



first

My Bible



Do and Learn

Book

learn to read
and write!



Egypt



goat



lion



bible society of south africa

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.

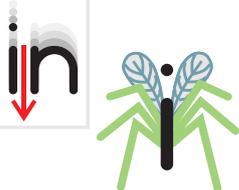
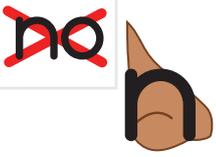
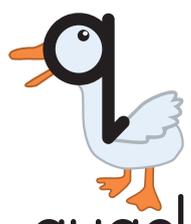
Numeracy: Counting the lines of the story. Assist learners where necessary. e.g. ask: "What is the first/last word in the lesson?"

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		