group and helps where needed.

Arranging sentences in the right order: After reading a story from the book, write the sentences in the wrong order on the board or on cards. Get groups to put the sentences in the correct order. Reward group/learner who gets it right first.

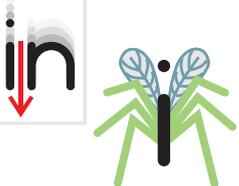
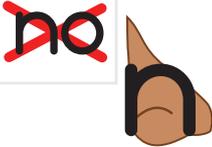
Numeracy: Counting the lines of the story. Assist learners where necessary. e.g. ask: "What is the first/last word in the lesson?"

Clapping and counting: Clap the days of the week; clap the numbers in lessons where numbers appear e.g. 7 days of creation, 12 sons of Jacob, the flood, etc.

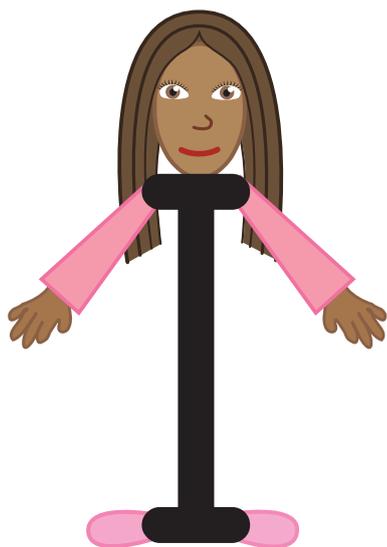
Skills learners acquire in primer:

Reading: Understanding pictures and associating them with words. Recognising letters, words and sounds such as "a", "p", "r" and blends of sounds such as "ea(t)", "ou(t)", "th(e)" etc. **Writing skills** such as holding a pencil, direction of letters, learning to write words and sentences. **Basic numeracy** and **problem solving**.

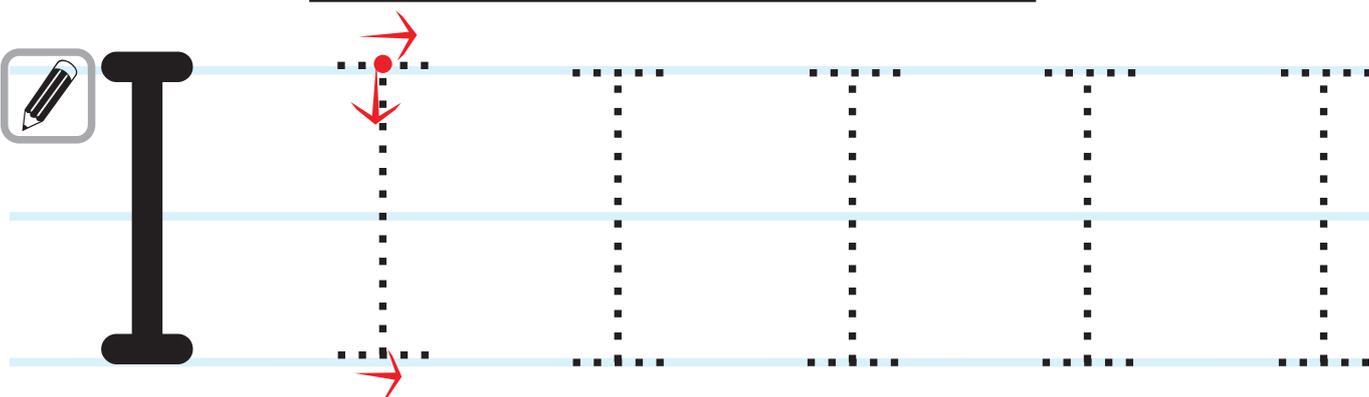
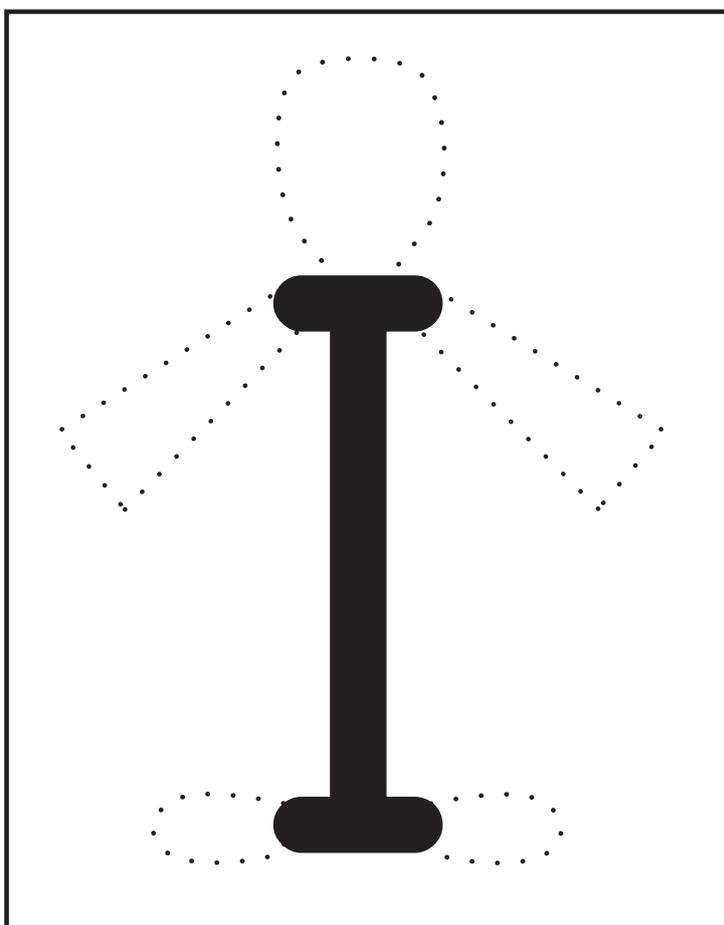
NB!!!! Please take it slowly. If anything seems too difficult for the level of your class, do not force it. Allow the **learners** to do what they're able to do. Concentrate on what they can do! It is important not to put them off learning to read and write. Remember, they learn through playing (and praying)!

| | | | |
|---|--|---|--|
|  apple |  bible |  cat |  dove |
|  egg |  fish |  grass |  home |
|  insect |  joy |  king |  light |
|  mouth |  nose |  orange |  pray |
|  quack |  rainbow |  snake |  tree |
|  up |  very |  water |  x-ray |
|  yellow |  zebra | | |

Unit 1: Lesson 1



Draw yourself:



Lesson 2

I am



apple



I sit.



I sit.

I see.



I read.

I see.

I read.

I pray.



I pray.

I sing.



I sing.

I sleep.



I sleep.

I love God.



Tracing practice for the letter 'a' on a blue-lined background. The first 'a' has red arrows showing the stroke direction. It is followed by four dashed 'a's for tracing.

Lesson 3



I pray.



I pray to God.

I pray for food.

I pray for water.

I pray for a home.

I pray for clothes.

I want.

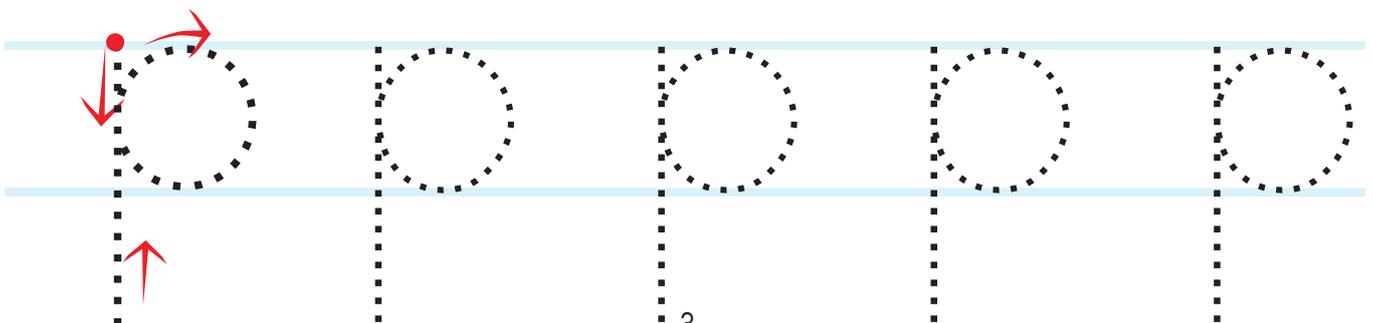


I want to read.

I want to read the Bible.



W W W W W



Lesson 4

God made the world

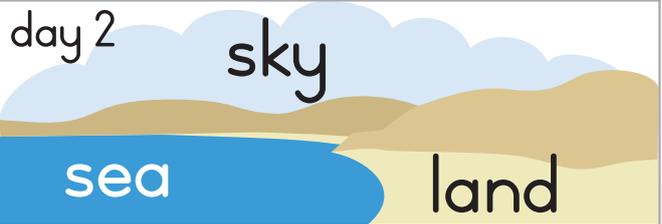


snake



God made the

world in six  days.

| | | | |
|-------|--|-------|---|
| day 1 |  day night | day 2 |  sky sea land |
| day 3 |  plants flower tree | day 4 |  sun moon stars |
| day 5 |  fish birds | day 6 |  man woman animals people |

It was  very  good.

day 7

  rested  rest

 We  rest

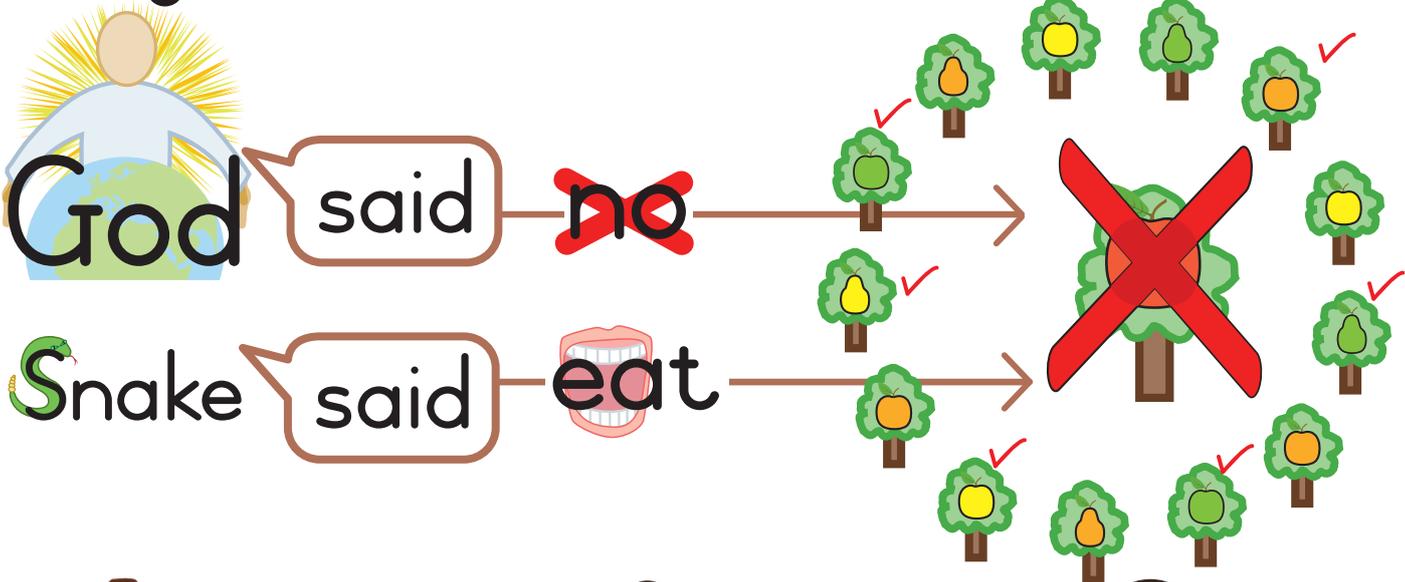


Adam and Eve

  God  made Adam  and Eve .

They  lived  in the  garden of Eden.

They  wore ~~no~~  clothes.  



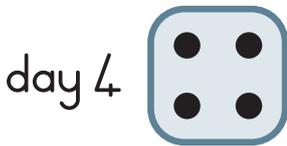
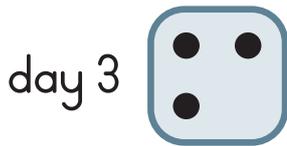
 Adam and Eve ate.  

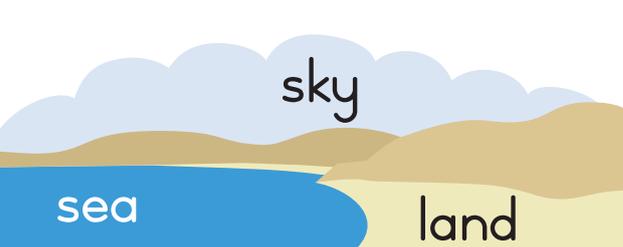
God  said out!   = sad 

God  made them  clothes.  

Test 1 

 Match the days of creation.



| |
|--|
|  <p>sun moon stars</p> |
|  <p>grass flower tree</p> |
|  <p>day night</p> |
|  <p>man woman animals people</p> |
|  <p>sky sea land</p> |
|  <p>fish birds</p> |

~~★~~★★☆☆ = $\frac{1}{6}$



Noah's ark

God said to Noah:

“Build an ark.”

Put all the animals into the ark.”

| | | | | |
|--|------------------|-------------------|-------------------|------------------|
| | c cat | s snake | d dove | g goat |
| | l lion | m mouse | z zebra | b bee |

It rained
forty days

| | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10 |
| | <input type="radio"/> | 20 |
| | <input type="radio"/> | 30 |
| | <input type="radio"/> | 40 |

forty nights

| | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----|
| | <input type="radio"/> | 10 |
| | <input type="radio"/> | 20 |
| | <input type="radio"/> | 30 |
| | <input type="radio"/> | 40 |

Lesson 2

The water was everywhere.

The rain stopped.

The animals went out of the ark.

God sent a rainbow.



animals



Draw the ark.

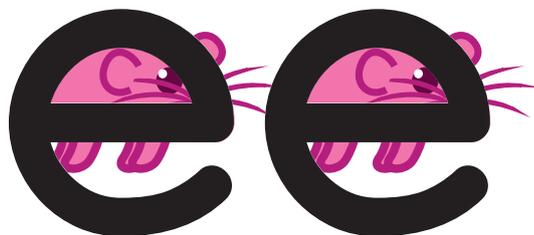
bee

dove

mouse

lion

cat



The mice go ee ee.



rrrrrrr

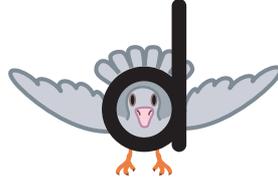
Test 2



Help the animals to find their homes.



Call the animal by its name.



| | | | | |
|-------|------|-------|------|-------|
| cat | | | | bee |
| | | | | mouse |
| zebra | | | | |
| | | | | |
| lion | dove | snake | goat | |

 = $\frac{1}{8}$



Joseph and his brothers

   Jacob had 12   sons. 

             
1 2 3 4 5 6 7 8 9 10 11 12

 Jacob loved   his sons, 

but he loved  Joseph  best.

He  made a  for Joseph. 

The  had  colours.

The  were  angry. 

Test 3



Connect lines to the colours.



orange



red  

orange

yellow

green

blue

purple

~~★~~★★☆☆ = 1/6

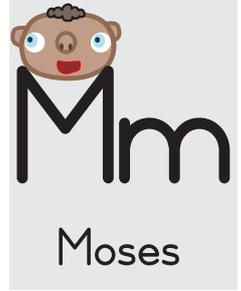
   God loves  all his  chil-  dren.  

God loves  me.

God loves  you.



write your name



Moses - the baby in a basket

  A  mother had a  baby boy.

The baby was  in big danger. 

The  mother put  the  baby in a  basket  in the  river.

The  princess  saw the  basket.

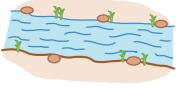
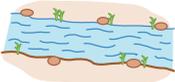
She  took the baby.

She named him  Moses.

The  princess  saved  Moses.

The  princess  loved  Moses.

 Match the word and the picture:

| | | | | | |
|-------|---|---|----------|---|---|
| baby |  |  | basket |  |  |
| river |  |  | princess |  |  |

☆☆☆☆ = 4

Lesson 2

 boy


 boy



ba-by
 

ba-by

mo-ther
 

mo-ther

bas-ket
 

bas-ket

ri-ver
 

ri-ver

prin-cess
 

prin-cess

Mo-ses
 

Mo-ses

 B b B b B b boy
 M m M m Moses



Moses leads his people

  His  people were slaves.

 Moses  took them out of  Egypt.

God made a  road through the  sea  and saved them.

They were  very  happy.

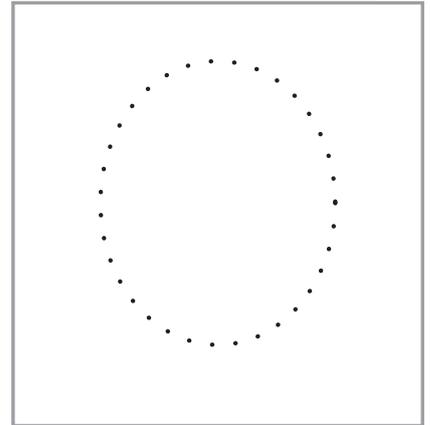
  I  am happy.

I  clap my  hands.

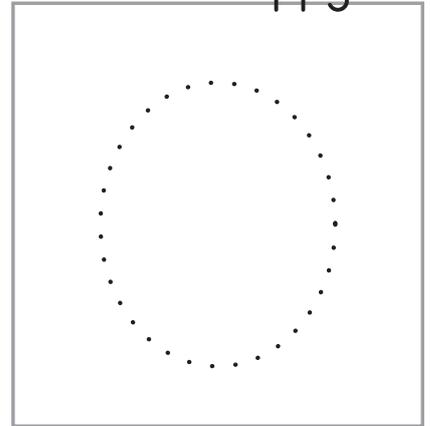
I  jump for joy.

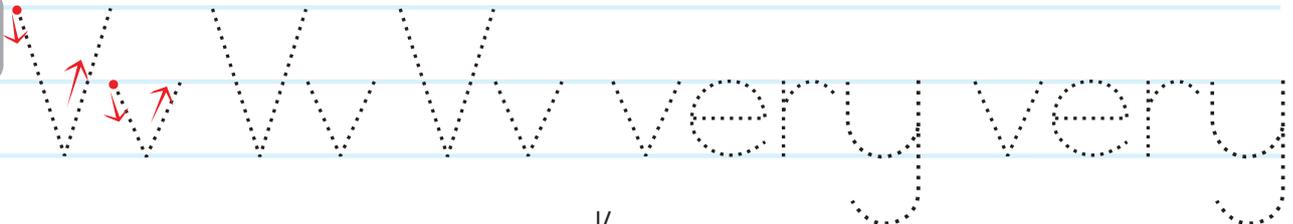
God  saved me.

I am sad 



I am happy 



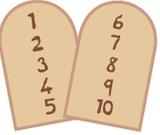
 

Tt

ten

God's rules

  Moses  went  up the  mountain.

 God  gave him ten   rules. 

Learn these five  rules of .

1. Pray  only  to  God.  

2. Keep  Sunday  holy.

3.  Respect your  father and  mother.

4. Do ~~not~~ steal.

5. Do ~~not~~ lie.

  Tt ten



Dd

David

David the shepherd

   David was a shepherd boy.  

He looked after the sheep. 

He protected them from lions  and bears. 

He loved to play on the harp. 

He prayed and praised the Lord:  

 The Lord is my shepherd.  

When I am afraid He comforts me.  

When I am alone  He walks with me.

I will love him as long as I live. 





David fights a giant

   Goliath was a giant.

He was  very **big**

and very strong. 

He came to fight God's people.  

He had a shield, a sword  and a spear. 

The people were  very afraid. 

David was ~~not~~ afraid. He was

brave! With ¹only a sling and

five stones he killed 

the giant.  David was a hero!   

Test 4 

 Connect the words to the correct images.



sling



strong



spear



shepherd



shield



sword



      = $\frac{1}{6}$

  God, thank you for making me
 strong when I am weak. Amen.



S s Sw st sp sh sl



Kk

king

Daniel and the lions

  Daniel lived in a far away 

land. He was ~~not~~ allowed to  pray, but he  prayed to God  every      day.

Bad  people  told the  king.

The king  put him in the  lion  cage.

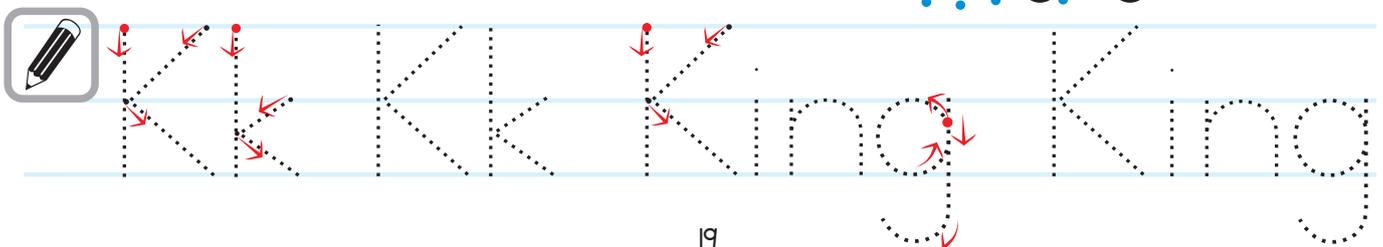
The  king was  very  sad.

 Daniel was a  good  man.

The  lions did ~~not~~ hurt  Daniel.

 God  saved him.

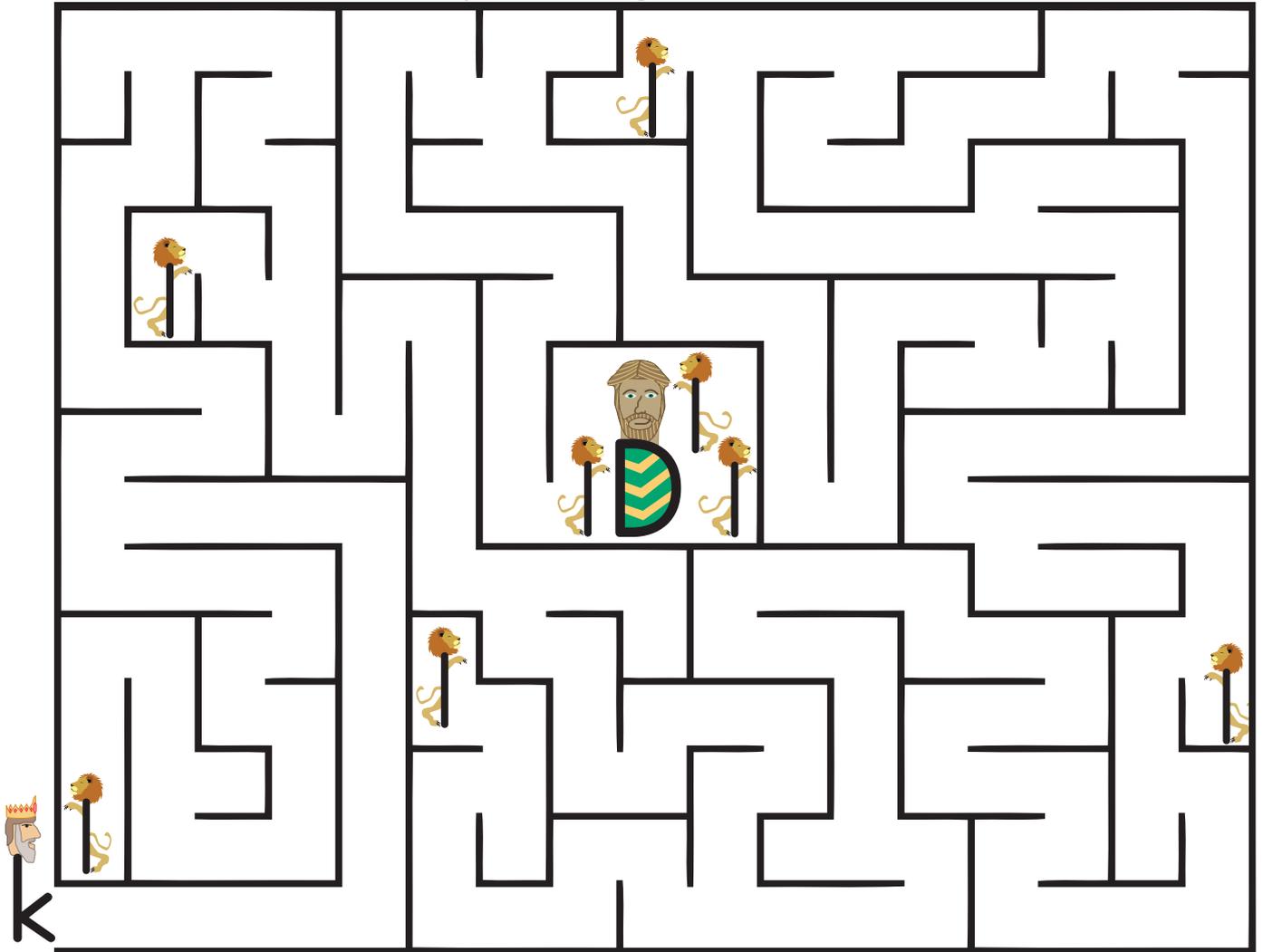
When the  king  saw that God  saved  Daniel, he was  very  glad.



Test 5



Help the king find Daniel.



Connect the opposites:



g·ad

b·rave

g·ood

s·ad

a·raid

b·od



I must ~~not~~ forget to pray.

God hears my prayer.



☆☆☆☆☆☆ = 1/6



Jesus is born

   Mary was a young  girl.

An  angel  told her,

“You will have a son.

He will be the  son of  God.”

 Joseph and  Mary  went  to

Bethlehem on a  donkey.

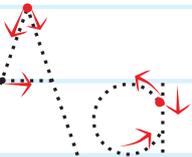
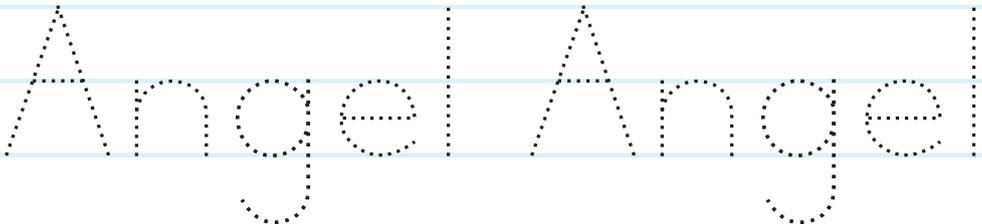
There was  no room for them.

They stayed in a stable. 

The  baby was born there.

 God  told them to name him

 Jesus.

  Aa  Angel Angel

The shepherds find Jesus

  There were   shepherds looking after their  sheep.

The  angel told them about the  baby Jesus. Then  all the  angels  praised God and  sang:

  "Glory to God in  heaven and peace on  earth."

The   shepherds  went to the  stable to  see the baby.

They  praised God and  told  everyone about the baby who  came to  save them.

Test 6



Look for the words in the blocks:



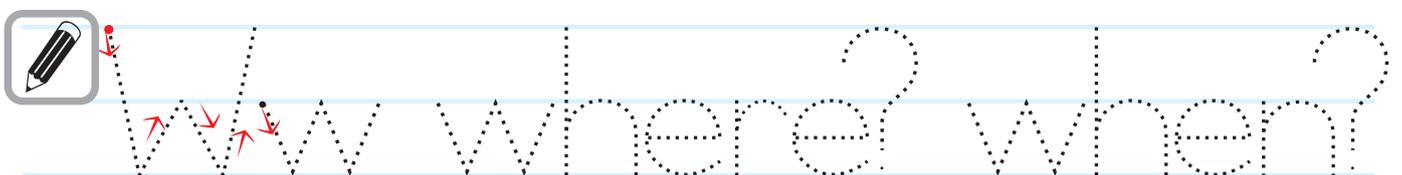
| | | | | |
|---|---|---|---|---|
| s | t | a | r | s |
| i | x | n | b | M |
| n | J | g | a | a |
| g | o | e | b | r |
| x | s | l | y | y |
| J | e | s | u | s |
| o | p | e | n | x |
| s | h | e | e | p |

✓☆☆☆☆☆☆☆☆ = 10

Wise men bring gifts



 The wise men saw a big
 
 star in the
 
 sky. They asked King
 
 Herod
 
 where the
 
 new king was
 born. They followed the
 
 star and
 found the baby in the
 
 stable.
 
 They gave him
 
 gifts and
 
 kneeled
 before him. King Herod was
 
 very
 
 angry
 
 when he heard about the
 new king. He wanted to
 
 kill the
 baby.
 
 Joseph and
 
 Mary
 
 went
 
 to
 
 Egypt
 
 with Jesus.





Jesus does God's work

   Jesus  taught  people that God is .

He said, "God  loves you."

He  healed  sick people.

He  taught people to do what is  right.

He  taught people to love and forgive each  other.

 Jesus loves  everyone, **big** and small.

 Jesus loves me



Jesus teaches us to pray

   Our  Father in ,

we  praise your  holy name.

Thank you for  giving us  bread
 every day.

Forgive us when  we do ~~wrong~~.

Help us to forgive others when
they do ~~wrong~~.  Teach us to do
what is  right. Amen.

 You are our father.
We are your children.
You love us. We love you.

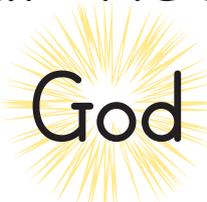


Jesus goes away

   Jesus died on a  cross.

People did not believe he was the  son of  God. His friends were  very sad. After three  days he lived again! His friends were  very happy.

He  went  to  heaven on a  cloud.

His spirit is  in our  hearts to  teach us to love  God and other  people. His friends told the  world about  Jesus and his love .

 He lives in heaven.



My first Bible Do and Learn Book introduces young children (or new readers of any age) to basic literacy through the rich history of Bible stories and their colourful characters. It is based on the Do and Learn method which actively involves learners with all their senses in the learning process. Teaching is made easy through the use of icons, flashcards and a teacher's guide which are included in the book.

Do interactive teaching with flashcards:

I am

I see

I sit

I sleep

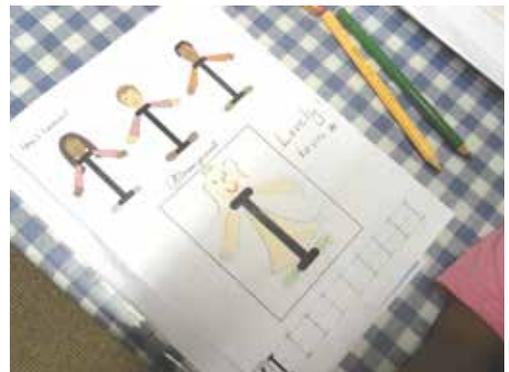
I pray home

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