

TEACHER'S GUIDE & TIPS



2nd

My Bible

Do and Learn Book

Stories told
by Jesus



bible society of south africa

Learn to
read and write!
literacy programme

How to use the primer

Children learn about the world in which they live through all their senses. Acting out (demonstrating) words, using eyes, ears, hands, movement and visual association aids learning and promotes short and long term memory. This involves listening to stories, repeating words and saying them out loud, songs, clapping rhythms, acting out, miming, playing games and other techniques. Follow these instructions carefully especially with the first few lessons. Use flashcards supplied on the A3 sheet to build sentences and vocabulary (see centrefold in booklet). Be creative and use what works for you.

Remember: Basics skills for reading and writing are:

1. Learning letter sounds (using action, pictures, symbols, etc.).
2. Identifying the sounds in words.
3. Blending sounds i.e. running sounds together to make the word.
4. Learning the shapes of letters.
5. Learning to write the letters and words.

Follow the icons!

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

 Helper/teacher reads and explains.	 Look icon - the learners identify/look for words.	 Pencil icon - learners write.
 Speak icon - learners repeat words or respond to questions.	 Search and find icon - learners have to find objects or words.	 Coloured pencil icon - learners draw or colour in.
 Action/do icon - indicates learner activity.	 Clapping icon - learners clap and count.	 Tick icon - learners tick the correct answers.

A few sample lessons:

Lesson 1: The lost sheep

Teacher/helper: Point to the picture of a sheep at the top right corner of the page and say: This word says “sheep”. Repeat after me. The word starts with “sh”. Put your finger to your lips and say “shhhhhh” – sheep. Show me what a sheep looks like. Children act out “I’m a sheep”. Stress the long “ee”. Who looks after the sheep? Point to next word “shepherd”. This word says: “shepherd”. Say after me: “shhhhh-epherd” (stress the short “e”). What does a shepherd do? (He looks after the sheep.)

Demonstrate: Appoint a shepherd who herds the rest of the “sheep” into a corner. Explain “lost” and “found”. (Relate incidents of lost and found they can identify with e.g. losing a pet, or something they valued.)

Demonstrate sight words: lost and found

Let’s read: Read the story. Clap out the numbers with **learners** calling them out. Demonstrate the picture words “sheep”, “look”, “all”, “calls”, etc.

At the end of the story: Find the word “sheep” in the story. How many times does it appear? Find words “lost” and “found” in the story. Who is happy? (the shepherd). Why is he happy? (he found his sheep).

Language time: Explain present and past. Divide the class in two groups - the “now” group and the “then” group and go through the examples with them in turn. Indicate “now” by pointing a finger down. The “then” group point a finger backwards over the shoulder. Read a sentence and shout out: “Now!” or “Then!”. Let each team repeat the sentences after you.

Playtime: activity - complete the labyrinth.

Bible time: **Teacher** may read the story from the Bible/Children’s Bible or read the summary at the end of the lesson. This is also an opportunity for prayer.

Read and write: Complete the words on the dotted line. If the spaces are too small, let them write the letters or words in their books. **Learners** must write letters in the air, then with fingers on the desk before writing in their books. If teaching takes place outside, **learners** can write in the sand.

Activity: Teach them the song: “Baba black sheep”.

Lesson 2: The lost coin

Teacher/helper: Point to the word in the box – coin. This word says “coin”. Repeat after me. Show them a real coin. What is this? It’s a “coin!” Do the same with “lamp”. Be sure to stress the “a” for “apple” sound not “ê”. Let them say the “p” with an explosive sound as if they are blowing out the lamp.

Demonstrate sight words: look, call and find. NB! Each **learner** must complete the actions while saying the word out loud.

Read the story: Afterwards demonstrate each picture word. Clap from 1 to 10 while shouting out the numbers. “The poor woman is happy”. Why is she happy? Demonstrate “happy”. (Make your own “happy face” and a “sad face” mask on a stick and keep them in class to use when needed.)

Language time: Divide into teams: Put one **learner** on the one side and all the other **learners** on the other side. Column 1 is for singular. Column 2 is for plural. Ask: Where’s the “s”? Read the sentences and let them repeat after you. Let them find the “s” in the grid while making the sound. Stress the “s”.

Explain: if 1 person performs the action “s” is joined to the doing/action word. If more than one performs the action then the “s” is joined to the ones who perform the action e.g. “The friend sweeps” but “The friends sweep”.

Colour-in time: Colour in the shapes.

Let’s read: Read the sentence at the bottom of the page.

Let’s write: Complete the exercise and the line at the end of the page.

Bible time: Read story and pray.

Lesson 3: The good shepherd

Teacher/helper: Point to the first picture: What do you see in this picture? This word says “wolf”. Say “wolf”. Show me what a wolf looks like. (Allow **learners** to act out while saying the word over again.)

Point to the second picture and say: This word says “gate”. (Kids pretend to open and close the gate while saying the word out loud.) Do we have a gate at school/or at home? Why?

Explain sight words: good/bad. Show me “good” (kids sit quiet with finger on the lips). Show me “bad” (kids make a noise and put out their tongues, etc.)

Read the story demonstrating each picture word with the **learners**.

Language time: Team one is “Now!” Team two is “Tomorrow” (demonstrate “still to come” by putting a hand up to the eyes as if looking up ahead). Read the sentences in the present tense and let team 1 repeat after each sentence. Team 2 repeats the future tense.

Word search: Complete the grid.

Bible time: Read the Bible story and pray.

Let’s read: Read the line at the bottom of the page. **Let’s write:** Complete the words on the dotted lines.

Let’s play: At the end of the lesson you could play the game “Wolf, wolf, what’s the time?” where one child is the wolf and as the **learners** follow they chant, “Wolf, wolf what’s the time”. He shouts out the times until he shouts “Lunchtime!”. Then he turns around and tries to catch a child who then becomes the wolf.

Lesson 4: The lost son!

Teacher/helper: Point to the picture of the father and say: This word says “father”. Repeat after me. This word says “brother”. Say out loud. Demonstrate “th” sound. Put your tongue against your top teeth and blow the air out!

Demonstrate sight words: Read the story demonstrating each picture word. Ask questions about the story. Divide class into small groups and role play the dialogues acting out each word. Rotate the roles among the children.

Language time: Fill in the missing words.

Activity: Follow instructions.

Let’s read: Read the sentence.

Let’s write: Complete the words on the dotted line.

Lesson 5: Who must I help?

Teacher/helper: This word says “donkey”. Repeat after me. Show me the donkey. What sound does it make? This word says “priest”. Show me a priest. What does a priest do? (Let children respond e.g. a priest prays/helps people.) Read the story.

Role play: Let **learners** act out what happens. Explain what a good neighbour is.

Language time: Tick the right answers. Do the questions and let learners fill in the words. Divide class into two groups: “Say” group and “Ask” group. Read sentences in the first column. Group 1 repeats after you. Group 2 repeats the questions. Turn the sentences around by asking the questions first and letting group 1 repeat the answer.

Activity: Complete the missing words. Complete the labyrinth.

Let’s read: Read the sentence.

Let’s write: Complete the words on the dotted lines.

Lesson 6: Always do your best

Teacher/helper: Point to picture of coins. Do you remember what this word says? This word says “coins”. What do you see in this picture? This word says “workers”. Say after me.

Demonstrate sight words: Place three **learners** in a row demonstrating first, second and third. Use them for demonstration throughout the lesson. Hand out the correct number of coins to each one. Complete abbreviations. Do the addition with the class.

Read the story. Demonstrate each picture word. Reward the first worker with a star on his/her chest. Take away the coin from the third worker and give it to the first worker.

Bible time: Read the Bible story and pray.

Let’s write: Complete the words on the dotted line.

Language time: Fill in the words in the spaces. Match numbers and words.

More ideas for creating literacy

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.

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 bits of paper. Get groups to put the sentences in the correct order. Reward group/**learner** who gets it right first.

Questions: Ask questions such as “When ...?” “Why ...?”, “How... ?” and “What ...?”

Association: Make use of the power of association to strengthen memory e.g. red cross implies “no” or a negative, “look” with two eyes in the double “o”, the water in the “w”, the lightning bolt next to “quick” or “fast”, while arrows indicate direction. Create your own associations with 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 most often up on the wall. Allow **learners** to help choose the words.

Charades/role-play (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. “the lost coin”, “donkey”, “happy”, etc.

Clapping and counting: clap the days of the week; clap the numbers in lessons where numbers appear e.g. coins, 10 young girls, etc.

Clap out syllables: e.g. cup-board, wor-kers, etc.

Colour in/highlight: Group words that sound the same (glad/sad/bad).

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

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

Environmental print: make **learners** aware of print that is all around us e.g. street signs, labels on packaging, advertisements, etc. Create a print-rich environment with pictures and words on the wall.

Flashcards: Must be cut out by each **learner** and kept in a packet or box to recognise words and to build simple sentences. Use back of cardboard boxes, etc. to make your own flashcards.

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

Onset sounds: Stressing the sound at the beginning of a word before the first vowel e.g. g-ate or th-ief or str-anger.

Paired reading: **Learners** are grouped according to reading ability where they may read with/to each other.

Phonic awareness: Hearing different sounds and relating them to letters is very important.

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.

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

Re-reading lessons: **Learners** should re-read the lesson after group sessions in paired or independent reading practice to develop fluency.

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

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.

Sight words: In English words are not written/spelt as they sound, so it is difficult to decode them letter for letter. **Learners** should learn to recognise certain words on sight through repetition.

Team work: Set task for teams and allow them to compete in performing certain tasks. Reward winning teams.



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)!

Teaching tips



Note on "a"

The letter "a" has different sounds in different words: Connect the words that sound the same to the correct box. Read all the words clearly. Learners repeat several times. Join the right words to the right box.

	am	was	ball	made					
all	far	glad	bad	are	gave	grass	call	save	

Look for more "a" sounds in the lessons you've done.



Letter pairs (beginner)



These letters take hands to make different sounds: a e i o u

eo	ou	ea	oa	ie	ai
people	house	bread	road	priest	said
-	ground	heaven	board	thief	rain



Say the words out loud and complete them on the lines:

bread	br__d	people	p__ple
road	r__d	house	h__se
priest	pr__st	said	s__d
friend	fr__nd	thief	th__f



Find other words with the same sounds in the lessons you've done.



Letter pairs (advanced)



Pairs that look the same but don't sound the same.

Example: the 'ea' pair can have five different sounds:

1 = ear hear

2 = eat meat speak leave beat

3 = earth heard pearl

4 = heaven heavy pear head

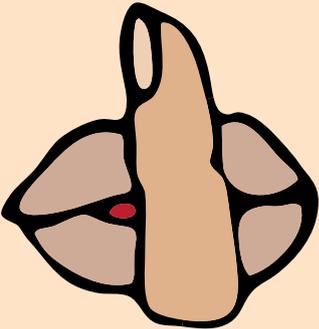
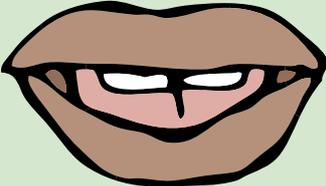
5 = heart



Sounds using lips, tongue and teeth



Demonstrate the following sounds:

shhhhh	ththth	chchch
Pout lips and blow air through mouth.	Press tongue against top teeth and force air past the teeth.	Press tongue against roof of mouth and force air out.
		
she	the	chop
sheep	then	choose
show	thief	change
shop	thorns	children



Action words that change in the past

Now/today/this minute

Then/last year

Just now/already

I **go**

I **went**

I **have gone**

The seeds **grow**

The seeds **grew**

They **have grown**

He **gives**

He **gave**

He **has given**

They **spend**

They **spent**

They **have spent**

The man **sees**

He **saw**

He **has seen**



Opposites



Let the learners repeat the following opposites and help them to think of more examples:

sad > glad/happy

good > _ _ _

lost > found

wise > _ _ _ _ _



Numeracy exercises



What's the next number? Add the same number each time.

Complete the following number sequences using the number line to help you:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

1 3 5 19

In this sequence there's a difference of 2 between each number.

2 4 6 20

In this sequence there is a difference of _ between each number.

2 5 8 14

In this sequence there is a difference of _ between each number.