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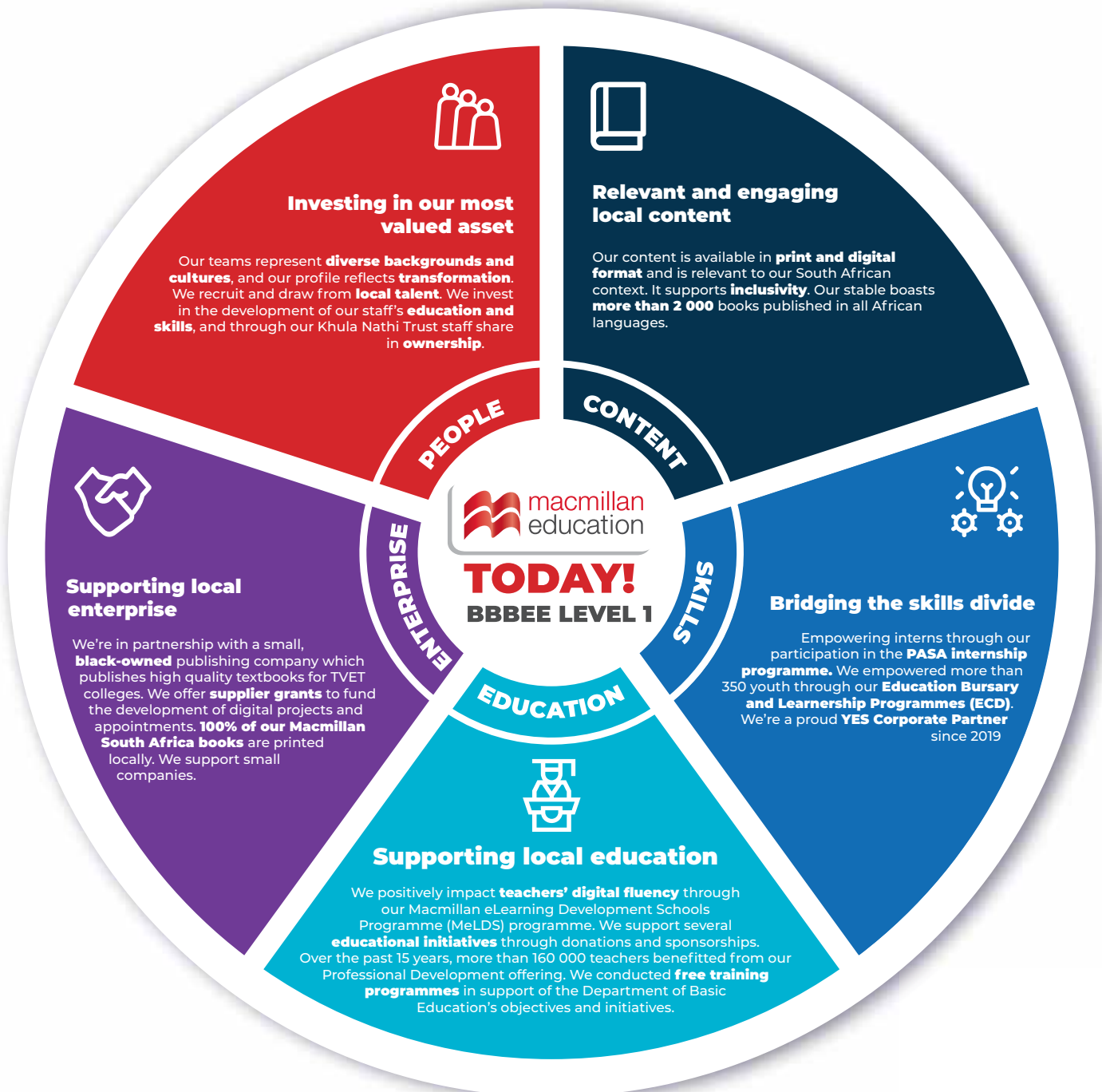
Primary School CAPS Catalogue Grade R



*The titles in this catalogue have been approved by
the DBE and are on the national catalogue*

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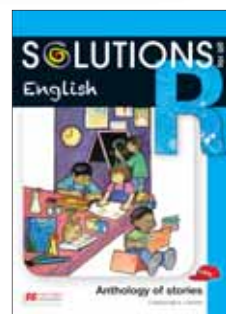
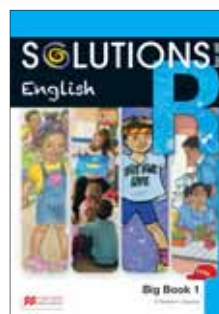
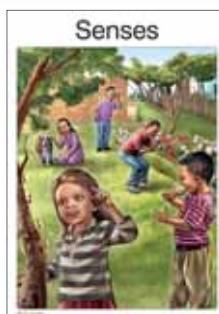
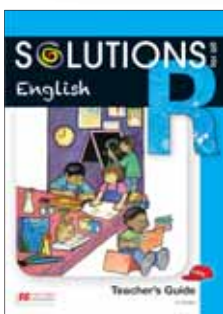
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SOLUTIONS for all English

- ✓ Teacher's Guide
- ✓ 40 Readers
- ✓ 4 Big Books
- ✓ Story Anthology
- ✓ 20 Posters

For best
results use all
the components
together!



Summary of Solutions for all Grade R products and when to use them

TERM	TOPIC Taken from the Life Skills Policy	DURATION	READER	POSTER	BIG BOOK	ANTHOLOGY OF STORIES	PHONIC SOUND	SIGHT WORD
1	Orientation (TG p.1)	3 days	–	–	–	A new friend for Sarah	–	–
	Me (TG p.4)	1 week	I am special Counting Sounds Feelings	My body Shapes and colours	Big Book 1 I am special	Getting dressed	l	l
	At school (TG p.10)	1 week	Going to school I am special Sounds	My school	Big Book 1 My classroom	Belinda Bee	h	can
	In the classroom (TG p.15)	1 week	My classroom Sounds Feelings	My school Shapes and colours	Big Book 1 My classroom	Getting dressed	b	do
	Books (TG p.20)	1 week	Books Sounds	Shapes and colours	Big Book 1	What's that over there?	Revision	Revision
	Days of the week (TG p.25)	1 week	Days of the week Counting Sounds Opposites	Days of the week	–	Baboon learns to plant a tree	k	he, she
	My body (TG p.30)	1 week	My body Sounds	My body	Big Book 1 My body I am special	The right shoes	i	you
	Healthy living (TG p.35)	1 week	Healthy living Sounds	Healthy living	Big Book 1 Healthy living	The crocodile with toothache	r	Revision of he, she
	Summer (TG p.40)	1 week	It is summer Sounds	Weather	Big Book 1 Weather	I don't like sports	Revision	Revision
	Shapes and colours (TG p.45)	1 week	Shapes and colours Sounds	Shapes and colours	Big Book 1 I am special	Scared of the dark	Revision	Revision
2	Home (TG p.50)	1 week	Home Sounds	My home and my family	Big Book 2 Home	Squeaky shoes	n	me
	Safety (TG p.55)	1 week	Safety Sounds	Safety	–	A fire in the veld	m	what
	My family (TG p.60)	1 week	My family Sounds	My home and my family	Big Book 2 Home Festivals and special days	Looking for sweets	j	is
	Weather (TG p.65)	1 week	Weather	Weather	Big Book 2 Weather	How do you feel about rain?	p	have
	Autumn (TG p.70)	1 week	It is autumn Sounds	Weather	Big Book 2 Weather	Tortoise with an itch	Revision	Revision
	Sound (TG p.75)	1 week	Listen Sounds Counting	Senses	–	The catfish that snored	c	a
	Sight (TG p.80)	1 week	Look Sounds	Senses	–	A loyal helper	o	with
	Touch (TG p.85)	1 week	Touch Sounds	Senses	–	The magic bird	a	and
	Taste and smell (TG p.90)	1 week	Taste and smell Sounds	Senses	Big Book 2 Taste and smell	Dirty Desmond	d	to

TERM	TOPIC Taken from the Life Skills Policy	DURATION	READER	POSTER	BIG BOOK	ANTHOLOGY OF STORIES	PHONIC SOUND	SIGHT WORD
3	Winter (TG p.95)	1 week	It is winter Sounds	Weather	–	The long scarf	Revision	Revision
	Transport (TG p.100)	1 week	Transport Sounds	Transport	Big Book 3 Transport	Nandi's new bicycle	g	no, not
	Jobs people do (TG p.105)	1 week	People who help us Sounds	Jobs people do	Big Book 3 People who help us	The elves and the shoemaker	q	today
	Water (TG p.110)	1 week	Water Sounds	Water	Big Book 3 Water	The crocodile that ate everything Lazy Lindiwe	f	what, who
	Fruit (TG p.115)	1 week	Fruit Sounds	Fruit and vegetables	–	Five strawberries	e	you
	Vegetables (TG p.120)	1 week	Do you like vegetables? Sounds	Fruit and vegetables	–	A story about two rabbits	u	us
	Dairy farming (TG p.125)	1 week	Where does milk come from? Sounds Counting	Farming	–	Working together The moon is made of green cheese	y	where
	Wool farming (TG p.130)	1 week	Where does wool come from? Sounds	Farming	Big Book 3 Where does wool come from?	How many legs? The foolish farmer	t	feel, look
	Healthy environment (TG p.135)	1 week	Keep our world healthy Sounds	–	–	Gideon Goldfish	Revision	Revision
4	Spring (TG p.140)	1 week	It is spring Sounds	Weather	–	Wally Weaver	Revision	Revision
	Birds (TG p.145)	1 week	Look at all the birds! Sounds	Birds	–	How the ostrich got his long neck	v	Revision
	Reptiles (TG p.150)	1 week	Sammy Snake and his friends Sounds	Reptiles	–	Snake gets a new skin	w	Revision
	Dinosaurs (TG p.155)	1 week	Dinosaurs are scary! Sounds	Dinosaurs	Big Book 4 Dinosaurs are scary!	We found a dinosaur bone!	x	Revision
	Wild animals (TG p.160)	1 week	Animals that live in the wild Sounds	Wild animals	Big Book 4 Animals that live in the wild	The elephant and the tortoise	z	Revision
	Find out about one wild animal (TG p.165)	1 week	Lions Sounds	Wild animals	Big Book 4 Animals that live in the wild	The hippopotamus	Revision	Revision
	Sport (TG p.170)	1 week	What sport do you like? Sounds	Sports	Big Book 4 What sport do you like?	Who jumps the highest?	Revision	Revision
All terms	Festivals and special days	1 day as applicable	Festivals and special days are covered over one day during a topic in the term where applicable. Please refer to the table on Festivals and Special days for guidance. Use Reader: Festivals and special days and Reader: Special days Use Poster: Festivals and special days ; Big Book 2 story Festivals and special days ; Big Book 4 story Special days Use Anthology of stories: Baboon's birthday party; A surprise for Lebogang					

TG = Teacher's Guide

The Solutions for all English Grade R series

Solutions for all English Grade R has the following components:

- an integrated Language, Mathematics and Life Skills **Teacher's Guide**
- 40 **Readers**
- 4 **Big Books**
- 20 **Posters**
- an **Anthology of stories**.

Using the Readers

The 40 **Readers** are divided into terms, according to the topics outlined in the Life Skills CAPS.

Suggestions for using the **Readers**

- Show learners the cover of the book and ask them what they think the story is about. Go through the book, page by page, and discuss the illustrations. Point out any link to the week's sight words. At this stage, learners will just be 'reading' the pictures. It doesn't matter if they don't interpret the story accurately. 'Reading' pictures is the first stage of reading.
- After showing learners the book, ask them what they remember about it. Then go through each page the same way as above, this time reading the words on each page (refer to the suggested text on the back cover, for readers which have pictures only). Allow learners to discuss each picture and to ask questions (see the back cover of the **Reader** for possible questions). Link words to pictures: for example, if there is a picture of a cat, together with the word, point out that the word says 'cat'. Also write the word on the board.
- Follow the same steps as above. By now, learners should be familiar with the story. Remember they will not be able to read all the words. At this stage, the most important thing is for them to understand that there is a link between the pictures and the words. Talk about each picture as before, but then point to the word and say it clearly. Ask, 'What does this word say?' Many of the learners will still not be reading the word. They just remember it or guess it by looking at the picture. This is exactly what they should be doing. For discussion points, refer to the inside back cover of each **Reader**. There are questions for each page.

Paired reading, using the Reader

The learner 'reads' the story to a partner.

Individual reading, using the Reader

The learner 'reads' independently for pleasure.

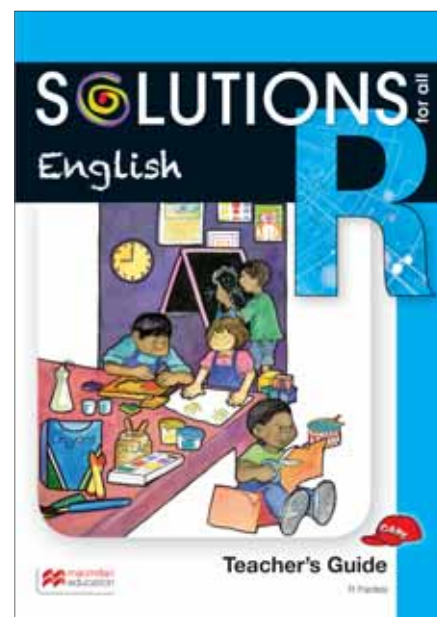
For optimum classroom use, purchase one set of **Readers** per learner.

Using the Big Books

Four **Readers** per term are repeated as stories in the **Big Book** for that term.

Emergent reading – ensure that the learner:

- holds the book the right way up
- turns pages correctly when 'reading'
- develops correct eye movement, such as following lines of text from left to right.



Shared reading

- Learners 'read' the **Big Book** as a whole class with the teacher.
- Choose a story to read with the learners.
- Before reading the story, ask a few questions. For example, show learners the picture on the cover of the **Big Book** or one of the pictures in the story, and talk about it. They should say what they think the story will be about. (Covers for each story can be found on the inside front cover of the **Big Book**.)
- Read the story through once, then read it again. Let the learners join in any refrain.
- Use one or more of the following activities to check whether learners understand the story.
- They can:
 - join in the chorus
 - answer a few simple questions
 - describe and discuss characters
 - draw a picture, capturing the main ideas of the story
 - retell the story
 - say whether they liked the story
 - say how the story made them feel
 - sequence pictures from the story
 - respond through mime, movement and other drama activities.

For optimum classroom use, purchase one set of **Big Books** per classroom.

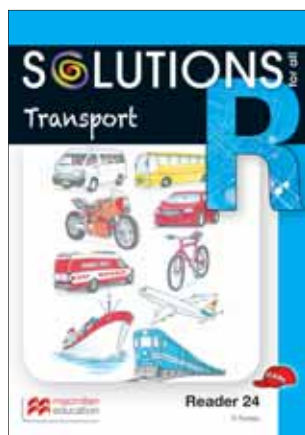
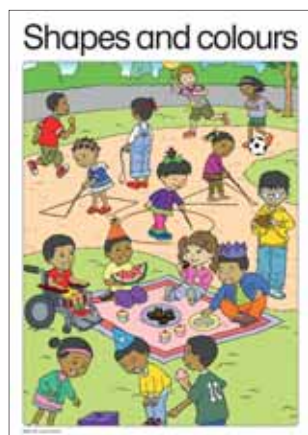
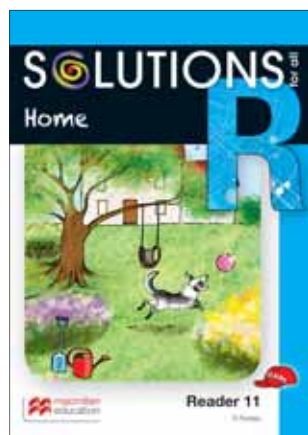


Using the *Anthology of stories*

- There are 40 stories and each story is linked to a theme.
- Each story is accompanied by a colour picture or photograph.
- There are suggestions for activities before, during and after reading for each story.

Stories are told during the morning ring (to introduce a theme), during the introduction of a phonic sound, and during outdoor play through action word association. They are also told to relax the learners before they depart for home.

Ensure that you are thoroughly prepared by collecting all visual aids in advance and reading the story before you present it to the class. Explore the meaning of any new or unfamiliar words with the class before reading the story. You can make flash cards with these words to use for this purpose.



Pre-reading

- If you are re-reading a story, ask the learners to recall what happens in the story.
- If you are reading a new book, ask the learners to make predictions:
 - What do they see in the pictures?
 - What do they think the story/book is about?
 - What do they think will happen in the story/book?

During reading

- Pause occasionally to check learners' comprehension and to let the ideas sink in.
- Let learners sing the songs and say the predictable/repeated refrains.

Post-reading

- Help the learners to draw conclusions about what they have read through questions, discussions and activities.

Make story time an enjoyable experience – choose stories and books that you know will engage your learners, read different kinds of books and/or stories, and re-read favourite ones.

For optimum classroom use, purchase one per classroom.

Using the Posters

There are 20 full-colour **Posters**.

- Use the **Posters** to introduce and stimulate discussion on the theme and to introduce new words. The **Posters** are laminated, so labels and flashcards can be stuck onto the posters.
- Also use them in Mathematics and Life Skills. For example, use the **Poster: My body** to count body parts (Mathematics). In Physical Education (Life Skills), use the same poster to identify parts of the body.

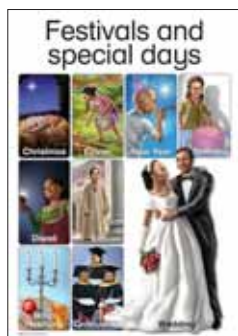
For optimum classroom use, purchase one set of **Posters** per classroom.

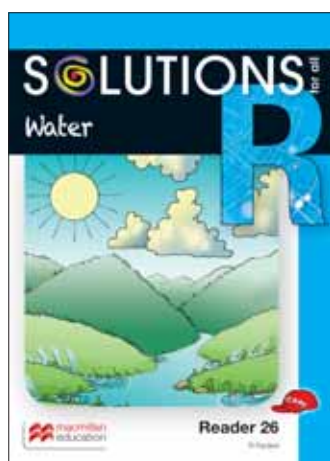
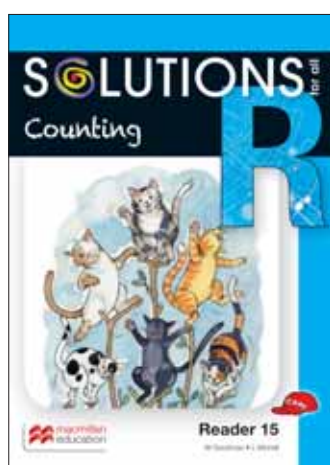
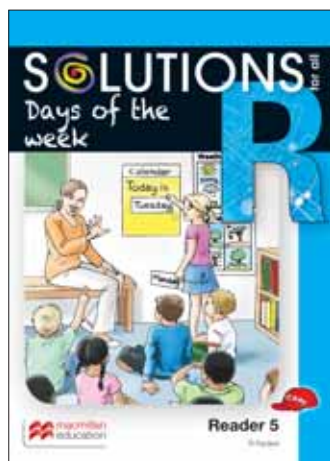
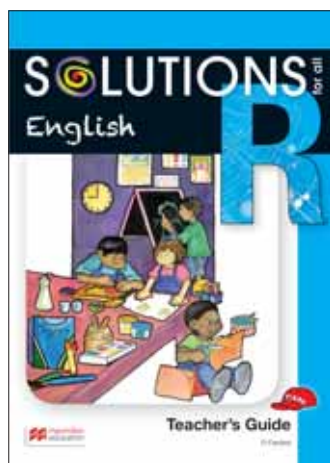
The Teacher's Guide

The **Teacher's Guide** offers an introduction to Grade R that:

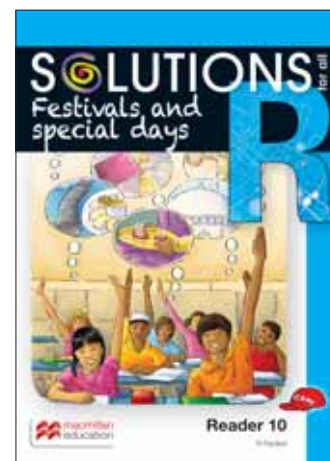
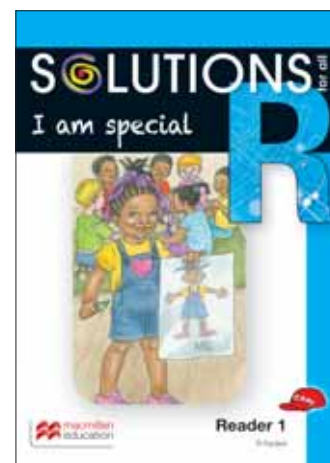
- assists the teacher in setting up the classroom
- encourages the use of proper resources and offers guidance on how to create resources
- suggests strategies to assist with the teaching of emergent reading
- has daily lesson plans for the year
- suggests strategies to assist with the teaching of Home Language, Mathematics and Life Skills
- presents assessment guidelines for the year.

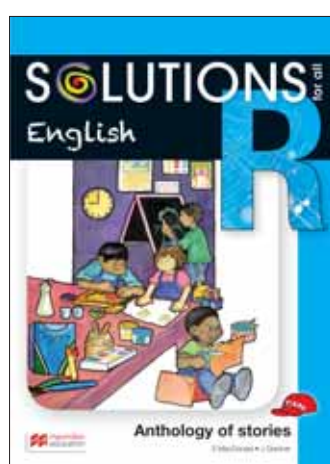
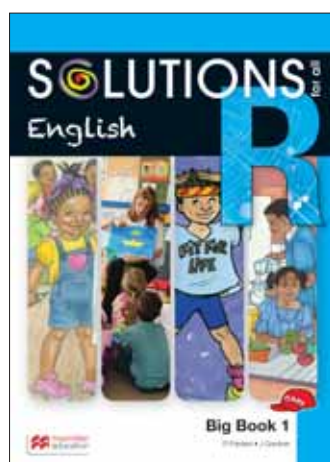
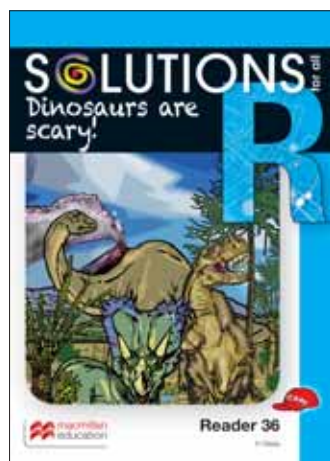
For optimum classroom use, purchase one **Teacher's Guide** per teacher.





ISBN	TITLE/COMPONENT
English (Home Language)	
Teacher's Guide	
Solutions for all English Grade R	
9781431040087	Teacher's Guide
Readers	
Solutions for all English Grade R	
9781431027446	Reader 1: I am special
9781431027453	Reader 2: Going to school
9781431027460	Reader 3: My classroom
9781431027477	Reader 4: Books
9781431027484	Reader 5: Days of the week
9781431027491	Reader 6: My body
9781431027507	Reader 7: Healthy living
9781431027514	Reader 8: It is summer
9781431027521	Reader 9: Shapes and colours
9781431027538	Reader 10: Festivals and special days
9781431027545	Reader 11: Home
9781431027552	Reader 12: Safety
9781431040049	Reader 13: Opposites
9781431040056	Reader 14: Feelings
9781431040063	Reader 15: Counting
9781431027569	Reader 16: My family
9781431027576	Reader 17: Weather
9781431027583	Reader 18: It is autumn
9781431027590	Reader 19: Listen
9781431027606	Reader 20: Look
9781431027613	Reader 21: Touch
9781431027620	Reader 22: Taste and smell
9781431027637	Reader 23: It is winter
9781431027644	Reader 24: Transport
9781431027651	Reader 25: People who help us
9781431027668	Reader 26: Water
9781431027675	Reader 27: Fruit
9781431027682	Reader 28: Do you like vegetables?
9781431027699	Reader 29: Where does milk come from?
9781431027705	Reader 30: Where does wool come from?
9781431027712	Reader 31: Keep our world healthy
9781431027729	Reader 32: Special days
9781431027736	Reader 33: It is spring
9781431027743	Reader 34: Look at all the birds!
9781431027750	Reader 35: Sammy Snake and his friends
9781431027767	Reader 36: Dinosaurs are scary!





ISBN	TITLE/COMPONENT
9781431027774	Reader 37: Animals that live in the wild
9781431027781	Reader 38: Lions
9781431027798	Reader 39: What sport do you like?
9781431040070	Reader 40: Sounds

Big Books

Solutions for all English Grade R

9781431027804	Big Book 1
9781431027811	Big Book 2
9781431027828	Big Book 3
9781431027835	Big Book 4

Anthology of stories

Solutions for all English Grade R

9781431028047	Anthology of stories
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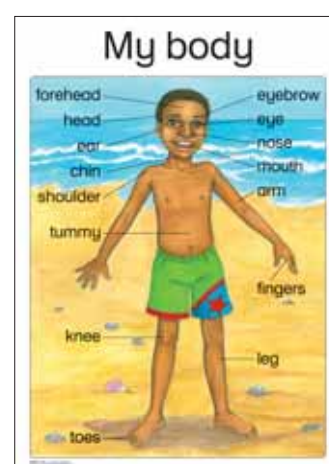
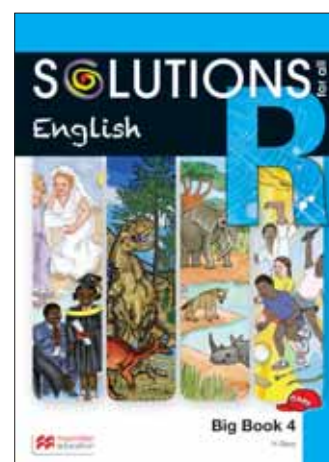
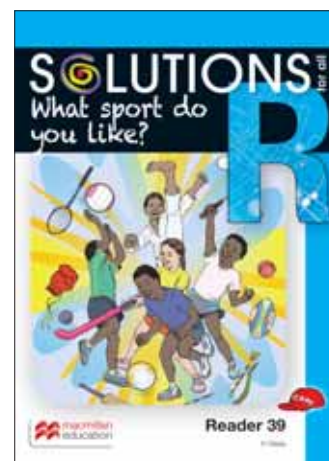
Posters

Solutions for all English Grade R

9781431040155	My body
9781431040162	My school
9781431040179	Healthy living
9781431040186	Shapes and colours
9781431040193	Festivals and special days
9781431040209	My home and my family
9781431040216	Safety
9781431040223	Weather
9781431040230	Senses
9781431040247	Days of the week
9781431040254	Transport
9781431040261	Jobs people do
9781431040278	Water
9781431040285	Fruit and vegetables
9781431040292	Farming
9781431040308	Birds
9781431040315	Reptiles
9781431040322	Dinosaurs
9781431040339	Wild animals
9781431040346	Sport

Packs

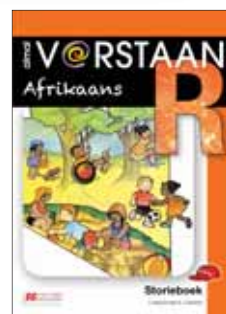
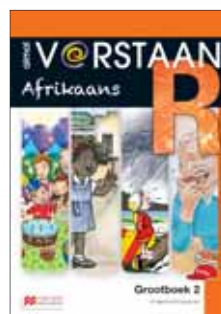
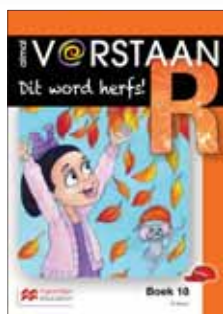
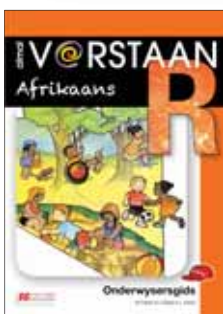
9781431050802	Teacher's Pack (Teacher's Guide, 4 Big Books, Story Anthology, 20 Posters)
9781431050819	Learner's Pack (40 Readers)
9781431052653	Full Pack (Teacher's Guide, 40 Readers, 4 Big Books, Story Anthology, 20 Posters)



almal V@RSTAAN Afrikaans

- ✓ Onderwysersgids
- ✓ 40 Leesboeke
- ✓ 4 Grootboeke
- ✓ Storieboek
- ✓ 20 Plakkate

Vir die beste
resultate, gebruik
al die produkte
saam!



Opsomming van *Almal verstaan Graad R* produkte en wanneer om dit te gebruik

KWAR-TAAL	ONDERWERP	TYDS-DUUR	LEESBOEK	PLAKKAAT	GROOTBOEK	STORIEBOEK	KLANK	SIGWOORD
1	Oriëntering (OG bl.1)	3 dae	–	–	–	'n Nuwe maatjie vir Sara	–	–
	Ek (OG bl.4)	1 week	Dit is ek Ek ken my klanke	My liggaam	Grootboek 1 Dit is ek	Aantrek	s	ek
	By die skool (OG bl.10)	1 week	By my skool Ek ken my klanke	My skool	Grootboek 1 In my klaskamer	Belinda By	a	kan
	In die klaskamer (OG bl.15)	1 week	In my klaskamer Ek ken my klanke	My skool	Grootboek 1 In my klaskamer	Wees vriendelik as jy maats wil hê	m	doen
	Boeke (OG bl.20)	1 week	Lees is lekker Ek ken my klanke	–	Grootboek 1 Lees is lekker	Watse ding is dit?	Hersiening	Hersiening
	Dae van die week (OG bl.25)	1 week	Dae van die week Ek ken my klanke	–	–	Bobbejaan leer boom plant	e	hy, sy
	My liggaam (OG bl.30)	1 week	My liggaam Ek ken my klanke	My liggaam	My liggaam	Die regte skoene	t	jy
	Gesonde leefwyse (OG bl.35)	1 week	Gesonde gewoontes Ek ken my klanke	Gesonde gewoontes	Grootboek 1 Gesonde gewoontes	'n Besoek aan die tandarts	o	Hersiening van hy, sy
	Somer (OG bl.40)	1 week	Somer en sonskyn Ek ken my klanke	Die weer	Grootboek 1 Somer en sonskyn	Ek hou nie van sport nie	Hersiening	Hersiening
	Vorms en kleure rondom ons (OG bl.45)	1 week	Vorms en kleure Ek ken my klanke	Vorms en kleure	–	Bang vir die donker	Hersiening	Hersiening
2	By die huis (OG bl.50)	1 week	My huis Ek ken my klanke	My huis en my familie	Grootboek 2 My huis	Iets bekruip my van agter	k	my
	Veiligheid (OG bl.55)	1 week	Wees versigtig! Ek ken my klanke	Veiligheid	–	'n Veldbrand	n	wat
	My gesin (OG bl.60)	1 week	My gesin Ek ken my klanke	My huis en my familie	–	Op soek na lekkers	b	is
	Die weer (OG bl.65)	1 week	Wat sê die weer? Ek ken my klanke	Die weer	Grootboek 2 Wat sê die weer?	Mashamba en die reënklip	j	het
	Herfs (OG bl.70)	1 week	Dit word herfs! Ek ken my klanke	Die weer	Grootboek 2 Wat sê die weer?	Skilpad jeuk	Hersiening	Hersiening
	Klank (OG bl.75)	1 week	Wat hoor ek? Ek ken my klanke	Sintuie	–	Die snorkende katvis	r	'n
	Sig (OG bl.80)	1 week	Wat sien ek? Ek ken my klanke	Sintuie	–	Waar kameelperd aan sy lang nek kom	y	met
	Voel (OG bl.85)	1 week	Wat voel ek? Ek ken my klanke	Sintuie	–	Wat kan jy nie tel nie, Sibongile?	z	en
	Smaak en reuk (OG bl.90)	1 week	Wat proe en ruik ek? Ek ken my klanke	Sintuie	Grootboek 2 Wat proe en ruik ek?	Vuil Frikkie	x	na

KWAR-TAAL	ONDERWERP	TYDS-DUUR	LEESBOEK	PLAKKAAT	GROOTBOEK	STORIEBOEK	KLANK	SIGWOORD
3	Winter (OG bl.95)	1 week	Dit word winter! Ek ken my klanke	Die weer	–	Die lang serp	Hersiening	–
	Vervoer (OG bl.100)	1 week	Vervoer Ek ken my klanke	Vervoer	Grootboek 3 Vervoer	Nandi se nuwe fiets	d	Hersiening nee, nie
	Beroepe (OG bl.105)	1 week	Mense wat werk Ek ken my klanke	Mense wat werk	Grootboek 3 Mense wat werk	Die elfies en die skoenmaker	l	vandag
	Water (OG bl.110)	1 week	Spaar water Ek ken my klanke	Water	Grootboek 3 Spaar water	Die lelike eendjie Die paddaprins	i	wat, wie
	Vrugte (OG bl.115)	1 week	Lekker vars vrugte! Ek ken my klanke	Vrugte en groente	–	Vyf aarbeie	p	jy
	Groente (OG bl.120)	1 week	Groente is gesond! Ek ken my klanke	Vrugte en groente	–	'n Storie oor twee hasies	v	ons
	Suiwel-boerdery (OG bl.125)	1 week	Melkboerdery Ek ken my klanke	Boerdery	–	Saamwerk Die maan is van groen kaas gemaak	h	waar
	Wolboerdery (OG bl.130)	1 week	Wolboerdery Ek ken my klanke	Boerdery	Grootboek 3 Wolboerdery	Hoeveel pote?	Hersiening	voel, sien
	'n Gesonde omgewing (OG bl.135)	1 week	Leef gesond! Ek ken my klanke	–	Grootboek 3 Spaar water	Gideon Goudvis	Hersiening	Hersiening
4	Lente (OG bl.140)	1 week	Dit word Lente! Ek ken my klanke	Die weer	–	Wensel Wewer	Hersiening	Hersiening
	Voëls (OG bl.145)	1 week	Voëls in die voëlpark Ek ken my klanke	Voëls	–	Waar volstruis aan sy lang nek kom	j	Hersiening
	Reptiele (OG bl.150)	1 week	Reptiele Ek ken my klanke	Reptiele	Grootboek 4 Reptiele	Krokodil het tandpyn	w	Hersiening
	Dinosourusse (OG bl.155)	1 week	Dinosourusse Ek ken my klanke	Dinosourusse	–	Die dinosourus-been	f	Hersiening
	Wilde diere (OG bl.160)	1 week	Wilde diere in die wildtuin Ek ken my klanke	Wilde diere	Grootboek 4 Wilde diere in die wildtuin	Die olifant en die skilpad	g	Hersiening
	Vind inligting oor een wilde dier (OG bl.165)	1 week	Olifante Ek ken my klanke	Wilde diere	Grootboek 4 Wilde diere in die wildtuin	Die leeu en die muis	Hersiening	Hersiening
	Sport (OG bl.170)	1 week	Sport en oefening Ek ken my klanke	Sport	Grootboek 4 Sport en oefening	Wie spring die hoogste?	Hersiening	Hersiening
Alle kwar-tale	Feeste en spesiale dae	1 dag (soos toepaslik)	Feeste en spesiale dae word vir een dag behandel as deel van 'n toepaslike onderwerp in die spesifieke kwartaal. Verwys ook na die tabel wat feeste en spesiale dae lys. Gebruik die Leesboek: Spesiale dae en Leesboek: Feeste wat ons vier . Gebruik die Plakkaat: Spesiale dae ; Grootboek 2 storie Spesiale dae ; Grootboek 4 storie Feeste wat ons vier . Gebruik Graad R-Storieboek: 'n Geskenk vir ma ; 'n Verrassing vir Lebogang					

OG = Onderwysersgids

Die Almal Verstaan Afrikaans Graad R reeks

Almal Verstaan Afrikaans Graad R sluit die volgende komponente in:

- 'n geïntegreerde Taal, Wiskunde en Lewensvaardighede **Onderwysersgids**
- 40 **Leesboeke**
- 4 **Grootboeke**
- 20 **Plakkate**
- 'n **Storieboek**.

Gebruik van die Leesboeke

Die 40 **Leesboeke** is in kwartale verdeel volgens die onderwerpe wat uiteengesit is in die Lewensvaardighede KABV.

Voorstelle vir die gebruik van die **Leesboeke**

- Wys leerders die voorblad van die boek en vra hulle waarom hulle dink die storie gaan. Gaan bladsy vir bladsy deur die boek en bespreek die illustrasies. Wys enige verband met die week se sigwoorde uit. Op hierdie stadium sal die leerders slegs die prentjies 'lees'. Dit maak nie saak as hulle die storie nie akkuraat interpreteer nie. Om prentjies te 'lees' is die eerste stadium van lees.
- Nadat jy die boek aan die leerders gewys het, vra hulle wat hulle daarvan onthou. Gaan dan deur elke bladsy op dieselfde manier as hierbo, maar lees hierdie keer die woorde op elke bladsy (verwys na die voorgestelde teks op die agterblad vir leesboeke wat slegs prentjies het). Laat leerders toe om elke prentjie te bespreek en vrae te vra (sien die agterblad van die **Leesboek** vir moontlike vrae). Verbind woorde aan prentjies: Byvoorbeeld, as daar 'n prentjie is van 'n kat saam met die woord, wys dat die woord sê 'kat'. Skryf ook die woord op die bord.
- Volg dieselfde stappe as hierbo. Teen hierdie tyd sal die leerders bekend wees met die storie. Onthou, hulle sal nie al die woorde kan lees nie. Op hierdie stadium is die belangrikste dat hulle verstaan dat daar 'n verband is tussen die prentjies en die woorde. Praat oor elke prentjie soos voorheen, maar wys na die woord en sê dit duidelik. Vra, 'Wat sê hierdie woord?' Baie van die leerders sal steeds nie die woord lees nie. Hulle onthou dit net of raai dit deur na die prentjie te kyk. Dit is presies wat hulle behoort te doen. Vir besprekingspunte, verwys na die binne-agterblad van elke **Leesboek**. Daar is vrae vir elke bladsy.

Lees in pare met die gebruik van die **Leesboek**

Die leerder 'lees' die storie vir 'n maat.

Individuele lees met die gebruik van die **Leesboek**

Die leerder 'lees' onafhanklik vir plesier.

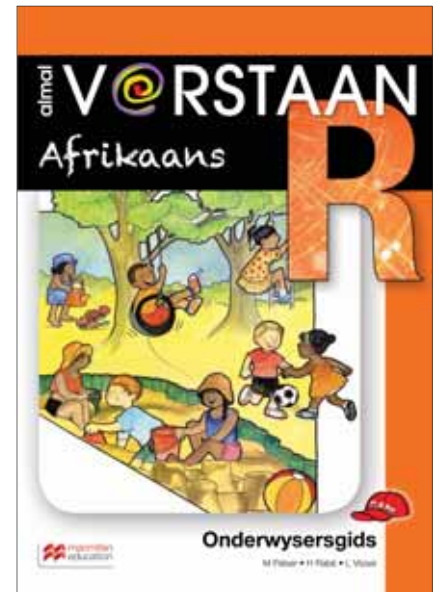
Vir optimale klaskamergebruik, koop een stel **Leesboeke** per leerder aan.

Gebruik van die Grootboeke

Vier **Leesboeke** word per kwartaal herhaal as stories in die **Grootboek** vir die spesifieke kwartaal.

Ontluikende lees – verseker dat die leerder:

- die boek met die regte kant na bo vashou;
- die bladsye korrek omblaai terwyl hulle 'lees';
- die korrekte oogbeweging ontwikkel, soos om die lyne van die teks van links na regs te volg.



Gedeelde lees

- Leerders lees die **Grootboek** in klasverband saam met die onderwyser.
- Kies 'n storie om saam met die leerders te lees.
- Voordat die storie gelees word, vra 'n paar vrae. Byvoorbeeld, wys die prentjie op die voorblad van die **Grootboek** of een van die prentjies in die storie aan die leerders en praat daaroor. Hulle moet sê waaroor hulle dink die storie sal gaan. (Die opsomming van elke storie kan gevind word in die binne-voorblad van die **Grootboek**.)
- Lees die storie een keer deur, en lees dit dan weer. Laat die leerders enige refrein saam sê.
- Gebruik een of meer van die volgende aktiwiteite om te kyk of die leerders die storie verstaan.
- Hulle kan:
 - deelneem aan die refrein
 - 'n paar eenvoudige vrae antwoord
 - karakters beskryf en bespreek
 - 'n prentjie teken wat die hoofidees van die storie uitbeeld
 - die storie oorvertel
 - sê of hulle van die storie gehou het
 - sê hoe die storie hulle laat voel het
 - prentjies uit die storie in volgorde plaas
 - reageer deur mimiek, beweging en ander drama-aktiwiteite.



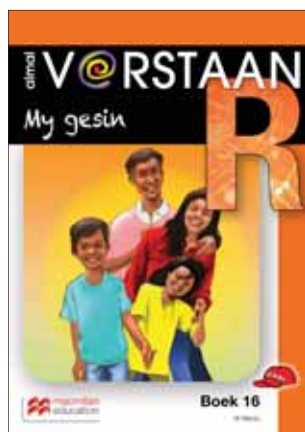
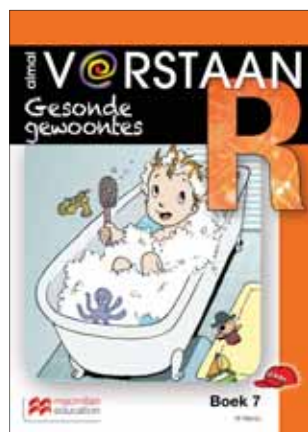
Vir optimale klaskamergebruik, koop een stel **Grootboeke** per klaskamer aan.

Gebruik van die Storieboek

- Daar is 40 stories en elke storie is verbind aan 'n tema.
- Elke storie gaan saam met 'n kleurprentjie of foto.
- Daar is voorstelle vir aktiwiteite voor, tydens en na lees vir elke storie.

Stories word vertel gedurende die oggendkring (om 'n tema bekend te stel), gedurende die bekendstelling van 'n fonetiese klank, en gedurende buitenspel deur aksie-woord-assosiasie. Dit word ook vertel om die leerders te laat ontspan voor hulle huiustoe gaan.

Maak seker dat jy deeglik voorbereid is deur al die visuele hulpmiddele vooraf bymekaar te kry en die storie te lees voor jy dit vir die klas aanbied. Verken die betekenis van enige nuwe of vreemde woorde met die klas voor die lees van die storie. Jy kan flitskaarte met hierdie woorde maak om te gebruik vir hierdie doel.



Voor lees

- Indien jy 'n storie herlees, vra die leerders of hulle onthou wat volgende in die storie gebeur.
- As jy 'n nuwe boek lees, vra die leerders om voorspellings te maak:
 - Wat sien hulle in die prentjies?
 - Waaroor dink hulle gaan die storie/boek?
 - Wat dink hulle gaan in die storie/boek gebeur?

Gedurende lees

- Stop by geleentheid om die leerders se begrip na te gaan en om idees te laat inslag vind.
- Laat die leerders die liedjies sing en die voorspelbare/herhalende refreine sê.

Na lees

- Help die leerders deur gevolgtrekkings te maak oor wat hulle gelees het deur vrae, bespreking en aktiwiteite.

Maak storietyd 'n genotvolle ervaring – kies stories en boeke wat jy weet jou leerders sal betrek, lees verskillende soorte boeke en/of stories, en herlees gunsteling.

Vir optimale klaskamergebruik, koop een Storieboek per klaskamer aan.

Gebruik van die Plakkate

Daar is 20 volkleur **Plakkate**.

- Gebruik die **Plakkate** om die tema bekend te stel en bespreking daarvoor te stimuleer, en om nuwe woorde bekend te stel. Die Plakkate is gelamineer, so etikette en flitskaarte kan op die plakkate geplak word.
- Gebruik dit ook vir Wiskunde en Lewensvaardighede. Byvoorbeeld, gebruik die **Plakkaat: My liggaam** om die liggaamsdele te tel (Wiskunde). In Liggaamlike Opvoeding (Lewensvaardighede), gebruik dieselfde plakkaat om die dele van die liggaam te identifiseer.

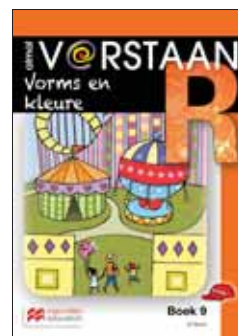
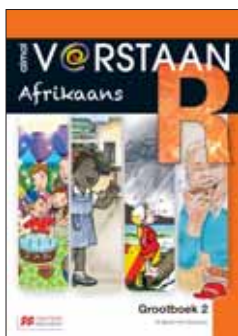
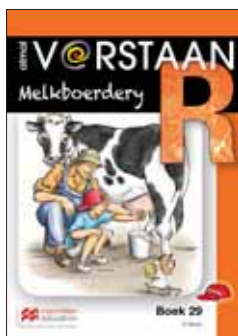
Vir optimale klaskamergebruik, koop een stel Plakkate per klaskamer aan.

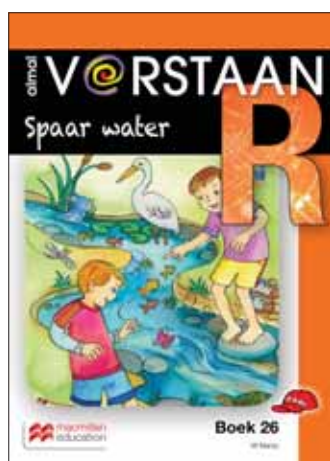
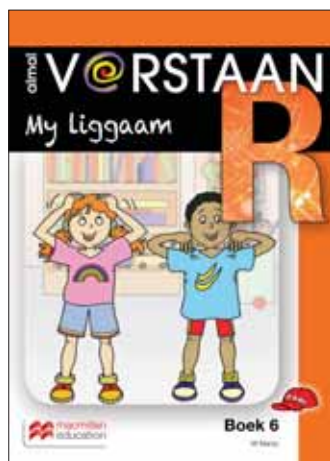
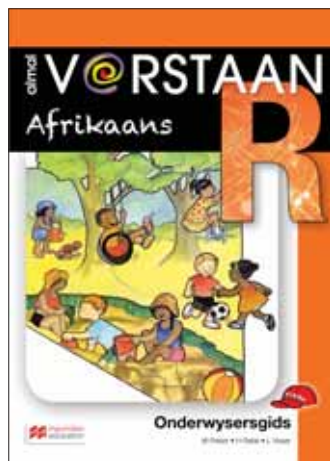
Die Onderwysersgids

Die **Onderwysersgids** bied 'n bekendstelling aan Graad R wat:

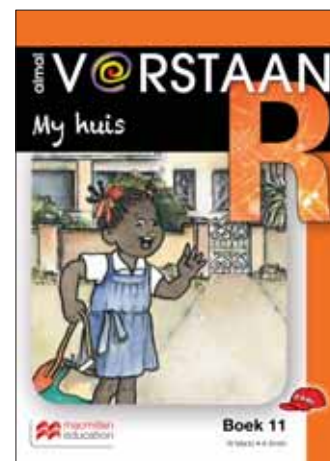
- die onderwyser help om die klaskamer op te stel;
- die gebruik van behoorlike hulpbronne aanmoedig en leiding gee oor hoe om hulpbronne te skep;
- strategieë verskaf om te help met die onderrig van ontluikende lees;
- daaglikse lesplanne vir die jaar het;
- strategieë voorstel om te help met die onderrig van Huistaal, Wiskunde en Lewensvaardighede;
- assesseringsriglyne vir die jaar verskaf.

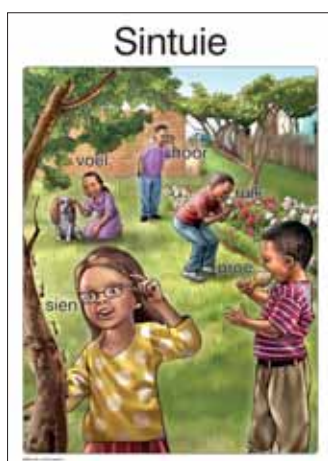
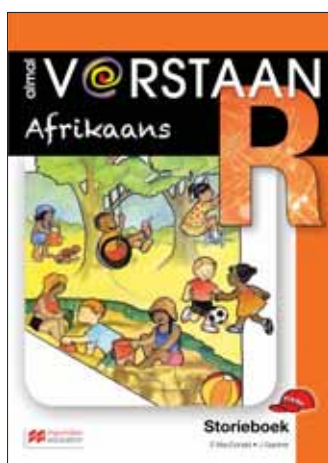
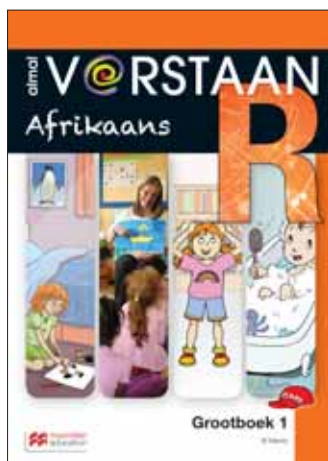
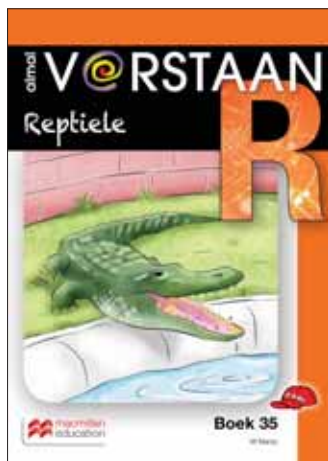
Vir optimale klaskamergebruik, koop een Onderwysersgids per onderwyser aan.





ISBN	TITLE/COMPONENT
Afrikaans (Huistaal)	
Onderwysersgids	
Almal verstaan Afrikaans Graad R	
9781431040131	Onderwysersgids
Leesboeke	
Almal verstaan Afrikaans Graad R	
9781431028054	Boek 1: Dit is ek
9781431028061	Boek 2: By my skool
9781431028078	Boek 3: In my klaskamer
9781431028085	Boek 4: Lees is lekker
9781431028092	Boek 5: Dae van die week
9781431028108	Boek 6: My liggaam
9781431028115	Boek 7: Gesonde gewoontes
9781431028122	Boek 8: Somer en sonskyn
9781431028139	Boek 9: Vorms en kleure
9781431028146	Boek 10: Spesiale dae
9781431028153	Boek 11: My huis
9781431028160	Boek 12: Wees versigtig!
9781431040094	Boek 13: Teenoorgesteldes
9781431040100	Boek 14: Bang of bly?
9781431040117	Boek 15: Tel tot tien
9781431028177	Boek 16: My gesin
9781431028184	Boek 17: Wat sê die weer?
9781431028191	Boek 18: Dit word herfs!
9781431028207	Boek 19: Wat hoor ek?
9781431028214	Boek 20: Wat sien ek?
9781431028221	Boek 21: Wat voel ek?
9781431028238	Boek 22: Wat proe en ruik ek?
9781431028245	Boek 23: Dit word winter!
9781431028252	Boek 24: Vervoer
9781431028269	Boek 25: Mense wat werk
9781431028276	Boek 26: Spaar water
9781431028283	Boek 27: Lekker vars vrugte!
9781431028290	Boek 28: Groente is gesond!
9781431028306	Boek 29: Melkboerdery
9781431028313	Boek 30: Wolboerdery
9781431028320	Boek 31: Leef gesond!
9781431028337	Boek 32: Feeste wat ons vier
9781431028344	Boek 33: Dit word lente!
9781431028351	Boek 34: Voëls in die voëlpark
9781431028368	Boek 35: Reptiele
9781431028375	Boek 36: Dinosourusse





ISBN	TITLE/COMPONENT
9781431028382	Boek 37: Wilde diere in die wildtuin
9781431028399	Boek 38: Olifante
9781431028405	Boek 39: Sport en oefening
9781431040124	Boek 40: Ek ken my klanke

Grootboeke

Almal verstaan Afrikaans Graad R

9781431028412	Grootboek 1
9781431028429	Grootboek 2
9781431028436	Grootboek 3
9781431028443	Grootboek 4

Storieboek

Almal verstaan Afrikaans Graad R

9781431028658	Storieboek
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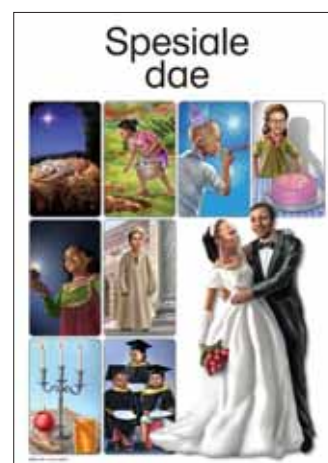
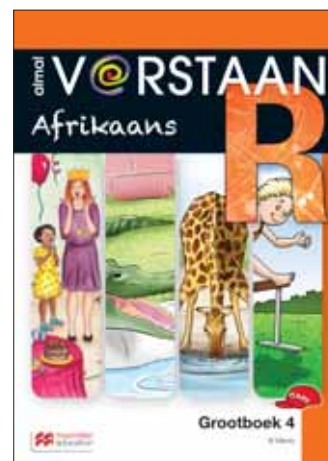
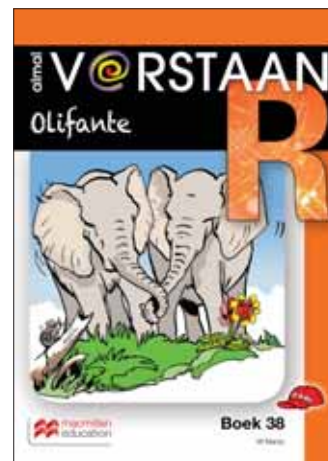
Plakkate

Almal verstaan Afrikaans Graad R

9781431040353	My liggaam
9781431040360	My skool
9781431040377	Gesonde gewoontes
9781431040384	Vorms en kleure
9781431040391	Spesiale dae
9781431040407	My huis en my familie
9781431040414	Veiligheid
9781431040421	Die weer
9781431040438	Sintuie
9781431040445	Dae van die week
9781431040452	Vervoer
9781431040469	Mense wat werk
9781431040476	Water
9781431040483	Vrugte en groente
9781431040490	Boerdery
9781431040506	Voëls
9781431040513	Reptiele
9781431040520	Dinosourusse
9781431040537	Wilde diere
9781431040544	Sport

Pakke

9781431050789	Onderwyserspak (Onderwysersgids, 4 Grootboeke, Storieboek, 20 Plakkate)
9781431050796	Leerderspak (40 Leesboeke)
9781431052646	Volledige Pak (Onderwysersgids, 40 Leesboeke, 4 Grootboeke, Storieboek, 20 Plakkate)



TINHLAMUL

Xitsonga

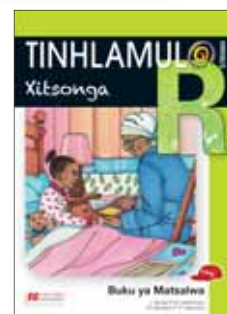
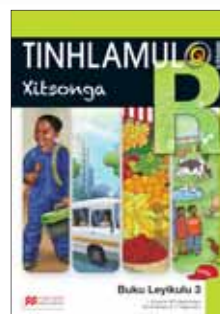
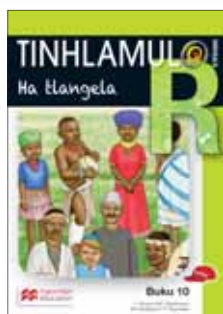
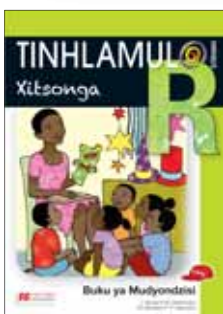


ta hinkwaswo



- ✓ Buku ya Mudyondzisi
- ✓ 40 Swipele swo hlanya
- ✓ 4 Tibuku Letikulu
- ✓ Buka ya Matsalwa
- ✓ 20 Tiphositara

Loko u lava
vuyelo lebyinene,
tirhisa swiyenge
hinkwaswo
swin'we



Nkatsakanyo wa switirhisiwa swa *Tinhlamulo ta hinkwaswo Giredi R* na leswaku swi nga tirhisiwa rini

Kotara	Nhlokomhaka Yi tekiwile eka pholosi ya Swikili swa ta vutomi	inkarhi	Buku yohlaya	Phositara	Buku le yikulu	Buku yamatsalwa ya minchekeeto na switlokovetselo	Mpfumawulo	Rito ra letlhelo
1	Vu andlalelo (TG p.1)	3 Masiku				Munghana wa sara Lontshwa		
	Mina (TG p.7)	1 vhiki	Ndzi langutisi	Mina na miri wa mina	Buku leyikulu 1 xitori 1: Ndzi langutisi	Wa ha rintsongo		
	Exikolweni (TG p.17)	1 vhiki	Xikolo xa mina	Exikolweni	Buku leyikulu 1 xitori 1: Ndzi langutisi	Munghana wa sara Lontshwa		ndzi nga
	Etlilasini (TG p.27)	1 vhiki	Tlilasi ya mina	Etlilasini	Buku leyikulu 1 xitori 2: Masiku ya vhiki	Ku endla vunghana		ndzi nga
	Tibuku (TG p.35)	1 vhiki	Ndzi rhandza tibuku		Buku leyi kulu ya 1 xitori 2: Masiku ya vhiki	Ku khavisa swifaniso	Mpfuxeto	mpfuxeto
	Masiku ya vhiki (TG p.45)	1 vhiki	Masiku ya vhiki		Buku leyi kulu ya 1 xitori 2: Masiku ya vhiki	A wu nge swikoti		yena
	Miri wa mina (TG p.54)	1 vhiki	Ndza ti rhandza	Mina na miri wa mina	Buku leyikulu 1 xitori 4: Ndzi hanyile	I milenge yingani		wena
	Rihanya lerinene (TG p.60)	1 vhiki	Ndzi hanyile	Rihanya lerinene	Buku leyikulu 1 xitori 4: Ndzi hanyile	Busisiwe na Malwandla va hundzuka vanghana		mpfuxeto yena
	Ximumu (TG p.70)	1 vhiki	Ka hisa	Maxelo	Buku leyikulu 1 xitori 3: Ka hisa	Chela ro tlhariha	Mpfuxeto	mpfuxeto
	Swivumbeko na mihlovo (TG p.75)	1 vhiki	Swivumbeko na mihlovo	Swivumbekona mihlovo leswi nga xi swona	Buku leyikulu 1 xitori 3: Ka hisa	I ncini lexiya lahaya	Mpfuxeto	mpfuxeto
2	Ekaya (TG p.88)	1 vhiki	Kaya ka mina	Ekaya na ndyangu ya ka hina	Buku leyikulu 2 xitori 1: Kaya ka mina	Ntirisiwa		mina
	Vuhlayiseki (TG p.98)	1 vhiki	Ndzi hlayisekile	Vuhlayiseki	Buku leyikulu 2 xitori 2: Ndzi hlayisekile	Ndzilo ekhwathini		yini
	Ndyangu wa ka hina (TG p.108)	1 vhiki	Ndyangu wa ka hina	Ekaya nandyangu ya ka hina	Buku leyikulu 2 xitori 1: Kaya ka mina	Ku lava swiwi		
	Maxelo (TG p.117)	1 vhiki	Maxelo ya hundzuka	Maxelo	Buku leyikulu 2 xitori 3: Xixikana xi fikile	Tintangu		
	Xixikana (TG p.127)	1 vhiki	Xixikana xi fikile	Maxelo	Buku leyikulu 2 xitori 3: Xixikana xi fikile	Wally murhungi wa swisaka	mpfuxeto	mpfuxeto
	Mpfumawulo (TG p.137)	1 vhiki	Ku twakala yini?		Buku leyikulu 2 xitori 4: I yini mpfumawulo lowu?	Diromu ra masalamusi		
	Ku vona (TG p.146)	1 vhiki	I yini mpfumawulo lowu?		Buku leyikulu 2 xitori 4: I yini mpfumawulo lowu?	Ku chava xinyami		eka
	Ku khumba (TG p.155)	1 vhiki	Ndzi vona hi mahlo ya mina	Ku khumba	Buku leyikulu 2 xitori 2: Ndzi hlayisekile	Wanuna wa vurimba		na
	Ku ringa no nuha (TG p.165)	1 vhiki	Ndzi kota ku nantswa na ku nuhetela		Buku leyikulu 2 xitori 2: Ndzi hlayisekile	Khamba		eka

Kotara	Nhlokomhaka Yi tekiwile eka pholosi ya Swikili swa ta vutomi	inkarhi	Buku yohlaya	Phositara	Buku le yikulu	Buku yamatsalwa ya mincheketo na swithokovetselo	Mpfumawulo	Rito ra letlhelo
3	Xixika (TG p.174)	1 vhiki	Ka titimela	Maxelo	Buku leyikulu 3 xitori 1: Hi fambisa ku yini?	N'wa-mfenhe a dyondza ku byala nsinya	mpfuxeto	mpfuxeto
	Vutleketli (TG p.183)	1 vhiki	Hi fambisa ku yini?	Vutleketli	Buku leyikulu 3 xitori 1: Hi fambisa ku yini?	Xikanya kanya xa Nandi xintswa		ce
	Mitirho leyi vanha va yi endlaka (TG p.192)	1 vhiki	Va endla yini?	Mintirho leyi vanhu va yi endlaka	Buku leyikulu 3 xitori 3: Va endla yini?	Rendzo ro ya eka dokodela wa meno		namuntlha
	Mati (TG p.202)	1 vhiki	Mati ma hinkwako	Mati	Buku leyikulu 3 xitori 4: Mihandzu yo nandziha	Xihloka xa nsuku		yini mani
	Mihandzu (TG p.212)	1 vhiki	Mihandzu yo nandziha	Mihandzu yo nandziha	Buku leyikulu 3 xitori 4: Mihandzu yo nandziha	Muribeliya ya ntlhanu		wena
	Matsavu (TG p.222)	1 vhiki	Xirhapa xa kokwana wa xinuna	Mihandzu yo nandziha	Buku leyikulu 3 xitori 2: Purasi ra kokwana wa xinuna	Ta mimpfundla mimbirhi		hina
	Vurimi bya swa masi (TG p.230)	1 vhiki	Purasi ra kokwana wa xinuna	Vurimi bya masi na tiwulu	Buku leyikulu 3 xitori 2: Purasi ra kokwana wa xinuna	Swiwitsi swo tala swa Nomsa		kwihi
	Vurimisi bya tiwulu (TG p.239)	1 vhiki	Wulu ya Toto	Vurimi bya masi na tiwulu	Buku leyikulu 3 xitori 2: Purasi ra kokwana wa xinuna	Ta xikhafu xo leha		kutwa, kuvona
	Ndhawu leyyi baseke (TG p.244)	1 vhiki	Ndhawu yo basa	Ndhawu yo basa	Buku leyikulu 4 xitori 1: Va le nhoveni	Desmond N'wathyakeni		mpfuxeko
4	Ximun'wana (TG p.256)	1 vhiki	Ximun'wana xi fikile	maxelo	Buku leyikulu 4 xitori 1: Va le nhoveni	Belinda N'wanyoxi		mpfuxeko
	Swinyenyana (TG p.263)	1 vhiki	Swinyenyana swi hikwako	swinyenyana	Buku leyikulu 4 xitori 3: Hi nkwaswo swa kasa	Xinyenyana xa masalamusi		mpfuxeto
	Swikokovi (TG p.273)	1 vhiki	Hinkwaswo swa kasa	Swikokovi	Buku leyikulu 4 xitori 3: Hinkwaswo swa kasa	N'wa-nyoka a kuma xikhumba		mpfuxeto
	Tidayinaso (TG p.282)	1 vhiki	Va fambile	Tidayinaso	Buku leyikulu 4 xitori 2: Va fambile	Hi kume rhambu ya dayinaso		mpfuxeto
	Swihari swa nhova (TG p.290)	1 vhiki	Va le nhoveni	Swihari swa nhova	Buku leyikulu 4 xitori 1: Va le nhoveni	Yingwe ya vusopfa		mpfuxeto
	Ku kumi sisa hixihari xinwe xa nhova (TG p.299)	1 vhiki	Nghala	Swihari swa nhova	Buku leyikulu 4 xitori 1: Va le nhoveni	Nghala leyi vombaka ku tlurisa	mpfuxeto	
	Mintlangu (TG p.309)	1 vhiki	A hi tlangeni	Mintlangu	A hi tlangeni	A ndzi yi tsakeli mintlangu	mpfuxeto	mpfuxeto
	Tifestivhala na masiku yo hlawuleka		Tifestivhala na masiku yo hlawuleka ma endliwa hi siku 1 eka nhlokomhaka ya kotare ya leyi faneleke. Tirhisa buku yo hlaya ya tifestivhala na buku yo hlaya ya masiku yo hlawuleka. Tirhisa phositara ya tifestivhala namasiku yo hlawuleka, buku le yikulu 2 xitori xa festivhala, buku leyikulu ya 3 xitori masiku yo hlawuleka. Tirhisa switori swa mincheketo na swithokovetselo, siku ro velekiwa reka ra mfenhe. Ku hlamarisiwa ka lebohang.					

TG = Teacher's Guide (Buku ya Mudyondzisi)

Ntlhandlamano wa *Tinhlamulo ta hinkwaswo Xitsonga Giredi R*

Tinhlamulo ta hinkwaswo Xitsonga Giredi R yi na swiyenge leswi landzelaka:

- *Xiletelo xa Mudyondzisi* lexi nga na nhlanganiso wa Ririmi, Matematiki, Ntivo Swa vutomi
- 40 wa *Swipele swo hlaya*
- 4 wa *Tibuku Letikulu*
- 20 wa *Tiphositara*
- *Nhlengelo wa switori*

Ku tirhisa *Swipele swo hlaya*

40 wa *Swipele swo hlaya* swi avanyisiwile hi tikotara, ku ya hi tinhlokomhaka leti longoloxiweke eka XIPHOKHAMA xa Ntivo swa vutomi.

Swiringanyeto swo tirhisa *Swipele swo hlaya*

- Kombeta vadyondzi khavhara ya buku kutani u va vutisa leswaku va ehleketa leswaku xitori xi vulavula hi yini. Phendlaphendla buku ku ya hi pheji rin'wana na rin'wana, ku karhi ku kaneriwa swifaniso. Kombeta ku yelana loku nga va ka kona na marito ya ntlovelo ya vhiki. Eka xiyimo lexi, vadyondzi va to va va ri karhi va 'hlaya'swifaniso. A swi na mhaka hambiloko va nga hlamuseli xitori hi nkhaqato. 'Ku hlaya' swifaniso i xiyimo xo sungula xo hlaya.
- Endzhaku ko kombeta vadyondzi buku, va vutise leswi va swi tsundzukaka ha yona. Kutani tlhela u phendlaphendla pheji rin'wana na rin'wana tanihilaha u endleke hakona laha henhla, eka nkarhi wa sweswi u va u ri karhi u hlaya marito eka pheji rin'wana na rin'wana (kongomisa eka xitshuriwa lexi ringanyetiweke eka khavhara ya le ndzhaku, eka swipele swo hlaya leswi ngo va na swifaniso ntsena). Pfumelela vadyondzi ku kanela xifaniso xin'wana na xin'wana no vutisa swivutiso (languta eka khavhara ya le ndzhaku ya *Xipele xo hlaya* loko ku ri na swivutiso leswi nga vutisiwaka). Yelanisa marito na swifaniso: xikombiso, loko ku ri na xifaniso xa ximanga, kun'we na rito, vula leswaku rito rero ri ri 'ximanga'. Tlhela u tsala rito rero ebodini.
- Landzelela magoza yo fana na lama nga laha henhla. Eka nkarhi wa sweswi, vadyondzi va fanele ku va se va tiva xitori. Tsundzuka leswaku a va nge koti ku hlaya marito hinkwawo. Eka xiyimo lexi, mhaka ya nkoka i ku va va twisisa leswaku ku na ku yelana exikarhi ka swifaniso na marito. Vulavula hi xifaniso xin'wana na xin'wana tanihi le masungulweni, kambe kombetela rito kutani u ri vula kahle. Vutisa, 'Ri vula yini rito leri?' Vo tala va vadyondzi va ta va va nga ri hlayi rito leri. Vo ri tsundzuka ntsena kumbe va ri bvumba hi ku languta exifaniseni. Leswi hi swona leswi va faneleke ku swi endla. Ku endlela timhaka ta nkanelo, kongomisa endzeni ka khavhara ya le ndzhaku ya *Xipele xo hlaya* xin'wana na xin'wana. Ku na swivutiso swa pheji rin'wana na rin'wana.

Ku hlaya hi tiphere, ku tirhisiwa *Swipele swo hlaya*

Mudyondzi u 'hlayela' mutirhisani xitori.

Ku hlaya ha-un'we, ku tirhisiwa *Swipele swo hlaya*

Mudyondzi u 'hlaya' a riyexe ku endlela ku titsakisa.

Loko u lava ku vuyeriwa swinene hi ku tirhisa *Swipele swo hlaya* etlasini, xavela mudyondzi un'wana na un'wana sete yin'we.



Ku tirhisa *Tibuku Letikulu*

Mune wa *Swipele swo hlaya* hi kotara swa vuyeleriwa tanihi switori eka *Buku Leyikulu* eka kotara yoleyo.

Ku hlaya loku hluvukaka – ku tiyisa leswaku mudyondzi u:

- khoma buku yi languta kahle ehenhla
- phendla kahle mapheji loko a 'hlaya'

- hluvukisa mfambafambiso lowu faneleke wa mahlo, tanihi ku landzelela mitila ya xitshuriwa ku suka eximatsini ku ya exineneni.

Ku hlaya hi ku siyerisana

- Vadyondzi va 'hlaya' **Buku Leyikulu** tanihi tlas i hinkwayo na mudyondzi.
- Hlawula xitori xo xi hlaya na vadyondzi.
- Loko ku nga se hlayiwa xitori, vutisa swivutiso swi nga ri swingani. Xikombiso, kombeta vadyondzi xifaniso eka khavhara ya **Buku Leyikulu** kumbe xin'we xa swifaniso exitorini kutani mi vulavula hi xona. A va fanele ku vula leswaku va ehleketa leswaku xitori xi vulavula hi yini. (Tikhavhara ta xitori xin'wana na xin'wana ti nga kumeka endzeni ka khavhara ya le mahlweni ya **Buku Leyikulu**.)
- Hlaya xitori hinkwaxo kan'we, kutani u xi hlaya nakambe. Pfumelela vadyondzi ku ku joyina eka vuyelelo byin'wana na byin'wana.
- Tirhisa wun'we kumbe yo tala ya migingiriko leyi landzelaka ku kambela loko vadyondzi va twisisa xitori.
- Va nga:
 - joyina eka khorasi
 - hlamula swivutiso swi nga ri swingani swo olova
 - hlamusela no kanela swimunhuhatwa
 - dirowa xifaniso, va fanisa mianakanyonkulu ya xitori
 - tlhela va rungula xitori
 - vula loko va tsakerile xitori
 - vula leswaku xitori xi va endle va titwa njhani
 - landzelelanisa swifaniso swo huma exitorini
 - angula hi ntlangiso-swirho swa miri/encenyeto, ntshukontshuko na migingiriko yin'wana ya mintlangu.

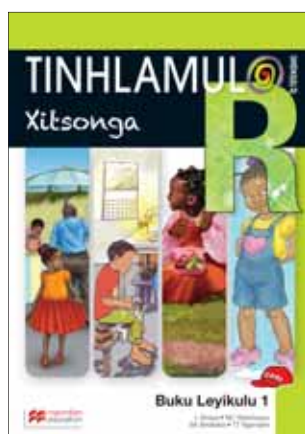
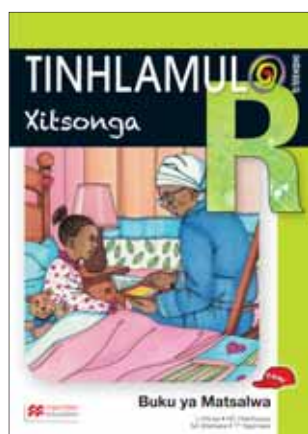
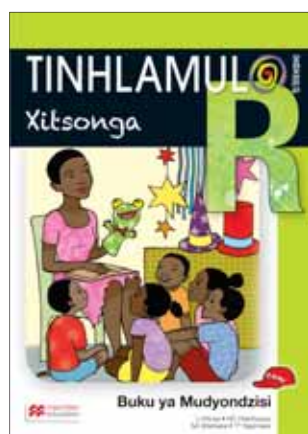


Loko u lava ku vuyeriwa swinene hi ku tirhisa **Tibuku Letikulu** etlasini, xavela tlas i yin'wana na yin'wana sete yin'we.

Ku tirhisa **Nhlengelo wa switori**

- Ku na 40 wa switori naswona xitori xin'wana na xin'wana xi yelanisiwile na nkongomelo.
- Xitori xin'wana na xin'wana xi famba swin'we na xifaniso kumbe xinepe.
- Ku na swibumabumelo/swiringanyeto swa migingiriko ya loko ku nga se hlayiwa, loko ku hlayiwa na loko ku hetiwile ku hlaya xitori xin'wana na xin'wana.

Switori swi runguriwa hi nkarhi wa migingiriko ya siku leyi katsaka vadyondzi hinkwayo etlasini (ku tivisa nkongomelo), hi nkarhi wo tivisa mpfumawulo, na hi nkarhi wo tlanga ehandle hi ku tirhisa yelaniso wa rito ra xiendlo. Swi tlhela swi runguriwa ku endlela ku wisisa miehleketo ya vana loko va nga se suka va kongoma emakaya.



Tiyisa leswaku u tilulamisele hi ku hetiseka hi ku hlengeleta swipfuneto swo voniwa ka ha ri na nkarhi no hlaya xitori u nga se ya xi dyondzisa eka tlasi. Valanga nhlamuselo ya rito rin'wana na rin'wana rintshwa kumbe marito yo ka ya nga tolovelekanga na tlasi u nga se hlaya xitori. U nga endla makhadi ya marito kumbe swikombakombana leswi nga na marito lama leswaku u ta ya tirhisela mhaka leyi.

Loko ku nga se hlayiwa

- Loko u vuyelela ku hlaya xitori, byela vadyondzi ku tsundzuka leswi humelelaka exitorini.
- Loko u hlaya buku yintshwa, byela vadyondzi ku endla mibvumbo:
 - Xana va vona yini eswifanisweni?
 - Xana va ehleketa leswaku xitori/buku yi vulavula hi yini?
 - Xana va ehleketa leswaku ku ta humelela yini exitorini/ebukwini?

Loko ku hlayiwa

- Wisanyana hi minkarhi ku kambela ntwisiso wa vadyondzi no endlela leswaku mianakanyo yi dzika.
- Pfumelela vadyondzi ku yimbelela tinsimu no vula mivuyelelo leyi bvumbekaka/vuyeleriwaka.

Endzhaku ko hlaya

- Pfuna vadyondzi ku endla swiheri mayelana na leswi va swi hlayeke hi ku tirhisa swivutiso, minkanelo na migingiriko.

Endla leswaku nkarhi wa xitori wu va wo tiphina – hlawula switori na tibuku leti u swi tivaka leswaku ti ta endla leswaku vadyondzi va wena va gingirika, hlaya tibuku na/kumbe switori swo hambanahambana, no tlhela u hlaya leswi tsakeriwaka ngopfu.

Loko u lava ku vuyeriwa swinene hi ku swi tirhisa etlasini, xavela tlasi yin'wana na yin'wana yin'we.

Ku tirhisa Tiphositara

Ku na 20 wa **Tiphositara** ta muhlovo.

- Tirhisa **Tiphositara** ku tivisa no pfuxa nkanelo mayelana na nkongomelo no tivisa marito mantshwa. **Tiphositara** ta laminetiwa, kutani tilebulu na swikombakombana swi nga damarhetiwa ehenhla ka tiphositara.
- Tlhela u ti tirhisiwa eka Matematiki na Ntivo Swa vutomi. Xikombiso, tirhisa **Phositara: Miri wa mina** ku hlayela swirho swa miri (Matematiki). Eka Ntivo-ntiyisa-miri (Ntivo Swa vutomi), tirhisa phositara yoleyo nakambe ku boxa swirho swa miri.

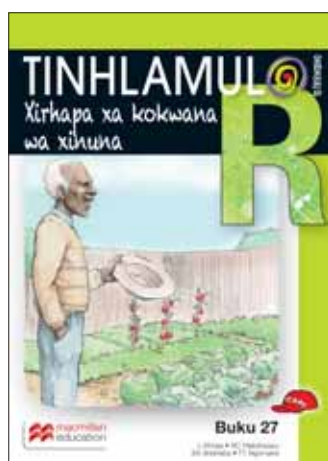
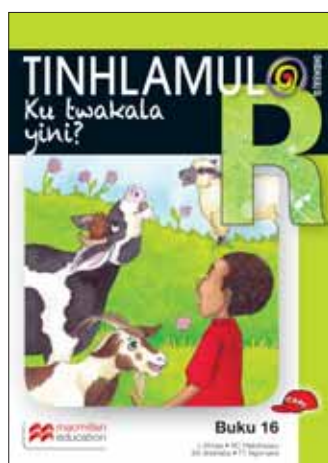
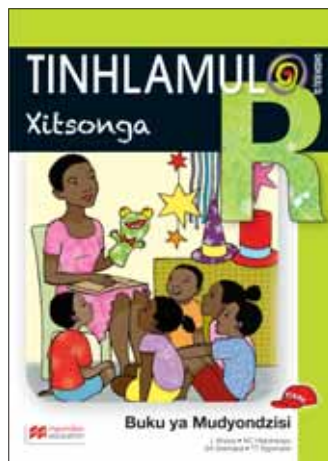
Loko u lava ku vuyeriwa swinene hi ku tirhisa Tiphositara etlasini, xavela tlasi yin'wana na yin'wana sete yin'we.

Xiletelo xa Mudyondzisi

Xiletelo xa Mudyondzisi lexi xi nyika manghenelo eka Giredi R lama:

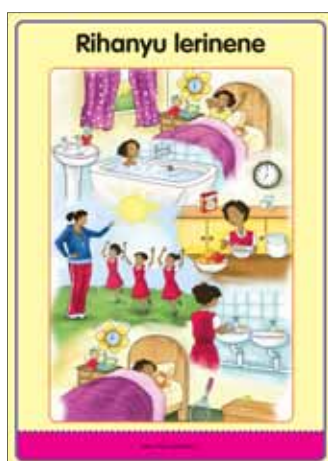
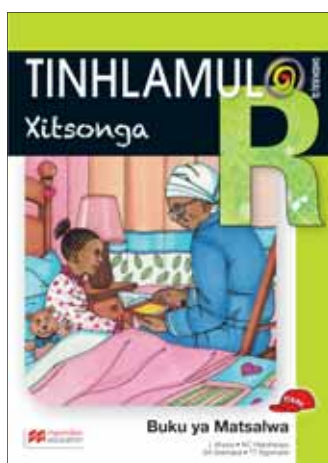
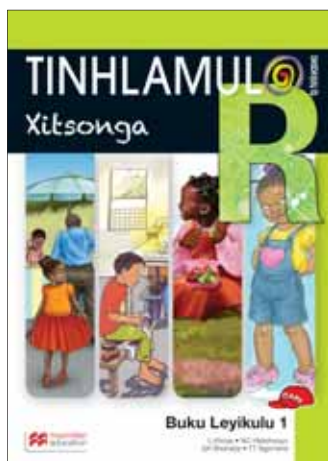
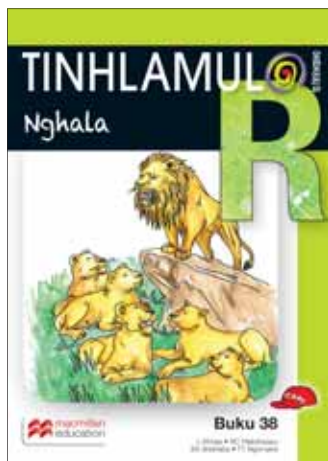
- pfunaka mudyondzisi ku lulamisa matshamele ya tlasi
- khutazaka ku tirhisiwa ka switirhisiwa leswi faneleke no nyika ndzetelo mayelana na matumbuluxelo ya switirhisiwa
- ringanyetaka maqhingha yo pfuna eku dyondziseni ka ku hlaya loku hluvukaka
- nga na mikunguhato ya dyondzo ya siku rin'wana na rin'wana ya lembe
- ringanyetaka maqhingha yo pfuna eku dyondziseni ka Ririmi ra le Kaya, Matematiki na Ntivo swa vutomi
- nyikaka swiletelo swa mahlelelo swa lembe.

Loko u lava ku vuyeriwa swinene hi ku tirhisa Xiletelo xa Mudyondzisi etlasini, xavela mudyondzisi un'wana na un'wana xin'we.



ISBN	TITLE/COMPONENT
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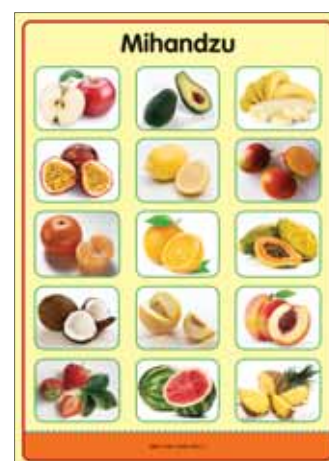
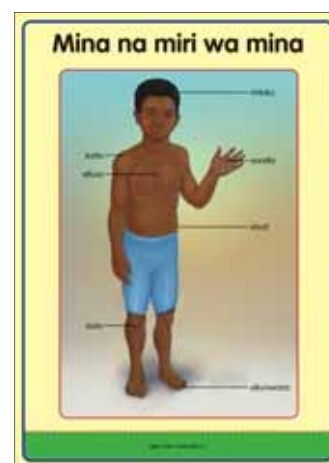
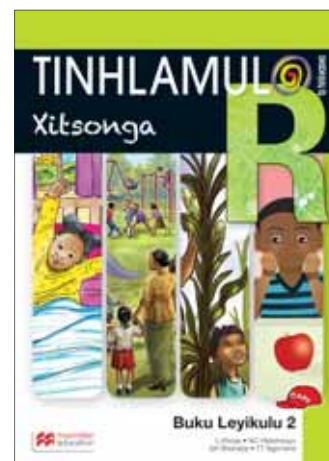
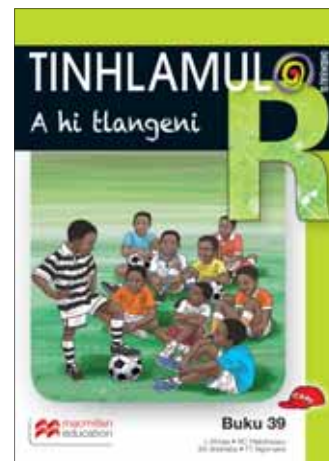




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