

SHORT COURSE 9

RHODES UNIVERSITY SHORT COURSES

CULTURE OF READING



Name: _____

Where to access Funda Wande materials

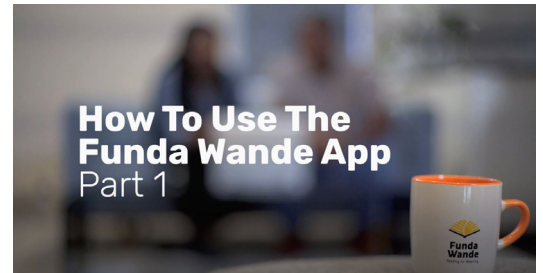
• The **Funda Wande Reading for Meaning** Course for teachers is available on the Funda Wande APP:
funda.fundawande.org

A **video** showing how to get onto and navigate this APP is available at: <https://www.youtube.com/watch?v=LObE1HEuoGA>

– **PDF versions of the APP** (with text and reference to videos on youtube) are available on Funda Wande’s website: <https://fundawande.org/learning-resources>

– **Videos** can be found on the Funda Wande youtube channel: https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw

– **Other supporting materials** such as the Vula Bula stories (in 6 languages) and Funda Wande lesson plans (in isiXhosa and English) are available on the Funda Wande website: <https://fundawande.org/learning-resources>



Funda Wande Course Modules

1. CAPS Reading Activities
2. Emergent Literacy
3. Teaching Decoding
4. Teaching Vocabulary
5. Teaching Comprehension
6. Teaching Writing and Handwriting
7. Teaching EFAL in Foundation Phase 1
8. Teaching EFAL in Foundation Phase 2
9. Developing a Culture of Reading
10. Inclusive Education
11. Reading Assessment and Remediation
12. Planning and Progression

Logging in to the Rhodes Course on the Funda Wande App.

1. Connect to the internet via mobile phone, pc or tablet

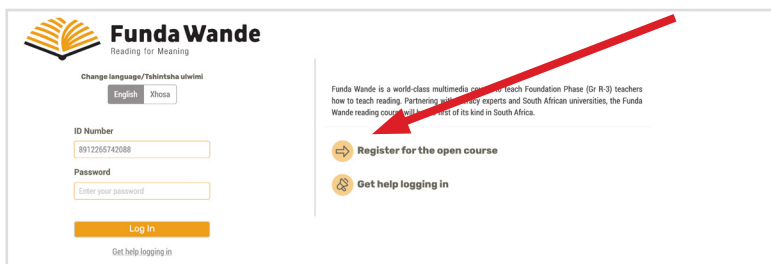


2. Use Google chrome and insert the following link

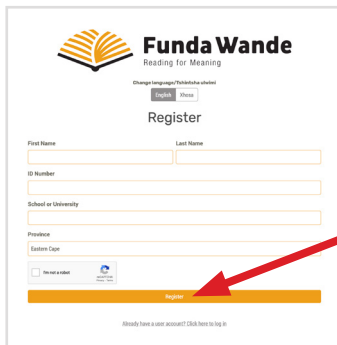
<https://funda.fundawande.org/login/>



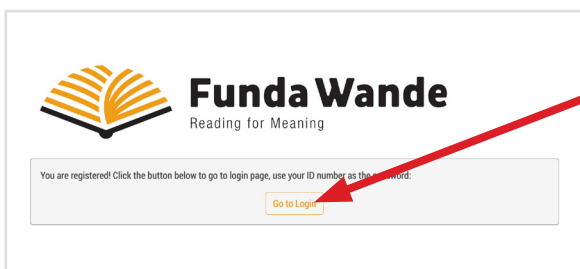
3. If this is your first time, first register for the open course.



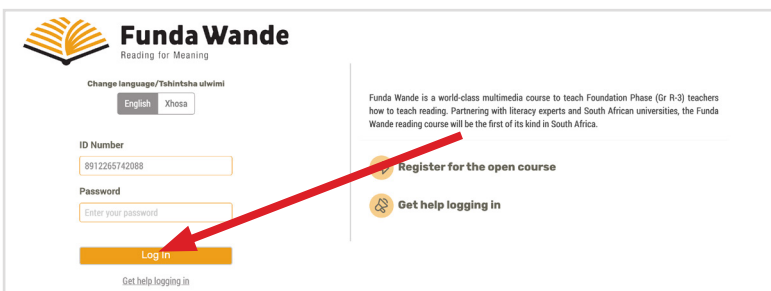
4. Fill in the registration form and press the orange 'register' bar.



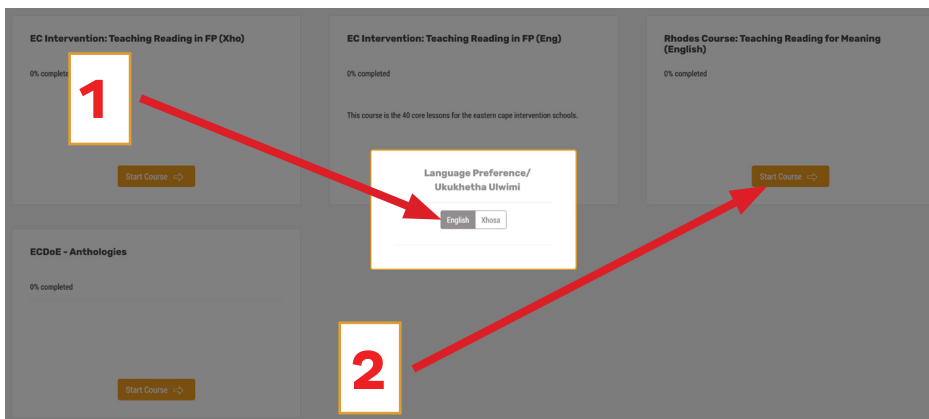
5. You will know you have successfully registered if you see this. Click on 'Go to Login'.



6. Anyone who is registered can log in on this page. Type in your ID Number and use the same ID Number as your password. Press 'Log in' to proceed.



7. Choose English and then start the Rhodes Course



Culture of Reading

9.1

What is a Culture of Reading?

7 lessons in this unit



L1:
What does a culture of reading mean?



L2:
Why is it important to have a culture of reading?



L3:
What does a school with a culture of reading look like?



L4:
What does a classroom with a reading culture look like?



L5:
The importance of information texts



L6:
Findout more



L7:
Review



L1: What is a Culture of Reading?

Outcomes

- Understand why reading for pleasure is important
- Understand what is meant by a 'culture of reading'

Reading for pleasure

Learning how to read is important.

Wanting to read more for enjoyment is even more important.

Evidence shows that learners who read because they want to, perform much better in school.

They have stronger language and vocabulary, which transfers to other subjects such as Mathematics and Physical Science.

YOUNG LEARNERS ENJOYING READING.



READING FOR ENJOYMENT INCREASES ALL ASPECTS OF LANGUAGE.



What is a culture of reading?

Think about what you understand by the term, 'culture'. Culture usually has some of these elements. It is:

- Widely recognised and valued
- Passed down from generation to generation
- Habitual and regular
- Understood and practised by everyone in that community.

How does this apply to reading?

A school with a reading culture would ensure that reading is:

- Highly valued by all
- Timetabled and regular
- Promoted by everyone in the school
- Encouraged and celebrated
- Extended to include the family and community
- Part of the daily school regime
- Seen as enjoyable and pleasurable

Watch **video 242** where a teacher explains how she gets her learners to enjoy reading.

Notice what this teacher has done to ensure that even struggling learners want to read.

Why does she also play games and sing songs at her reading club?

Important points from the video:

A love of reading starts with hearing a good story read well.

The teacher **displays the story she has** read and the learners 'fight to get it'. Why is this?

The focus is on **enjoyment so** that the learners **are not stressed about being correct**.

We want learners to enjoy reading and want to read more.

This is important as the more learners read, the better they become at reading and the more they want to read.

Reflection

- Think about your school. Would you say that it has a culture of reading?

- What are some ways that you could improve it?



Activity 9.1

Click True or False.

Multiple choice:

Select the appropriate emoji that describes the level of reading in the school.



The school has a strong culture of reading. Reading is obviously valued in the school.



The school has some aspects that promote reading but still needs to do more.



The school needs to urgently promote reading more.

1 School X does not have a library, but each classroom has a reading corner stocked with interesting books. These books are carefully selected, and new books added each month. There is a set reading period every morning. Teachers and the Principal also read for pleasure in this period. There are posters all around the schools about the importance of reading. Once a week, members from the community come and talk to the learners about what they are reading and have a question and answer session with them.



2 School Y has a school library which is used as a spare classroom due to shortage of space. One Grade 1 teacher has a reading corner and the Grade 4 teacher runs a reading programme with Na' ibali in the afternoon.



3 School Z has a school library and each classroom has some books in the corner. The books are quite new and there are some good picture books. In most classrooms the learners cannot get to the books because of the clutter and desks. There used to be a reading period, but the Principal decided to rather use it for numeracy.





L2: Why is it important to have a culture of reading?

Outcomes

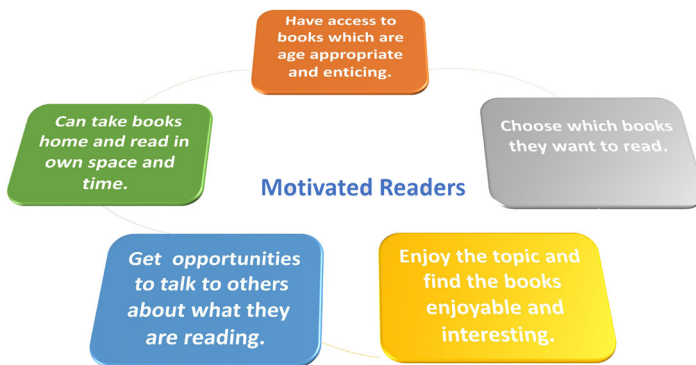
- Understand the powerful effects of having a reading culture in schools.
- Understand that both skill and will are important in reading.
- Understand the importance of motivation in reading.
- Understand how to increase motivation to read.

Skill and will

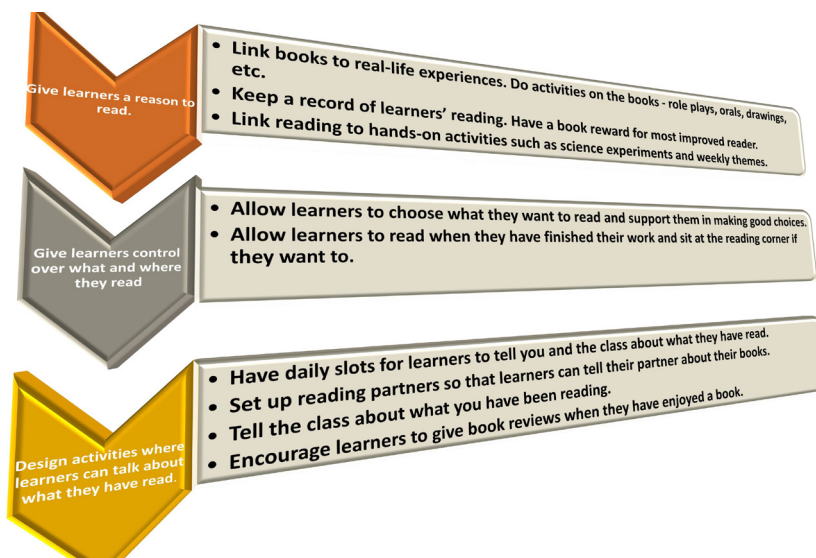
Knowing how to do something does not always result in choosing to do it. In other words, it is not enough to have the skill of how to read if there is no will to read. Teachers need to consciously motivate learners to read.

Learners will want to read if there are enough interesting and relevant books for them to read. Reading needs to be viewed as a ‘cool’ thing to do. Teachers need to encourage reading and provide opportunities for learners to discuss and share books.

Learners become motivated to read when:



What can teachers do to motivate learners to read?



BOYS SHARING THEIR ENJOYMENT OF A BOOK.



A YOUNG GIRL MAKING TIME TO READ AT HOME.



Activity 9.2

Click True or False.

- Learners who are motivated read more often.
 - True
 - False
- Teachers have no influence over learners' motivation.
 - True
 - False
- Having some control over what and where you read is motivating.
 - True
 - False
- There cannot be a culture of reading without a school library.
 - True
 - False
- Learners are more motivated if they have opportunities to discuss what they have been reading.
 - True
 - False
- Learners are more likely to read if an interest in the topic has been created.
 - True
 - False

Reflection

- Were you a motivated reader in primary school?
- Which factors motivated or demotivated you to read?



L3: What does a school with a culture of reading look like?

Outcomes

- Learn about what a school with a reading culture looks like.

Imagine this scenario:

Learners reading: You arrive at a school and you see learners sitting around before class reading and sharing books.

Importance of reading encouraged: You see posters about reading and learners' book reviews stuck up on boards.

An inviting reading space: You walk past a room that used to be a storeroom which has been converted into a reading space. Inside are shelves with a range of books. The walls are colourful and there are big cushions and bean bags on the floor.

Peer reading: Older learners are sitting with young learners doing cross-age peer reading.

Teachers read: A teacher walks to her classroom reading a book. She tells her class that if they do their work efficiently, they will have 6 minutes at the end of class to read. The learners shout with joy.

This school can be said to have a reading culture.

Let's look at what it takes to develop such a strong reading culture.

Infrastructure 	<ul style="list-style-type: none"> Necessary spaces for reading (library if possible) Classrooms that have space for reading corners Wall murals and bookshelves Comfortable outside spaces for reading
Resources 	<ul style="list-style-type: none"> Sufficient exciting, age appropriate books & charts Multilingual reading material Good range of genres (stories, information texts, cartoons, jokes, fables, maps, adventure, action...) Dedicated teachers or assistants or volunteers Computers or cell phones to access texts Networks with Reading NGOs and Funders
Teachers and SMT 	<ul style="list-style-type: none"> All staff on board and aware of importance of reading Management dedicated and prioritise reading Teachers are readers themselves Fund raising for books Awareness campaigns
Learners 	<ul style="list-style-type: none"> Reading prioritized for all grades Opportunities for readers to discuss books Learners excited about books Reading 'champions' and reading events
Community 	<ul style="list-style-type: none"> Families involved in supporting reading at home Community volunteers and assistants Youth involved Local NGOs Family reading programmes

Reflection

- Which of the ideas presented in this unit would work at your school?
- What can you do to start an awareness campaign to prioritise reading at your school?

A YOUNG READER SHARES HER BOOK WITH HER FRIENDS.



BOYS ENJOYING A BOOK TOGETHER.



Activity 9.3

Complete the sentence by choosing the correct word or phrase from the list:

(literacy; prioritised; volunteers; age-appropriate; readers; NGOs)

1 A school with a reading culture needs to have reading material.

2 If teachers themselves are they will motivate their learners to read too.

3 Parents and family programmes will strengthen a reading culture.

4 Reading needs to be by all staff members.

5 There are many that the school can contact to obtain more reading materials.

6 Community members can be train to work as in the school library or reading space.



L4: What does a classroom with a reading culture look like?

Outcomes

– Learn about what teachers can do to create a culture of reading in their classrooms.

Imagine this scenario:

Print rich: You walk into a classroom and you are struck by the rich print on the walls.

Learners' stories displayed: You also see small booklets pegged on a string. These have been written by the Grade 3s.

Inviting reading corner: There is a reading corner with big fluffy pillows and a corner bookshelf with a range of books displayed. Some children are sitting on the mat reading.

Books set aside: There is also a small desk labelled 'Books of the Week' with a variety of books displayed.

An author visit: An elderly man is sitting on the mat with children asking him questions. You learn that he is a local author of children's books. He has just had the learners laughing at his entertaining reading of his latest picture book.

Let's explore what factors have contributed to this classroom having a reading culture.

Various factors contribute to a classroom having a reading culture

Infrastructure 	<ul style="list-style-type: none"> Classrooms have space for reading corners. Reading corners have mats and pillows and posters. The classroom is painted in bright colours.
Resources 	<ul style="list-style-type: none"> Sufficient exciting, age appropriate books & charts Multilingual reading material Good range of genres (stories, information texts, cartoons, jokes, fables, maps, adventure, action...) Teacher is an avid reader herself and she often talks about her books. Computers or cell phones with access to children's book sites and talking stories. Lots of interesting print on the walls that is changed frequently.
Teachers 	<ul style="list-style-type: none"> The teacher loves reading and always has a novel with her. She is very knowledgeable about children's books. She buys books at markets and secondhand stores. She puts out new books every week (she shares with colleagues and gets books from the library). She starts and ends every day with a story or informational text. She has a Reading Chair event twice a week where learners talk about what they are reading.
Learners 	<ul style="list-style-type: none"> Learners get to class early so that they can read. Reading time is given as a reward for good behaviour. Learners have turns to be book monitors. Learners get to take books home.
Community 	<ul style="list-style-type: none"> The teacher invites a literacy NGO to do a family literacy workshop with parents. The parents are invited to some of the Reading Chair events. Parents are sent Whatsapp messages about which books their children have taken home and encouraged to read with them.

Reflection

– What can you do in your classroom to making reading more valuable and more visible?

– How well do you know children's books?

READING FOR ENJOYMENT SHOULD START IN GRADE R.



A PRINT RICH CLASSROOM WITH A WELL-STOCKED READING CORNER.



CHILDREN READING ON THE MAT.



Activity 9.2

True or False?

- Creating a culture of reading in a school takes planning and good organisation.
 - True
 - False
- Reading corners should be well stocked, inviting and be easily accessible.
 - True
 - False
- Foundation Phase teachers need to have a thorough knowledge of children's books.
 - True
 - False
- Books in the reading corner need to be new books.
 - True
 - False
- Allowing learners to take books home and involving parents to help care for the books and enjoy them with their children will strengthen learners' motivation to read.
 - True
 - False



L5: The importance of information texts

Outcomes

- Understanding the value of non-fiction.
- Learn about some ways to hook learners' desire to read information texts.

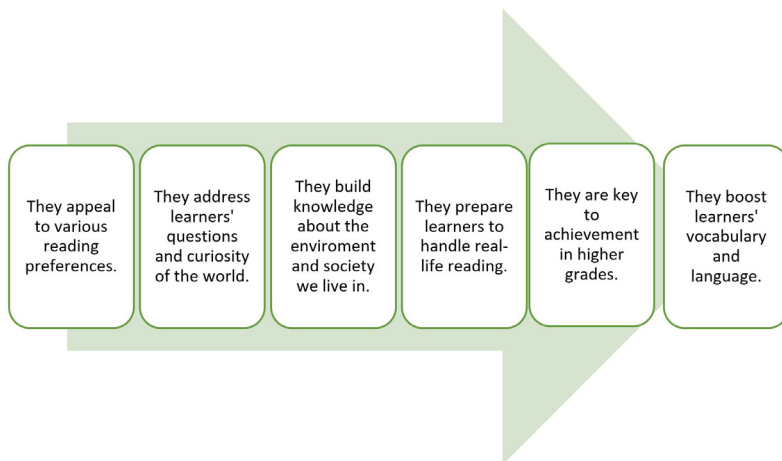
Non-fiction and knowledge building

Reading widely is about **enjoyment** and about **building one's knowledge** of the world.

Information texts provide learners with important knowledge of how the social and natural world works. Boys often prefer to read non-fiction. They tend to enjoy books on the planets, dinosaurs and the world. This should be encouraged.

There are a variety of non-fiction books. These include books such as the Guinness World Records, biographies of well-known people and sports stars, books on how to make things and do simple science experiments at home and many more. Non-fiction stimulates curiosity and makes learning enjoyable.

Six reasons for exposing learners to informational texts:



Watch **video 243** where the teacher reads an information text to the class. Notice how she uses this text to reinforce information from their previous text. Do you notice how engaged the learners are? What supported this engagement?

Important points from the video

The learners were engaged because they had already been exposed to a similar text and could apply that information to the current text.

THERE ARE ALL SORTS OF NON-FICTION BOOKS THAT WILL APPEAL TO YOUNG LEARNERS.



Creating a Culture of Reading
Creating a culture of reading in the school

Exposing learners to informational texts

243

WATCH NOW



The teacher asked them questions and reinforced the new vocabulary with a Mother Tongue translation.

The information text has good illustrations which support the learners' understanding.

Once the learners are interested in informational texts, the teacher can provide more informational texts for them to read on their own.

Ways of hooking learners into information texts

1. The teacher can support learners to understand and read informational texts. This will make them want to read more.

2. The teacher can provide information texts about current events.

For example, with Covid-19, there could be information texts on germs, on pandemics, on people's experiences during pandemics.

3. The information texts need to be accessible—not too difficult and not too easy.

4. Relevant information texts can follow up on topics discussed in class.

5. Teachers can invite community members to visit the class and then provide follow up information texts about what they discussed.

For example, a fire fighter might be invited to have a question and answer session with the learners. Thereafter the teacher can provide books on fire fighting and fire damage, etc.

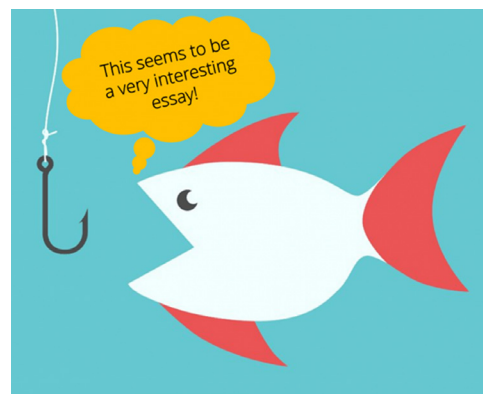
5. The teacher can read part of the text and encourage the learners to read the rest.

Reflection

– How many information texts do you have in your classroom?

– What do you do to encourage your learners to read information texts?

THE TEACHER MUST HOOK THE LEARNERS TO WANT TO READ MORE.



Activity 9.5

Tick which task would encourage your learners to read more information texts?

- 1. Provide new informational texts based the theme of the week.
- 2. Read more stories to the learners.
- 3. Teach learners how to read information texts.
- 4. Use topical information texts on current issues and events.
- 5. Find out what learners' interests are and provide information texts on these topics.
- 6. Provide complex information texts to expose learners to new ideas.



L6: Find out more

1. Watch a **video** made in New Zealand (7.45min) about how a school makes reading 'cool'. The video is entitled: Creating a school-wide reading culture.
2. Read the article, A **Culture of Reading** by Zakes Mda, a well-known South African author. He talks about the importance of reading and having access to books and materials in your home language. He also stresses the need to get children exposed to books as early as possible.
3. Read the article, **Building World Knowledge: Motivating Children to Read and Enjoy Informational Text** by [Barbara Marinak](#) and [Linda Gambrell](#). They clearly explain the importance of providing children with information texts to build their knowledge about the world.



Voices

We must create a culture where reading – in all languages – is respected

Zakes Mda 2017-09-19 23:44



Zakes Mda. Picture: Johnny Onvenwacht

The South African Book Fair is a platform for inclusive celebration of books and literature. It is a celebration firstly of a culture of reading, and secondly a culture of writing. The latter can only flow from the former.

By a culture of reading I mean an environment where we have embraced the habit of reading in our personal lives and are intensely engaged with the written word in its diverse forms. Reading becomes a culture when it has been internalised into a way of life, and has become a popular form of family entertainment.

Proficiency in reading and writing does not necessarily amount to reading as a cultural practice. There are many South Africans who have not read a single book since leaving high school or university 10 years ago. They have the ability, but do not care to use it because reading is not part of their way of life.

A culture of reading produces an engaged and motivated reader who is not reading for utilitarian purposes; for instance, to pass an exam, to prepare and

Building World Knowledge: Motivating Children to Read and Enjoy Informational Text

By: [Barbara Marinak](#), [Linda Gambrell](#)



Exposing young children to informational text early on can help them to handle the literacy demands of fourth grade and beyond. Practical instructional techniques can be used to promote understanding and enjoyment of informational texts. The three techniques described here — Text Impression, Guiding Questions, and the Retelling Pyramid — can help children become familiar with the language and structure of non-fiction books.

Young children benefit from opportunities to read a rich array of fiction and informational books. Reading educators and researchers agree that young children benefit from increased exposure to informational books (Snow, Burns, & Griffin, 1998). Today there is an abundance of high-quality informational text for teachers and parents to use with children. According to the Cooperative Children's Book Center (2006), the number of informational books published for the early grades has increased by 200% over the last ten years.

An early preference for nonfiction?

Several recent research studies by Pappas (1993) and Mohr (2006) suggest that children in kindergarten and first-grade often prefer to read nonfiction books. However, by the time students reach fourth grade, where they are expected to read and learn from informational text and content area textbooks, there is an overall decline in reading scores (Chall, Jacobs, & Baldwin, 1990). These findings suggest that greater exposure to informational texts during the early years may help minimize the effects of the "fourth grade slump" in reading achievement.

Informational text and reading achievement

Evidence that reading informational texts increases reading achievement can be found in data from the National Assessment of Educational Progress (NAEP). From 1990 to the present, the trends on the NAEP indicate that fourth graders' reading achievement increases as the diversity of their reading experiences increases. Fourth graders who reported reading a wide variety of text (e.g., narrative, informational) had higher reading achievement than students who reported reading only one type of text. Therefore, it seems reasonable that exposing young children to informational text will help them to handle the literacy demands of their later schooling (Duke & Bennett-Armistead, 2003).

Instructional techniques for informational text

Several practical instructional techniques can be used to promote understanding and enjoyment of informational texts. These instructional techniques familiarize children with the language and structures of non-fiction books. We agree with David Pearson (2003) who reminds us that proficiency with informational text helps students build the skills they need to be successful in school, work, and community.



L7: Review

Activity 10.7

True or False?

- 1 Teachers should encourage learners' motivation to read, as well as teach learners how to read.
 - True
 - False
- 2 Having a reading culture refers to reading being valued, habitual and part of the daily routine.
 - True
 - False
- 3 Teachers must be readers and love reading.
 - True
 - False
- 4 A school needs to have a library if it hopes to have a culture of reading.
 - True
 - False
- 5 Learners should be given some control over their book choices.
 - True
 - False
- 6 Teachers should not interfere in learners' choices of reading materials.
 - True
 - False
- 7 Teachers should design activities around stories and information texts to hook the learners to want to read.
 - True
 - False
- 8 Information texts are boring, and teachers should only read exciting stories to learners.
 - True
 - False
- 9 Schools should include the family and community members to build a culture of reading.
 - True
 - False
- 10 It is only in literacy periods where reading should be promoted.
 - True
 - False

School-wide Reading Interventions

9.2

Why are school-wide reading programmes important?

6 lessons in this unit



L1:
Why are school-wide reading programmes important?



L2:
Book Buddies Programme



L3:
Reading Clubs



L4:
Involving the community



L5:
Find out more



L6:
Review



L1: The Matthew Effect

Outcomes

- Understand that creating a culture of reading in a school is the responsibility of the whole school.
- Learn about the Drop Everything and Read programmes.
- Learn about implementing and maintaining DEAR successfully.

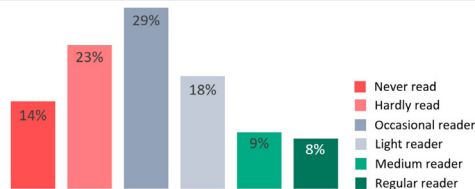
We have a poor reading culture in South Africa

In 2018 the DG Murray Trust did research on South African's reading habits. This is what they found:

Survey sample: 4 000 adults (16 years and older), of which 1 955 were parents/caregivers

We are 'very light' readers:

Two in every three of us (66%) do not engage much in reading - only reading occasionally, **hardly** or **never at all**.



51% Half of us say we do read for leisure (mostly newspapers and magazines, and mostly in English).

24% But just one quarter of us read printed books.

Those who are most likely to read tend to:

- have matric or higher education → Strongest predictor
- be from higher socio-economic classes
- be young(er)
- be English or Afrikaans speaking.

65% Two in every 3 of us who are parents or caregivers say we **never read** to our children.

Most of us prefer reading material that is:

- Enjoyable
- Easy to understand
- Current/modern
- Quick and easy to read

We read less now than 10 years ago:
The incidence of reading declined significantly by 22% from 2006 to 2016.

A TEACHER SUPPORTS LEARNERS IN CHOOSING APPROPRIATE BOOKS.



CHILDREN ENJOYING THE READING CORNER.



If reading is not happening in the home, then it is even more important that it happens in the school. This means that the whole school must take responsibility for ensuring that ALL learners have the skill and the will to read.

Drop Everything and Read

Drop Everything and Read (DEAR) was launched in 2015 by Education Minister, Angie Motsheka. It requires that schools devote 30 minutes a week to ensuring that everyone in the school, including staff, read.

School leadership: The school principal and school management must support the project and provide the necessary support and resources to make it work. Many schools have chosen to spend 15 minutes, twice a week during the assembly period as their DEAR period.

The main idea behind DEAR is to highlight the importance of reading by making regular periods where everyone in the schools drops everything and reading becomes the focus. In this way, reading is visibly prioritised.

Seeing everyone in the school read, shows that reading is valued and important. It also ensures that each learner has reading material and reads it twice a week.

Where to obtain reading material will be discussed later in this Unit and more details will be found in Unit 3.

How to implement and sustain DEAR successfully.

1. Buy-in: Before implementing a DEAR programme all staff, parents and learners need to be informed about it and told why it is a powerful way of improving the reading behaviour of the learners. If parents or staff do not fully buy-into the programme, it is unlikely to work.

2. Sufficient materials: Each learner needs to have access to age-appropriate, exciting reading material. There can be a system where books are swapped each week. Learners will not want to read boring, old books or school text books.

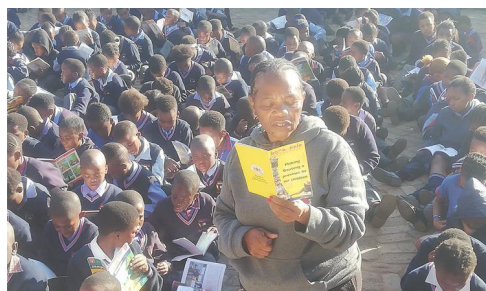
3. Book management: Learners need to be taught explicitly how to look after books. This includes how to hold them without breaking the covers, to wash hands before reading, to not mark the books, and how to turn pages correctly. All books need to be recorded in an inventory and managed by class teachers. Teachers can train learners to assist in the collection and distribution of books.

4. Reasons for reading: The purpose of DEAR is to get the learners to enjoy reading and find it pleasurable and meaningful. They are more likely to want to read if they know that they are reading for a purpose. The purposes might be that they need to tell a partner about the book, or do a quick oral to the class on the book, or write a short review, or enter a competition based on the books at the end of term.

The school could involve the parents by asking them to question their children about what they have read. They might have to do a group presentation of the top five books at the end of the term. Learners should also keep a record of books they have read.

Reflection

- Did you have a DEAR programme when you were a learner?
- Does your school have a drop all and read programme?
- If so, has it been successful? Why or why not?



JOYCE MOSEHLA PARTICIPATING IN THE DROP ALL AND READ CAMPAIGN AT SAKHELWE PRIMARY SCHOOL.



Activity 9.6

Select the correct multiple-choice answer.

- 1 The most important aspect of the DEAR programme is to:
 - To comply with the government mandate.
 - To encourage learners to attend school.
 - To make reading visible and a valued activity.
- 2 DEAR is more likely to be successful if:
 - There is a good system for handing out and returning books.
 - Books are relevant and interesting.
 - Both above.
- 3 Buy-in to the programme by all staff and parents is more likely to be successful when:
 - Teachers and parents are told that it is compulsory.
 - Teachers and parents are included.
 - Teachers and parents are informed about the benefits of the programme.
- 4 During the DEAR period the idea is for all:
 - Parents to read.
 - For all learners to read.
 - For all teachers, ground staff and learners to read.
- 5 Learners need to be taught how to care for books because:
 - Caring for books is important.
 - Caring for books will help learners care for other things.
 - Books are valuable and need to be passed on to other readers.



L2: Book Buddies Programme

Book buddies refers to a reading activity where learners are paired, and the older learner reads and interacts with his or her partner on a regular basis.

Cross-age book buddy programmes have been successful in improving reading behaviour and motivation. This is one way it works:

Reading buddy programmes have shown to improve the older readers' fluency and reading as well and encourage the younger learners to want to read.

It has also improved relationships and friendships across the school which has shown to reduce incidents of bullying.

Questions and answers about reading buddies

Questions	Answers
1. Where do I get books for the learners?	1. Organisations such as Biblionef and Book Dash. Nalí Bali also provides free story supplements. (Links to free resources will be provided in Lesson 5)
2. How can I make space for the older learners in my class?	2. You could use a hall or library, or you could use both classrooms. Half of the younger grade remain in the classroom and half go to the older grade classroom. And the same happens in the older grade classroom.
3. How do I pair the readers?	3. Pairing should be done in discussion with both teachers. They should consider the reading levels, personalities and possibly genders of their learners.
4. What happens when the older grade learner cannot read fluently?	4. It is the reason why the books should be at the earlier grade level and why the older grade teacher must allow her learners to practise before going to their buddy. Another possibility is to provide two older buddies for the younger learner and each buddy can have a specific activity such as one reads and the other discusses the book.
5. What training needs to be done to ensure that the programme works?	The younger learners should be taught to: 1. Engage with the older learner 2. Listen and pay attention. 3. Be respectful. The older learners should be taught to: 1. Be respectful of their buddy. 2. Discuss the cover and title of the book. 3. Read expressively and fluently. 4. Discuss the illustrations. 5. Ask their buddy questions such as: What do you think will happen? What do you see in this picture? Tell me what happened in this story.
6. What do the teachers do during this period?	They must be in their classrooms watching and assisting the reading buddies. They should never leave the children alone in this period.



1.

Foundation Phase teachers organise with Intermediate Phase teachers to have the older learners read to the younger learners. For example, Grade 5 learners can read to Grade 2 learners. Grade 4 learners can read to Grade 1s.

2.

The teachers agree to when and where it will happen weekly. They can use their classrooms. Half of the older grade learners go to the FP classroom and half of the FP learners go to the IP classroom.

3.

The reading material is at the younger grade level. This ensures that the older learners can read it fluently and the younger learners can understand it. It helps if the IP teacher allows the learners to practise their reading before reading to the younger grades.

4.

Once a week the IP learners pair up with their younger reading buddies and they read the book aloud to them. At the end of the story, they can ask the younger learner some simple questions about the book.

Reflection

– Do you think a book buddy programme might work in your school?

– Why do you think book buddies improves relationships across the grades?

Activity 9.7

True or False?

- 1 Book buddies requires collaboration and cooperation between teachers.
 True
 False
- 2 The younger learners and the older learners benefit from Book Buddies.
 True
 False
- 3 There is no need to train the older learners.
 True
 False
- 4 The level of the reading material is that of the older grade.
 True
 False
- 5 The teachers can have a break while the book buddies are reading.
 True
 False



L3: Reading Clubs

Outcomes

– **Learn about the** difference between storytelling and story reading.

- Ask your school if they have books you can use.
- Look out for charity book sales to buy cheap books.
- Ask friends and family members and everyone you can think of for donations.
- Contact literacy organisations in your area for help with book donations and workshops.
- Whenever you are given books, make sure they are appropriate for the children you are reading with.

Story telling

Telling a story is a good way to begin a reading club session. It relaxes the learners and gets them into a story-mood.

Story telling is the art of sharing a story from memory to an audience and involving them with the use of gestures, actions, and vocal expression. Interesting people from the community can be invited to tell their stories.

What are the benefits of storytelling?

What are reading clubs?

Reading clubs are run by an adult with a group of learners and the aim is to provide enjoyable and fun activities related to reading and books. There is no single correct way of starting or running a reading club.

Who runs the reading club?

Reading clubs are run best by people who love books. It can be volunteers or teachers.

How many learners should be in the club?

It can be the size you want it to be. Try for a ratio of 1 adult per 5 learners.

Where do reading clubs take place?

A reading club can happen anywhere in an open space, preferably with cushions and a carpet.

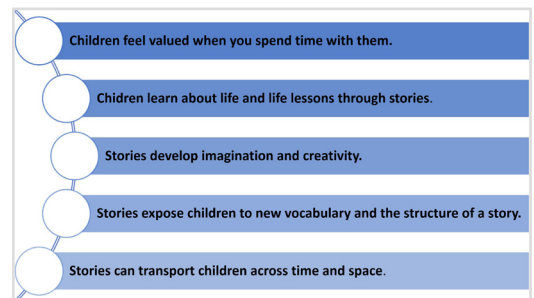
When does the club meet?

A reading club can meet anytime that is convenient. After school often works best. It can be 30-60 minutes.

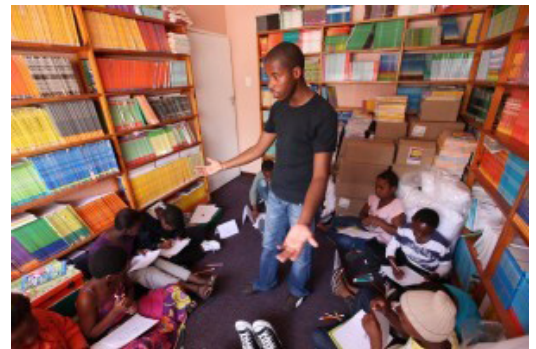
What happens at the book club?

You can do a variety of things such as storytelling, story reading (in pairs, or individually), having time to talk about the books, doing drama and playing word games and singing rhymes and songs with actions.

READING CLUBS CREATE OPPORTUNITIES FOR READING AND INTERACTION WITH BOOKS.



A SMALL STOCK ROOM IS USED FOR A READING CLUB.



A READING CLUB HELD IN THE HALL AFTER SCHOOL.



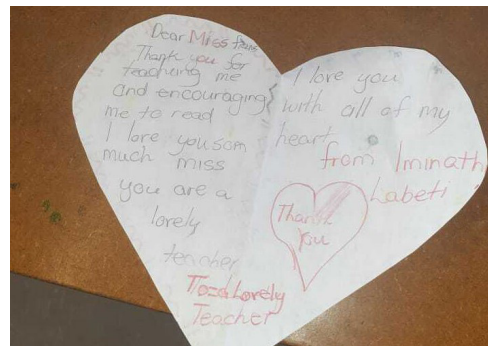
What books do you use?

Have a range of books and book types. Include books and texts across the curriculum. For example, have maps, texts about animals and places, Life Orientation, numeracy and reference books. These books will support language and knowledge development.

Where can you get books from?

- Find out which libraries have good selections of children’s books and borrow from them.
- Ask your school if they have books you can use.
- Look out for charity book sales to buy cheap books.
- Ask friends and family members and everyone you can think of for donations.
- Contact literacy organisations in your area for help with book donations and workshops.
- Whenever you are given books, make sure they are appropriate for the children you are reading with.

A LETTER SENT TO A TEACHER TO THANK HER FOR ALL THE ENCOURAGEMENT AND SUPPORT IN READING.



Listen to the audio (3 min 52 sec) recorded by a Grade 3 teacher.

This teacher has been innovative and creative in ensuring that all children in the school have access to books.

Listen to how she has managed to get a dysfunctional school library functional again



Play Audio

Reflection

- What are some of the ways you could involve parents in promoting literacy at your school?
- Do you know any youth who might want to volunteer at your school?

Activity 9.8

Drag and drop.

Drag and Drop the following statements into the correct boxes.

Biblioref and DookDash

Story telling

Role play, games, songs and reading.

Reading clubs

Recouning a story to an audience.

Activities that can be done at a reading club.

Organisations where you can get free books.

Who you can get to assist in the reading clubs.

*To change your answers, drag from the top (choices) to the bottom (answers) again



L4: Involving the community

Outcomes

- Learn about why involving the community is important to establish a culture of reading.
- Listen to a teacher talk about how she involves the community.
- Learn about organisations you can approach for assistance and support.

Why is it important to involve the community?

Ownership

Increased resources

Improved school-community relationships

Improved learning opportunities

Ownership: If the community and family are involved there is a greater sense of ownership of a reading project which makes it more likely to succeed.

Increased resources: There are many skilled and experienced members of the community who can bring their expertise and passion for reading to the school.

Improved relationships: Engagement and strong support from the community encourages parental and community involvement and participation.

Improved learning: The increased capacity and participation strengthen opportunities for learners to grow and develop.

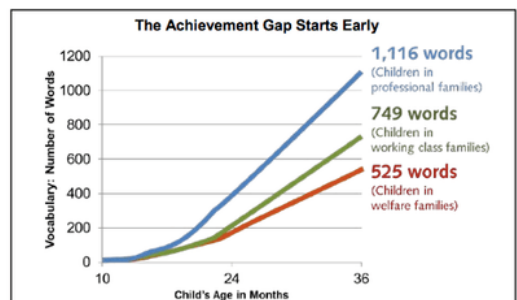
Family Literacy Programmes

Children's vocabulary is linked to their economic background. Research has shown that there is an estimated difference of about 32 million words between children living in poverty compared to those living in wealth.

The broad and deep vocabulary of the wealthy and professional families set the children up for a life-long advantage. Whereas the children who enter school with limited or poor vocabulary are immediately at a disadvantage.

This can be changed through early interventions which support parents to read to and with their children.

HELP CHILDREN TO LOVE READING.



Supporting families to improve family literacy

WordWorks is an organisation devoted to strengthening early literacy. They offer five programmes focussing on children's first eight years. The five programmes are:

1. The Ready Steady Read Write Programme which trains volunteers to assist children as they learn to read and write.

2. Home-School Partnerships Programme which empowers parents to support learning.

3. Stellar Home Language Programme which provides training and resources for teachers to strengthen literacy teaching in Grade R.

4. Every Word Counts Programme which gives parents and caregivers ideas to build language and support learning in a loving, supportive way.

5. Little Stars Programme which trains trainers to offer a resource-based programme to pre-Grade R teachers.

Find Wordworks at: <https://www.wordworks.org.za/>

Reflection

– What has your school done to strengthen literacy for the preschool children in the community?

– Which organisations can you contact to organise parent training?

PLAYFUL INTERACTION BETWEEN CARERS AND THEIR TODDLERS IS THE FIRST STEP TO READING ENJOYMENT.



Activity 9.9

True or False?

- 1 Strong school-community participation can impact positively on the literacy rates in the school.
 - True
 - False
- 2 Everyone who works or assists in the school must have education qualifications.
 - True
 - False
- 3 Children entering school from an impoverished community start with a disadvantage in terms of limited exposure to books and vocabulary.
 - True
 - False
- 4 Limited vocabulary is best improved through reading many books.
 - True
 - False
- 5 Strengthening literacy in the home will make the teacher's work easier and more efficient.
 - True
 - False



L5: Find out more

Outcomes

1. Watch a video made by DG Murray about a reading club that a principal set up for Grade R learners. This principal is providing her learners with the most essential gift, a love of reading.

2. Watch the Shine Literacy video below which shows how the Book Buddy reading programme works.

<https://www.facebook.com/watch/?v=10154662923372009>

3. Nal'iBali is an organisation that makes stories available to South Africans, through radio, on-line and in a newspaper supplement. Visit their website to see what they do: <https://www.nalibali.org/>

4. Here is a link to the Nalibali website where they provide manuals on how to set up reading clubs and more.

<https://www.nalibali.org/story-supplies/how-to-guides>
(guides on how to run a reading club, how to share stories, how to read and write with children...)





L6: Review

Activity

Multiple Choice Questions.

- 1 Having the will to read is linked to:
 - The number of books available.
 - The place where reading happens.
 - The enjoyment and motivation of the learners.
- 2 The DG Murray graph on reading culture in South Africa refers to:
 - How many schools have libraries?
 - The amount and kind of reading that parents and caregivers do at home.
 - The level of engagement with books in communities.
- 3 The DEAR programme should take place at:
 - Break time.
 - Assembly time.
 - Anytime that is convenient for the school as long as it is regular.
- 4 A Book Buddy programme refers to:
 - Friends sharing a book together.
 - A book taken home to read to a sibling.
 - A regular period when older learners read and engage with books with a younger 'buddy'.
- 5 Teachers need to train both older and younger buddies in a Buddy reading programme because:
 - (a) They both need to learn what to do in the period.
 - (b) They both need to learn to engage respectfully and to listen well.
 - (c) Both a and b are correct.
- 6 The benefits of storytelling include:
 - (a) The learners get to read more.
 - (b) The learners get to read with expression.
 - (c) None of the above.
- 7 Reading clubs can be run by:
 - Learners
 - Teachers from other schools.
 - Teachers and volunteers from the community.
- 8 Biblionef is an:
 - Organisation which set up reading clubs.
 - Governmental organisation which train teachers.
 - Organisation that provide schools with free books for reading clubs or reading corners.
- 9 Community members need to have police clearance before working in a school to:
 - (a) Ensure the safety of the learners.
 - (b) Ensure that they have no criminal record of violence or child abuse.
 - (c) Both above.
- 10 The most effective way of improving learners' vocabulary and language skills is to:
 - (a) Make reading the priority in the Foundation Phase and get learners to love reading.
 - (b) To set up book clubs.
 - (c) None of the above.

Children's literature

9.3

What is Children's literature?

7 lessons in this unit



L1:
What is
children's
literature?



L2:
The
Value of
Children's
Literature
and
How to
Introduce
it



L3:
Exploring
international
and local
literature



L4:
Children's
literature
and new
Technologies



L5:
Engaging
learners
cognitively
and
emotionally



L6:
Find out
more



L7:
Review



L1: What is Children's literature?

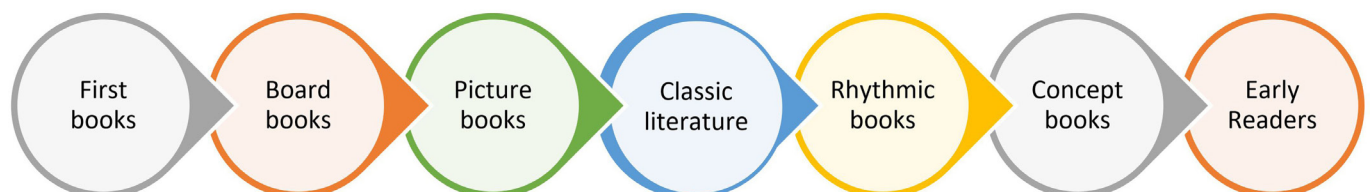
Outcomes:

- Learn what we mean by children's literature.
- Learn about different categories of literature.
- Learn about fiction and non-fiction materials.
- Learn about the characteristics of children's literature.
- Understand how important it is that teachers are prolific readers of children's literature.

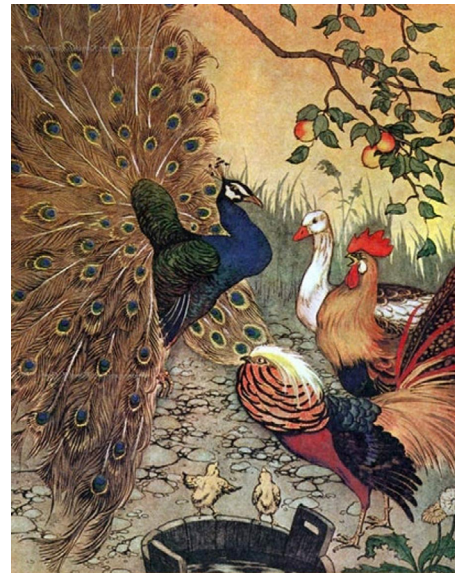
What is children's literature?

Children's literature, also known as 'KIDLIT' is material written and produced for children and young adults. It includes fiction, non-fiction, poetry and drama.

Broadly there are seven categories of children's books:



AESOP'S FABLES IN ISIXHOSA.



Iintsomi zika-Aesop

First books: Books which parents read to babies before they are even born and when they are babies.

Board books: These are books made from hard cardboard to make them sturdy so that young toddlers can use them.

Picture books: Books that have between 200-300 words. The illustrations play a big part in the meaning. Within this category there are both fiction and non-fiction.

Classic literature: Classic literature includes stories and fables that have been read to children for centuries. Stories by Hans Christian Anderson and fables are included in this category.

Rhythmic books: These are books with rhyme and rhythm, songs and often include playful language. Examples include Dr Seuss.

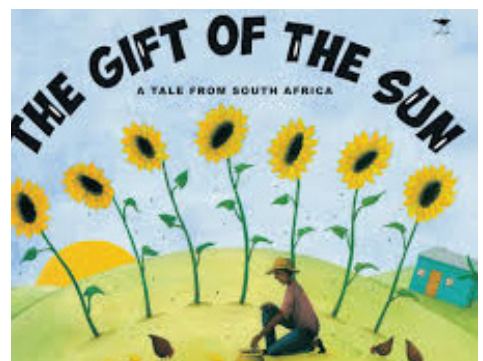
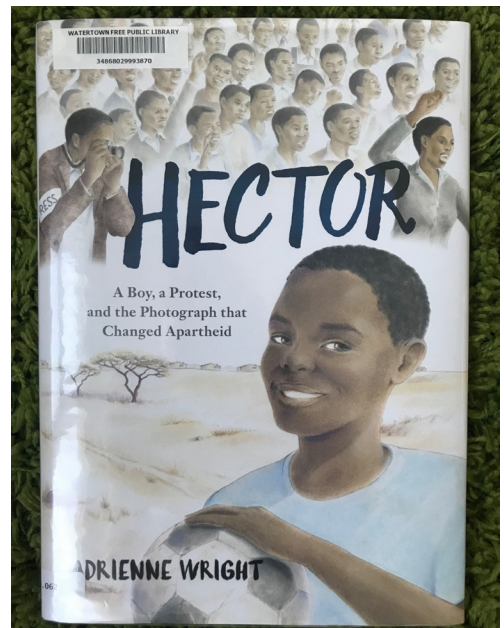
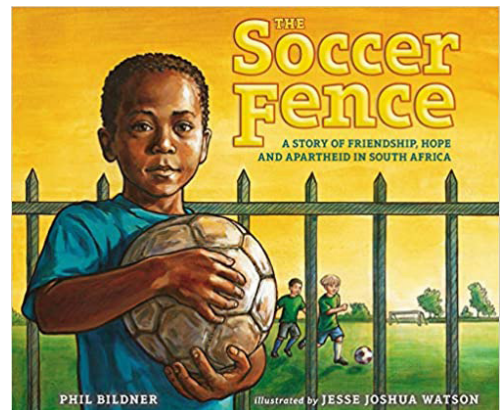
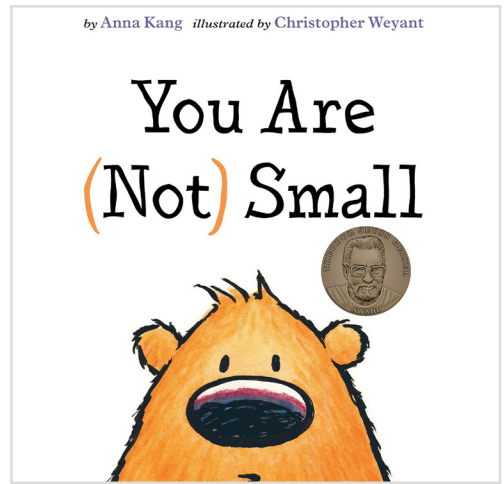
Concept books: These are books that deal with life topics such as, birth of a sibling, loss, illness, disability, counting, shapes, ...

Early readers: Books that learners start to read on their own. These books are slightly longer and introduce longer paragraphs and chapters.

Within these categories you get fiction (imaginative, made up stories and fantasy) and non-fiction (based on fact and evidence).

Fiction and Non-fiction

Fiction (Can be based on true stories but are written imaginatively)	Non-fiction (Written from an objective, scientific view based on real events and facts)
Mysteries Science fiction Adventures Fairy tales Myths Fables Legends Magical and fantasy (fairies, goblins...) Animal stories Comics and graphic novels	True stories Autobiographies Biographies Histories Reports of events Facts about animals-their habitat, food, location, etc. Science books Geography and books on nature Shapes, space, numeracy Maps and reference books Books on religions How to make... books.



Characteristics of children's literature

Children's fiction literature is often characterised by the following:

- Depends on action
- Characters include children
- Children's points of view are expressed.
- There is an optimistic and joyful tone.
- Can include fantasy and wishful ideas.
- Can teach a lesson or moral.
- Includes contrast extremes: good and bad; orphans and families...

Watch **video 246** where a Grade 3 teacher talks about her own enjoyment of reading children's books.

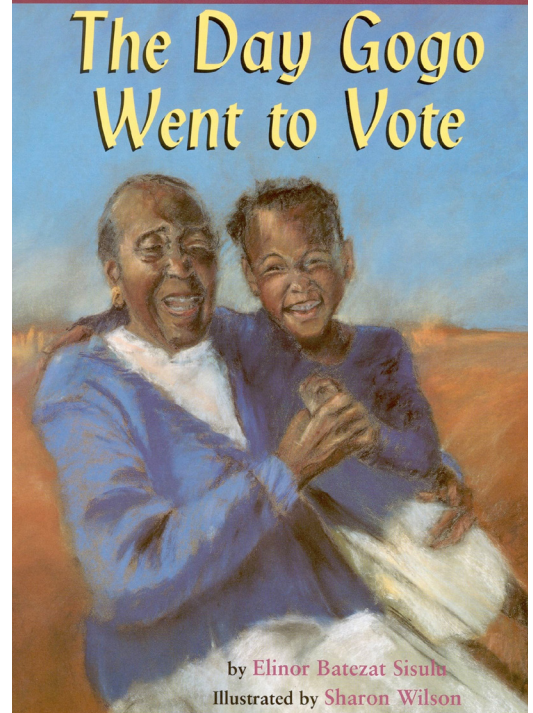
It is essential that Foundation Phase teachers are themselves readers of children's literature. If they do not enjoy reading children's books, then they are unlikely to be able to share the love and enjoyment of them with their learners.

Reflection

- Which was your favourite book when you were young?
- Do you ever browse for children's books at bookstores and book markets?

CHILDREN'S BOOKS OFTEN TEACH A MORAL OR LIFE LESSON.

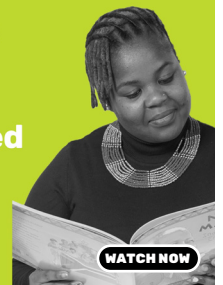
"Inspiring and moving." — NELSON MANDELA



Creating a Culture of Reading
Funda Wande

Teachers,
themselves need
to be readers

246



Activity 9.10

Indicate if the following titles are fiction or non-fiction? F or NF

- The life and times of Mandela.
 F
 NF
- The Cat in the Hat:
 NF
 F
- The Gruffalo
 NF
 F
- The Hungry Caterpillar:
 F
 NF
- The First Men in Space:
 NF
 F
- Making Gifts from Recycled Materials.
 NF
 F



L2: The Value of Children's Literature and How to Introduce it

Outcomes

- Understand the value of children's literature
- Understand how to introduce children's literature to learners.

When and how does one introduce children to literature?

Children should have literature read to them as early as possible. The more exposure to rich language, images, and ideas, the more they will experience the benefits above.

Since babies, toddlers and pre-schoolers and early graders cannot yet read, it is important for older siblings, parents or guardians to read stories aloud to them.

Young children love to hear the same story again and again. This is an important part of them becoming familiar with the story line, characters, plot, and structure.

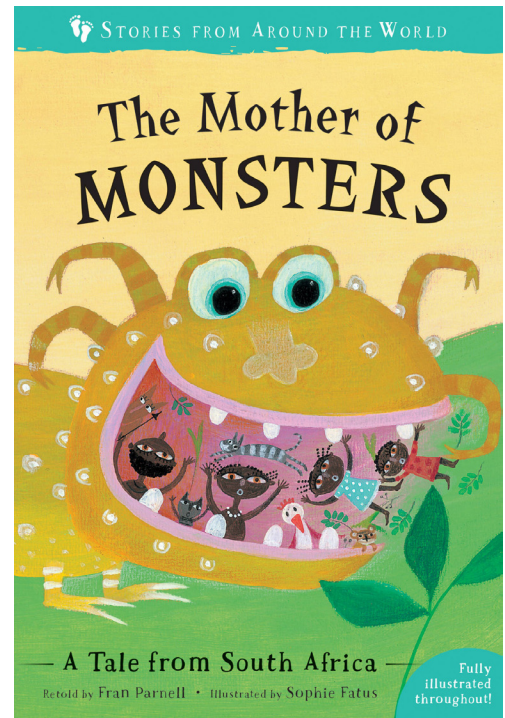
Adults should bring out the meaning of the plot and characters through expressive voice techniques (volume, pitch, emphasis, pause) and body language (head movements, facial expressions and hand gestures).

Watch the [video 245](#) where Rhodes lecturer and Funda Wandé staff member, Sarah Murray explains the importance of Read Alouds.

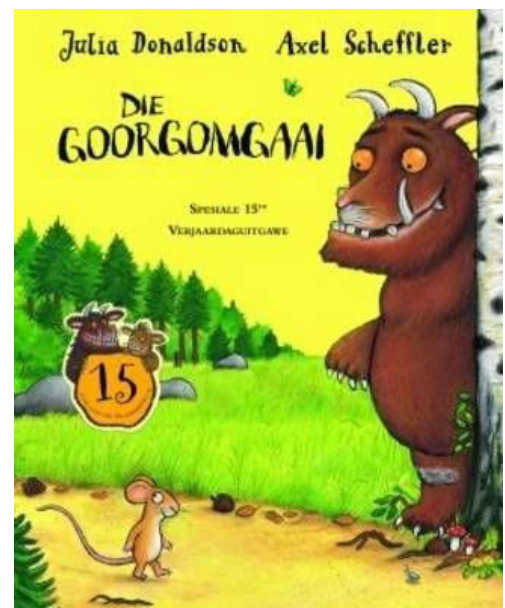
Notice how the teacher engages the children by voice and gesture. Why does she hold the book open for the children to see?

Reflection

- Do you read aloud to your learners every day?
- How often do or did you read to your own children?



THE GRUFFALO HAS BEEN TRANSLATED INTO AFRIKAANS AND ISIXHOSA.



Activity 9.11

True or False?

- 1 Learners can gain emotional intelligence through hearing and reading good literature.
 - True
 - False
- 2 When reading a book aloud one does not have to interact with the learners.
 - True
 - False
- 3 Fiction develops learners' imagination and problem solving.
 - True
 - False
- 4 When listening to a reading of a picture book, learners should not see the pictures.
 - True
 - False
- 5 You should never read the same book to children more than twice.
 - True
 - False



L3: Exploring international and local literature

Outcomes

- Learn more about popular children's books.
- Learn more about South African children's books
- Learn more about South African authors.
- Learn about Pukupedia; a wonderful digital database of South African literature.

Popular children's books for the Foundation Phase

Nalibali asked top children's publishing houses to name their favourite children's books. These were their responses:

In addition to the Nalibali books, reviews from the Puku Foundation are included. The foundation has established a digital database of all South African children's literature. This site is called Pukupedia which can be found at

<https://www.puku.co.za/en/about/>

The first book in this list is a review from Pukupedia.

THE GRUFFALO HAS BEEN TRANSLATED INTO AFRIKAANS AND ISIXHOSA.

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Skin we are in

Language: English

Genre: Personal & Social Issues

Age range: 6 – 10

Author(s): [Nina G Jablonski](#) and [Sindiwe Magona](#)

Publisher(s): [David Philip Publishers t/a New Africa Books](#)

ISBN: 9781485626084

Price: R125

When we meet someone, one of the things we notice is the colour of their skin. But what can someone's skin colour tell us about them?

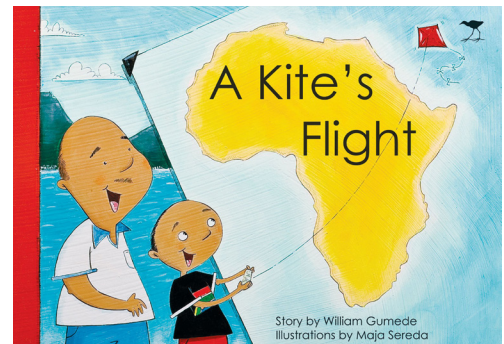
Despite what some people say, your skin means very little! Inside we're all the same. Join Njabulo, Aisha, Tim, Chris and Roshni as they discover why humans have different skins, and how people's thinking about skin colour has changed throughout history. *Skin we are in* is a celebration of the glorious human rainbow, both in South Africa and beyond.

A Kite's Flight

Author: William Gumede

Illustrator: Maja Sereda

This is a richly illustrated book that tells the story of how Andile and his father make a beautiful kite. While flying the kite, its string breaks releasing the kite and taking readers on an epic journey across Africa. From the thundering Victoria Falls and the snow tops of Kilimanjaro, to the Sahara deserts and ancient Egyptian Pyramids, follow the kite's flight over some of the great landmarks of Africa! This storybook is available in English, Afrikaans, IsiXhosa, IsiZulu, Sesotho, Setswana, Sepedi, Siswati and Xitsonga. Award: Maja Sereda won 2011 Crystal Kite Member Choice Award

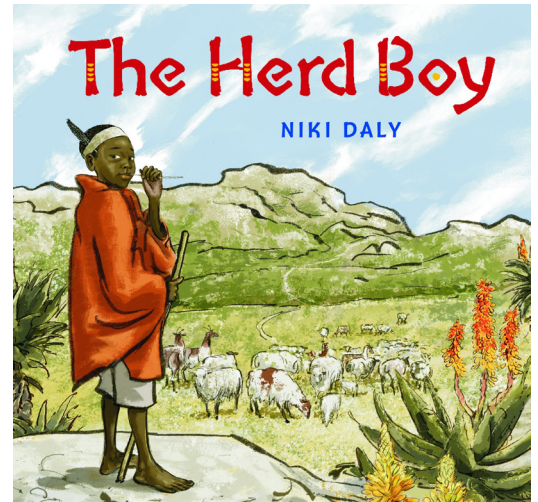


The Herd Boy

Author: Niki Daly

Illustrator: Niki Daly

This exquisite picture book is about a boy who dares to dream of a big future. Malusi is a herd boy who tends to his grandfather's sheep and goats among the mountains of the Transkei. High above, eagles fly while on the ground below, beetles crawl, termites scurry and dust flies as Malusi plays games of stick-fighting with his friend. But there's danger too... Can Malusi save his lambs from the hungry baboon who's stalking the flock? And who is the old man in the shiny car who stops to chat, and encourages the herd boy in his dream of being President? This is a story of empowerment, self-belief and leadership, and is inspired by the life of former president Nelson Mandela. It is available in English, Afrikaans, IsiXhosa, IsiZulu, Sesotho, Setswana, Sepedi and Siswati. Awards: 2013 IBBY SA Exclusive Books Award; Junior Library Guild Selection (2012); Poetry Center at Passaic County CC, Paterson Prize for Young People Honor Book (2013); United States Board on Books for Young People (USBBY), Outstanding International Books (2013)



Finding Aunt Joan

Author: Jenny Hatton

Illustrator: Joan Rankin

Have fun with Lucy, her brother Simon and cousin Sandi on their daily adventures in this delightful story which is one series of three books by Jenny Hatton exquisitely brought to life by award-winning illustrator Joan Rankin. Children will easily relate to the story which reflects the true-to-life event of going on a journey. The rhythmic text help build children's reading confidence while they are absorbed in the humorous illustrations and the life of Lucy's family. This storybook is available in English, Afrikaans, IsiXhosa, IsiZulu Setswana and Sesotho. Award: Crystal Kite Award

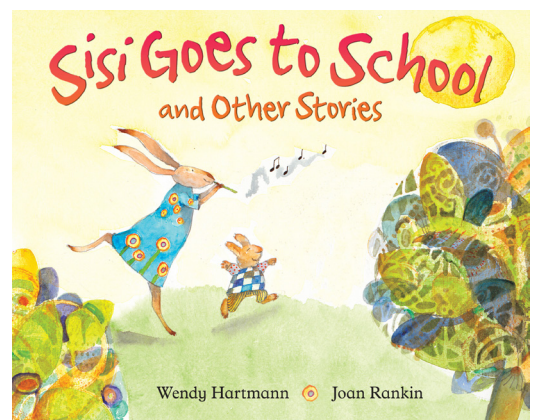


Sisi Goes to School and Other Stories

Author: Wendy Hartmann

Illustrator: Joan Rankin

Why is Sisi refusing to go school tomorrow? And why has Daddy taken all their toys? Sisi, her family and friends all feature in this delightful compilation of story and rhyme that is filled with warmth, love and friendship. The five stories are: Sisi goes to School, Sisi's Special Sounds, Gogo's little Dog, Daddy's Surprise and A Kiss for You. This title is also available in Afrikaans.



Wildekanisland (Where the Wild Things are).

Author: Maurice Sendak

Illustrator: Maurice Sendak

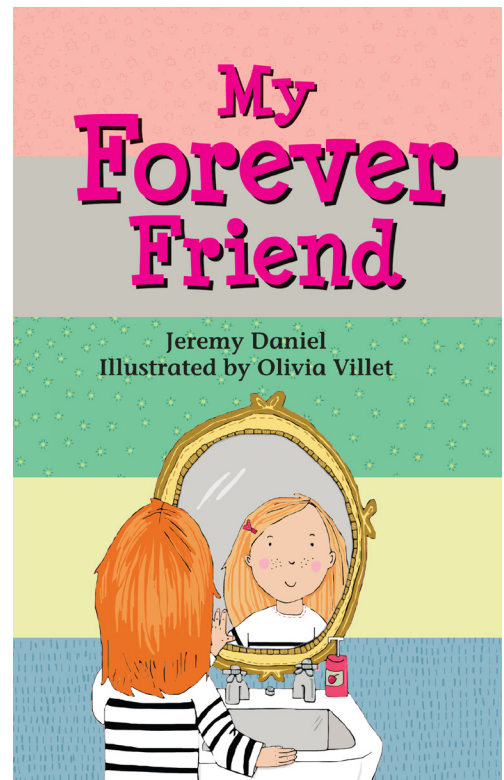
Wild child Max gets sent to bed without his supper after threatening to eat his mom. Later, in his room a forest grows and his imagination takes him to the home of the wild things, where he becomes their fearless king, the wildest thing of all. Max joins in on the wild fun but quickly bored of the new adventure and sails back home – to find supper in his room, still hot! Wildekanisland, originally known in English as Where the Wild Things Are, is fifty years old! This iconic book has inspired a movie, an opera, and the imagination of generations. It continues to be one of the best loved picture books of all time the world over. This subtle masterpiece of story, writing, and art will keep children coming back to it again and again.

My Forever Friend

Author: Jeremy Daniel

Illustrator: Olivia Villet

Copia is Mimi's reflection in the bathroom mirror and they are best friends. In this easy storybook we get to know Copia and Mimi through five stories: in the first they move from their flat into a house, then Mimi goes to her new school, and the family go camping together. Mimi is convinced Copia hasn't come along, but then she finds Copia in a rather surprising place . . . In the fourth story Dad takes them to the funfair, and in the fifth Mimi finally makes a real friend, Yoli. This title is also available in Afrikaans.

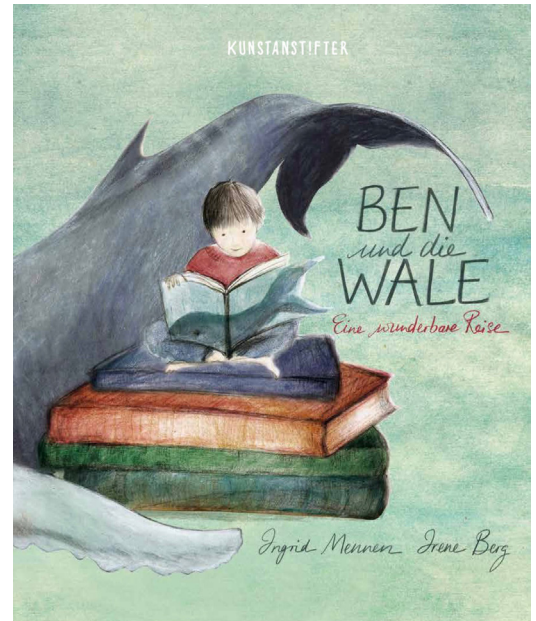


Ben and the Whales

Author: Ingrid Mennen

Illustrator: Irene Berg

Whales played in the ocean below the cliff paths where Ben and Grandpa had often walked. The windswept milkwood was their lookout. "Mysterious and magnificent creatures," Grandpa would say, "flying giants of the sea!" Together they read stories about whales, made new pages for Grandpa's scrapbook, or went to the museum to see the whale skeleton. But just before summer things changed: Grandpa stayed in bed . . . days passed. And then Grandpa died. Noticing that Ben finds it hard to say good bye, Dad takes Ben to the milkwood where Ben and Grandpa would often sit, and tells him a story: Long ago a whale-calf was born in their bay. Every day he frolicked and swam with his mother and an old humpback whale, but when the time came for the whales to travel back south, the old whale could not make the journey with the others. The whale calf had to say good bye too. This gentle story on bereavement will strike a chord with both children and adults alike. It is also available in Afrikaans.

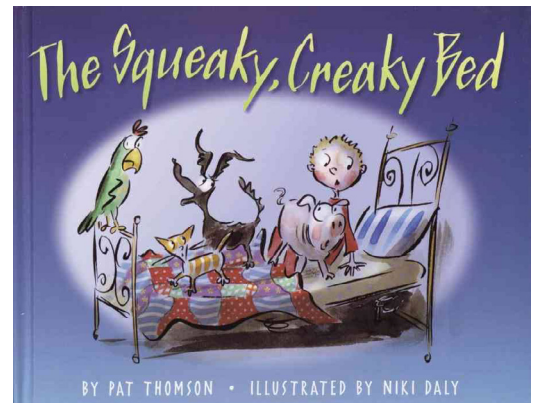


The Squeaky, Creaky Bed

Author: Pat Thomson

Illustrator: Niki Daly

Once there was a little boy who loved to visit his grandparents. But his bed at their house was old and every night it went squeak, squeak, creak! Grandfather thought a little cat would help. Then a little dog. Maybe a little pig? Soon the bed was very full, but it still went squeak, squeak, creak! Would the little boy ever be able to go to sleep? The fun-filled, repetitive text and vibrant, playful illustrations of *The Squeaky, Creaky Bed* make it a rollicking bedtime read for even the lightest of sleepers. This title is also available in Afrikaans.



Wow! It's great being a duck

Author: Joan Rankin

Illustrator: Joan Rankin

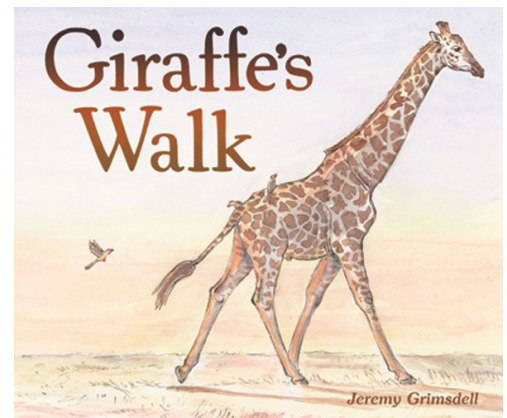
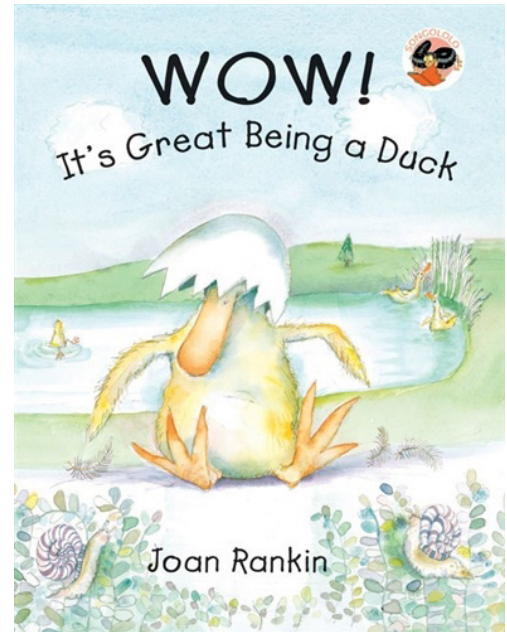
Lillee was the last to hatch and the smallest and skinniest of all the ducklings. Her older brothers and sisters all went to the pond and swam at once. But Lillee doesn't want to take her feet off the ground! She'll drown if she goes into the water! Her mother warns her about Furry-legs, Long-tail, Sharp-snout, Pink-tongue Fox who will gobble her up if she can't swim. But Lillee is going to practice walking instead! And off she marches into the dark, green forest. This comic story with its hilarious illustrations mounts in suspense as a wily stranger Lillee meets, shows her the best things to eat to fatten her up. How Lillee finally learns to swim and fly is a triumph young readers will share. Awards: South African Children's Picture Books, IBBYSA, 2008; 100 Representative South African Books for Children and Young People, IBBYSA, 2007.

Giraffe's Walk

Author: Jeremy Grimsdell

Illustrator: Jeremy Grimsdell

Early one African morning, Giraffe went for a walk . . . Count the animals as the stately giraffe lopes across the vast plains of Africa. Giraffe's Walk is a beautifully illustrated counting book, inspired by author/illustrator Jeremy Grimsdell's first-hand experience of the African continent. This title is available in English, Afrikaans, IsiXhosa, IsiZulu and Sesotho. generations. It continues to be one of the best loved picture books of all time the world over. This subtle masterpiece of story, writing, and art will keep children coming back to it again and again.



The Singing Chameleon

Author: Gcina Mhlophe

Illustrator: Kalle Becker

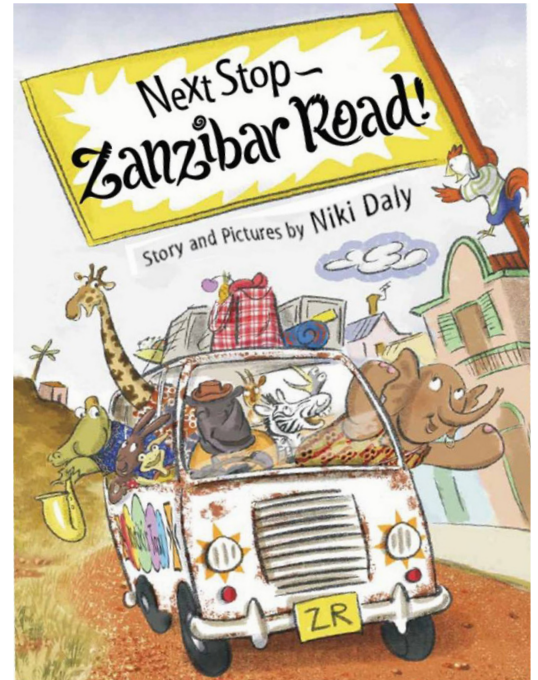
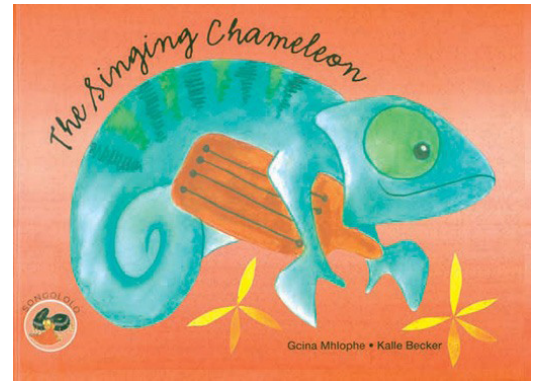
“Chameleon, you’re so ugly that you’re a disgrace to us all!” is the continual cry of the river community. Over time, Chameleon comes to believe their cruel words. Lonely and hopeless, he dreads the dawning of every new day. But fate intervenes, and he meets the Lark and the Old Man who set in motion events that transform him. The insecurity of the Chameleon and the unkind behaviour of the river community will strike a chord with both young and old and his well-deserved triumph at the end of the story is a welcome surprise. His belief in himself is restored and his song will touch the hearts of many and his spirit, inspire many more. This title is available in English, Afrikaans, IsiXhosa, IsiZulu and Sesotho. Awards: 100 South African Books Children’s Picture Book, IBBYSA, 2008; The Children’s Best Book Guide, Exclusive Books 2008. Copia hasn’t come along, but then she finds Copia in a rather surprising place . . . In the fourth story Dad takes them to the funfair, and in the fifth Mimi finally makes a real friend, Yoli. This title is also available in Afrikaans.

Next Stop, Zanzibar Road!

Author: Niki Daly

Illustrator: Niki Daly

It’s a hot day on Zanzibar Road and Mama Jumbo puts on her jazzy dress and her “Flippy-floppy, flappy-slippy, this-way-that-way pom-pom hat”, hops in Mr Motiki’s taxi and heads off to the market. After a long day of shopping as Mama Jumbo heads home, Mr Motiki’s taxi has a puncture! How will Mama Jumbo save the day and get home to Little Chico? Later Mama Jumbo sews Little Chico a cute, tutti-frutti shirt from a piece of fabric that she got at the market. Little Chico is delighted with everyone’s reactions until Baba Jive says that he looks good enough to eat. The quirky and much-loved gang from Zanzibar Road is back for another fun-filled adventure with Mama Jumbo, Little Chico and a host of colourful and entertaining characters that will delight children and adults alike. This title is available in English, Afrikaans, IsiXhosa, IsiZulu, Sesotho, Setswana and Sepedi.



Little Lucky Lolo and the Very Big Boy

Author: Adrian Varkel

Illustrator: Daley Muller

Little Lucky Lolo loved going to school. He loved learning from his teacher and seeing his friends. One day a new boy joined the class. Khulu was a very big boy, a VERY big boy! Khulu eats all Lucky's lunch and takes a soccer ball! What could Lucky do? When Khulu gets into trouble, will Lucky help him? A gentle and humorous story for young children that looks at the subject of bullying. This title is available in English, Afrikaans, IsiXhosa, IsiZulu, Sesotho, Setswana and Sepedi.

Long Walk to Freedom

Author: Nelson Mandela & Chris Van Wyk

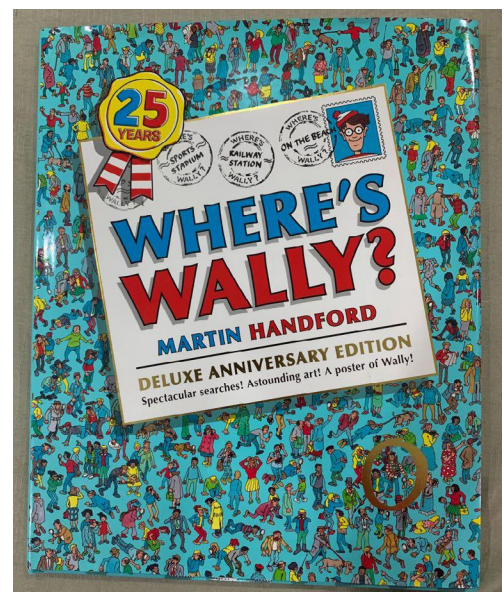
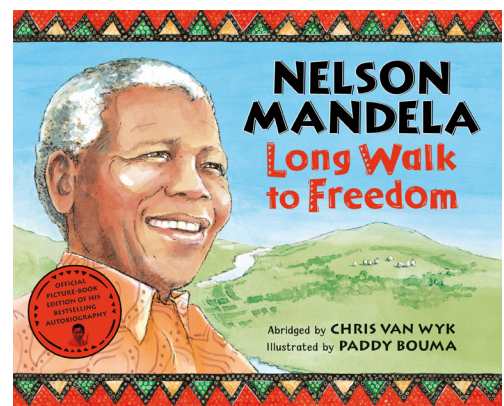
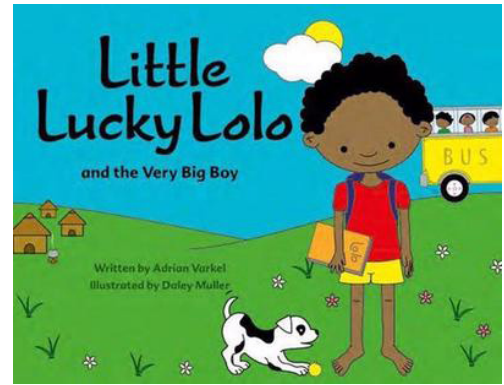
Illustrator: Paddy Bouma

Nelson Mandela is a true hero of our times, loved and admired across the globe for his dedication to the struggle against apartheid in South Africa, and for justice and peace throughout the world. This book tells the story of his life, from his carefree days as an ordinary village boy, to his unflinching leadership of the ANC and through the long years in prison to his eventual freedom and extraordinary elevation to President of South Africa. An important book bringing an inspirational man to life for a younger generation. This title is available in all 11 South African official languages and Portuguese.

Where's Wally? (25th Anniversary Edition)

Illustrator: Martin Handford

The hunt for Wally is on! Wally, along with his friends, are fiendishly hidden in every intricately-detailed scene. Hours of fun and games await in this classic activity book that kick-started a worldwide phenomenon.



The Gruffalo

Author: Julia Donaldson

Illustrator: Axel Scheffler

Walk further into the deep dark wood and discover what happens when the quick-thinking mouse comes face to face with an owl, a snake and a hungry gruffalo. This is a modern-day classic story of overcoming your fears. The wonderful rhyming text and detailed artwork resonate with children everywhere. Available in IsiXhosa and Afrikaans.

<https://www.nalibali.org/content/20-top-picture-books>

Watch **video 244** where a Grade 3 teacher shares her favourite books

Notice what she does when reading the long Mandela book and how the parents interact with their children about the books.

Reflection

– Which are some of your learner’s favourite books?



Activity 9.12

Look at the list of words below and retype the correct answer.

(Gcina Mhlope; A Kite's Flight; Maurice Sendak; Nelson Mandela and Chris Van Wyk; The Singing Chameleon; Julia Donaldson)

1 Who wrote The Gruffalo?

Answer:

2 Name a book by William Gumede.

Answer:

3 Who wrote, Sawubona Zoleka?

Answer:

4 Who wrote the children's version of Nelson Mandela – A long walk to Freedom?

Answer:

5 What is the title of the book about chameleon's by Gcina Mhlope?

Answer:

Who illustrated Where the Wild Things are?

Answer:



L4: Children's literature and new Technologies

The African Storybook Project

Digital texts can be accessed on computers and cell phones via Apps. There are also podcasts (audios) of many of the books.

When learners access books via the computer or phone app, they are improving their literacy as well their technological skills. They are learning how to navigate on a computer or phone App. Boys are often more interested in reading digitally than reading printed texts.

Reading on an App requires different navigation from reading a hardcopy. Learners should be taught how to swipe and touch the screen. It is also not as easy to 'turn a page' or return to an earlier extract. Reading on screen is an important skill in the 21 Century.

The African storybook project (<https://www.africanstorybook.org>) is a digital platform that allows learners to read individual books and to create, translate or adapt available texts and write their own stories.

On the African storybook website, under the tab, USE, one can read about ways that teachers all over Africa have used this site. It is well worth reading.

A school in Kwa Zulu Natal tells how a teacher started using the site by writing down the stories on paper for the children to read. Later she was given a computer and projector, and she projected the stories on the wall. When the school acquired some computers, learners were given opportunities to choose and read books straight from the Website.



Andiswa soccer star

Eden Daniels
Eden Daniels

BOOKS ON SPORTS AND GENDER ISSUES.



Highlights from African Storybook community champions in Nigeria and Kenya, 2019

African Storybook

Saide has invested in identifying and nurturing community champions in some African countries. They are actively spearheading the use of and contribution to the African Storybook initiative. Read about this strategy of champions.



How African Storybook got its first Zimbabwean storybooks

Ephraim Mhlanga

Blessing Nemasdziva, a postgraduate student from Zimbabwe at the Durban University of Technology (DUT), was first introduced to the African Storybook project by Dr Gift Mheta who is the Coordinator...



How African Storybook is being used in South Africa

African Storybook

There is a literacy crisis in South Africa, but individuals and organisations all round the country are responding to the crisis in a variety of ways.

Bookdash

Bookdash is an online site where new African storybooks can be downloaded, translated, printed and distributed for free. <https://bookdash.org/>

Their mission is to enable every child to own 100 books by the age of 5.

Nalibali is an organisation which offers stories via multimedia. These include online on their website, via WhatsApp, on radio and in hard copy supplements.

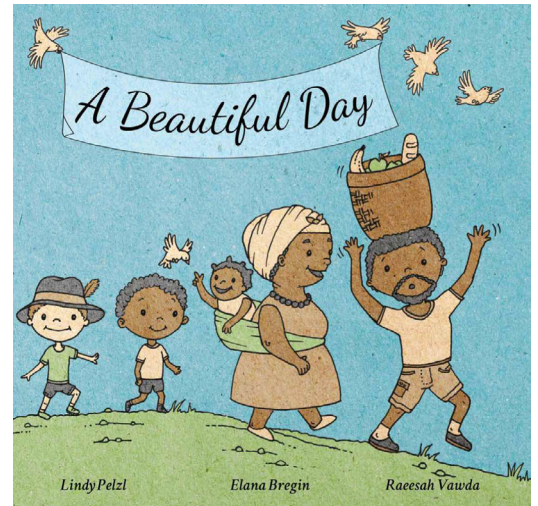
These supplements can be found in selected newspapers, such as The Herald, The Sowetan, The Sunday Times Express as well as at certain post offices around South Africa. Schools can also contact Nalibali for find out the closest collection point for free supplements.

These story supplements work well with the Book Buddy programme and Paired Reading as well as Independent Reading.

Stories are also broadcast three times a week on selected channels. See the times and station in the image opposite.

Reflection

- Does your school use digital stories?
- If your school has a computer laboratory, does it provide opportunities for both numeracy and literacy to be developed?



EXAMPLES OF BOOKS AVAILABLE ON BOOKDASH.



EXAMPLES OF BOOKS AVAILABLE ON BOOKDASH.



NALIBALI HAS A ZERO-RATED WHATSAPP MOBI SITE WHERE STORIES CAN BE DOWNLOADED.



STORIES ARE BROADCAST ON THE ABOVE RADIO CHANNELS.

Activity 9.13

True or False?

- 1 The African Storybook Project provides opportunities for learners to read and adapt their stories.
 - True
 - False
- 2 The African Storybook Project is available only in South Africa.
 - True
 - False
- 3 Nalibali stories are broadcast on public radio.
 - True
 - False
- 4 Bookdash books are free to download and print and they can be read online.
 - True
 - False
- 5 The NaliBali WhatsApp site is expensive.
 - True
 - False



L5: Engaging learners cognitively and emotionally

Outcomes

- Learn how important it is to promote rich discussion of both the content and emotional aspects of a book.
- Learn the importance of allowing learners to ask questions and not only the teacher.
- Learn about the importance of listening, really listening to learners' responses.

Cognitive and emotional engagement

Thinking and Feeling: Children's literature is not only about enjoyment and language development. It is also about getting learners to think, to interpret, to problem solve and to discuss emotions.

Learners as questioners: Importantly, literature creates opportunities for learners to ask questions that they want to have answered.

Asking and formulating questions is an important part of knowledge development and thinking.

Asking questions requires that the learners engage with the text and understand the meaning of the text.

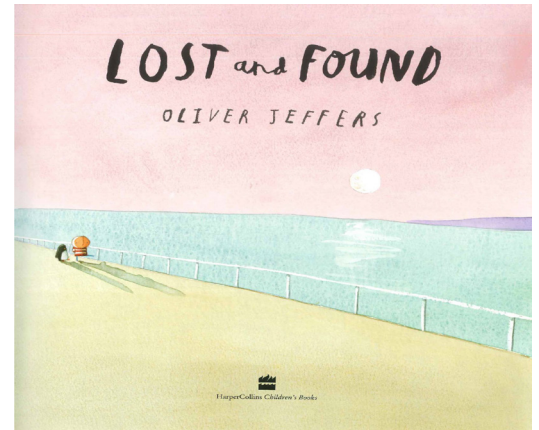
Ways to encourage learners to ask questions:

Invite the learners to ask questions about the page on the right. They might want to know what a penguin is, where penguins are found, and if penguins can walk on land. They may ask if the story is true. And they might ask questions you would never have thought of.

You can model questions for them, such as, 'I've always wondered where penguins come from? Have you ever wondered anything about penguins?'

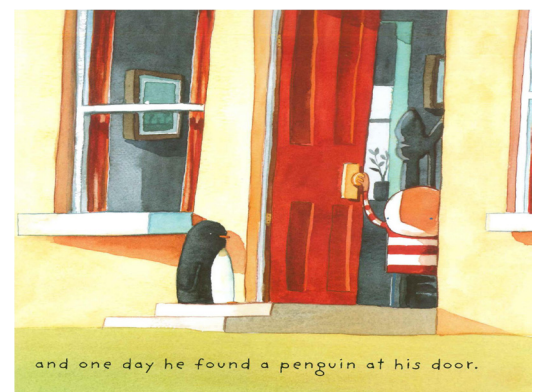
As the teacher, you would need to do preparation and anticipate possible questions.

You would also need to be open to any questions they ask and open to not knowing the answers.



What would happen if I allowed the learners to ask their own questions?

What do I need to prepare so that I can anticipate some of the questions?



Thinking and Feeling

The book *Lost and Found*, centres around a boy who finds a lost penguin and tries to help him find his way back home. He tries numerous ways to find out how to help the penguin, but with no success. Until suddenly he thinks of a way... and he finds a wonderful gift.

Think about questions you could ask the class based on this page.

1. Think of two questions which would require a thoughtful response.
2. Think about two questions that would require an emotional response.

Possible thinking questions could include questions about what they know about penguins, ships, lighthouses, and volume of the ship's horn versus a child's voice, if they know about the South and North poles, what they think about the boy's methods of gaining information about how to help the penguin.

Questions that deal with feelings might refer to feelings of disappointment; helplessness; feeling invisible and unheard...These are powerful emotions and would require well facilitated discussions. The story also shows how the boy is resilient and does not give up.

Listening to responses

Closed and open questions: Teachers often ask questions expecting certain answers. If they do not get the answer they were expecting, they tend to ask other learners until they get the answer they want to hear.

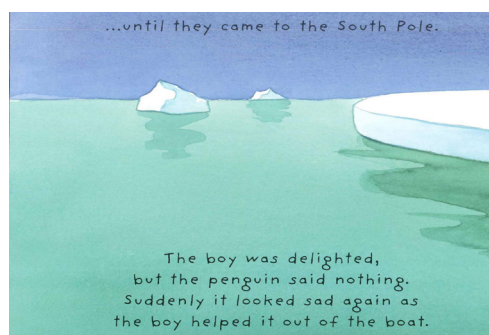
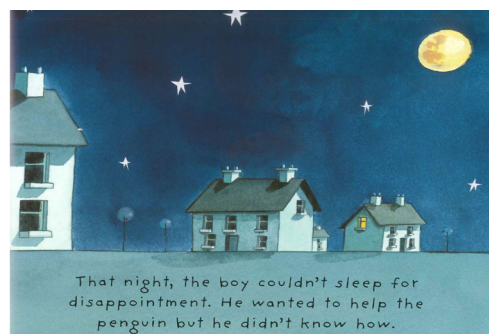
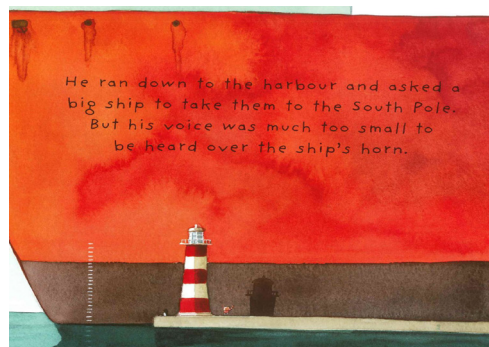
Open questions provide more authentic answers. However, it requires the teacher to listen carefully to the responses.

Listening to the response, really listening, will give the teacher insight into what the learner is understanding and thinking.

A follow-up question is often needed to get deeper into the learner's meaning making process.

This is how rich discussions get started. Facilitate the discussion, however, allow **the learners to lead** it with their thoughts and ideas.

Imagine the following scenario based on this page...



Teacher: So, they finally arrived at the South Pole. They had travelled for days on rough seas to get to this place. The boy was delighted, but we read that the penguin looked sad AGAIN...What does the word 'again' tell us?

Learner: That he had been sad before.

Teacher: Yes, he had been sad before. What had made him sad the first time?

Learner 1: He was lost.

Learner 2: He was scared.

Learner 3: He was seasick.

Teacher: Stop playing around. There is nothing that tells us he was sick-sick.

This is a lost teaching moment. Learner 3 is giving an interesting answer which, if followed up, would provide this learner with an opportunity to share what he or she knows about sea-sickness and possibly tell the class about an experience he or she had. This would provide an opportunity for new knowledge creation and possibly empathy.

Good picture books can create opportunities for rich discussion. This supports inferential thinking and reasoning.

Facilitating discussions about books is one the best ways to get learners thinking, inferring, and expressing their ideas.

Providing learners with the language to discuss literature.

Some important concepts in literature include:

1. The Title: The heading of the story provides an important clue to what the story will be about.

2. The Plot: The plot refers to the story-line or sequence of events that occur in the story.

3. The problem or conflict: Without a conflict or a problem, a story will be a recount. Stories require something to go wrong, which can then be 'fixed'- or not!

4. The resolution: happens when the characters solve the problem.

5. The themes (or big ideas): The themes refer to the issues that are raised in the story. In *Lost and Found*, the themes include loneliness, friendship, helping each other, the power of listening...

6. The characters: These are the people (and/or animals) in the story. In *Lost and Found*, there are two major characters, the boy and the penguin and some minor characters like the birds and the ducks that the boy questions.

Reflection

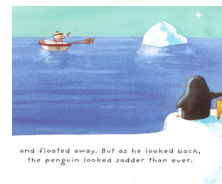
– How well do you listen to your learners' answers?

– How often do you provide learners with an opportunity to ask their own questions about the text you are reading?

Activity 9.14

Choose the correct phrase from the list that describes the type of question.

(Cognitive engagement or emotional engagement or both?)



- 1 Why was the boy looking back?
 - Cognitive
 - Emotional
 - Cognitive and emotional
- 2 What is the white thing in the water (that looks like a big ice block)?
 - Cognitive
 - Cognitive and emotional
 - Emotional
- 3 What was the mistake that the boy had made?
 - Cognitive
 - Cognitive & emotional
 - Emotional
- 4 What are some reasons that people and animals are lonely?
 - Cognitive
 - Cognitive and emotional
 - Emotional.
- 5 Who can tell me about a time when you felt lonely?
 - Cognitive and emotional
 - Emotional
 - Cognitive



L6: Find out more

1. The SAIDE 2020 list of free reading sites is an excellent resource for teachers to find out where they can access free books and reading materials.

2. Read the interesting article by Kelly and Moses (2018) entitled, Children’s Literature That Sparks Inferential Discussions.

Kelly, L.B and Moses, L. (2018). Children’s Literature that Sparks Inferential Questions. In *The Reading Teacher*. Vol 72(1). 05 January 2018.

3. Read Dr Julie Wood about Getting boys hooked on reading. She argues that since boys tend to love digital devices, digital stories online and on Apps tend to appeal more to boys.

<https://www.readingrockets.org/blogs/connected-digital-literacy-gen-z/getting-boys-hooked-reading-how-can-digital-media-help>

4. Children’s Laureate, Jacqueline Wilson shares her collection of fabulous books to read aloud to your learners.

List of organisations and sites providing free reading resources for young children

The organisations and sites listed below provide free digital books for children when they are learning to read. The list does not include commercial publishers or organisations that provide non-book LTSM such as lesson plans or courses in the teaching of reading.

This list is a *Work in Progress*, so if you know of organisations or sites that are not listed below, please let us know! africanstorybook@saide.org.za

Although all the sites listed provide free resources, they are not necessarily all openly licensed. Some organisations offer free material, but the licence under which this material is being made available is not clear. The most open licence (Creative Commons CC-BY-4.0) allows you to download, copy, translate or adapt the resource, but you must be careful to say who created it, and where it comes from. If the licence is CC-BY-NC, it means you can’t sell the resource to make a profit. If the licence is CC-BY-ND, it means you are free to use the resource as is, but you can’t change it in any way.

Initiative	Summary	Country	Languages	License	Free Reading App	Free Storymaking App
African Storybook www.africanstorybook.org	On Saide’s African Storybook website users can read, create, translate or adapt stories for early reading. The stories can be read online or offline or printed from the website.	South Africa and sub-Saharan Africa	Over 180 languages, including all SA languages.	CC-BY-4.0	The ASb Reader is in Google Play and App-Store.	ASb Maker - in Google Play and the App-Store by November 2019.
Book Dash https://bookdash.org	Book Dash gathers creative volunteers to create new African storybooks that anyone can freely print, translate and distribute.	South Africa	All SA languages as well as French	CC-BY-4.0	The Book Dash App is in Google Play Store.	
Department of Basic Education (DBE) https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/Grade4ReadersandBigBooks(LIIL)_aspx	In addition to the official curriculum documents and the national Workbooks, the DBE has a comprehensive set of graded readers and big books in all official languages. Also have a look at the resources for Second Additional Language teaching under the tab LIIL.	South Africa	All SA languages	Not clear		

1

Welcome to GREAT BOOKS TO READ ALOUD

‘Reading aloud is the best way to get your children hooked on books for life’
Jacqueline Wilson
Children’s Laureate

It’s great for children to be read to every day – but it’s also great for those who get to do the reading too! A fantastic opportunity to show off your vocal talents, a chance to spend quiet time with your child and a brilliantly fun way to pass an hour or just a few minutes! We’ve gathered together this collection of fabulous books through suggestions from publishers, booksellers, librarians and children’s books experts. The advice in these pages should help you choose the most fun and exciting books to read to your children – and they’re all ones you’ll be happy to read over and over again! We have top tips on each book from Julia Eccleshare, children’s books editor at the *Guardian*, and booksellers and librarians have added their thoughts on why the books are great fun to listen to. All the books should be available in your local bookstore and are reasonably priced. With extra recommendations from celebrities and well-known children’s authors, GREAT BOOKS TO READ ALOUD is an invaluable tool for any family.

Enjoy!

For more information on the books please visit:
www.greatbookstoread aloud.co.uk



L7: Review

Activity 9.15

Multiple Choice Questions.

- 1 What is children's literature?
 - Literature written specifically for children
 - Literature that has children as characters.
 - Literature written by children.
- 2 A teacher would use a concept book when she is wanting to teach her learners:
 - To allow learners to engage with humorous books.
 - To conceptualise meanings of a picture book.
 - To understand a concept such as jealousy or death or addition.
- 3 Which of the following would be regarded as fiction?
 - A book about how maps are made.
 - A book about how to plant seeds.
 - A book about a grandmother who plants a seed and a monster plant grows from it.
- 4 Refer to the list of children's literature in lesson 3. Which of the following storybooks deals with Ben and the death of his grandpa?
 - Where's Wally?
 - Sisi goes to school.
 - Ben and the whale.
- 5 Which well-known story tells of a mouse who outwits a big monster in the wood?
 - Where the Wild things are.
 - Singing chameleon.
 - The Gruffalo.
- 6 A place where digital stories can be found:
 - The Nalibali newspaper supplement.
 - The radio.
 - The Nalibali website.
- 7 Engaging learners in authentic discussion around texts assists in:
 - (a) Developing inferencing skills.
 - (b) Developing insight and problem-solving skills.
 - (c) Both are correct.
- 8 The characters in a story are the:
 - People in the story.
 - The animals in the story.
 - Both animals and people in the story.
- 9 It is important to allow learners to formulate their own questions about a text you are reading to them or that they are reading because:
 - This develops their thinking skills.
 - This allows them to be more invested in the reading.
 - Both of the above.
- 10 Providing learners with digital texts (and devices to read them on) is important as:
 - They are cheaper than hard copies.
 - They develop concentration.
 - It develops both their reading and their technological skills.

Handwriting practice area consisting of 20 horizontal dotted lines.





Funda Wande

Reading for Meaning