

Enabling Schools Toolkit

Reading Cycles Manual



**The Enabling Schools Toolkit Manual for School Leaders, Teachers, and
Community Reading Champions**

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1



Focusing on Teachers and Community Reading Champions in the Enabling Schools Toolkit



1. Joyful Reading

In the following, we focus on your roles and activities in the Enabling Schools intervention as teachers and Community Reading Champions (CRCs). The reason why we have structured the document in this way is because we have designed the intervention so that teachers and CRCs collaborate as “partners” who work together throughout the intervention. Each CRC will be paired with one teacher, so that as a team you can plan the Drop All and Read (DAR) sessions together according to your learners’ needs, and classroom activities in the DAR sessions can be led by CRCs with teachers’ professional support.

The advantage of having both teachers and CRCs working together is that the experiences and strengths of both of you are drawn on to make the intervention cooperative and efficient. Learners will be encouraged by members of the community who have knowledge of their lifeworld and reflect the values, identity, and beliefs that exist outside of the confines of the school, whilst also being supported by teachers who are experts in early childhood education. We believe that working together in this way makes us stronger and sets the foundation for creating an enabling school environment.

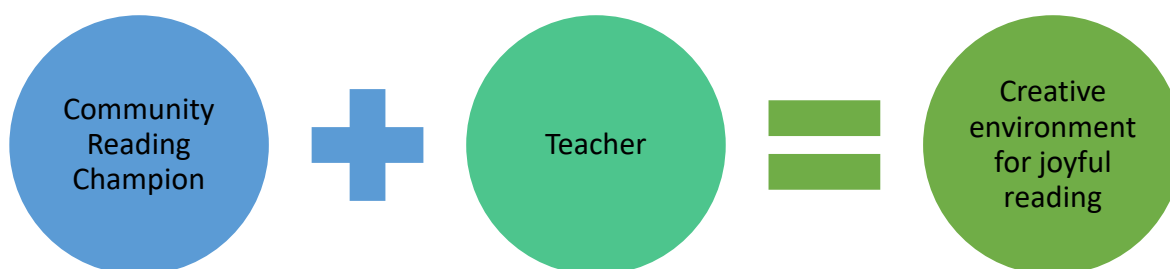


Figure 1: CRCs and teachers work in collaboration: one cannot thrive without the other

1.1 The importance of reading for enjoyment

As teacher and CRC partners, you play an important role in this intervention by promoting a culture of reading for enjoyment. As you know, reading is a foundational skill for learners because it is a gateway for their academic and psychosocial development. Learners receive instructions through written text in the classroom as well as outside the classroom. Being able to read is thus critical to a learner's ability to learn, understand and communicate with other people. Reading is not just a functional capability. It is also a pleasurable activity that positively impacts academic performance and personal development.

It is important for children to acquire reading skills during their early developmental years because reading forms the basis of children's ability to understand instructions. A failure to acquire reading skills in children's foundational years could lead to their progress being stifled because they cannot comprehend basic instructions. Children's reading during their early developmental years also contributes to the formation of their imagination/pretend play which helps children synthesise knowledge and build their emotional intelligence. Regular reading during children's early developmental years stimulates children's cognition, increases their ability to concentrate and it promotes their communication skills.

When children read, they are not passively internalising information. Children have the capacity to make their own meaning of what they read. Reading encourages children to express their own voices by eliciting curiosity. Children are able to voice their opinions and ideas about what they are reading. This makes for a very exciting process of both gaining knowledge and co-creating knowledge.

1.2 Benefits of reading for enjoyment

- Stimulating children's engagement in reading
- Increasing children's general knowledge, grammar, and textual comprehension
- Developing children's social and emotional skills and confidence
- Improving children's understanding of and abilities to build relationships with others
- Fostering and developing creativity in everyday activities

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2. The Three-Phase Enabling Schools Toolkit “Reading Cycle”

2.1 Introducing the Enabling Schools Toolkit “Reading Cycle”



"One child, one teacher, one book and one pen can change the world."

- Malala's Magic Pencil by Malala Yousafzai

The Enabling Schools Intervention Reading Cycle is a core focus within the Enabling Schools Intervention that aims to create a joyful reading culture in classrooms for Foundation Phase learners in rural primary schools in South Africa. As teacher and CRC partners, you will be driving this component of the intervention using our carefully selected resources and activities that are structured according to a three-phase reading cycle (which we will demonstrate in detail in the pages to follow).

Teachers and CRCs will collaborate and “champion” this mission for playful and joyful reading practices with the use of nationally recognised and freely available reading resources.

We understand that South African teachers face tremendous responsibilities and time constraints. Therefore, we have chosen resources and developed techniques that can be readily used within classrooms alongside the Foundation Phase CAPS curriculum. The provided reading materials have been carefully selected to align with the national CAPS curriculum in addition to their thematic relevance to improving learners’ socio-emotional, academic, and health outcomes.

2.2 What does the Enabling Schools Toolkit “Reading Cycle” look like?

The Enabling Schools Intervention’s “Reading Cycle” is a **three-phase process** that focuses on deeply engaging with **one** storybook at a time in order to create an enriching and fun storytelling experience. The three phases of the process entail: (1) ***Creating foundations*** (1.5 hour), (2) ***Engaging and understanding*** (0.5 hour) and (3) ***Creativity and meaning making*** (3 hours). At the end of each Reading Cycle, the class will have completed: (1) reading the

selected core storybook, and (2) creating a storybook of their own. We will explain each of the above processes in the Sections below. The Reading Cycle ends with a book sharing celebration session (0.5 hour).

Each Reading Cycle spans over a **three-week period**. During the three weeks, the Reading Cycle activities will take a total of **ten** 30-minute DAR sessions to complete. As a teacher and CRC team, you can sit together to plan the ten sessions and decide how these sessions will be scheduled over the three weeks. Kindly refer to *Section 3.2 Example of setting up a “Reading Cycle” schedule page 79* for a breakdown of how to schedule your Reading Cycle sessions. Depending on your school’s curriculum arrangement, if time allows, you could also add more DAR sessions to the three-week period for learners to enjoy the provided supplementary storybooks (see *Section 3.4 Supplementary storybooks and discussion prompts for Enabling Schools Toolkit, page 84*).

Reading can be a means of sparking learners’ thinking about issues of social responsibility, sense of community and social connectedness. To deepen learners’ justice-driven development, below we have provided additional role-play activities that can supplement the arts-based activities you are already carrying out with learners as a teacher and CRC team in Reading Cycle Phase 2. The role-play activities provided here are not compulsory to the intervention, but we highly encourage you to make use of them if possible.

2.2.1 Useful Resources

Role play 1: The Lost Teddy

1. Introduce the class to the scenario they will roleplay.
2. Choose two learner volunteers. One will play the role of Nkgono and the other will play the role of the child who has lost his/her teddy. Choose an object to be the “teddy” and hide it so that the two role players cannot easily see it.
3. Encourage the rest of the learners in the class to stand up and help Nkgono and the child find the lost teddy. When they find it, congratulate the class, and remind them that they succeeded by working together. Feel free to have a class discussion about working together and the importance of helping one another.

Role play 2: Playing Soccer

1. Ask two learners to volunteer to come to the front of the classroom. These two learners (and the rest of the class) should be encouraged to use their imaginations to pretend that they are both playing soccer and one of them falls and hurts themselves. The roleplaying learners could also act this out.
2. Ask the roleplaying learners to freeze/pause and then ask the rest of the class to put

up their hands and answer the question *“What would you do if you were the child who saw his/her friend fall and hurt themselves?”*

3. Ask the class to raise their hands and offer suggestions of what they would do if they were in that situation. All suggestions should be acted out or stated in the way the child would like to illustrate them. After each child shares their thoughts, the whole class can be encouraged by saying “Well done”.

Role play 3: We Are the Same and We Are Different

1. The teacher and the CRC both stand at the front of the class and roleplay what makes you the “same” and what makes you “different”.
2. For example, the teacher says, “We are the same because we both love children. We are different because I like blue and the CRC like red”. And then you both say together, “We are special because we are the same and we are different”.
3. Encourage children to go through the same role-play process. Learners (in pairs) come to the front of the class and say why they are the same and why they are different.

Every difference must be followed by the phrase: “I am special and unique because I...”

Role play 4: Secret Reading

1. Prepare this role play by collecting one or two unconventional reading items. These would be any everyday object that contains text (e.g. the back of a cereal box, a poster, a leaflet for medicine, etc.).
2. Roleplay reading the unconventional reading items in the front of the classroom, and then ask, “Children, do you think I am reading?”. If children respond with “No”, challenge them and ask why? If they respond with “Yes”, ask them how they know this?
3. Ask learners to give examples of “secret reading”: when we are reading but we don’t always realise it. This is to try and show that we are reading all the time and it doesn’t matter what we read - what counts is to enjoy it.

Role play 5: What Makes Me Special

1. Begin by asking the learners to think about one characteristic/trait that makes them special.
2. Tell the class one special characteristic about yourselves. For example: “My name is Mrs Molefi, and I am special because I have a beautiful smile” or “My name is Brian Mazibuko and I am special because I have a twin brother who looks just like me”.
3. Ask the children to raise their hands and tell the class one special characteristic about themselves. For example: “My name is Naledi, and I am special because I can count up to 20 on my own!”
4. To end the session, ask the learners to choose a peer in the class and tell the class one thing that is special about that peer. For example, Naledi says “I choose Kamogelo. Kamogelo is special because he can say his ABCs”. After each learner speaks, you can say “Well done” and ask for more volunteers.

The intervention is structured around **six core storybooks**, each of which has its own “Reading Cycle” activities. Overall, our five-month core intervention period will allow for six reading cycles to take place. Kindly refer to the overview of the intervention timeline in *The Enabling Schools Toolkit Manual* if you need a reminder of how this works.

As you can see, the Reading Cycle has a number of aspects that work hand-in-hand in a particular order. Although it may seem confusing at first, please **don’t worry!** We will be with you through the introduction of this process by having detailed monthly centralised modelling sessions in our training. These Centralised learning dialogues will be attended by principals, teachers, and CRCs from other participating schools. There will also be WhatsApp groups where you can communicate with your colleagues on your progress, concerns, and questions, as well as receive support from the research team.

2.3 Centralised learning dialogue and Enabling Schools Toolkit “Reading Cycle” modeling sessions

During the modeling sessions, we (the research team) will demonstrate how the process looks and provide you with all the resources you need. You will also receive a Reading Cycle Training document for CRCs and Foundation Phase teachers that can be used as a guideline to train other Foundation Phase teachers and community members to implement the intervention. See *Appendix A: Reading Cycle Training document for CRCs and Foundation Phase teachers* on page 107 for more information.

Centralised learning dialogue: Before the commencement of the intervention (in month 1), teachers and CRCs (and school leaders) will receive centralised training respectively. The purpose of this training is for the researchers to introduce the purpose of the intervention, assist schools to prepare for the intervention, and to give space to you to ask questions you may have. There will be a detailed training and Q & A session.

Monthly centralised learning dialogue sessions and support for Reading Cycles: During the implementation of Reading Cycles (in months 2 to 6), teachers and CRCs (and school leaders) will also take part in monthly centralised learning dialogue sessions, in which researchers will model the different reading cycles followed by the Q & A session. During these sessions, teachers and CRCs will have opportunities to demonstrate and discuss their practices and thoughts of engaging learners in the reading cycles.

2.4 Exploring the three phases of the Enabling Schools Toolkit Reading Cycle

Reading Cycle Phase 1: Reading and Discussion - Creating Foundations

Study areas linked to CAPS: (1) Beginning Knowledge and Personal and Social Well-Being

In Phase 1, the teacher will read one selected core storybook with the class (refer to *Section 3.1 Reading aloud with children, page 78*, for tips on reading aloud in ways that engage learners through reading). After the teacher has read the story out aloud, ask the class the questions that are relevant to the session. This phase should be allocated three DAR sessions to complete.

The questions we have provided are matched to each core storybook. The questions are there to help you guide an open and free-flowing conversation with the children to help them understand feelings and relationships between people, develop skills to positively address difficulties, build knowledge of personal health and safety, and increase their love for reading and understanding of the value of reading.

It is okay if the discussion flows in other directions and we encourage you to think of your own prompts and to enjoy the conversation with your learners. After all, our goal is to make reading fun! We recommend that reading and discussion in this phase will take 1.5 hours (3 DAR sessions) to have a rich and meaningful interaction, allowing for everyone to have a chance to share and learn together.

Session plan example

Below is an example of how your teacher and CRC team can allocate time for the session activities in *Reading Cycle Phase 1: Reading and Discussion*.

| Activity | Time allocated for activity |
|--|------------------------------------|
| DAR session 1 (teacher-led): | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (teacher-led) | 28 minutes |
| DAR session 2: | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (CRC-led) | 28 minutes |
| <ul style="list-style-type: none">• Grades R to 1: CRC reads the book• Grades 2 to 3: Learners can take turns reading the book aloud with the CRC | |
| DAR session 3: | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (CRC-led) | 5 minutes |
| Class discussion using questions provided | 23 minutes |
| TOTAL: 1.5 hours | |

Reading Cycle Phase 2: Arts-Based Activities - Engaging and understanding

Study areas linked to CAPS: (1) Beginning Knowledge and Personal and Social Well-Being and (2) Creative Arts

The purpose of these activities in Phase 2 is to deepen learners' engagement with the stories in ways that are engaging, hands-on, and interactive. At their age, it is important for your learners to learn by using their bodies and senses.

Phase 2 includes ONE session, which is facilitated by the teacher with the CRC's presence and support. It is scheduled as the fourth session and should take place in the same week as Phase 1. This session will start by reading the same story aloud again. Our research has

shown that it is important for children to have opportunities to re-read stories many times and link these stories to their lives through visual literacy to create meaning and understanding.

This repetition will give your learners a chance to really draw out the lessons from the reading sessions, help them to feel safe, and make reading together more fun! After re-reading the story aloud during this second phase, we have designed creative activities for you to complete with your learners. These creative activities address various learning outcomes in the Creative Arts study area, namely (1) performing arts (creative games and skills, as well as improvise and interpret) and (2) visual arts (two-dimensional (2D) visual arts and three-dimensional (3D) visual arts).

In addition, we don't only want learners to learn from these stories. We want them to think of reading as a fun and pleasurable part of their lives. As you will see, some of these activities involve singing, drawing, working with clay, or learner presentations. As the teacher and CRC team, you will work together to decide how to carry out these activities in ways that work for you: it can be done as individual work, in pairs, or as larger groups, depending on how much support your learners will need from you. We encourage you to do this in ways that let you have fun with the learners as they do the activities. If time permits, allocate the final 5 minutes of your session to a show-and-tell so that all the learners can appreciate their classmates' contributions and creative work.

Session plan example

Below is an example of how your teacher and CRC team can allocate time for the session activities in *Reading Cycle Phase 2: Arts-Based Activities*.

| Activity | Time allocated for activity |
|--|------------------------------------|
| <hr/> | |
| DAR session 1 (teacher-led) | |
| <hr/> | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (teacher-led) | 5 minutes |
| Arts-based activity | 23 minutes |
| <hr/> | |
| TOTAL: 0.5 hour | |

Additional supplementary activities: Social Justice Role-play (Encouraged but not compulsory)

All the activities given are set up with the ethic of social justice focusing on child agency, community values, and social cohesion. We have provided additional activities in the form of

“Social Justice Role-play” under the *Useful Resources* Section which explore learners’ capabilities of problem-solving, listening, and understanding as well as encouraging feelings of empathy and compassion.

Reading Cycle Phase 3: Storybook Making - Creativity and Meaning Making

Study areas linked to CAPS: (1) Beginning Knowledge and Personal and Social Well-Being and (2) Creative Arts

Phase 3 of the Reading Cycle will begin in Week 2 (refer to the *Section 3.2 Example of setting up a “Reading Cycle” schedule, page 79*, for an example of a reading cycle schedule). In this phase, we ask you to lead a fun storybook creating activity with your class. In this process, you will be building on everything the class has learned in the previous sessions and giving them an opportunity to express their own unique points of view!

The storybooks created by each class will form part of the mini-library that your school’s leadership will help to establish. The mini-library, which is the final product of the Enabling Schools intervention, will consist of the six storybooks that you will have created with your class by the end of the six Reading Cycles, together with the storybooks created by other classes in your school and learners from other schools. In other words, the mini-library will be a learner-centered and “growing” collection of storybooks made by the children in your school and other schools.

Because this phase requires learners to come up with their own ideas and to generate an original storybook, it may take some time to complete. We recommend that you spend *at least* three hours (six DAR sessions) to complete this process. In this phase, the teacher will lead during (i) the first session to model to the CRC how to engage learners and, (ii) lead the sixth session to appraise and celebrate learners’ achievement together with the CRC. Refer to the example of how to schedule your reading sessions in *Section 3.2 Example of setting up a “Reading Cycle” schedule, page 79*.

The teacher will start by re-reading the same story aloud again (As mentioned, repetition of the story is key to the intervention).

After reading the same story, share with the class that you will be creating your own storybook as a class together. These stories will be shared later with other classes, the whole-school, and the other participating schools through the book-sharing celebrations and the launch of mini-libraries. Encourage the class to use their creativity by showing them the cover of the book that you have been reading together. You may also show the children pictures from the storybook to spark their imagination! (*Refer to Section 3.3 How to write an Enabling Schools*

Toolkit storybook with learners, page 81, for the **Five-Step Storybook guide** for how to make the class story).

Session plan example

Below is an example of how your teacher and CRC team can allocate time for the session activities in *Reading Cycle Phase 3: Storybook-Making*.

| Activity | Time allocated for activity |
|---|------------------------------------|
| DAR session 1 (teacher-led): | |
| Brainstorm, consultation, and consensus | |
| Class warm-up using brain-break activities | 2 minutes |
| Ideas generation for class storybook | 28 minutes |
| DAR session 2: Write and co-write | |
| Class warm-up using brain-break activities | 2 minutes |
| Class writing activities to create a storybook: learners work in groups and develop the storybook following the five-step storybook making process | 28 minutes |
| DAR session 3: Write and co-write | |
| Class warm-up using brain-break activities | 2 minutes |
| Class writing activities to create a storybook: learners continue to work in groups to develop the storybook | 28 minutes |
| DAR session 4: Write and co-write | |
| Class warm-up using brain-break activities | 2 minutes |
| Class writing activities to create a storybook: learners continue to work in groups to complete the story | 28 minutes |
| DAR session 5: Illustrate | |
| CRC reads class-made storybook | 5 minutes |
| Class drawing activities: in groups learners work together to draw one picture for each page of the storybook and explain their pictures to CRC. | 25 minutes |

CRC assembles the class-made storybook.

DAR session 6 (teacher-present):

Present and celebrate

| | |
|---|------------|
| Class warm-up using brain-break activities | 2 minutes |
| Learners and teachers present and read aloud their class-made storybook; CRC and teacher celebrate their achievements | 28 minutes |

TOTAL: 3 hours

Use the last session to celebrate what you co-created and allow learners time to go through the book themselves. By seeing a finished storybook to which they have contributed, learners may experience how enriching and fun it can be to engage with reading. Please bring the completed storybook to the Centralised Learning Dialogue so that the research team can have the books professionally printed.

See the next section for tips and tricks to guide the process of writing an original storybook with learners.

2.5 Guideline for Enabling Schools Intervention “Reading Cycle” activities

In this section, we will walk you through the six main storybooks of this intervention and their accompanying “Reading Cycle” activities. We took special care to select stories that are relevant to rural primary school learners and align with the CAPS.

Inclusion criteria for the chosen stories

We have carefully selected these storybooks from the platforms Book Dash and African Storybook. Our reasons for sourcing stories from them are as follows: (1) they offer storybooks for children in all of South Africa’s official languages, (2) the content of these stories is contextually relevant to South Africa and tell stories that South African children can relate to, (3) they are premised on promoting reading for enjoyment and, (4) the stories are freely available.

The specific stories were chosen according to the following guidelines:

1. All stories must be aligned to CAPS curriculum topics that are addressed in Life Skills.
2. All stories must be relevant to a South African child’s life experiences.

Step-by-step guide for the “Reading Cycle” activities

It is encouraged that the CRCs and teachers send their observations, thoughts, and feelings on their specific WhatsApp groups. The observations include any photos that were taken and explanations of the photos. When you attend the centralised training sessions, the research team will facilitate the discussions of your observations. These sessions will provide you an opportunity to expand on the observations, thoughts, and feelings you have already shared with the Fieldworkers during the Reading Cycles.

During Phase 2 and Phase 3 of the Reading Cycle, we encourage you to take photographs of the learners’ stories and drawings for the project archive. This will be a way to document the learners’ voices as well as be used as a means to reflect on what has happened in the story making.

Each session of the Reading Cycle can begin with the learner warm-up exercise provided below. The purpose of the warm-up is to prepare learners for the session ahead and help to get them focused.

In the following section, we will demonstrate how to undertake the “Reading Cycle” activities in each phase.



2.6 Reading Cycles

Reading Cycle 1

STORYBOOK: Walking together / Go tsamaya mmogo



Author: Jade Mathieson
Illustration: Louwrisa Blaauw



Translator: Peter Mekgwe
Language editor: Benjamin Phuti
Illustration: Louwrisa Blaauw

CAPS-Aligned Topics

| Study Areas | | | |
|---|--|---------------------------|--------------|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | Healthy living | Creative games and skills | Create in 2D |
| Grade 1 | Healthy habits | | |
| Grade 2 | Healthy habits | | |
| Grade 3 | Health protection | | |
| <i>Key concepts: Togetherness, sense of belonging, social connectedness</i> | | | |

Reading Cycle Phase 1: Reading and Discussion

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.¹

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

After the class warm-up, the teacher leads the session and demonstrates how to engage learners through reading by reading the storybook ***Walking Together*** aloud to the learners and allowing the learners to read along, where applicable (see *Section 3.1 Reading aloud with children*, page 78). Grade R and Grade 1 teachers can use the large picture books provided to engage the younger learners even more.

DAR session 2

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on CRC-led reading. As the CRC, please choose one of the brain-break activities (see *Appendix B: Brain-break activities*, page 126) to do as the warm-up exercise at the beginning of this session.

Then please reread the story ***Walking Together*** aloud with the class as demonstrated by the teacher in the previous session. Depending on the grade of your learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually),

¹ Please refer to Appendix D: Qualitative Data Collection Document (page 136) and Appendix E: Daily WhatsApp Reading Cycle Reporting (page 139) for clarity on what notes to taking during each DAR session.

in groups, or in mixed ways. Provide instruction/facilitation when needed and praise them after they read.

DAR session 3

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on a class discussion around the story ***Walking Together***. After you, as the CRC, have warmed up the class using one of the brain-break activities, please re-read the story with the learners. Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|-----------------------|--|
| Grades R and 1 | <p>a. Who walked together with the girl in the story? Did she care about her? How do you know?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Did she make the girl feel safe? What did she do to make her feel safe? • The girl wasn't feeling well. How did the doctor help her? <p>b. When you are not feeling well, who do you want to be with? Tell me why.</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Are you scared of seeing a doctor? Tell me how the doctor can help you to get better. • Do you talk to your family/carers about how you feel when you are hurt or feeling scared? Who do you like to speak to and what do they usually do? |
| Grades 2 and 3 | <p>a. Who walked together with the girl in the story? Did she make her feel safe? How do you know?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Do you think the lady walking together with the girl cared about her? How do you know? • The girl wasn't feeling well. How did the doctor help her? What can we do to get well from illness? |

| | |
|--|---|
| | <p>b. When you are not feeling well, who do you want to be with? Tell me why.</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Do you talk to your family/carers about how you feel when you are hurt or feeling scared? How did they look after you and how did that make you feel? • Are you scared of seeing a doctor? Tell me how the doctor can help you to get better. • Why are we not allowed to take medicine from people that we don't know or don't trust (e.g. a stranger from the street)? What should we say to them? (For CRC: say "no" and tell someone who you trust) |
|--|---|

Allow the learners a minute or two between each question to think about their answers. Take all the learners' answers until there are no more volunteers. Please congratulate the children for their answers and contributions.

Setswana questions

| Mophato | Dipotso |
|-----------------------|---|
| Mephato R le 1 | <p>a. Ke mang yo o neng a tsamaya mmogo le mosetsana mo kanelong? A o ne a mo kgathalela? O itse jang?</p> <p><i>Dipotso tsa tlaleletso:</i></p> <ul style="list-style-type: none"> • A o ne a netefatsa gore mosetsana o babalesegile? O dirileng go netefatsa gore o babalesegile? • Mosetsana o ne a sa ikutlwe sentle. Ngaka e mo thusitse jang? <p>b. Fa o sa ikutlwe sentle, o batla go nna le mang? Goreng o rialo?</p> <p><i>Dipotso tsa tlaleletso:</i></p> <ul style="list-style-type: none"> • A o tshaba go bona ngaka? Nkitsise gore ngaka e ka go thusa jang gore o nne botoka. • A o bua le balelapa/batlhokomedi ba gago fa o utlwile botlhoko kgotsa o utlwa e kete o tshogile? Fa go ntse jalo o rata go bua le bomang mme gona ba dirang go le gale? |

Mephato 2 le 3

c. Ke mang yo o neng a tsamaya mmogo le mosetsana mo kanelong? A o ne a netefatsa gore mosetsana o babalesegile? O itse jang?

Dipotso tsa tlaleletso:

- A o akanya gore mme yo o tsamayang mmogo le mosetsana o a mo kgathalela? O itse jang?
- Mosetsana o ne a sa ikutlwe sentle. Ngaka e mo thusitse jang? Re ka dirang go fola fa re lwala?

d. Fa o sa ikutlwe sentle, o batla go nna le mang? Goreng o rialo?

Dipotso tsa tlaleletso:

- A o bua le balelapa/batlhokomedi ba gago fa o utlwile botlhoko kgotsa o utlwa e kete o tshogile? Ba ne ba go tlhokomela jang mme seo se ne sa dira gore o ikutlwe jang?
- A o tshaba go bona ngaka? Nkitsise gore ngaka e ka go thusa jang gore o nne botoka.
- Goreng o sa letlelelwa go tsaya melemo go tswa mo bathing ba re sa ba itseng kgotsa ba re sa ba tshepeng (sk. Motho mongwe le mongwe mo mmileng)? Re tshwanetse goreng go bona? (Go CRC: e re “nnyaa” mme o bolelele mongwe yo o mo tshepeng)



Reading Cycle Phase 2: Arts-Based Activities

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

For Grades R and 1, the teacher should read the story aloud. For Grades 2 and 3, the learners could take turns reading the storybook aloud.

After that, the teacher leads the art-based activities with the learners, whilst the CRC provides support in engaging the learners in these activities.

Please do the following activities with Grades R to 3:

Walking with a loved one.

1. This story shows how walking together with family can make you feel safe.
2. Hand out a blank A4 sheet of paper to each learner in the class. Hand out the coloring pencils or crayons provided in the Resource Pack.
3. Ask the learners to draw a picture of themselves with a person or people they want to take a walk with. In other words, they can draw a picture of themselves and their loved one (a caregiver, friend, teacher, or family member).
4. Ask each learner to explain what he/she has drawn: "What have you drawn here?" "Who are you walking with?" and "Where are you walking to/from?". While the learner is explaining what he/she has drawn. During the session, the CRC makes notes of the highlights, challenges, and responses of the learners during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.
5. Remember to write the name and surname of the learner in brackets after each explanation.

6. Take a photograph of each learner's drawing.
7. Write the name and surname of each learner on the drawing.
8. **Send the following to your Fieldworker via WhatsApp:**
 - a. The photographs of the drawings (with the name and surname of the learner clearly visible)
 - b. The explanation of drawings by each learner (with the name and surname of each learner).
 - c. Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

Additional activity

1. Assist learners in making a face mask using materials from the resources box. Learners can use their own creativity during the making of these masks and may use any material they wish (e.g. coloured paper, feathers, leaves etc.). The masks can be used when photographs of the learners are taken to give them some form of identity while also keeping them anonymised. The teacher and CRC can make masks of their own to use during picture taking so the learners will feel encouraged to use their masks. These masks will be used during the next Reading Cycles and should be kept safe for reuse.



Reading Cycle Phase 3: Storybook-Making

DAR session 1 (teacher-led): Brainstorm, consult, and consensus

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

While making the storybook, it is important to let the whole class feel included and form part of the storybook-making process.

- Begin this process by telling the learners, “We are now going to write a story together”.
- Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
- Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
- Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
- Write all the topic/idea suggestions on the board. Allow each learner who suggested a topic/idea, to provide a short explanation of their story idea. (CRC: please remember to also make notes of this process.)
- Now, lead a discussion where learners pick one of the storybook topics/ideas. Remind the learners that the class must agree on the topic/idea for their story. (CRC: please take photographs of all the written titles before erasing them from the board).
- On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.
- **As part of your Daily WhatsApp Report to your Fieldworker, send the following:**
 - The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR sessions 2-4: Write and co-write

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

Develop the story with the learners by using the Five-Step Storybook-Making (Please refer to *Section 3.3 How to write an Enabling Schools Toolkit storybook with learners, page 81*) as a guideline and jot down key points on the board for each step.

While creating the story, please refer to the *Brainstorm, consultation, and consensus* session above, and follow the steps below. Remember to take photographs and make notes of the keywords, phrases, and sentences learners use to tell the story.

Step 1: Come Up with Your Main Character(s) and begin their story

Step 2: Think of the setting of your story (where it will take place)

Step 3: Think of a Problem That Your Main Character is Facing

Step 4: Choose a Solution to the Problem in Your Story

Step 5: Choose a Happy Ending for Your Story

After sessions 2-4, the CRC writes down the story in easy words (simple sentences) using the words and phrases the learners used when telling their story. The CRC selects sentences per page that illustrate the same idea in the storyline. The CRC positions about one or two sentences per page. In the next DAR session, learners will make drawings to illustrate the text on each page.

Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 5: Illustrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

- Read the story the class has written together to the learners.
- Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.

- Divide the classroom into groups to match the number of pages of the storybook you drafted. Assign each group a page of the book to illustrate. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc. Give each learner an A4 sheet of paper and ask them to draw pictures that will illustrate the specific part of the story their group is focussing on.
- Once the learners have completed their drawings, ask them, per group, to explain what they have drawn.
- Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together.
- Help each group to decide which drawings best illustrate their page in the storybook.

After this session, the CRC collects all the drawings that the class has chosen for this storybook. Paste the A4 drawings/illustrations at the top of an A3 sheet of paper (please ensure that the paper is portrait – refer to *Appendix C: How to lay out a storybook*, page 134 for the layout). Below the illustration, write the Setswana sentences that match the drawing. Turn the page over and write the matching English sentences at the top of the page. Please see *Appendix C: How to lay out a storybook* (page 134).

Send the following to your Fieldworker via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- Photographs of the completed book, page by page (both the Setswana and the English version).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 6 (with teacher’s presence): Present and celebrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

In this session, the CRC shows the learners the completed book they created together and celebrates the achievement by reading the book together.

- Show the class the final co-created storybook.
- Read the co-created book with the learners: depending on the grade of the learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways.
- Ask the teacher to take photos of the CRC reading the book with the learners (remember not to take photographs of the learners' faces – only silhouettes or from the back of the class).
- After this DAR session, write notes on the learners' reactions during the reading activity and on how the learners reacted to hearing their story being read to them.

Send the following to your Fieldworker via WhatsApp:

- The photographs taken during the reading activity by the class teacher.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

After all six DAR sessions

Send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version, and the English version (make sure that the class name is on the first page, clearly visible).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- Bring the completed co-created storybooks to the next Centralised Learning Development and give them to your Fieldworker.



Reading Cycle 2

STORYBOOK: My Body / Mmele Wa Me



My Body

Clare Verbeek, Thembani
Dladla and Zanele Buthelezi

English

Authors: Clare Verbeek, Thembani
Dladla and Zanele Buthelezi
Illustration: Mlungisi Dlamini



Mmele Wa Me

Lorato Trok

Setswana

Translator: Peter Mekgwe
Language editor: Benjamin Phuti
Illustration: Mlungisi Dlamini

CAPS Aligned Topics

| Study Areas | | | |
|--------------------------------------|--|--|---|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | My body | Creative games and skills Improvise and interpret | Create in 3D (modelling and constructing) |
| Grade 1 | My body | | |
| Grade 2 | Everyone is special | | |
| Grade 3 | Keeping my body safe | | |
| <i>Key concepts: Body capability</i> | | | |

Reading Cycle Phase 1: Reading and Discussion

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.²

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

After the class warm-up, the teacher leads the session and demonstrates how to engage learners through reading by reading the storybook ***My Body*** aloud to the learners and allowing the learners to read along, where applicable (see *Section 3.1 Reading aloud with children*, page 78). Grade R and Grade 1 teachers can use the large picture books provided to engage the younger learners even more.

DAR session 2

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on CRC-led reading. As the CRC, please choose one of the brain-break activities (see *Appendix B: Brain-break activities*, page 126) to do as the warm-up exercise at the beginning of this session.

Then please reread the story ***My Body*** aloud with the class as demonstrated by the teacher in the previous session. Depending on the grade of your learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in

² Please refer to Appendix D: Qualitative Data Collection Document (page 136) and Appendix E: Daily WhatsApp Reading Cycle Reporting (page 139) for clarity on what notes to taking during each DAR session.

mixed ways. Provide instruction/facilitation when needed and praise them after they read.

DAR session 3

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on a class discussion around the story **My Body**. After you, as the CRC, have warmed up the class using one of the brain-break activities, please re-read the story with the learners. Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|------------------------------|--|
| <p>Grades R and 1</p> | <p>a. Tell me the things that you can do with different parts of your body (e.g. legs/arms/face/head)?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Stand up. Walk or jump around your chair/friends. What did you do with your body when you walked/jumped around? (For CRC: e.g. moving legs). What other things can we do with our legs? • Stretch to touch the clouds. What did you use? (For CRC: arms). What other things can we do with our arms? • Make a happy face. Make a sad face. Make a surprised face. What other things can we do with our faces? (For CRC: show emotions + give a speech) <p>b. What can you do to keep your body healthy?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • What outdoor games or sports do you like most? Do they keep your body healthy? Tell me how. • What else can you do to keep your body healthy? <p>(For CRC: e.g., eating healthy food/ having a good sleep/ taking medicine when sick/ keeping clean, washing hands / washing fruit and vegetables before eating; Example questions: What food do you eat at home? Are these foods good for you?)</p> |

| Grade | Questions |
|------------------------------|--|
| <p>Grades 2 and 3</p> | <p>c. What can you do to keep your body safe and healthy?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • What outdoor games or sports do you like most? Do they keep your body healthy? Tell me how. • What else can you do to keep your body healthy? <p>(For CRC: e.g., eating healthy food/ having a good sleep/ taking medicine when sick/ keeping clean, washing hands / washing fruit and vegetables before eating; Example questions: What food do you eat at home? Are these foods good for you?)</p> <ul style="list-style-type: none"> • What can you do with your body that makes you feel very special and proud? For example, I can run very fast. Give everyone a chance to say something that makes them feel proud or special. <p>d. How do you help your friends to stay safe and healthy?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • What do you love doing with your friends in the playground? Does it help you and your friends to stay healthy? Tell me how. • If a new friend comes to school, and they struggle to move around in the classroom because they use crutches/wheelchair, how can you help them? (For CRC: glasses/hearing disabilities etc.) |

Allow the learners a minute or two between each question to think about their answers. Take all the learners' answers until there are no more volunteers. Please congratulate the children for their answers and contributions.

Setswana questions

| Mophato | Dipotso |
|----------------------------------|---|
| <p>Mephato R le 1</p> | <p>a. Mpolelele dilo tse o ka di dirang ka dirwe tse di farologaneng tsa mmele wa gago (sk. Maoto/matsogo/sefatlhego/tlhogo)?</p> <p><i>Dipotsotlaleletso:</i></p> <ul style="list-style-type: none"> • Emelela. Potologa setulo/ditsala tsa gago o tsamaya tsamaya kgotsa o tlola tlola. Ke eng se o neng o se dira ka mmele wa gago fa o ntse o tsamaya tsamaya/tlola tlola? (Go CRC: sk. O tsamaisa maoto). Ke dilo dife gape tse re ka di dirang ka maoto a rona? • Thamphologa go tshwara maru. O dirisitseng? (Go CRC: matsogo). Ke dilo dife gape tse re ka di dirang ka matsogo a rona? <p>Dira sefatlhego se se itumetseng. Dira sefatlhego se se hutsafetseng. Dira sefatlhego se se gakgametseng. Ke dilo dife gape tse re ka di dirang ka difatlhego tsa rona? (Bontshetsa CRC: maikutlo + neelana ka puo)</p> <p>b. Ke eng se o ka se dirang go tshola mmele wa gago o itekanetse?</p> <p><i>Dipotsotlaleletso:</i></p> <ul style="list-style-type: none"> • Ke metshameko efe e e tshamekelwang kwa ntle e o e ratang go gaisa? A e dira gore mmele wa gago o nne o itekanetse? Mpolelele gore jang. <p>Ke eng gape se o ka se dirang go tshola mmele wa gago o itekanetse? (Go CRC: sk. Go ja dijo tse nang le dikotla/go robala sentle/go nwa melemo fa o lwala/go nna o le phepa, go tlhapa diatla/go tlhatswa maungo le merogo pele ga o a ja; Dikao tsa dipotso: Lo ja dijo dife kwa lapeng? A dijo tseo di lo siametse?)</p> |
| <p>Mephato 2 le 3</p> | <p>c. Ke eng se o ka se dirang go tshola mmele wa gago o babalesegile le go o tshola o itekanetse?</p> <p><i>Dipotsotlaleletso:</i></p> <ul style="list-style-type: none"> • Ke metshameko efe ya kwa ntle e o e ratang go gaisa? A e tshola mmele wa gago o itekanetse? Mpolelele gore jang. • Ke eng gape se o ka se dirang go tshola mmele wa gago o itekanetse? <p>(For CRC: sk. Go ja dijo tse nang le dikotla/go robala sentle/go nwa melemo fa o lwala/go nna o le phepa, go tlhapa diatla/go tlhatswa maungo le merogo</p> |

| Mophato | Dipotso |
|---------|--|
| | <p>pele ga o a ja; Dikao tsa dipotso: Lo ja dijo dife kwa lapeng? A dijo tseo di lo siametse?</p> <ul style="list-style-type: none"> Ke eng se o ka se dirang ka mmele wa gago se se go dirang gore o ikutlwe o kgethegile mme e bile o le motlotlo? Sekao, Ke lebelo thata fela. Neela mongwe le mongwe tšhono- go bua sengwe se se ba dirang gore ba ikutlwe ba le motlotlo mme e bile ba kgethegile. <p>d. Thusa jang ditsala tsa gago gore di nne di babalesegile le go nna ba itekanetse?</p> <p><i>Dipotsotlaleletso:</i></p> <ul style="list-style-type: none"> Ke eng se o ratang go se dira le ditsala tsa gago mo lebaleng la motshameko? A seo se go thusa gore wena le ditsala tsa gago lo nne lo itekanetse? Mpolelele gore jang. Fa tsala e ntšhwa e tla mo sekolong, mme ba sokola go ya kwa le kwa mo phaposiborutelong ka ntlha ya tiriso ya dithobane le setulo sa maotwana, o ka ba thusa jang? (Go CRC: digalase/go tlhoka kutlo j.j.) |

Reading Cycle Phase 2: Arts-Based Activities

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

For Grades R and 1, the teacher should read the story aloud. For Grades 2 and 3, the learners could take turns reading the storybook aloud.

After that, the teacher leads the art-based activities with the learners, whilst the CRC provides support to engage learners in these activities.

Please do the following activities with Grades R to 3:

My body can do many things.

- 1) The story shows different things that you can do with your body.
- 2) Ask the learners to show you where their body parts are, specifically their legs, chest, head, feet, and hands.
- 3) Hand out the clay provided to you in the Resource Pack.
- 4) Ask learners to use the clay to make figurines of their bodies.
- 5) Ask the learners to introduce their clay figurines to the class. Make notes of what each learner explains about their figurine. Write their name and surname next to their explanation.
- 6) Write the name and surname of each learner clearly visible on a separate piece of paper and place it next to each learners' clay figurine.
- 7) Take a photograph of each learners' clay figurine next to the separate piece of paper with their name and surname.

8) Send the following to your Fieldworker via WhatsApp:

- a) The photographs of the clay figurine (with the name and surname of the learner clearly visible on a separate piece of paper)
- b) The explanation of the figurine of each learner (with the name and surname of each learner).
- c) Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.



Reading Cycle Phase 3: Storybook-Making

DAR session 1 (teacher-led): Brainstorm, consult, and consensus

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

While making the storybook, it is important to let the whole class feel included and form part of the storybook-making process.

- Begin this process by telling the learners, “We are now going to write a story together”.
- Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
- Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
- Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
- Write all the topic/idea suggestions on the board. Allow each learner who suggested a topic/idea, to provide a short explanation of their story idea. (CRC: please remember to also make notes of this process.)
- Now, lead a discussion where learners pick one of the storybook topics/ideas. Remind the learners that the class must agree on the topic/idea for their story. (CRC: please take photographs of all the written titles before erasing them from the board).
- On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.
- **As part of your Daily WhatsApp Report to your Fieldworker, send the following:**
 - The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR sessions 2-4: Write and co-write

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

Develop the story with the learners by using the Five-Step Storybook-Making (Please refer to *Section 3.3 How to write an Enabling Schools Toolkit storybook with learners, page 81*) as a guideline and jot down key points on the board for each step.

While creating the story, please refer to the *Brainstorm, consultation, and consensus* session above, and follow the steps below. Remember to take photographs and make notes of the keywords, phrases, and sentences learners use to tell the story.

Step 1: Come Up with Your Main Character(s) and begin their story

Step 2: Think of the setting of your story (where it will take place)

Step 3: Think of a Problem That Your Main Character is Facing

Step 4: Choose a Solution to the Problem in Your Story

Step 5: Choose a Happy Ending for Your Story

After sessions 2-4, the CRC writes down the story in easy words (simple sentences) using the words and phrases the learners used when telling their story. The CRC selects sentences per page that illustrate the same idea in the storyline. The CRC positions about one or two sentences per page. In the next DAR session, learners will make drawings to illustrate the text on each page.

Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 5: Illustrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

- Read the story the class has written together to the learners.
- Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.

- Divide the classroom into groups to match the number of pages of the storybook you drafted. Assign each group a page of the book to illustrate. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc. Give each learner an A4 sheet of paper and ask them to draw pictures that will illustrate the specific part of the story their group is focussing on.
- Once the learners have completed their drawings, ask them, per group, to explain what they have drawn.
- Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together.
- Help each group to decide which drawings best illustrate their page in the storybook.

After this session, the CRC collects all the drawings that the class has chosen for this storybook. Paste the A4 drawings/illustrations at the top of an A3 sheet of paper (please ensure that the paper is portrait – refer to *Appendix C: How to lay out a storybook*, page 134 for the layout). Below the illustration, write the Setswana sentences that match the drawing. Turn the page over and write the matching English sentences at the top of the page. Please see *Appendix C: How to lay out a storybook* (page 134).

Send the following to your Fieldworker via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- Photographs of the completed book, page by page (both the Setswana and the English version).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 6 (with teacher’s presence): Present and celebrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

In this session, the CRC shows the learners the completed book they created together and celebrates the achievement by reading the book together.

- Show the class the final co-created storybook.
- Read the co-created book with the learners: depending on the grade of the learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways.
- Ask the teacher to take photos of the CRC reading the book with the learners (remember not to take photographs of the learners' faces – only silhouettes or from the back of the class).
- After this DAR session, write notes on the learners' reactions during the reading activity and on how the learners reacted to hearing their story being read to them.

Send the following to your Fieldworker via WhatsApp:

- The photographs taken during the reading activity by the class teacher.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

After all six DAR sessions

Send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version, and the English version (make sure that the class name is on the first page, clearly visible).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- Bring the completed co-created storybooks to the next Centralised Learning Development and give them to your Fieldworker.



Reading Cycle 3

STORYBOOK: Is there anyone like me? / A go na le yo o tshwanang le nna?



Is there anyone like me?
Fred Strydom

English

Author: Fred Strydom

Illustration: Jess Jardim-Wedepohl



A go na le yo o tshwanang
le nna?
Peter Mekgwe

Setswana

Translator: Peter Mekgwe

Language editor: Benjamin Phuti

Illustration: Jess Jardim-Wedepohl

CAPS-Aligned Topics

| Study Areas | | | |
|--|---|--|-------------|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | Me | Creative games and skills Improvise and interpret | N/A |
| Grade 1 | Me | | |
| Grade 2 | Everyone is special | | |
| Grade 3 | Feelings | | |
| <i>Key concepts: Everyone is special</i> | | | |

Reading Cycle Phase 1: Reading and Discussion

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.³

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

After the class warm-up, the teacher leads the session and demonstrates how to engage learners through reading by reading the storybook *Is there anyone like me?* aloud to the learners and allowing the learners to read along, where applicable (see *Section 3.1 Reading aloud with children*, page 78). Grade R and Grade 1 teachers can use the large picture books provided to engage the younger learners even more.

DAR session 2

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on CRC-led reading. As the CRC, please choose one of the brain-break activities (see *Appendix B: Brain-break activities*, page 126) to do as the warm-up exercise at the beginning of this session.

Then please reread the story *Is there anyone like me?* aloud with the class as demonstrated by the teacher in the previous session. Depending on the grade of your learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually),

³ Please refer to Appendix D: Qualitative Data Collection Document (page 136) and Appendix E: Daily WhatsApp Reading Cycle Reporting (page 139) for clarity on what notes to take during each DAR session.

in groups, or in mixed ways. Provide instruction/facilitation when needed and praise them after they read.

DAR session 3

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on a class discussion around the story ***Is there anyone like me?*** After you, as the CRC, have warmed up the class using one of the brain-break activities, please re-read the story with the learners. Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|------------------------------|---|
| <p>Grades R and 1</p> | <p>a. Did the donkey find anyone like him? Why?</p> <p><i>Supplementary questions</i></p> <ul style="list-style-type: none"> • Can you find anyone just like you? Tell me why. • What are the things you can do that make you special? (<i>For CRC:</i> e.g., speaking your home language; running fast or singing or playing a game; kind to my friends; having friends who care about me) <p>b. What makes your friends special?</p> <p><i>Supplementary questions</i></p> <ul style="list-style-type: none"> • What are the things your friend can do well that make them special? (<i>For CRC:</i> e.g., they can read very well; they are kind to other children; they always help other children) • Are you happy when you are playing with your friends? Tell me what you do and what makes you happy. |
| <p>Grades 2 and 3</p> | <p>a. What makes <i>you</i> special?</p> <p><i>Supplementary questions</i></p> <ul style="list-style-type: none"> • What are the things you can do that make you special? (<i>For CRC:</i> e.g., speaking your home language; running fast or singing or playing a game; kind to my friends; having friends who care about me) |

| Grade | Questions |
|-------|---|
| | <ul style="list-style-type: none"> • How are you the same as your friends? • How are you different from your friends? <p>b. Why is everyone special?</p> <p><i>Supplementary questions</i></p> <ul style="list-style-type: none"> • Look at the friend next to you, does your friend look the same as you? How are you different? • What makes you happy when you are with your friends? (<i>For CRC: e.g., they care about me</i>) • What would you do if your friend is feeling ill or upset? |

Allow the learners a minute or two between each question to think about their answers. Take all the learners' answers until there are no more volunteers. Please congratulate the children for their answers and contributions.

Setswana questions

| Mophato | Dipotso |
|------------------------------|---|
| <p>Mephato R le 1</p> | <p>a. A tonki e ne ya bona yo o tshwanang le yona? Goreng?</p> <p><i>Dipotsotlaleletso</i></p> <ul style="list-style-type: none"> • A o ka bona mongwe yo o tshwanang le wena? Mpoletlele gore goreng. • Ke dilo dife tse o ka di dirang tse di go dirang gore o nne yo o kgethegileng? (<i>Go CRC: sekao, go bua puo ya gago ya kwa gae; go nna lebelo kgotsa go opela kgotsa go tshameka; go nna bonolo mo ditsaleng tsa me; go nna le ditsala tse di nkgathalelang</i>) <p>b. Kee ng se se dirang gore ditsala tsa gago di kgethege?</p> <p><i>Dipotsotlaleletso</i></p> <ul style="list-style-type: none"> • Ke dilo dife tse ditsala tsa gago di kgonang go di dira sentle tse di dirang gore di kgethege? (<i>Go CRC: sk., ba kgona go buisa sentle tota; ba bonolo mo baneng ba bangwe; ba thusa bana ba bangwe ka gale.</i>) |

| Mophato | Dipotso |
|---|--|
| | <ul style="list-style-type: none"> A o itumelela go tshameka le ditsala tsa gago? Mpohelele gore lo dirang le gore ke eng se se go itumedisang. |
| <p>Mephato 2 le 3</p> | <p>a. Ke eng se se go dirang gore o kgethege?</p> <p><i>Dipotsotlaleletso</i></p> <ul style="list-style-type: none"> Ke dilo dife tse o kgonang go di dira tse di go dirang gore o nne yo o kgethegileng? (<i>Go CRC: sk., go bua puo ya gago ya kwa gae; go nna lebelo kgotsa go opela kgotsa go tshameka; go nna bonolo mo ditsaleng tsa me; go nna le ditsala tse di nkgathalelang</i>) tshwanang jang le ditsala tsa gago? farologana jang le ditsala tsa gago? <p>b. Goreng mongwe le mongwe a kgethegile?</p> <p><i>Dipotsotlaleletso</i></p> <ul style="list-style-type: none"> Lebelela tsala e e fa thoko ga gago, a o tshwana le wena? Lo farologana jang? Ke eng se se go itumedisang fa o na le ditsala tsa gago? (<i>Go CRC: sk., ba a nkgathalela</i>) O ka dirang fa tsala ya gago e lwala kgotsa e utlwile botlhoko? |

Reading Cycle Phase 2: Arts-Based Activities

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.

- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

For Grades R and 1, the teacher should read the story aloud. For Grades 2 and 3, the learners could take turns reading the storybook aloud.

After that, the teacher leads the art-based activities with the learners, whilst the CRC provides support to engage learners in these activities.

Please do the following activities with Grades R to 3:

Sharing Circle – Sharing my friend’s talents.

In the story, the donkey realises that he is special “There’s only one me in the world!”.

1. Ask the learners to sit in a circle - keeping Covid-19 safety protocols in mind.
2. Explain to the learners that, just like in the story, each of them is special in their own way. Explain that you want to celebrate and acknowledge all of them by sharing the special talents of their friends with the class.
3. As CRC you start the process. You introduce the learner on your left-hand side by sharing a special talent of the learner with the class. (e.g. This is Lerato and her special talent is that she can run very fast; or: she cares a lot about others; or: she is good at Maths; or: she can read very well.)
4. Take turns so that each learner in the circle introduces the learner on their left-hand side. If some of the learners want to show (demonstrate) their talent, they are welcome to do so.
5. Take photographs of the sharing circle (remember not to take photographs of the learners’ faces – only silhouettes, hands, etc.). The learners can use the masks they made during Reading Cycle 1 when the pictures are taken so they may face the camera without revealing their identity.
6. Write learners’ talents along with their name and surname on a piece of paper.
7. **Send the following to your Fieldworker via WhatsApp:**
 1. The photographs of the sharing circle.
 2. The notes of each learner’s talent.
 3. Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your



Reading Cycle Phase 3: Storybook-Making

DAR session 1 (teacher-led): Brainstorm, consult, and consensus

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

While making the storybook, it is important to let the whole class feel included and form part of the storybook-making process.

- Begin this process by telling the learners, “We are now going to write a story together”.
- Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
- Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
- Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
- Write all the topic/idea suggestions on the board. Allow each learner who suggested a topic/idea to provide a short explanation on their story idea. (CRC: please remember to also make notes of this process.)
- Now, lead a discussion where learners pick one of the storybook topics/ideas. Remind the learners that the class must agree on the topic/idea for their story. (CRC: please take photographs of all the written titles before erasing them from the board).
- On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.
- **As part of your Daily WhatsApp Report to your Fieldworker, send the following:**
 - The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR sessions 2-4: Write and co-write

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

Develop the story with the learners by using the Five-Step Storybook-Making (Please refer to *Section 3.3 How to write an Enabling Schools Toolkit storybook with learners, page 81*) as a guideline and jot down key points on the board for each step.

While creating the story, please refer to the *Brainstorm, consultation, and consensus* session above, and follow the steps below. Remember to take photographs and make notes of the keywords, phrases, and sentences learners use to tell the story.

Come up with the main character(s) of the story and ask learners what role each character will have in the story. Write these ideas on the board.

1. Ask the learners to think of the setting for the story (Where will the story take place?).
2. Ask the learners to think of a problem the main character is facing.
3. Ask the learners to choose a storyline of how the main characters and other characters could solve the problem (solution).
4. Ask the learners to choose a happy ending for the story.

After sessions 2-4, the CRC writes down the story in easy words (simple sentences) using the words and phrases the learners used when telling their story. The CRC selects sentences per page that illustrate the same idea in the storyline. The CRC positions about one or two sentences per page. In the next DAR session, learners will make drawings to illustrate the text on each page.

Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 5: Illustrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

- Read the story the class has written together to the learners.
- Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.

- Divide the classroom into groups to match the number of pages of the storybook you drafted. Assign each group a page of the book to illustrate. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc. Give each learner an A4 sheet of paper and ask them to draw pictures that will illustrate the specific part of the story their group is focussing on.
- Once the learners have completed their drawings, ask them, per group, to explain what they have drawn.
- Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together.
- Help each group to decide which drawings best illustrate their page in the storybook.

After this session, the CRC collects all the drawings that the class has chosen for this storybook. Paste the A4 drawings/illustrations at the top of an A3 sheet of paper (please ensure that the paper is portrait – refer to *Appendix C: How to lay out a storybook* for the layout). Below the illustration, write the Setswana sentences that matches the drawing. Turn the page over and write the matching English sentences at the top of the page. Please see *Appendix C: How to lay out a storybook* (page 134).

Send the following to your Fieldworker via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- Photographs of the completed book, page by page (both the Setswana and the English version).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 6 (with teacher’s presence): Present and celebrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

In this session, the CRC shows the learners the completed book they created together and celebrate the achievement by reading the book together.

- Show the class the final co-created storybook.
- Read the co-created book with the learners: depending on the grade of the learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways.
- Ask the teacher to take photos of the CRC reading the book with the learners (remember not to take photographs of the learners' faces – only silhouettes or from the back of the class).
- After this DAR session, write notes on the learners' reactions during the reading activity and on how the learners reacted to hearing their story being read to them.

Send the following to your Fieldworker via WhatsApp:

- The photographs taken during the reading activity by the class teacher.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

After all six DAR sessions

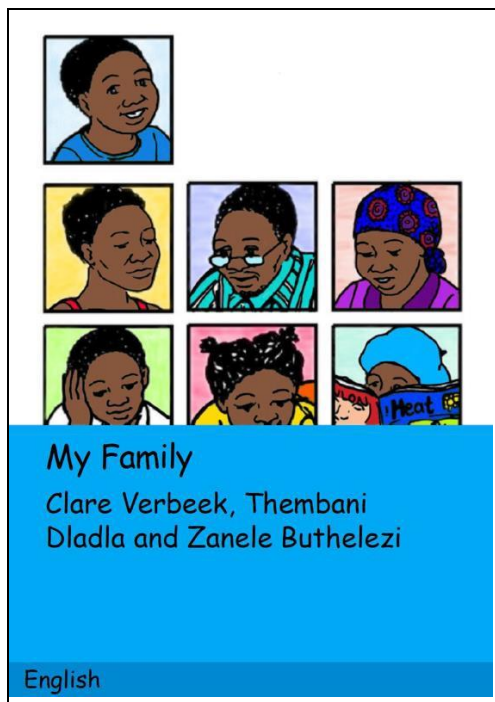
Send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version and the English version (make sure that the class name is on the first page, clearly visible).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- Bring the completed co-created storybooks to the next Centralised Learning Development and give them to your Fieldworker.

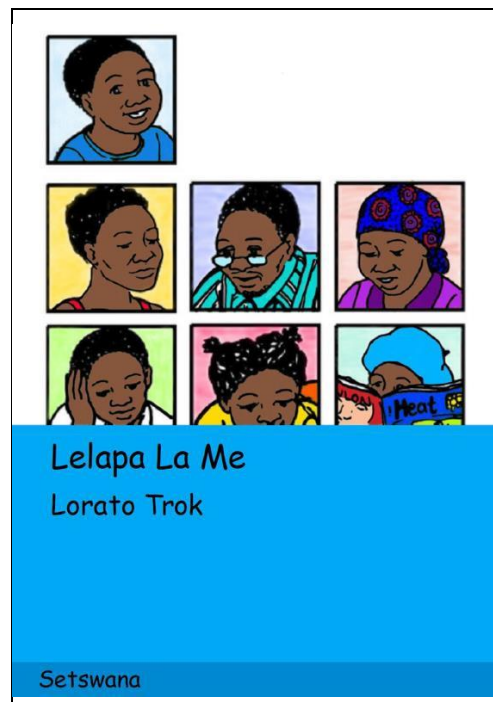


Reading Cycle 4

STORYBOOK: My Family / Lelapa La Me



Authors: Clare Verbeek, Thembani Dladla and Zanele Buthelezi
Illustration: Kathy Arbuckle



Translator: Lorato Trok
Language editor: Benjamin Phuti
Illustration: Kathy Arbuckle

CAPS Aligned Topics

| Study Areas | | | |
|------------------------|--|--|-----------------|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | Home | | |
| Grade 1 | My community | Creative games and skills Improvise and interpret | Create in 2D |
| Grade 2 | Our country | | Visual Literacy |
| Grade 3 | Rights and responsibilities | | |

Key concepts: People part of my family

Reading Cycle Phase 1: Reading and Discussion

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.⁴

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

After the class warm-up, the teacher leads the session and demonstrates how to engage learners through reading by reading the storybook ***My Family*** aloud to the learners and allowing the learners to read along, where applicable (see *Section 3.1 Reading aloud with children*, page 78). Grade R and Grade 1 teachers can use the large picture books provided to engage the younger learners even more.

DAR session 2

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on CRC-led reading. As the CRC, please choose one of the brain-break activities (see *Appendix B: Brain-break activities*, page 126) to do as the warm-up exercise at the beginning of this session.

Then please reread the story ***My Family*** aloud with the class as demonstrated by the teacher in the previous session. Depending on the grade of your learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in

⁴ Please refer to Appendix D: Qualitative Data Collection Document (page 136) and Appendix E: Daily WhatsApp Reading Cycle Reporting (page 139) for clarity on what notes to taking during each DAR session.

mixed ways. Provide instruction/facilitation when needed and praise them after they read.

DAR session 3

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on a class discussion around the story **My Family**. After you, as the CRC, have warmed up the class using one of the brain-break activities, please re-read the story with the learners. Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|------------------------------|--|
| <p>Grades R and 1</p> | <ul style="list-style-type: none"> • Do you remember who is reading the school book? Who else are in the boy’s family and what are they reading? <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Who are members of your family? <p>(For CRC: ask learners to name <i>immediate</i> and <i>extended</i> members of their family. Learners may come from many different types of family. Ensure inclusivity.)</p> <ul style="list-style-type: none"> • What activities do you enjoy doing with your family? • Do you enjoy reading? Why / Why not? <p>(For CRC: It can be any types of story books, picture books, magazines, newspapers, cartoons etc.)</p> <p><i>Supplementary questions:</i></p> <p>IF YES: What is your favourite book? What is it about?</p> <p>IF NO:</p> <ul style="list-style-type: none"> • Ask them to think about what they can learn from reading. • There are many signs around us, like a Stop sign. Did you see any signs on your way to school this morning? <ul style="list-style-type: none"> ○ If YES, what was it? ○ If NO, try and find a sign on your way home. |

| Grade | Questions |
|-----------------------|---|
| | <ul style="list-style-type: none"> • There are many pictures, posters, comic books, and billboards around us. Do you like reading them with your family? • Can you read sign language? |
| Grades 2 and 3 | <p>a. What activities do you enjoy doing together with your family?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Do you like the way your family (or caregivers) celebrate things together (like birthdays)? • Tell us a fun story in your family and community. <p>b. Do you enjoy reading? Why / Why not? <i>(For CRC: It can be any types of story books, picture books, magazines, newspapers, cartoons etc.)</i></p> <p><i>Supplementary questions:</i></p> <p>IF YES: What types of books do you like to read most? What do you like about them?</p> <p>IF YES: What is your favourite book? What is it about?</p> <p>IF NO: There are many signs around us, like a Stop sign. Did you see any signs on your way to school this morning?</p> <p>If YES, what was it?</p> <p>If NO, try and find a sign on your way home.</p> <ul style="list-style-type: none"> • Ask them to think about what they can learn from reading. |

Allow the learners a minute or two between each question to think about their answers. Take all the learners' answers until there are no more volunteers. Please congratulate the children for their answers and contributions.

Setswana questions

| Mophato | Dipotso |
|-----------------------|---|
| Mephato R le 1 | <p>a. A o gopola gore buka ya sekolo e buisiwa ke mang? Ke bomang gape ba ba leng mo lelapeng la mosimane mme ba buisang?</p> <p><i>Dipotsotlaleletso:</i></p> |

- Ke bomang ditokololo tsa lelapa la gago?

(For CRC: Botsa barutwana go neela maina a ditokololo tsa lelapa la gaabo *gajaana* le *masika*. Barutwana ba ka tswa mo mefuteng e e farologaneng ya malapa. Netefatsa gore go na le boakaretsi.)

- Ke ditirwana dife tse o ratang go di dira le balelapa la gago?

b. A o itumelela go buisa? Goreng / Goreng go se jalo?

(For CRC: E ka nna mofuta mongwe le mongwe fela wa dibuka tsa kanelo, dibuka tsa ditshwantsho, dimakasine, makwalodikgang, dikhathune, j.j. Ba kope go akanya ka ga se ba ka se ithutang go tswa mo go buiseng.)

Dipotsotlaleletso:

c. Fa Karabo e le EE: Buka e o e ratang ke efe? E bua ka ga eng?

Fa Karabo e le NNYAA:

- Go na le matshwao a a re potologileng, jaaka letshwao la ema. A go na matshwao mangwe a o a boneng mo tseleng fa o tla sekolong mo mosong ono?
- Fa Karabo e le **EE**, ke matshwao afe?
- Fa Karabo e le **NNYAA**, leka go batla letshwao mo tseleng fa o boela gae.
- Go na le bontsi jwa matshwao, diphousetara, dibuka tsa metlae, le dibiliboto mo tikologong ya rona. A wena le balelapa la gago le a tle le di buise?
- A o kgonna go buisa puo ya matshwao?

d. Ke ditirwana dife tse o ratang go di dira mmogo le balelapa la gago?

Dipotsotlaleletso:

- A o rata ka moo balelapa la gago (kgotsa batlhokomedi) ba ketekang meletlo mmogo ka teng (jaaka malatsi a botsalo)?
- Re tlotlele kgang e e tshegisang ka ga lelapa le loago lwa gago.

e. A o rata go buisa? Goreng / Goreng go se jalo?

| Mophato | Dipotso |
|---------|--|
| | <p>(For CRC: E ka nna mofuta mongwe le mongwe fela wa dibuka tsa kanelo, dibuka tsa ditshwantsho, dimakasine, makwalodikgang, dikhathune, j.j.</p> <ul style="list-style-type: none"> • Ba kope go akanya ka ga se ba ka se ithutang go tswa mo go buiseng.) <p><i>Dipotsotlaleletso:</i></p> <p>FA KARABO E LE EE: Ke mofuta ofe wa dibuka tse o ratang go di buisa thata? Ke eng se o se ratang ka ga tsona?</p> <p>Fa Karabo e le EE: Buka e e go kगतलhang thata ke efe? E bua ka ga eng?</p> <p>FA KARABO E LE NNYAA: Go na le matshwao a a re potologileng, jaaka letshwao la ema. A go na matshwao mangwe a o a boneng mo tseleng fa o tla sekolong mo mosong ono</p> <p>Fa Karabo e le EE, ke afe?</p> <p>Fa Karabo e le NNYAA, leka thata go batla matshwao mo tseleng fa o boela gae.</p> |

Reading Cycle Phase 2: Arts-Based Activities

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

For Grades R and 1, the teacher should read the story aloud. For Grades 2 and 3, the learners could take turns reading the storybook aloud.

After that, the teacher leads the art-based activities with the learners, whilst the CRC provides

support to engage learners in these activities.

Please do the following activities with Grades R to 3:

Activities in our community.

The story shows that if you practise reading you will be able to read everything. The lesson of this story shows that by practising reading, you will soon be able to read everything.

1. Explain to the learners that they will design signboards to show the services and activities in their community. Ask the learners to make a list of services in their community (e.g. butchery, hairdresser, clinic, school, spaza shop, church, car wash, etc.).
2. Divide the class into groups and assign each group to one of the listed services.
3. Provide each group with an A3 paper and ask that they design a signboard for their service.
4. Help the learners write the names of the shops. Learners can illustrate the sign as they wish.
5. Set up the class as the village.
6. They can now all play “Village-Village” together and take turns to either be the owner of the service or visitors to services.
7. Learners can make use of the face masks created in Reading Cycle 1 when pictures of the learners with their signboards are taken.
8. Take photographs of the signs the class set up as the village.
9. Send the following to your Research Assistant via WhatsApp:
 - a. The photographs of the signs and the class set up as the village.
 - b. Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Research Assistant



Reading Cycle Phase 3: Storybook-Making

DAR session 1 (teacher-led): Brainstorm, consult, and consensus

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

While making the storybook, it is important to let the whole class feel included and form part of the storybook-making process.

- Begin this process by telling the learners, “We are now going to write a story together”.
- Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
- Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
- Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
- Write all the topic/idea suggestions on the board. Allow each learner who suggested a topic/idea to provide a short explanation on their story idea. (CRC: please remember to also make notes of this process.)
- Now, lead a discussion where learners pick one of the storybook topics/ideas. Remind the learners that the class must agree on the topic/idea for their story. (CRC: please take photographs of all the written titles before erasing them from the board).
- On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.
- **As part of your Daily WhatsApp Report to your Fieldworker, send the following:**
 - The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR sessions 2-4: Write and co-write

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

Develop the story with the learners by using the Five-Step Storybook-Making (Please refer to *Section 3.3 How to write an Enabling Schools Toolkit storybook with learners, page 81*) as a guideline and jot down key points on the board for each step.

While creating the story, please refer to the *Brainstorm, consultation, and consensus* session above, and follow the steps below. Remember to take photographs and make notes of the keywords, phrases, and sentences learners use to tell the story.

Step 1: Come Up with Your Main Character(s) and begin their story

Step 2: Think of the setting of your story (where it will take place)

Step 3: Think of a Problem That Your Main Character is Facing

Step 4: Choose a Solution to the Problem in Your Story

Step 5: Choose a Happy Ending for Your Story

After sessions 2-4, the CRC writes down the story in easy words (simple sentences) using the words and phrases the learners used when telling their story. The CRC selects sentences per page that illustrate the same idea in the storyline. The CRC positions about one or two sentences per page. In the next DAR session, learners will make drawings to illustrate the text on each page.

Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 5: Illustrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

- Read the story the class has written together to the learners.
- Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.

- Divide the classroom into groups to match the number of pages of the storybook you drafted. Assign each group a page of the book to illustrate. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc. Give each learner an A4 sheet of paper and ask them to draw pictures that will illustrate the specific part of the story their group is focussing on.
- Once the learners have completed their drawings, ask them, per group, to explain what they have drawn.
- Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together.
- Help each group to decide which drawings best illustrate their page in the storybook.

After this session, the CRC collects all the drawings that the class has chosen for this storybook. Paste the A4 drawings/illustrations at the top of an A3 sheet of paper (please ensure that the paper is portrait – refer to *Appendix C: How to lay out a storybook* for the layout). Below the illustration, write the Setswana sentences that matches the drawing. Turn the page over and write the matching English sentences at the top of the page. Please see *Appendix C: How to lay out a storybook* (page 134).

Send the following to your Fieldworker via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- Photographs of the completed book, page by page (both the Setswana and the English version).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 6 (with teacher's presence): Present and celebrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

In this session, the CRC shows the learners the completed book they created together and celebrate the achievement by reading the book together.

- Show the class the final co-created storybook.

- Read the co-created book with the learners: depending on the grade of the learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways.
- Ask the teacher to take photos of the CRC reading the book with the learners (remember not to take photographs of the learners' faces – only silhouettes or from the back of the class).
- After this DAR session, write notes on the learners' reactions during the reading activity and on how the learners reacted to hearing their story being read to them.

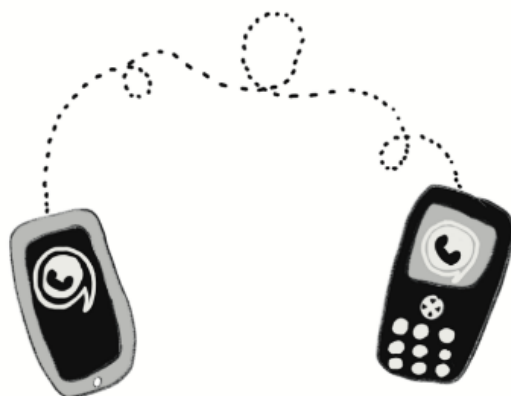
Send the following to your Fieldworker via WhatsApp:

- The photographs taken during the reading activity by the class teacher.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

After all six DAR sessions

Send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version and the English version (make sure that the class name is on the first page, clearly visible).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- Bring the completed co-created storybooks to the next Centralised Learning Development and give them to your Fieldworker.

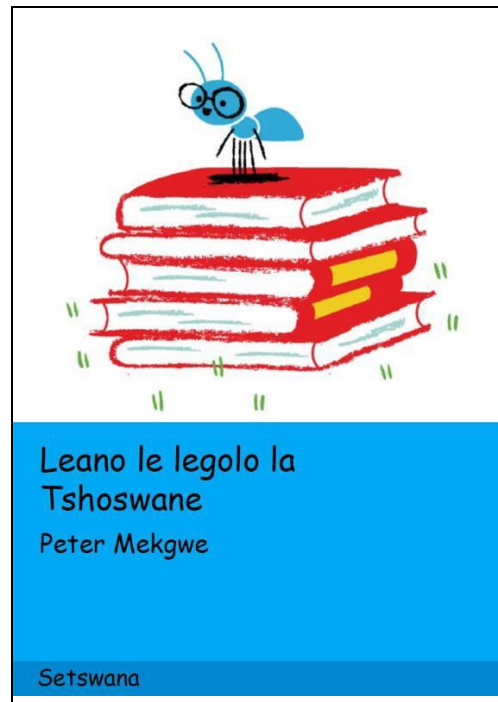


Reading Cycle 5

STORYBOOK: Little Ant's big plan / Leano le legolo la Tshoswane



Author: Candice Dingwall
Illustration: Steven McKimmie



Translator: Peter Mekgwe
Language editor: Benjamin Phuti
Illustration: Steven McKimmie

CAPS-Aligned Topics

| Study Areas | | | |
|---|--|--|-------------|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | Home | Creative games and skills Improvise and interpret | N/A |
| Grade 1 | Manners and responsibilities | | |
| Grade 2 | Rights and responsibilities | | |
| Grade 3 | Rights and responsibilities | | |
| <i>Key concepts: Responsibilities, culture, respect</i> | | | |

Reading Cycle Phase 1: Reading and Discussion

DAR session 1 (teacher-led)

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.⁵

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half-circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

After the class warm-up, the teacher leads the session and demonstrates how to engage learners through reading by reading the storybook ***Little Ant's big plan*** aloud to the learners and allowing the learners to read along, where applicable (see *Section 3.1 Reading aloud with children*, page 78). Grade R and Grade 1 teachers can use the large picture books provided to engage the younger learners even more.

DAR session 2

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on CRC-led reading. As the CRC, please choose one of the brain-break activities (see *Appendix B: Brain-break activities*, page 126) to do as the warm-up exercise at the beginning of this session.

Then please reread the story ***Little Ant's big plan*** aloud with the class as demonstrated by the teacher in the previous session. Depending on the grade of your learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually),

⁵ Please refer to Appendix D: Qualitative Data Collection Document (page 136) and Appendix E: Daily WhatsApp Reading Cycle Reporting (page 139) for clarity on what notes to taking during each DAR session.

in groups, or in mixed ways. Provide instruction/facilitation when needed and praise them after they read.

DAR session 3

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

This session focuses on a class discussion around the story ***Little Ant's big plan***. After you, as the CRC, have warmed up the class using one of the brain-break activities, please re-read the story with the learners. Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

Questions

| Grade | Questions |
|------------------------------|---|
| <p>Grades R and 1</p> | <p>a. What did the Queen want the ants to do in autumn? Tell me why.</p> <ul style="list-style-type: none"> • What is the weather like in autumn and winter? What did the ants have to do when the weather turned cold in autumn and winter? <p><i>[For CRCs: Ants will store food for winter and build nests deep underground, under rocks, or even in your home to escape the cold in winter. Ants may sleep or do not grow as fast in the cold months.]</i></p> <ul style="list-style-type: none"> • Does the weather change affect what you wear, what you eat, and what games you play? Give me examples. <p>b. Why do you think the Little Ant was excited to tell the other ants about the restaurant?</p> <p><i>[For CRCs: Restaurants are where people eat and the ants can find food there.]</i></p> <ul style="list-style-type: none"> • How did the Little Ant know they could find food in restaurants? <p><i>[For CRCs: He read about it in books.]</i></p> <ul style="list-style-type: none"> • Tell me a story about how you help your family or friends. |
| <p>Grades 2 and 3</p> | <p>c. What did the Queen want the ants to do in autumn? Tell me why.</p> <ul style="list-style-type: none"> • How did the weather change in autumn and winter? What did the ants have to do when the weather changed? |

| Grade | Questions |
|-------|---|
| | <p><i>[For CRCs: Ants will store food for winter and build nests deep underground, under rocks, or even in your home to escape the cold in winter. Ants may sleep or do not grow as fast in the cold months.]</i></p> <ul style="list-style-type: none"> • Does the weather change affect what you wear, what you eat, and what games you play? Give me examples. • What is the season you like most? Tell me why. <p>d. What did the Little Ant do to help his family and other ants to find food?</p> <ul style="list-style-type: none"> • What did the Little Ant love to do every day? How did his hobby help his family, friends and the Queen? <p><i>[For CRCs: The Little Ant loves to read. He read about restaurants in his books and learned that restaurants are where people eat. The ants can find food there. They found plenty of food for the winter.]</i></p> <ul style="list-style-type: none"> • Have you learned things that are useful from books, magazines and stories? • The Little Ant helped his family to find food for the winter. What things do you like doing to help your family? |

Allow the learners a minute or two between each question to think about their answers. Take all the learners' answers until there are no more volunteers. Please congratulate the children for their answers and contributions.

Setswana questions

| Mophato | Dipotso |
|---|---|
| <p>Mephato R le 1</p> | <p>a. Mohumagadi o ne o batla gore ditshoswane di direng ka nako ya Letlhafula? Mpolelele gore goreng.</p> <ul style="list-style-type: none"> • Maemo a bosa a ntse jang ka nako ya Dikgakologo le ya Mariga? Ditshoswane di ne tsa tshwanela go dirang fa maemo a bosa a fetoga go nna tsididi fa go le Letlhafula le Mariga? <p><i>[Go CRC: Ditshoswane di tlaa boloka dijo go ipaakanyetsa mariga mme di age dintlhaga kwa gare mo mesimeng, ka fa tlase ga mafika, kgotsa le mo matlong</i></p> |

| Mophato | Dipotso |
|----------------------------------|--|
| | <p><i>a lona tota go efoga botsididi jwa mariga. Ditshoswane di ka robala mme e bile ga di gole ka bonako mo dikgweding tse di tsididi.]</i></p> <ul style="list-style-type: none"> • A maemo a bosa a ama se o se aparang, se o se jang, le metshameko e o e tshamekang? Nneele dikao. <p>b. Ke eng o akanya gore tshoswanyane e ne e itumeletse go bolelela ditshoswane tse dingwe ka ga resetshurente?</p> <p><i>[Go CRCs: Diresetshurente ke mo batho ba jelang gona mme ditshoswane di ka iponela dijo koo.]</i></p> <ul style="list-style-type: none"> • Tshoswanyane e itsitse jang gore di ka iponela dijo mo diresetshurenteng? <p><i>[Go CRCs: E buisitse ka seo mo dibukeng.]</i></p> <ul style="list-style-type: none"> • Ntseele kgang gore o thusa jang balelapa kgotsa ditsala tsa gago. |
| <p>Mephato 2 le 3</p> | <p>c. Mohumagadi o ne o batla gore ditshoswane di direng ka nako ya Dikgakologo? Mpolelele gore goreng.</p> <ul style="list-style-type: none"> • Maemo a bosa a ntse jang ka nako ya Letlhafula le ya Mariga? Ditshoswane di ne tsa tshwanela go dirang fa maemo a bosa a fetoga? <p><i>[Go CRCs: Ditshoswane di tlaa boloka dijo go ipaakanyetsa mariga mme di age dintlhaga kwa gare mo mesimeng, ka fa tlase ga mafika, kgotsa le mo matlong a lona tota go efoga botsididi jwa mariga. Ditshoswane di ka robala mme e bile ga di gole ka bonako mo dikgweding tse di tsididi.]</i></p> <ul style="list-style-type: none"> • A maemo a bosa a ama se o se aparang, se o se jang, le metshameko e o e tshamekang? Nneele dikao. • Ke setlha sefe se o se ratang go gaisa? Mpolelele gore goreng. <p>d. Tshoswanyane e dirileng go thusa balelapa la yona le ditshoswane tse dingwe go batla dijo?</p> <ul style="list-style-type: none"> • Tshoswanyane e ne e rata go dirang letsatsi le letsatsi? Thuso e e dirilweng ke se e se ratang mo lelapeng la yona, mo ditsaleng tsa yona le mo go Mohumagadi ke efe? <p><i>[Go CRCs: Tshoswanyane e rata go buisa. E buisa ka ga diresetshurente mo dibukeng tsa yona mme e ithutile gore diresetshurente ke moo batho ba jelang</i></p> |

| Mophato | Dipotso |
|---------|--|
| | <p><i>gona. Ditshoswane di ka iponela dijo koo. Di ne tsa iponela dijo tse dintsi go ipaakanyetsa mariga.]</i></p> <ul style="list-style-type: none"> • A go na le dilo tse di mosola tse o di ithutileng go tswa mo dibukeng, dimakasineng le mo dikanelong? • Tshoswanyane e thusitse jang balelapa go bona dijo tsa mariga. Ke dilo dife tse o ratang go di dira go thusa balelapa la gago? |

Reading Cycle Phase 2: Arts-Based Activities

DAR session 1 (with teacher's presence)

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

For Grades R and 1, the CRC should read the story aloud and for Grades 2 and 3, the learners should take turns reading the storybook aloud.

After that, the CRC leads the art-based activities with the learners, whilst the teacher provides support in engaging learners in these activities.

Please do the following activities with Grades R to 3:

We make plans together.

In the story, the Little Ant helps to make a plan to gather food for everyone.

1. Ask the learners to create their own song, poem, or drama about making plans together.
2. The CRC can help the learners by writing the song on the board or you can hand out papers that they write their own songs, poem, or drama on.
3. Ask the learners to sing the song together or perform the drama for the class.

8. Take photographs of the planning process, as well as of the performance itself (remember not to take photographs of the learners' faces – only silhouettes, hands etc.). The learners can use the masks they made during Reading Cycle 1 when the pictures are taken so they may face the camera without revealing their identity.
9. Take a photograph of the chosen activity (e.g. of the drama performance; the learners reciting their poem; learners singing their song).
10. Send the following to your Research Assistant via WhatsApp:
 - a. The photographs of the planning process for the chosen activity as mentioned above (with the name and surname of the learner clearly visible - where applicable)
 - b. The photographs of the performance itself.
 - c. Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Research Assistant.



Reading Cycle Phase 3: Storybook-Making

DAR session 1 (teacher-led): Brainstorm, consult, and consensus

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

While making the storybook, it is important to let the whole class feel included and form part of the storybook-making process.

- Begin this process by telling the learners, “We are now going to write a story together”.
- Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
- Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
- Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
- Write all the topic/idea suggestions on the board. Allow each learner who suggested a topic/idea to provide a short explanation on their story idea. (CRC: please remember to also make notes of this process.)
- Now, lead a discussion where learners pick one of the storybook topics/ideas. Remind the learners that the class must agree on the topic/idea for their story. (CRC: please take photographs of all the written titles before erasing them from the board).
- On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.
- **As part of your Daily WhatsApp Report to your Fieldworker, send the following:**
 - The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR sessions 2-4: Write and co-write

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

Develop the story with the learners by using the Five-Step Storybook-Making (Please refer to *Section 3.3 How to write an Enabling Schools Toolkit storybook with learners, page 81*) as a guideline and jot down key points on the board for each step.

While creating the story, please refer to the *Brainstorm, consultation, and consensus* session above, and follow the steps below. Remember to take photographs and make notes of the keywords, phrases, and sentences learners use to tell the story.

Step 1: Come Up with Your Main Character(s) and begin their story

Step 2: Think of the setting of your story (where it will take place)

Step 3: Think of a Problem That Your Main Character is Facing

Step 4: Choose a Solution to the Problem in Your Story

Step 5: Choose a Happy Ending for Your Story

After sessions 2-4, the CRC writes down the story in easy words (simple sentences) using the words and phrases the learners used when telling their story. The CRC selects sentences per page that illustrate the same idea in the storyline. The CRC positions about one or two sentences per page. In the next DAR session, learners will make drawings to illustrate the text on each page.

Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 5: Illustrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

- Read the story the class has written together to the learners.
- Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.

- Divide the classroom into groups to match the number of pages of the storybook you drafted. Assign each group a page of the book to illustrate. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc. Give each learner an A4 sheet of paper and ask them to draw pictures that will illustrate the specific part of the story their group is focussing on.
- Once the learners have completed their drawings, ask them, per group, to explain what they have drawn.
- Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together.
- Help each group to decide which drawings best illustrate their page in the storybook.

After this session, the CRC collects all the drawings that the class has chosen for this storybook. Paste the A4 drawings/illustrations at the top of an A3 sheet of paper (please ensure that the paper is portrait – refer to *Appendix C: How to lay out a Storybook* for the layout). Below the illustration, write the Setswana sentences that matches the drawing. Turn the page over and write the matching English sentences at the top of the page. Please see *Appendix C: How to lay out a storybook* (page 134).

Send the following to your Fieldworker via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- Photographs of the completed book, page by page (both the Setswana and the English version).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 6 (with teacher's presence): Present and celebrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

In this session, the CRC shows the learners the completed book they created together and celebrate the achievement by reading the book together.

- Show the class the final co-created storybook.

- Read the co-created book with the learners: depending on the grade of the learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways.
- Ask the teacher to take photos of the CRC reading the book with the learners (remember not to take photographs of the learners' faces – only silhouettes or from the back of the class).
- After this DAR session, write notes on the learners' reactions during the reading activity and on how the learners reacted to hearing their story being read to them.

Send the following to your Fieldworker via WhatsApp:

- The photographs taken during the reading activity by the class teacher.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

After all six DAR sessions

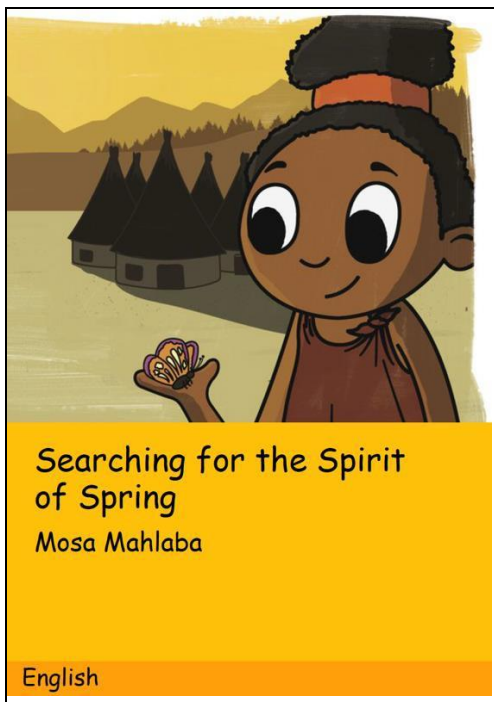
Send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version and the English version (make sure that the class name is on the first page, clearly visible).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- Bring the completed co-created storybooks to the next Centralised Learning Development and give them to your Fieldworker.



Reading Cycle 6

STORYBOOK: Searching for the Spirit of Spring / Leeto la go batla mowa wa boitumelo



Author: Mosa Mahlaba

Illustration: Selina Masego Morulane



Translator: Lorato Trok

Language editor: Benjamin Phuti

Illustration: Selina Masego Morulane

CAPS-Aligned Topics

| Study Areas | | | |
|--|--|--|---|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | My family | Creative games and skills Improvise and interpret | Create in 3D (modelling and constructing) |
| Grade 1 | My community | | |
| Grade 2 | Ways we communicate | | |
| Grade 3 | Feelings | | |
| <i>Key concepts: Joy, journey, pride, positive emotions, self-efficacy</i> | | | |

Reading Cycle Phase 1: Reading and Discussion

DAR session 1 (with teacher's presence)

During the session, the CRC makes notes of the highlights during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.⁶

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

After the class warm-up, the CRC reads the storybook ***Searching for the Spirit of Spring*** aloud to the learners and then guides the learners to read together with you, the CRC (see *Section 3.1 Reading aloud with children*, page 78), whilst the teacher provides professional support to engage the learners in reading.

DAR session 2

This session focuses on CRC-led reading. As the CRC, please choose one of the brain-break activities (see *Appendix B: Brain-break activities*, page 126) to do as the warm-up exercise at the beginning of this session.

Then please reread the story ***Searching for the Spirit of Spring*** aloud with the class. Depending on the grade of your learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways. Provide instruction/facilitation when needed and praise them after they read.

⁶ Please refer to Appendix D: Qualitative Data Collection Document (page 136) and Appendix E: Daily WhatsApp Reading Cycle Reporting (page 139) for clarity on what notes to taking during each DAR session.

DAR session 3

This session focuses on class discussion around the story ***Searching for the Spirit of Spring***. After you, as the CRC, has warmed up the class using one of the brain-break activities, please reread the story with the learners. Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

Questions

| Grade | Questions |
|-----------------------|---|
| Grades R and 1 | <p>a. What did Nkanyezi bring back to her villagers to celebrate the spring festival?</p> <p><i>[For CRCs: She brought back colour (paint), song and dance (drum), and spices for yummy food for her villagers.]</i></p> <ul style="list-style-type: none">• What activities does your family celebrate together? How do you celebrate them? <p><i>[For CRCs: e.g., wedding, birthdays, good news.]</i></p> <ul style="list-style-type: none">• Are there other festivals and special days that you celebrate with your family and friends?• Which celebrations or festivals do you like most? Why? <p>b. Who are the people in your village (or community) that often help you? How do they help you?</p> <ul style="list-style-type: none">• Who sells food in your village?• When you are not feeling well, who helps you in your village? |
| Grades 2 and 3 | <p>c. What did Nkanyezi bring back to her villagers to celebrate the spring festival?</p> <p><i>[For CRCs: She brought back colour (paint), song and dance (drum), and spices for yummy food for her villagers.]</i></p> <ul style="list-style-type: none">• What do you and your family celebrate? How do you celebrate? <p><i>[For CRCs: e.g., wedding, birthdays, good news.]</i></p> <ul style="list-style-type: none">• Are there festivals and special days that you celebrate with people in your village? How do you celebrate? Where do you celebrate together?• Which celebrations or festivals do you like most? Why? |

| Grade | Questions |
|-------|---|
| | <p>d. People in three other villages were kind and helped Nkanyezi in her journey. How did they help her?</p> <p><i>[For CRCs: They gave her paint so that she can colour her village. They gave her a drum so that her villagers can sing and dance. People gave her spices so that her own villagers can make yummy food.]</i></p> <ul style="list-style-type: none"> • Think of something that made you happy because your friends or people in your village helped you. • Think of something that made you happy and proud because you were brave, or because you could do things by yourself. |

Allow the learners a minute or two between each question to think about their answers. Take all the learners' answers until there are no more volunteers. Please congratulate the children for their answers and contributions.

Setswana Questions

| Mophato | Dipotso |
|----------------------------------|---|
| <p>Mephato R le 1</p> | <p>a. Ke eng se Nkanyezi o tllileng ka sona go tswa kwa motseng wa bona go keteka Moletlo wa Letlhafula?</p> <p><i>[Go CRCs: O tllile ka mmala (pente), pina le mmimo (moropa), le ditswaki tsa dijo tsa yami tsa baagi ba motse wa bona.]</i></p> <ul style="list-style-type: none"> • Ke ditiragalo dife tse balelapa la gago ba di ketekang mmogo? Lo di keteka jang? <p><i>[Go CRCs: sk., lenyalo, malatsi a matsalo, dikgang tse di molemo.]</i></p> <ul style="list-style-type: none"> • A go na le meletlo e mengwe le malatsi a a kgethegileng a o a ketekang le balelapa la gago le ditsala? • Ke meletlo kgotsa mekete efe e o e ratang go gaisa? Goreng? <p>b. Ke batho bafe ba ba go thusang gantsi mo motseng (kgotsa mo loagong) lwa lona? Ba go thusa jang?</p> <ul style="list-style-type: none"> • Ke mang yo o rekisang dijo mo motseng wa lona? • Fa o sa ikutlwe sentle, ke mang yo o go thusang mo motseng wa lona? |

| Mophato | Dipotso |
|---|--|
| <p>Mephato 2 le 3</p> | <p>c. Ke eng se Nkanyezi o se buseditseng mo motseng wa bona go keteka Moletlo wa Dikgakologo? <i>[Go CRCs: O tlile ka mmala (pente), pina le mmimo (moropa), le ditswaki tsa dijo tsa yami tsa baagi ba motse wa bona.]</i></p> <ul style="list-style-type: none"> • Wena le balelapa la gago lo keteka eng? Lo keteka jang? <p><i>[Go CRCs: sk., lenyalo, malatsi a matsalo, dikgang tse di molemo.]</i></p> <ul style="list-style-type: none"> • A go na le meletlo le malatsi a a kgethegileng a o a ketekang le batho ba motse wa lona? Lo keteka jang? Lo keteka kae mmogo? • Ke meletlo kgotsa mekete efe e o e ratang go gaisa? Goreng? <p>d. Batho ba kwa metseng e mengwe e meraro ba ne ba le bonolo mme ba thusitse Nkanyezi mo leetong la gagwe. Ba mo thusitse jang? <i>[Go CRCs: Ba mo file pente gore a khalare motse wa gaabo. Ba mo file moropa gore bamotse waabo ba opele le go bina. Batho ba mo file ditswaki gore bamotse waabo ba dire dijo tsa yami.]</i></p> <ul style="list-style-type: none"> • Akanya ka ga sengwe se se go itumedisitseng ka ntlha ya fa ditsala tsa gago kgotsa batho ba kwa motseng wa lona ba go thusitse. • Akanya ka ga sengwe se se go itumedisitseng le gore o ipele ka ntlha ya fa o ne o le pelokgale, kgotsa ka ntlha ya fa o ne o kgona go itirela dilo. |

Reading Cycle Phase 2: Arts- based Activities

DAR session 1 (with teacher's presence)

As teacher and CRC partners, please warm up the class at the beginning of this session by following the steps below:

- Greet the learners warmly and tell them you will be reading a story together.
- Arrange the learners in a half circle. Place chairs in front of them where you as the teacher and CRC will sit. Make sure that all the learners can see you.
- Choose from one of the various brain-break activities (see *Appendix B: Brain-break activities*, page 126) to use as a warm-up activity. These activities are used to get the learners focused and ready to learn.

For Grades R and 1, the CRC should read the story aloud and for Grades 2 and 3, the learners should take turns reading the storybook aloud.

After that, the CRC leads the art-based activities with the learners, whilst the teacher provides support in engaging learners in these activities.

Please do the following activities with Grades R to 3:

Celebrating together through music.

On Nkanyezi's journey, she found paint, drums, and spices to bring the spirit of celebration back to her village.

1. Explain to the learners that they will use recyclable materials to each make a musical instrument for a class celebration.
2. Ask the learners to gather recyclable materials (at home and in the school yard) that they think they can use to make musical instruments (e.g. can food tins, plastic bottles, plant-based material like seeds that can rattle, etc.).
3. Help the learners to each make their chosen instrument.
4. Take time to sing a song together where all the learners participate in singing, dancing, and using their instruments. The learners can use the masks they made during Reading Cycle 1 when the pictures are taken so they may face the camera without revealing their identity.
5. Write the name and surname of each learner clearly visible on a separate piece of paper and place it next to each learners' clay figurine.
6. Take a photograph of learners' instruments next to the separate piece of paper with their name and surname.
7. Take a photograph of the class celebration (remember not to take photographs of the learners' faces – only silhouettes, hands etc.). Remember to use the masks made during Reading Cycle 1 when taking pictures of the learners.
8. **Send the following to your Research Assistant via WhatsApp:**
 - a. The photographs of learners' instruments (with the name and surname of the learner clearly visible on a separate piece of paper)
 - b. Photographs of the celebration.

- c. Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Research Assistant.



Reading Cycle Phase 3: Storybook-Making

DAR session 1 (teacher-led): Brainstorm, consult, and consensus

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

While making the storybook, it is important to let the whole class feel included and form part of the storybook-making process.

- Begin this process by telling the learners, “We are now going to write a story together”.
- Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
- Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
- Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
- Write all the topic/idea suggestions on the board. Allow each learner who suggested a topic/idea to provide a short explanation on their story idea. (CRC: please remember to also make notes of this process.)
- Now, lead a discussion where learners pick one of the storybook topics/ideas. Remind the learners that the class must agree on the topic/idea for their story. (CRC: please take photographs of all the written titles before erasing them from the board).
- On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.
- **As part of your Daily WhatsApp Report to your Fieldworker, send the following:**
 - The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
 - Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR sessions 2-4: Write and co-write

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

Develop the story with the learners by using the Five-Step Storybook-Making (Please refer to *Section 3.3 How to write an Enabling Schools Toolkit storybook with learners, page 81*) as a guideline and jot down key points on the board for each step.

While creating the story, please refer to the *Brainstorm, consultation, and consensus* session above, and follow the steps below. Remember to take photographs and make notes of the keywords, phrases, and sentences learners use to tell the story.

Step 1: Come Up with Your Main Character(s) and begin their story

Step 2: Think of the setting of your story (where it will take place)

Step 3: Think of a Problem That Your Main Character is Facing

Step 4: Choose a Solution to the Problem in Your Story

Step 5: Choose a Happy Ending for Your Story

After sessions 2-4, the CRC writes down the story in easy words (simple sentences) using the words and phrases the learners used when telling their story. The CRC selects sentences per page that illustrate the same idea in the storyline. The CRC positions about one or two sentences per page. In the next DAR session, learners will make drawings to illustrate the text on each page.

Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 5: Illustrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

- Read the story the class has written together to the learners.
- Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.
- Divide the classroom into groups to match the number of pages of the storybook you drafted. Assign each group a page of the book to illustrate. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc. Give each learner an A4 sheet of paper and ask them to draw pictures that will illustrate the specific part of the story their group is focussing on.
- Once the learners have completed their drawings, ask them, per group, to explain what they have drawn.
- Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together.
- Help each group to decide which drawings best illustrate their page in the storybook.

After this session, the CRC collects all the drawings that the class has chosen for this storybook. Paste the A4 drawings/illustrations at the top of an A3 sheet of paper (please ensure that the paper is portrait – refer to *Appendix C: How to lay out a Storybook* for the layout). Below the illustration, write the Setswana sentences that matches the drawing. Turn the page over and write the matching English sentences at the top of the page. Please see *Appendix C: How to lay out a storybook* (page 134).

Send the following to your Fieldworker via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- Photographs of the completed book, page by page (both the Setswana and the English version).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR session 6 (with teacher's presence): Present and celebrate

During the session, the CRC makes notes of the highlights and challenges during the session, which they will use in their *Appendix E: Daily WhatsApp Reading Cycle Reporting* (page 139) to the Fieldworker.

In this session, the CRC shows the learners the completed book they created together and celebrate the achievement by reading the book together.

- Show the class the final co-created storybook.
- Read the co-created book with the learners: depending on the grade of the learners, you could encourage them to read the story aloud with you, by themselves (together and/or individually), in groups, or in mixed ways.
- Ask the teacher to take photos of the CRC reading the book with the learners (remember not to take photographs of the learners' faces – only silhouettes or from the back of the class).
- After this DAR session, write notes on the learners' reactions during the reading activity and on how the learners reacted to hearing their story being read to them.

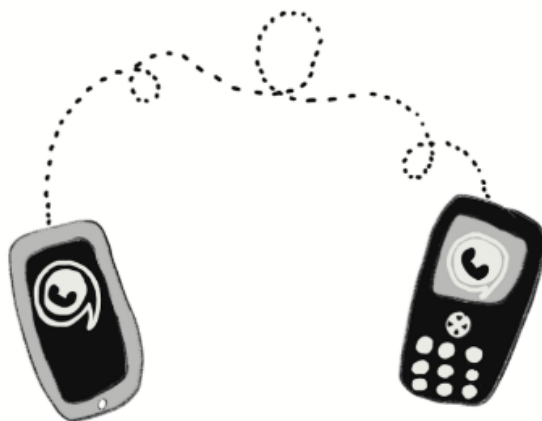
Send the following to your Fieldworker via WhatsApp:

- The photographs taken during the reading activity by the class teacher.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

After all six DAR sessions

Send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version and the English version (make sure that the class name is on the first page, clearly visible).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- Bring the completed co-created storybooks to the next Centralised Learning Development and give them to your Fieldworker.



3. Useful Tips, Tricks and Supplements for Teachers and CRCs⁷

3.1 Reading aloud with children

With younger children, **read for just a short time** – about 15 minutes. Younger children may find it difficult to concentrate for long periods, so don't let it become a chore!

Children may need time to settle down. Young children respond well to a **song or rhyme** or guessing what the story might be about from the picture and title (topic/idea) on the cover.

Don't skip the cover. **Read the title (topic/idea) of the book and the names of the author and illustrator** each time you read a book. This helps children to realise that real people just like them write and illustrate stories.

Reading aloud is always a performance! **Put lots of expression in your voice** to create the mood. If you're new to reading aloud, **practise reading the story aloud** a few times before you read it to a group of children.

Think about your audience. Try to be aware of your listeners and don't read too fast!

Allow time for them to look closely at the illustrations or to create a mental picture as you read.

Draw your children into the story. For example, **ask them what they think** about something that a character did or said, discuss one of the pictures or ask them to turn the pages for you. Ask older children to **recall** what happened in the story at the end of your last read-aloud session.

Show the pictures (and texts). When you read a picture book, make sure that everyone gets a chance to see the pictures (and texts). Pause to show the pictures and allow comments or questions as you read.

As you read the story, **ask open-ended questions** about it. "What do you think will happen next?" is a great question to help children develop their prediction skills, which is essential to be a successful and independent reader.

Ask them to help you read the story. Younger children often like to recite parts of a familiar story – especially if the words rhyme or a phrase is repeated.

Read it again! If your children ask you to read a story again and again and again, do it! This allows them to discover new things about the story each time.

⁷ In the Curriculum and Assessment Policy Statement (CAPS) for Life Skills (Grades R to 3), visual literacy is referred to as a skill that enables a learner to become aware of their environment through analysis and understanding. It is part of the Creative Arts study area, specifically the Visual Arts topic.

3.2 Example of setting up a “Reading Cycle” schedule

For an **example** of how to schedule the steps of a Reading Cycle over two weeks, kindly refer to the calendar on the next page. You will see in this example that “Reading Cycle 1” (i.e. the first cycle of reading) begins on Tuesday, 1 March and ends on Friday, 11 March.

Over those two weeks, EIGHT DAR sessions have been scheduled.

Firstly, Phase 1 (session 1 to 3) Phase 2 (one session) would take place in the Week 1 of this month.

Phase 3 (session 1 to 6) would take place in the following week.

Lastly, the book sharing celebration session would take place at the end of this Reading Cycle.

If time allows, schools could add a seventh session to a week for learners to read the supplementary storybooks that are provided (see *Section 3.4 Supplementary storybooks and discussion prompts for Enabling Schools Toolkit, page 84*). Some schools may need longer to complete all the tasks designed for each Reading Cycle. We have therefore included extra time for each of the six Reading Cycles. Schools which complete a Reading Cycle within the three-week schedule could also use the extra time for supplementary reading of the provided storybooks or the books created by other class(es).

To reiterate, this calendar schedule is only meant to serve as a guideline of how you would structure the Reading Cycles into your teaching day. We understand that you both (as teacher and Community Reading Champion partners) have many responsibilities to attend to on a daily basis. This means that you can design your Reading Cycle schedule according to your needs.

Reading Cycle schedule EXAMPLE

| March 2022 | | | | | | |
|--|--|--|--|--|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | Reading Cycle 1- Phase 1 (DAR session 1) | Reading Cycle 1- Phase 1 (DAR session 2) | Reading Cycle 1- Phase 1 (DAR session 3) | Reading Cycle 1- Phase 2 (one DAR session) | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Reading Cycle 1- Phase 3 (DAR session 1) | Reading Cycle 1- Phase 3 (DAR session 2) | Reading Cycle 1- Phase 3 (DAR session 3) | Reading Cycle 1- Phase 3 (DAR session 4) | Reading Cycle 1- Phase 3 (DAR session 5) | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Reading Cycle 1- Phase 3 (DAR session 6) | Reading Cycle 1 (book sharing celebration with other classes) | Reading Cycle 1 (extra time if needed) | Reading Cycle 1 (extra time if needed) | Reading Cycle 1 (extra time if needed) | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | | | | | | |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

3.3 How to write an Enabling Schools Toolkit storybook with learners

This Section of the manual will serve as a guideline for both teachers and CRCs to use during the Phase 3 “Creativity and meaning-making process”. These tips and tricks will help teachers and CRCs to support learners’ creation of their storybooks with the given prompts. Teachers are encouraged to plan the tasks together with CRC partners and support CRCs through this process.

Please keep in mind that:

1. To make the storybooks manageable for both CRCs and learners, please limit the storybooks to ten pages MAXIMUM.
2. Also consider that the stories can be written using short, simple sentences and basic words that are appropriate for Foundation Phase learners. For example: Grade Rs and 1s write one sentence per picture. You can use your own discretion.
3. To give structure to the stories, please follow the given Five-Step-Storybook-Making Process. The steps will guide you on a simple way to develop characters and storylines.
4. Provide learners with an overview on the board of what they need to think of when planning their story, for example:

| | |
|--|---|
| Topics/ideas of the story (Example: Mandisa’s sunflowers) | |
| Characters Mandisa – grows biggest sunflowers Neighbors | Setting Village Bloemfontein |
| Problem Mandisa’s sunflowers started feeling sad and grew smaller | Solution Mandisa asked her neighbors for help and they each brought one handful of soil |
| Happy ending Mandisa’s sunflowers felt the love from their neighbors and started growing again | |

Five-Step Storybook guide

Step 1: Come Up with Your Main Character(s) and begin their story

In collaboration with the learners, choose a main character (for instance, characters can be individuals, a group of people or even animals).

Ask the following questions to your class to help flesh out who the story is about:

- Who is the main character?
- What is his/her/their name?
- What do/does he/she/they look like?
- What do/does he/she/they like/enjoy to do?



(Example: This is a story about a girl named Mandisa. She has curly hair and big, shiny eyes. She likes sunflowers and magic tricks.).

Also choose the beginning of your story. Discuss and decide on the potential beginning of the story with the learners. The idea of the story will follow the activities that are done in Phase 1 “Creating Foundations” and Phase 2 “Engaging and Understanding” for each main story.

To decide the beginning of the story, use the question:

- What is special about the character?

(Example: Mandisa has a special ability to grow the biggest sunflowers in the village).

Step 2: Think of the setting of your story (where it will take place)

In collaboration with the learners, choose the setting for the story. Discuss and decide where the story will take place.

(Example: Mandisa’s village is situated in Bloemfontein).

Step 3: Think of a Problem That Your Main Character is Facing

In collaboration with the learners, choose the middle of the story. Discuss and decide the potential middle of the story with the learners. The middle of the story will highlight the challenge or problem that the character faces. During this process, make sure to align your story with a CAPS Life Skills topic, regardless of the term.

To decide the middle of the story, use the questions:

- What challenges did the main character face?
- What problem did the main character have to solve?

(Example: One day, Mandisa’s favorite sunflowers started to feel sad and grow smaller. She asked herself, “What can I do to make my flowers happy again?”).

Step 4: Choose a Solution to the Problem in Your Story

In collaboration with the learners, choose the solution to the problem in the story. The end of the story will highlight how to overcome the challenge or problem that was decided in Step 3 of the story. A solution can involve the character using something they have available to them in the community to meet their needs (e.g. the character asks for help from others in their community).

To decide the resolution of the story, use the following questions to guide your thinking:

- What can the main character or somebody else (e.g. a friend, a family member, etc.) do to resolve this problem?
- What resources within their environment can he/she use? (Resources can be things like friendship, church, personal strengths, etc.)

(Example: Mandisa asked for help from her neighbors. She said, “Hello, my neighbor. My sunflowers are sad. Will you help me to make them happy again?”).

Step 5: Choose a Happy Ending for Your Story

In collaboration with the learners, think of a “happy ending” to finish the story. A “happy ending” can be anything that:

- Illustrates how learners can use their own gifts and feel capable of solving many problems.
- Encourages learners to think of their rural contexts and home environments as beneficial.

(Example: The neighbors each brought one handful of soil to give to Mandisa’s garden. They said, “This is love from our gardens to yours”. The sunflowers felt happy and started growing again.).



3.4 Supplementary storybooks and discussion prompts for Enabling Schools Toolkit

The core components of this intervention are addressed in the six storybooks and activities outlined previously. With those stories and activities, the aim is to cultivate a love for reading amongst your learners whilst ensuring the process is manageable for you as a teacher and CRC team. However, we would also like to encourage you to engage in more reading activities with learners if there is time and willingness to do so.

Below we have provided some additional storybooks that you may use to encourage more reading time amongst learners. The stories were also carefully chosen and will be fun and engaging for children. They are organised according to themes and outcomes that are relevant to our intervention. Feel free to use these stories during your class time and refer to our “Tips and Tricks” provided in Section 3.1 for reading aloud in groups.



Supplementary Book 1

STORYBOOK: Amazing Daisy / Koko e e fofang!



Author: Nozizwe Hereo
Illustration: Siya Masuku



Translator: Book Dash
Language editor: Benjamin Phuti
Illustration: Siya Masuku

CAPS Aligned Topics

| | Study Area |
|--|---|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being |
| Grade R | Me |
| Grade 1 | Me |
| Grade 2 | Everyone is special |
| Grade 3 | Feelings |
| <i>Key concepts: Everyone is special</i> | |

Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|-----------------------|---|
| Grades R and 1 | <ul style="list-style-type: none"> • Daisy practised every day until she could fly. Is there something you are practising every day to get better at? • Daisy had a dream to fly. What are your dreams when you grow up? • Were the other chickens kind when they laughed at Daisy? Tell me why/why not. |
| Grades 2 and 3 | <ul style="list-style-type: none"> • Daisy had a dream to fly, and she practised every day until she could. What are your dreams when you grow up? How will you achieve them? • You and your friends all have special talents. What are your special talents? How do you get better at them? • How would you feel if your friends were unkind to you, and what would you do about it? What would you do if you see your friends being bullied? |

Activity

Assist the learners in using the paint received in the resources box, to paint Apple Boxes or other rectangular boxes to serve as library crates. Carton can be used to make dividers between the different books. Each grade can make their box a different color and each class can decorate it as they wish. The boxes can then be rotated amongst the classes to give learners from different classes the opportunity to read the different books.

Setswana questions

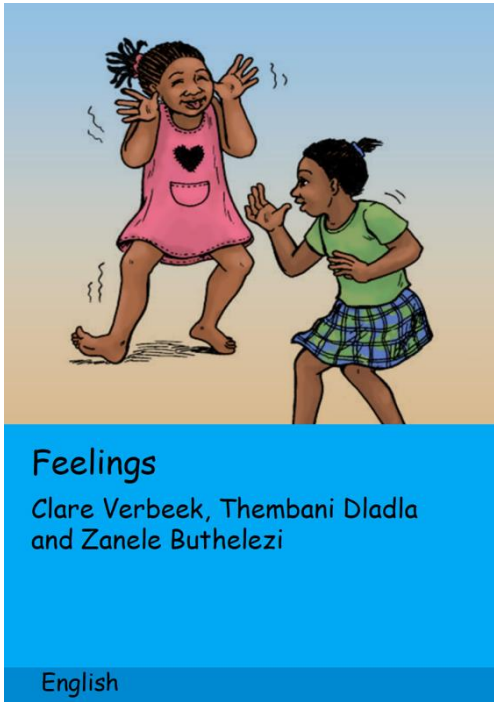
| Mophato | Dipotso |
|------------------------------|--|
| <p>Mephato R le 1</p> | <ul style="list-style-type: none"> • Koko e e fofang Teise e ikatisitse letsatsi le letsatsi go fitlhelela e fofa. A go na le sengwe se o se ikatisetsang letsatsi le letsatsi go tokafala? • Teise o ne a na le toro ya go fofa. Ditoro tsa gago fa o gola ke dife? • A dikoko tse dingwe di ne di le bonolo fa di tshega Teise? Mpolelele gore goreng. |
| <p>Mephato 2 le 3</p> | <ul style="list-style-type: none"> • Teise o ne a na le toro ya go fofa, mme o ne a ikatisa letsatsi le letsatsi go fitlhelela a kgona. Ditoro tsa gago fa o gola ke dife? O ya go di fitlhelela jang? • Wena le ditsala tsa gago lo na le ditalente. Ditalenete tsa gago tse di kgethegileng ke dife? O tokafala jang mo go tsona? • O ne o ka ikutlwa jang fa ditsala tsa gago di ne di se bonolo mo go wena, mme e bile o ne o ka dirang ka seo? O ne o ka dirang fa o ne o ka bona ditsala tsa gago di kgerisiwa? |

IMPROVE TEACHING + LEARNING



Supplementary Book 2

STORYBOOK: Feelings / Maikutlo



Authors: Clare Verbeek, Thembani Dladla
and Zanele Buthelezi
Illustration: Kathy Arbuckle



Translator: Lorato
Language editor: Benjamin Phuti
Illustration: Kathy Arbuckle

CAPS Aligned Topics

| Study Area | |
|--------------------------------|---|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being |
| Grade R | My family |
| Grade 1 | Me |
| Grade 2 | Ways we communicate |
| Grade 3 | Feelings |
| <i>Key concepts: My family</i> | |

Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|----------------|--|
| Grades R and 1 | <ul style="list-style-type: none"> • What are the things you love doing with your family? • The girl in the story felt a lot of things. For example, she felt happy when her grandmother tells her stories and silly when she plays with her friends. What are the things that make you feel happy? What are the things that make you feel loved? |
| Grades 2 and 3 | <ul style="list-style-type: none"> • The way the grandmother tells her grandchildren stories makes them feel happy. What are the things you love doing with your family? • What are the things that make you happy? • What are the things that make you feel proud? |

Setswana questions

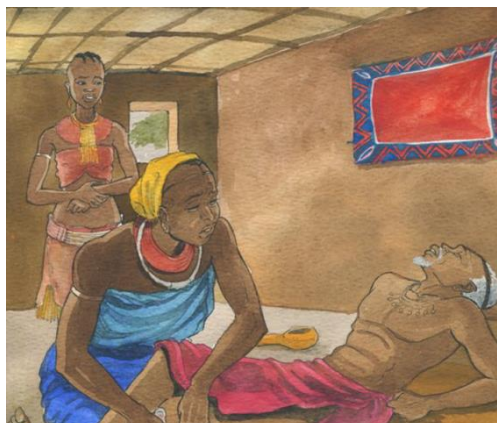
| Mophato | Dipotso |
|----------------|--|
| Mephato R le 1 | <ul style="list-style-type: none"> • Ke dilo dife tse o ratang go di dira le balelapa la gago? • Mosetsana yo o mo kanelong o ne a na le maikutlo a mantsi. Sekao, o ne a utlwa a itumetse fa nkokoagwe a mo tlhabela dinaane mme a sa ikutlwe sentle fa a tshameka le ditsala tsa gagwe. Ke dilo dife tse di dirang gore o ikutlwe o itumetse? Ke dilo dife tse di dirang gore o ikutlwe o ratiwa? |
| Mephato 2 le 3 | <ul style="list-style-type: none"> • Tsela e bonkoko ba tlhabelang ditlogolwana tsa bona dinaane ka yona e dira gore ba ikutlwe ba itumetse. Ke dilo dife tse o ratang go di dira le balelapa la gago • Ke dilo dife tse di dirang gore o ikutlwe o itumetse? • Ke dilo dife tse di dirang gore o ikutlwe o le motlotlo? |

IMPROVE TEACHING + LEARNING



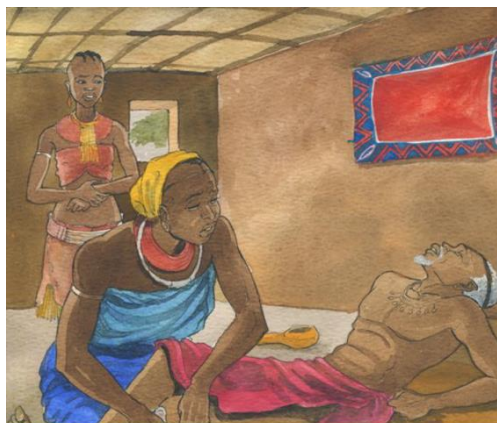
Supplementary Book 3

STORYBOOK: Nangila's courage / Bopelokgale jwa ga Nangila



Nangila's courage
 Violet Otieno
 English

Author: Violet Otieno
 Illustration: Vusi Malindi



Bopelokgale jwa ga Nangila
 Lorato Trok
 Setswana

Translator: Lorato Trok
 Language editor: Benjamin Phuti
 Illustration: Vusi Malindi

CAPS Aligned Topics

| Study Area | |
|--|---|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being |
| Grade R | My family |
| Grade 1 | Keeping my body safe |
| Grade 2 | People who help us |
| Grade 3 | Rights and responsibilities |
| <i>Key concepts: Health and well-being</i> | |

Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|-----------------------|--|
| Grades R and 1 | <ul style="list-style-type: none"> • An old woman told Nangila how to reach the spirit lake and what to do when she got there. Why did the old woman help her? • Who are the members of your family? (<i>For CRC: encourage learners to think about immediate and extended family members</i>) • How does your family take care of one another? |
| Grades 2 and 3 | <ul style="list-style-type: none"> • An old woman told Nangila how to reach the spirit lake and what to do when she got there. Why did the old woman help her? • Nangila was very brave and collected the herb to heal the wound on her father’s leg. Who in your family looks after you when you feel sick or hurt? What do they do to care for you? • How do you look after your family? How does your family take care of one another? |

Setswana questions

| Mophato | Dipotso |
|------------------------------|--|
| <p>Mephato R le 1</p> | <ul style="list-style-type: none"> • Mosadimogolo o ne a bolelela Bonolo gore o ka fitlha jang kwa letsheng la mowa le gore a direng fa a fitlha koo. Goreng mosadimogolo a mo thusitse? • Ditokololo tsa lelapa la gago ke bomang? (Go CRC: rotloetsa barutwana go akanya ka balelapa la gago le masika a gago) • Balelapa la gago ba tlhokomelana jang? |
| <p>Mephato 2 le 3</p> | <ul style="list-style-type: none"> • Mosadimogolo o ne a bolelela Bonolo gore o ka fitlha jang kwa letsheng la mowa le gore a direng fa a fitlha koo. Goreng mosadimogolo a mo thusitse? • Bonolo o ne a le pelokgale mme a latela setlhare go fodisa ntho e e mo leotong la ga rraagwe. Ke bomang ba ba go tlhokomelang fa o lwala kgotsa o utlwile botlhoko mo lelapeng la gago. Ba dirang go go tlhokomela? • O tlhokomela jang balelapa la gago? Balelapa la gago ba tlhokomelana jang? |

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Supplementary Book 4

STORYBOOK: Rafiki's Style / Setaele sa ga Rafiki



Author: Louis Greenberg
 Illustration: Audrey Anderson



Translator: Peter Mekgwe
 Language editor: Benjamin Phuti
 Illustration: Audrey Anderson

CAPS Aligned Topics

| Study Area | |
|---|---|
| Foundation Phase | Beginning Knowledge and Personal and Social Well-Being |
| Grade | Me |
| Grade R | Me |
| Grade 1 | Me |
| Grade 2 | Everyone is special |
| Grade 3 | Keeping my body safe |
| <i>Key concepts: Me, keeping my body safe</i> | |

Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|------------------------------|--|
| <p>Grades R and 1</p> | <ul style="list-style-type: none"> • Rafiki and his family enjoyed watching soccer over the weekend. What sport do you like to play? • The Cool Cat Crew boys liked copying soccer stars' styles, but Rafiki did not. What makes you special and unique? <i>[For CRCs: including learner's name, language, gender, interests; things learners can do]</i> • What makes you the same as your friends? How are you different from your friends? |
| <p>Grades 2 and 3</p> | <ul style="list-style-type: none"> • What makes you the same as your friends? How are you different from your friends? • Everyone can be a hero. What kind of hero would you like to be? • The Cool Cat Crew boys liked copying soccer stars' styles and teased Rafiki about his looks. Who did Rafiki speak to for help? What can you do when you are being teased? |

Setswana questions

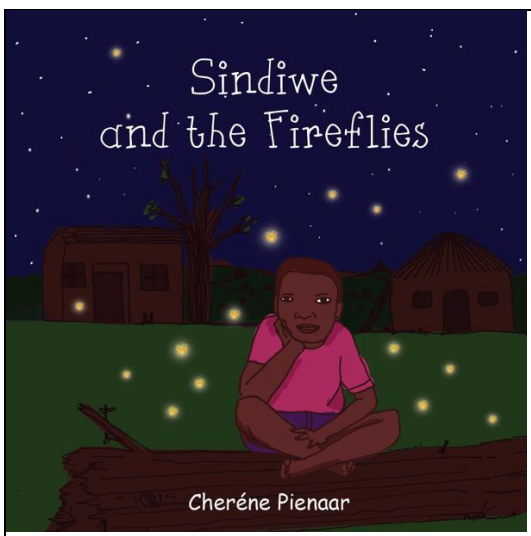
| Mophato | Dipotso |
|------------------------------|---|
| <p>Mephato R le 1</p> | <ul style="list-style-type: none"> • Rafiki le balelapa laabo ba ne ba itumelela go lebelela motshameko wa kgwele ya dinao mmogo mo mafelong a beke. O rata go tshameka motshameko ofe? • Setlhopha sa basimane sa Cool Cat se ne se rata go etsisa ditaele tsa dinaledi tsa kgwele ya dinao, fela Rafiki ena o ne a sa dire jalo. Ke eng se se dirang gore o bo o kgethegile le go bo o itlhaotse? <i>[For CRCs: go akaretsa leina la morutwana, puo, bong, dikgatlhego; dilo tse barutwana ba kgonang go di dira]</i> • Ke eng se se go dirang gore o bo o tshwana le ditsala tsa gago? O farologana jang le bona? |
| <p>Mephato 2 le 3</p> | <ul style="list-style-type: none"> • Ke eng se se go dirang gore o bo o tshwana le ditsala tsa gago? O farologana jang le bona?? • Mongwe le mongwe o ka nna mogaka. O ka rata go nna mogaka wa mofuta ofe? • Basimane ba setlhopha sa Cool Cat ba ne ba rata go etsisa ditaele tsa dinaledi tsa kgwele ya dinao le go kgala Rafiki ka ditebego tsa gagwe. Rafiki o ne a bua le mang go kopa thuso? Wena fa o kgalwa o ka dirang? |

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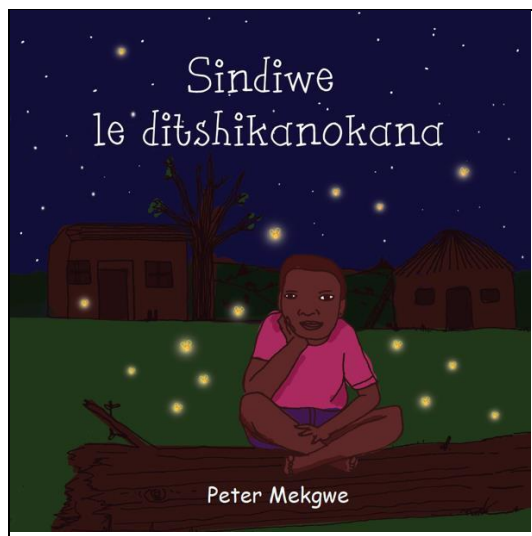


Supplementary Book 5

STORYBOOK: Sindiwe and the Fireflies / Sindiwe le ditshikanokana



Author: Cheréne Pienaar
Illustration: Jano Strydom



Translator: Peter Mekgwe
Language editor: Benjamin Phuti
Illustration: Jano Strydom

CAPS Aligned Topics

| | Study Area |
|--|---|
| Foundation Phase | Beginning Knowledge and Personal and Social Well-Being |
| Grade | |
| Grade R | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | Rights and responsibilities |
| <i>Key concepts: Rights and responsibilities, dreams</i> | |

Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

| Grade | Questions |
|-----------------------|---|
| Grades R and 1 | <ul style="list-style-type: none"> • Sindiwe loved reading books and stories. What stories and books do you like most? Tell us your favourite stories. • Sindiwe wanted to help families and make their lives better. What can we do to help people in our community? • What do you want to be when you grow up? Why? |
| Grades 2 and 3 | <ul style="list-style-type: none"> • Sindiwe wanted to help families and make their lives better. How do different people help you in your community? <i>[For CRCs: People who help us in our community - such as clinic nurse, after-care teacher, librarian; people who we can ask for help or for information]</i> • What can we do to help people in our community? • Sindiwe worked at the United Nations for 20 years but came back to South Africa in the end because she missed the country where she was born. What makes South Africa your home? |

Setswana Questions

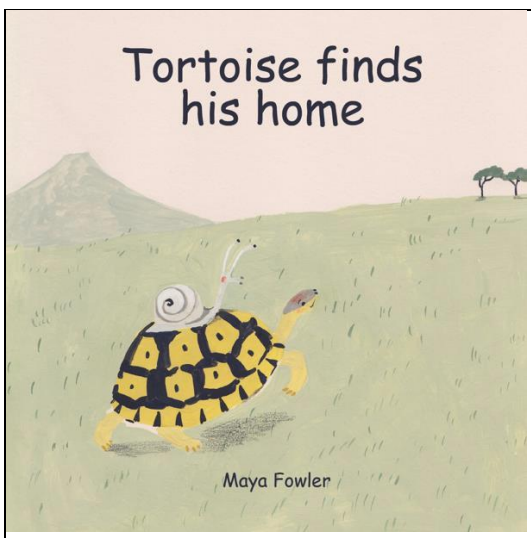
| Mophato | Questions |
|------------------------------|--|
| <p>Mephato R le 1</p> | <ul style="list-style-type: none"> • Sindiwe o ne a rata go buisa dibuka le dikanelo. Wena o rata dikanelo le dibuka dife go gaisa? Re bolelele gore dikanelo tse o di ratang thata ke dife. • Sindiwe o ne a batla go thusa malapa le go dira matshelo a bona botoka. Re ka dirang go thusa batho mo loagong lwa rona? • O batla go nnang fa o gola? Goreng? |
| <p>Mephato 2 le 3</p> | <ul style="list-style-type: none"> • Sindiwe o ne a batla go thusa malapa le go dira matshelo a bona botoka. Batho ba ba farologaeng ba lo thusa jang mo loagong? <i>[Go CRCs: Batho ba ba re thusang mo loagong – jaaka baoki ba kwa tleliniking, morutabana wa motlhokomedi, modiri wa laeborari; batho ba re ka ba kopang thuso kgotsa tshedimosetso.]</i> • Re ka dirang go thusa batho mo loagong lwa rona? • Sindiwe o diretse Ditšhabakopano dingwaga di le 20 mme a boela Aforikaborwa kwa bofelong gone a ne a tilhoafaleitse naga e a tsaletsweng mo go yona. Ke eng se se dirang Aforikaborwa legae la gago? |

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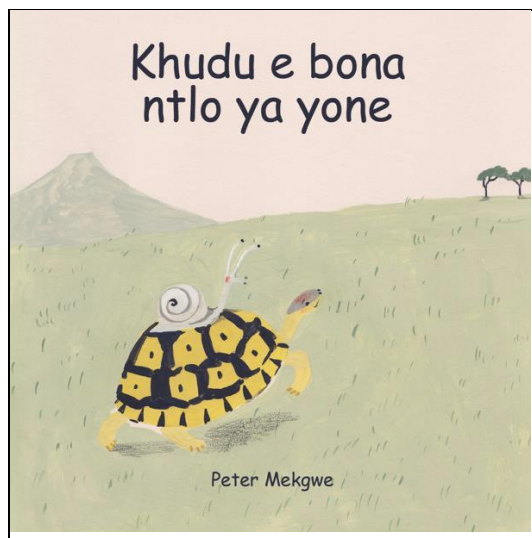


Supplementary Book 6

STORYBOOK: Tortoise finds his home / Khudu e bona ntlo ya yone



Author: Maya Fowler
Illustration: Katrin Coetzer



Translator: Peter Mekgwe
Language editor: Benjamin Phuti
Illustration: Katrin Coetzer

CAPS Aligned Topics

| | Study Area |
|---|---|
| Foundation Phase | Beginning Knowledge and Personal and Social Well-Being |
| Grade | |
| Grade R | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | Rights and responsibilities |
| <i>Key concepts: My community, home</i> | |

Please lead an open discussion about this story by using the following questions. As you can see, to make the session age-appropriate, the discussion questions are different according to the grade that your learners are in.

Questions

| Grade | Questions |
|------------------------------|---|
| <p>Grades R and 1</p> | <ul style="list-style-type: none"> • Where did Tortoise find his house in the end? How did it feel inside? <i>[For CRCs: His shell was his house, so he was carrying his house the whole time. His house/shell was warm and cosy inside.]</i> • Who lives in your home and who often visits you in your home? • When you are home alone, what can you do to keep safe? <i>[For CRCs: ask learners to think about dangers at home – for example, when cooking, when washing, when using lighting and electricity, when playing in outside areas, when using medicine]</i> |
| <p>Grades 2 and 3</p> | <ul style="list-style-type: none"> • Tortoise’s friends tried to help him to find his home. Do you think your friends care about you when you need help? Tell us a story about a good friend. • How can you be a good friend to someone who is sad or who needs help? • Do you share with people around you – at school or at home? How did it make you feel when you share (e.g. your books, food, toys)? • You are not safe with everyone. Who or what can help you to feel safe (e.g. when you get lost)? |

Setswana Questions

| Mophato | Dipotso |
|------------------------------|---|
| <p>Mephato R le 1</p> | <ul style="list-style-type: none"> • Khudu o ne a feleletsa a bone ntlo ya gagwe kae? Go ne go utlwala jang ka fa gare? <p><i>[Go CRCs: Logapa lwa gagwe e ne e le ntlo ya gagwe, ka jalo o ne a sikere ntlo ya gagwe nako e yotlhe. Ntlo/Logapa lwa gagwe le ne le le bothitho mme e bile le ngokela ka fa gare.]</i></p> <ul style="list-style-type: none"> • Ke mang a nnang kwa ga lona, ke mang yo o lo etelang gangwe le gape kwa ga lona? • Fa o le nosi kwa gae, ke eng seo ka se dirang go nna o babalesegile? <p><i>[Go CRCs: kopa barutwana go akanya ka ga dilo tse dikotsi kwa lapeng – sekao, fa ba apaya, fa ba tlhatswa, fa ba dirisa dipone le motlakase, fa ba tshamekela mo teng ga ntlo le kwa ntle, fa ba dirisa melemo.]</i></p> |
| <p>Mephato 2 le 3</p> | <ul style="list-style-type: none"> • Ditsala tsa ga Khudu di lekile go mo thusa go bona legae la gagwe. A o akanya gore ditsala tsa gago di a go kgathalela fa o tlhoka thuso? Re tseele kgang ka ga tsala e e siameng. • O ka nna jang tsala e e siameng go mongwe yo o hutsafetseng kgotsa yo o tlhokang thuso? • A o abelana le batho ba ba gaufi le wena – kwa sekolong kgotsa kwa gae? Go abelana go dira gore o ikutlwe jang (sk. dibuka tsa gago, dijo, ditshamekisi)? • Ga o a babalesega mo bathong botlhe. Ke mang kgotsa ke eng se se ka dirang gore o ikutlwe o balalesegile (sk. fa o latlhegile)? |

IMPROVE TEACHING + LEARNING



Glossary of Definitions for Enabling Schools Intervention

African Storybook: An online platform with open-access picture storybooks in numerous languages.

Baseline assessment: Test done at the beginning of the intervention to evaluate the learner's proficiency level and health status; used to identify learner development throughout the intervention.

Beginning Knowledge: A study area consisting of various topics including Social Sciences, Natural Sciences, and Technology.

Book Dash: A South African publishing house for free children's storybooks.

Brain-break activities: Activities that aim to calm and focus the learner to help them learn better.

Centralised learning dialogue: Specific days dedicated to providing information and guidance with the aim of assisting relevant stakeholders in successfully implementing the intervention.

Collaboration: Working with someone, or as a team, to reach an end goal.

Community Reading Champion (CRC): A community member (parent, sibling, community leader, grandparent, etc.) that has a passion for reading and wants to spread the joy of reading.

Communication skills: The ability to express and share feelings and ideas with others.

Community: A group of individuals that have a common purpose, goal, values and work together to achieve them for the benefit of collective well-being.

Constraints: Factors that inhibit student learning, health, and well-being outcomes.

Creative Arts: A study area that comprises of dance, drama, music, and the visual arts. It aims to guide learners to grow into creative and imaginative individuals who respect the arts.

Creative games and skills: Activities that prepare the learner's whole body by using games as a learning and teaching platform.

Cultural diversity: The existence of a variety of cultural groups within a society.

Curriculum and Assessment Policy Statement (CAPS): The South African National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy

document for Grades R to 12 which gives detailed guidance for teachers on what they should teach and how to assess.

Domains of leadership: The domains refer to key areas of leadership development as defined by Leithwood and Jantzi (2008).

Drop All and Read (DAR): 30-minute reading session implemented by the Department of Basic Education with the goal to better the reading skills of Foundation Phase learners.

Enablers: Factors that encourage student learning, health, and well-being outcomes.

Enabling Schools Committee: A collaborative team comprising of school leaders, Foundation Phase teachers, and school-community members (CRCs and fieldworkers) who will plan, organise, and carry out the intervention activities together.

Endline assessment: Test done at the end of the intervention to evaluate the learner's proficiency level and health status; used to identify learner development throughout the intervention.

Figurine: A small 3D model of a human or animal.

Improvise and interpret: The ability for learners to work by themselves or with their peers to create music, movement, and drama.

Intervention: The process of attempting to change an event or experience with the aim of improving the outcome.

Leadership practices: These practices refer to the roles or practices as identified by Leithwood and Jantzi (2008).

Life Skills: A school subject that focuses on the "holistic development of learners. It is concerned with the social, personal, intellectual and physical growth of learners, and with the way in which these are integrated" (Department of Basic Education, 2011, p. 8).

Mini library: A collection of all the books that were created by the learners throughout the reading cycles.

Performing Arts: A topic in the Creative Arts study area that teaches learners creative ways to explore communication, dramatisation, music, and arts.

Personal and Social Well-Being: A study area that teaches learners how to be functioning and well-informed adults in society.

Reading cycle: A three-phase process that focuses on deeply engaging one storybook at a time to create an enriching and fun storytelling experience.

Reading for enjoyment: Feeling that the experience of reading is achievable and therefore enjoying engaging in reading.

Resilience: An ability to recover from or adjust to change and difficult circumstances; thriving despite adversity.

Resource pack: All the storybooks and art-based materials needed to complete the Reading Cycles.

Role-play: Acting out or performing a scene or experience that is new or unfamiliar in a creative way without a predefined story.

Rural schools: Schools located in the quintile 1 to 3 range.

School leadership: The term school leadership recognises the principal as the accounting officer but working collaboratively with all the heads of department (School Management Team).

Self-efficacy: An individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment.

Sense of belonging: The psychological feeling of belonging or connectedness to a social, spatial, cultural, professional, or other type of group or a community (Hurtado & Carter, 1997).

Silhouette: An outline of a person, animal, or object.

Social justice: The view or idea that everyone has the right to equal access to resources and opportunities.

Visual Arts: A topic in the Creative Arts study area that focuses on developing motor skills and motor coordination through the use of various materials and art techniques.

Visual literacy: A skill that enables a learner to become aware of their environment through analysis and understanding.

Well-being: The state of being happy, healthy, and empowered.

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Appendices

Appendix A: Reading Cycle Training document for CRCs and Foundation Phase teachers

The Reading Cycle Training document for CRCs and Foundation Phase teachers was composed to provide a step-by-step guideline to follow by using the first Reading Cycle as an example.

Keep in mind that the focus of the Reading Cycles is for learners to enjoy reading, not teaching the learners to read. Reading is the foundation to learning, however, learners must love reading for them to love learning. By working through this training document, teachers and Community Reading Champions (CRCs) will understand their role during the implementation of the Reading Cycles.

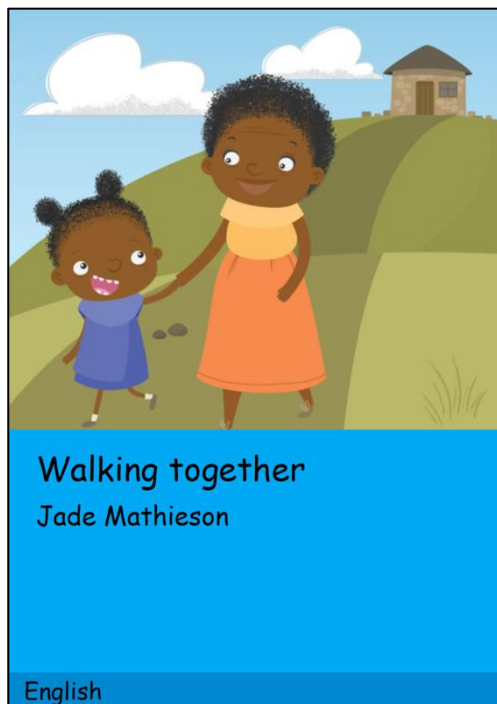
It is important to remember that this document **DOES NOT** replace the Enabling Schools Reading Cycles manual for Teachers and Community Reading Champions, it can only be used as a guideline for training purposes.

This guideline document (using Reading Cycle 1 as an example) will enable the trainee to know:

1. What documents to use during the implementation of the Reading Cycles:
 - a. Enabling Schools Reading Cycles manual for Teachers and Community Reading Champions.
 - b. When and where to refer to:
 - i. brain-break activities,
 - ii. how to lay out a storybook,
 - iii. qualitative Data Capturing (QDC) document: This document provides important information on what notes to take during the implementation of each Reading Cycle session, and;
 - iv. the Daily WhatsApp Reading Cycle Reporting.
2. That the Reading Cycle consists of 3 Phases:
 - a. Phase 1: Reading and discussion.
 - b. Phase 2: Arts-based activity.
 - c. Phase 3: Storybook-making.

Reading Cycle 1

STORYBOOK: Walking together / Go tsamaya mmogo



Author: Jade Mathieson
Illustration: Louwrisa Blaauw



Translator: Peter Mekgwe
Language editor: Benjamin Phuti
Illustration: Louwrisa Blaauw

1. As a teacher and CRC, look at the CAPS-aligned topics to gather a feeling on the focus of the story.

| Study Areas | | | |
|---|---|------------------------------|-----------------|
| Foundation Phase Grade | Beginning Knowledge and Personal and Social Well-Being | Creative Arts | |
| | | Performing arts | Visual arts |
| Grade R | Healthy living | Creative games and skills | Create in 2D |
| Grade 1 | Healthy habits | | |
| Grade 2 | Healthy habits | | |
| Grade 3 | Health protection | | |
| <i>Key concepts: Togetherness, sense of belonging, social connectedness</i> | | | |

Reading Cycle Phase 1: Reading and Discussion

| Activity | Time allocated for activity |
|--|-----------------------------|
| DAR session 1 (teacher-led): | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (teacher-led) | 28 minutes |
| DAR session 2: | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (CRC-led) | 28 minutes |
| <ul style="list-style-type: none">• Grades R to 1: CRC reads the book• Grades 2 to 3: Learners can take turns reading the book aloud with the CRC | |
| DAR session 3: | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (CRC-led) | 5 minutes |
| Class discussion using questions provided | 23 minutes |
| TOTAL: 1.5 hours | |

DAR Session 1 (teacher-led)

2. Certain Drop All and Read (DAR) sessions will be teacher-led. The teacher will demonstrate how to engage learners through reading, art-based activities, and writing.
3. The teacher will lead the first DAR session of Phase 1 to demonstrate how to engage with learners through reading.
4. Class warm-up using a brain-break activity (2 min)
 - a. Choose from one of the listed brain-break activities found in *Appendix B: Brain-break activities* on page 126.
 - b. A brain-break activity is used to help learners refocus and retain information.



- i. Start off by allowing the learners to sit comfortably in front of you. Preferably, this should happen on the reading mat/space in the class.
- ii. The Grade R and 1 teachers can use a large book with pictures to engage with the learners.
- iii. Allow the learners to guess what the story is about.
- iv. Read the cover page (with authors, illustrators, etc.).
- v. Read the storybook ***Walking Together*** (using the guidelines for reading aloud with children below) and ask the learners to follow in their books/ on the large book.

Guidelines for reading aloud with children

- With younger children, **read for just a short time** – about 15 minutes. Younger children may find it difficult to concentrate for long periods, so don't let it become a chore!
- Children may need time to settle down. Young children respond well to a **song or rhyme** or guessing what the story might be about from the picture and topic/idea on the cover.
- Don't skip the cover. **Read the topic/idea of the book and the names of the author and illustrator** each time you read a book. This helps children to realize that real people just like them write and illustrate stories.
- Reading aloud is always a performance! **Put lots of expression in your voice** to create the mood. If you're new to reading aloud, **practice reading the story aloud** a few times before you read it to a group of children.
- **Think about your audience.** Try to be aware of your listeners and don't read too fast!
- Allow time for them to look closely at the illustrations or to create a mental picture as you read.
- Draw your children into the story. For example, **ask them what they think** about something that a character did or said, discuss one of the pictures, or ask them to turn the pages for you. Ask older children to **recall** what happened in the story at the end of your last read-aloud session.
- **Show the pictures (and texts).** When you read a picture book, make sure that everyone gets a chance to see the pictures (and texts). Pause to show the pictures and allow comments or questions as you read.

- As you read the story, **ask open-ended questions** about it. “What do you think will happen next?” is a great question to help children develop their prediction skills, which is essential to be a successful and independent reader.
 - **Ask them to help you read the story.** Younger children often like to recite parts of a familiar story – especially if the words rhyme or a phrase is repeated.
5. Qualitative Data Capturing (QDC).
- a. Throughout the Reading Cycle, the CRCs will need to capture and send information to the Fieldworkers to report on how each DAR session has been undertaken, so that the research team can monitor the progress, provide timely support and make adjustment is needed. When notes need to be taken and sent, a WhatsApp icon will appear in the Reading Cycle Training document for CRCs and Foundation Phase teachers.



- Take notes (either by the CRC, Fieldworker or class teacher) during each DAR session. These notes can include answers learners gave to questions asked by the teacher or CRC, their interaction in the first phase and learners’ reactions taken during the reading session (for example emotions, body language).
- Note highlights, challenges and suggestions.
- After each DAR session, WhatsApp your observation notes to the Fieldworker. The format of these messages can be found in the next section.

What notes should you take?

Please refer to *Appendix E: Daily WhatsApp Reading Cycle Reporting* on page 139 for guidance on what notes to take.



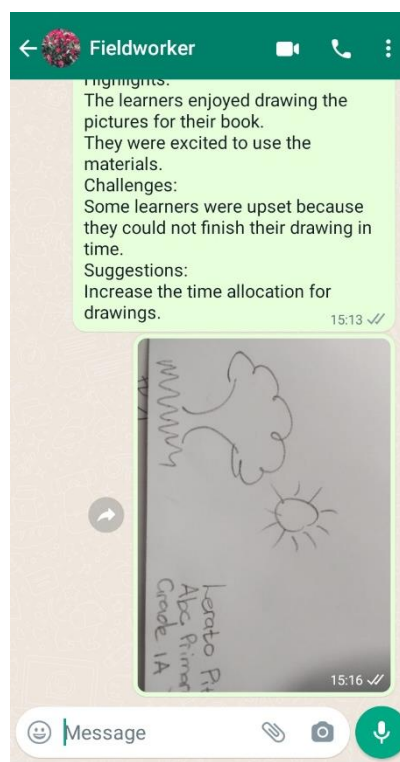
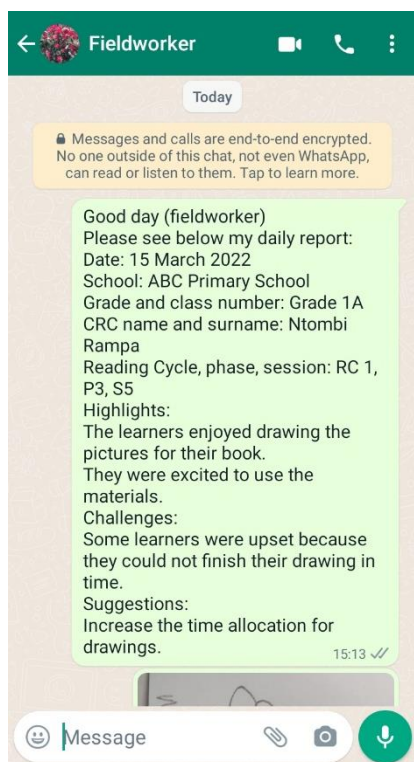
Please follow this structure for daily WhatsApp updates to your Research Assistant and Fieldworker on the CRC's progress of the Reading Cycle.

The CRCs each send daily WhatsApp updates to the Research Assistant and Fieldworker, using the outline below. The CRCs use the notes they take during each DAR session to write their daily WhatsApp reports. CRCs can refer to the guidelines in the Enabling Schools – Reading Cycle Toolkit, the Qualitative Data Capturing Document, and the Reading Cycle Training Manual.

| Content | Example |
|--|--|
| Date | Tuesday 15 March 2022 |
| School | ABC Primary School |
| Grade and class number | Grade 1 A |
| CRC name and surname | Ntombi Rampa |
| Reading Cycle, phase, session | RC1, P3, S5 |
| Highlights Notes you made of what worked well to help learners (1) enjoy reading and (2) understand how the story can help them in their daily life to be happy, healthy, and to learn. What worked? Why? | <ul style="list-style-type: none"> • Participation of learners • How did they connect the story with their own lives/ in the community? • Most interesting responses |
| Challenges Notes you made of what did not work well and caused learners to (1) not enjoy reading and (2) prevent the learners from understanding how the story can help them in their daily life to be happy, healthy, and to learn. What didn't work? Why? | <ul style="list-style-type: none"> • Learners struggled to understand or engage with the questions • Learners struggled to engage in the DAR session due to the time of day |
| Suggestions | <ul style="list-style-type: none"> • Suggestions to change questions that may assist learners to transfer the meaning of the story to their own lives • Tips for engaging learners |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Suggestions for activities (arts-based activities or activities during DAR sessions) |
| Photographs with descriptions and identifiers | |

Example of daily WhatsApp report



1. The CRC sends daily WhatsApp reports on the Reading Cycle to the Research Assistant and Fieldworker using the above-mentioned outline.
2. The Research Assistant and Fieldworker, check the WhatsApp report for relevance.
3. If more information is needed, the Research Assistant and Fieldworker revert back to CRCs to revise the daily WhatsApp report and add detail if required.
4. The CRCs send the revised daily WhatsApp update to the Research Assistant and Fieldworker for review.
5. Once the Research Assistant and Fieldworker approve a WhatsApp session update, they request the CRC to complete and submit an ODK form on their phone for the relevant session. This will allow the research team to efficiently collect these reports for future analysis on the quality implementation of Reading Cycles for the relevant session.

6. The CRC notify the Research Assistant and Fieldworker when they submit the session on ODK.
7. The CRCs use WhatsApp to send photographs relevant to a specific session, to the Research Assistant and Fieldworker.
8. The Research Assistant saves the photographs in a designated space.

DAR Session 2

1. Class warm-up using brain-break activity (2 min).
2. Re-read the book (Walking Together) (28 min).
 - i. Qualitative Data Capturing (QDC).



- Take notes (either by the CRC, Fieldworker or class teacher) during each DAR session. These notes can include answers learners gave to questions asked by the teacher or CRC, their interaction in the first phase and learners' reactions taken during the reading session (for example emotions, body language).
- Note highlights, challenges and suggestions.
- After each DAR session, WhatsApp your observation notes to the Fieldworker.

DAR Session 3

1. Class warm-up using brain-break activity (2 min).
2. Re-read the book (Walking Together) (5 min).
 - i. Qualitative Data Capturing (QDC).
3. Class discussion with questions and prompts (23 min).
 - ii. Qualitative Data Capturing (QDC).
 - iii. Remember to take notes of the answers of the learners and WhatsApp your notes/observations to your Fieldworker. Refer to the *Appendix E: Daily WhatsApp Reading Cycle Reporting* on page 139 of your Enabling Schools Reading Cycle Toolkit for guidance on what and how to send the notes taken during the DAR session.



- Take notes (either by the CRC, Fieldworker or class teacher) during each DAR session. These notes can include answers learners gave to questions asked by the teacher or CRC, their interaction in the first phase and learners' reactions taken during the reading session (for example emotions, body language).
- Note highlights, challenges and suggestions.
- After each DAR session, WhatsApp your observation notes to the Fieldworker.

Each Reading Cycle book is paired with age-appropriate questions to assist the learners in understanding the value the book is aiming to teach. These questions should take place in a discussion/conversation format with the learners.

| Grade | Questions |
|-----------------------|--|
| Grades R and 1 | <p>a. Who walked together with the girl in the story? Did she care about her? How do you know?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Did she make the girl feel safe? What did she do to make her feel safe? • The girl wasn't feeling well. How did the doctor help her? <p>b. When you are not feeling well, who do you want to be with? Tell me why.</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Are you scared of seeing a doctor? Tell me how the doctor can help you to get better. • Do you talk to your family/carers about how you feel when you are hurt or feeling scared? Who do you like to speak to and what do they usually do? |
| Grades 2 and 3 | <p>a. Who walked together with the girl in the story? Did she make her feel safe? How do you know?</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Do you think the lady Walking Together with the girl cared about her? How do you know? • The girl wasn't feeling well. How did the doctor help her? What can we do to get well from illness? <p>b. When you are not feeling well, who do you want to be with? Tell me why.</p> <p><i>Supplementary questions:</i></p> <ul style="list-style-type: none"> • Do you talk to your family/carers about how you feel when you are hurt or feeling scared? How did they look after you and how did that make you feel? |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Are you scared of seeing a doctor? Tell me how the doctor can help you to get better. • Why are we not allowed to take medicine from people that we don't know or don't trust (e.g. a stranger from the street)? What should we say to them? (For CRC: say "no" and tell someone who you trust) |
|--|--|

Setswana questions

| Mophato | Dipotso |
|-----------------------|---|
| Mephato R le 1 | <p>a. Ke mang yo o neng a tsamaya mmogo le mosetsana mo kanelong? A o ne a mo kgathalela? O itse jang?</p> <p><i>Dipotso tsa tlaleletso:</i></p> <ul style="list-style-type: none"> • A o ne a netefatsa gore mosetsana o babalesegile? O dirileng go netefatsa gore o babalesegile? • Mosetsana o ne a sa ikutlwe sentle. Ngaka e mo thusitse jang? <p>b. Fa o sa ikutlwe sentle, o batla go nna le mang? Goreng o rialo?</p> <p><i>Dipotso tsa tlaleletso:</i></p> <ul style="list-style-type: none"> • A o tshaba go bona ngaka? Nkitsise gore ngaka e ka go thusa jang gore o nne botoka. • A o bua le balelapa/batlhokomedi ba gago fa o utlwile botlhoko kgotsa o utlwa e kete o tshogile? Fa go ntse jalo o rata go bua le bomang mme gona ba dirang go le gale? |
| Mephato 2 le 3 | <p>a. Ke mang yo o neng a tsamaya mmogo le mosetsana mo kanelong? A o ne a netefatsa gore mosetsana o babalesegile? O itse jang?</p> <p><i>Dipotso tsa tlaleletso:</i></p> <ul style="list-style-type: none"> • A o akanya gore mme yo o tsamayang mmogo le mosetsana o a mo kgathalela? O itse jang? • Mosetsana o ne a sa ikutlwe sentle. Ngaka e mo thusitse jang? Re ka dirang go fola fa re lwala? <p>b. Fa o sa ikutlwe sentle, o batla go nna le mang? Goreng o rialo?</p> <p><i>Dipotso tsa tlaleletso:</i></p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> • A o bua le balelapa/batlhokomedi ba gago fa o utlwile botlhoko kgotsa o utlwa e kete o tshogile? Ba ne ba go tlhokomela jang mme seo se ne sa dira gore o ikutlwe jang? • A o tshaba go bona ngaka? Nkitsise gore ngaka e ka go thusa jang gore o nne botoka. • Goreng o sa letlelelwa go tsaya melemo go tswa mo bathing ba re sa ba itseng kgotsa ba re sa ba tshepeng (sk. Motho mongwe le mongwe mo mmileng)? Re tshwanetse goreng go bona? (Go CRC: e re “nnyaa” mme o bolelele mongwe yo o mo tshepeng) |
|--|---|

Reading Cycle Phase 2: Arts-based activity

| Activity | Time allocated for activity |
|--|------------------------------------|
| DAR session 1 (teacher-led) | |
| Class warm-up using brain-break activities | 2 minutes |
| Reading the storybook (teacher-led) | 5 minutes |
| Arts-based activity | 23 minutes |
| TOTAL: 0.5 hour | |

DAR Session 1 (teacher-led)

1. The teacher will lead the first DAR session of Phase 2 to demonstrate how to engage with learners through an arts-based activity.
2. Class warm-up using a brain-break activity (2 min).
 - b. Choose from one of the listed brain-break activities found in *Appendix B: Brain-break activities* on page 126.
 - c. Re-read the story (Walking Together) (5min).
 - d. Arts-based activity (23min):
 - i. Draw yourself and a loved one you want to walk with.
 - ii. Explain each picture:
 1. What have you drawn?
 2. Who are you walking with?
 3. Where are you walking to/from?
 - e. Qualitative Data Capturing (QDC).

Stationary to use for this activity:

- Pencils
- Coloured pencils
- A4 paper



Take photographs of all the different stages of each art-based activity DAR session by closely following the prescribed guidelines in the Reading Cycle Manual for each art-based activity clearly. Remember to take a photograph of all learners' final art-products and send the following to your Research Assistant via WhatsApp:

- The photographs of the drawings (with the name and surname of the learner clearly visible).
- The explanation of drawings by each learner (with the name and surname of each learner).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

Reading Cycle Phase 3: Storybook-making

| Activity | Time allocated for activity |
|--|------------------------------------|
| DAR session 1 (teacher-led): | |
| Brainstorm, consultation, and consensus | |
| Class warm-up using brain-break activities | 2 minutes |
| Ideas generation for class storybook | 28 minutes |
| DAR session 2: Write and co-write | |
| Class warm-up using brain-break activities | 2 minutes |
| Class writing activities to create a storybook: learners work in groups and develop the storybook following the five-step storybook making process | 28 minutes |
| DAR session 3: Write and co-write | |
| Class warm-up using brain-break activities | 2 minutes |
| Class writing activities to create a storybook: learners continue to work in groups to develop the storybook | 28 minutes |
| DAR session 4: Write and co-write | |
| Class warm-up using brain-break activities | 2 minutes |
| Class writing activities to create a storybook: learners continue to work in groups to complete the story | 28 minutes |

DAR session 5: Illustrate

| | |
|--|------------|
| CRC reads class-made storybook | 5 minutes |
| Class drawing activities: in groups learners work together to draw one picture for each page of the storybook and explain their pictures to CRC. | 25 minutes |
| CRC assembles the class-made storybook. | |

DAR session 6 (teacher-present):

Present and celebrate

| | |
|---|------------|
| Class warm-up using brain-break activities | 2 minutes |
| Learners and teachers present and read aloud their class-made storybook; CRC and teacher celebrate their achievements | 28 minutes |

TOTAL: 2 hours

DAR Session 1 (teacher-led)

1. The teacher will lead the first DAR and the last session of Phase 3 to demonstrate how to engage with learners through writing.
2. Class warm-up using a brain-break activity (2 min).
 - a. Choose from one of the listed brain-break activities found on page 126.
 - b. Idea generation for topic/ideas (idea, subject, topic of the story) – think about what the story (Walking Together) was about – refer to the questions discussed with the learners (28 min).
 - i. Qualitative Data Capturing (QDC).
3. Begin this process by telling the learners, “We are now going to write a story together”.
4. Explain to them that everyone needs to think of possible ideas for the story and that everyone should agree on every part of the story.
5. Remind the learners that there are no right or wrong ideas for the story and that each story idea is important.
6. Ask the learners for possible topics/ideas for the story. Explain to the learners that the topic/idea of the story is the main idea which shows on the outside cover of a storybook.
7. Write all the topics/idea suggestions on the board (CRCs must please remember to make notes of this process) and allow each learner that suggested a topic/idea to provide a short explanation of their thought process.





8. Now pick one of the storybook topics/ideas with the learners. Remind the learners that everyone in the class must feel that the agreed-upon topic/idea of the story represents them as a class (CRCs must please take photographs of all the written topics/ideas and explanations before erasing them from the board and send them to their Fieldworker).
9. On the board, only keep the chosen storybook topic/idea and accompanying ideas you decided on with the class. Erase all the other topics/ideas from the board.



Send the following to your Fieldworker via WhatsApp:

- The photographs of the topics/ideas (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and classnumber clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

DAR Session 2, 3 & 4 (3 days)

1. Class warm-up using a brain-break activity (2 min).
 - a. Choose from one of the listed brain-break activities found on page 126.
 - b. Develop the story (remember, the books must not exceed the maximum of 10 pages and short simple sentences must be used). (28 min) (3days).
 - ii. Provide learners with an overview on the board of what they need to think of when planning their story (see table below).
 - c. Qualitative Data Capturing (QDC).

The teacher or CRC can use the table below to assist the learners with the story creating process. Refer to *Appendix C: How to lay out a storybook* on page 134 for further information.

| | |
|--|---|
| Heading of the story (Example: Mandisa’s sunflowers) | |
| Characters Mandisa – grows biggest sunflowers Neighbors | Setting Village Bloemfontein |
| Problem Mandisa’s sunflowers started feeling sad and grew smaller | Solution Mandisa asked her neighbors for help and they each brought one handful of soil |
| Happy ending Mandisa’s sunflowers felt the love from their neighbors and started growing again | |



Steps for creating a story

Step 1: Come Up with Your Main Character(s) and begin their story

In collaboration with the learners, choose a main character (for instance, characters can be individuals, a group of people or even animals).

Ask the following questions to your class to help flesh out who the story is about:

- Who is the main character?
- What is his/her/their name?
- What do/does he/she/they look like?
- What do/does he/she/they like/enjoy to do?

(Example: This is a story about a girl named Mandisa. She has curly hair and big, shiny eyes. She likes sunflowers and magic tricks.).

Also, choose the beginning of the story. Discuss and decide on the potential beginning of the story with the learners. The idea of the story will follow the activities that are done in Phase 1 “Creating Foundations” and Phase 2 “Engaging and Understanding” for each main story.

To decide the beginning of the story, use the question:

- What is special about the character?

(Example: Mandisa has a special ability to grow the biggest sunflowers in the village).

Step 2: Think of the setting for your story (where it will take place)

In collaboration with the learners, choose the setting for the story. Discuss and decide where the story will take place.

(Example: Mandisa's village is situated in Bloemfontein).

Step 3: Think of a Problem That Your Main Character is Facing

In collaboration with the learners, choose the middle of the story. Discuss and decide the potential middle of the story with the learners. The middle of the story will highlight the challenge or problem that the character faces. During this process, make sure to align your story with a CAPS Life Skills topic, regardless of the term.

To decide the middle of the story, use the questions:

- What challenges did the main character face?
- What problem did the main character have to solve?

(Example: One day, Mandisa's favourite sunflowers started to feel sad and grow smaller. She asked herself, "What can I do to make my flowers happy again?").

Step 4: Choose a Solution to the Problem in Your Story

In collaboration with the learners, choose the solution to the problem in the story. The end of the story will highlight how to overcome the challenge or problem that was decided in Step 3 of the story. A solution can involve the character using something they have available to them in the community to meet their needs (e.g. the character asks for help from others in their community).

To decide the resolution of the story, use the following questions to guide your thinking:

- What can the main character or somebody else (e.g. a friend, a family member, etc.) do to resolve this problem?
- What resources within their environment can he/she use? (Resources can be things like friendship, church, personal strengths, etc.)

(Example: Mandisa asked for help from her neighbours. She said, "Hello, my neighbour. My sunflowers are sad. Will you help me to make them happy again?").

Step 5: Choose a Happy Ending for Your Story

In collaboration with the learners, think of a "happy ending" to finish the story. A "happy ending" can be anything that:

- Illustrates how learners can use their own gifts and feel capable of solving many problems.
- Encourages learners to think of their rural contexts and home environments as beneficial.

(Example: The neighbours each brought one handful of soil to give to Mandisa’s garden. They said, “This is love from our gardens to yours”. The sunflowers felt happy and started growing again.).



Send the following to your Fieldworker via WhatsApp:

- The photographs of what was written on the board (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- The notes you took of the process (with the name of your school and class number clearly visible e.g. XX Primary School Grade 1A).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.

The CRC now uses the information to write the story created by the learners using short and simple sentences. The story is written in Setswana and must resemble the words, phrases, and ideas generated by the learners. Use the back of the page to write the English version of the story. You can use a black pen to write the story.

DAR Session 5

1. Read the class-made storybook written by the CRC using the words and phrases of the learners.
2. The learners will now create pictures for their storybook. Each page of the book should have a picture chosen by the class to illustrate the specific page.
 - a. Divide the classroom into groups to match the number of pages of the storybook. Each group will illustrate a page of the book. For example, if the book has 7 pages, the class will be divided into 8 groups. Group 1 will draw pictures to illustrate the cover page, group 2 will draw pictures to illustrate page 1 of the storybook, group 3 will illustrate page 2 of the storybook, etc.
 - b. Give each learner an A4 sheet of paper and ask them to draw pictures that

will illustrate the specific part of the story their group is focussing on. Explain that the class will make six storybooks throughout the six reading cycles and that every learner will have an opportunity for their drawing to be included in one of the six storybooks.

- c. Once the learners have completed their drawings, ask them to explain what they have drawn.
- d. Take a photograph of each learner's drawing. Write the name and surname of each learner on the drawing so that it is clearly visible.
- e. Help the class to decide which drawings best illustrate the story and choose one picture per group for every page together.
- f. Remind the learners that all their drawings are remarkable and that, together, they can select one drawing per page. State again that every learner will have an opportunity for their drawing to be included in one of the six storybooks that you create together. Hand out an A4 paper to each learner to illustrate a page in the storybook.

3. Qualitative Data Capturing (QDC).



CO-CREATED BOOK:

- CRCs submit the completed co-created book to their Fieldworker upon completion.
- The Fieldworker monitors the book in terms of prescribed guidelines and assists the CRC, if necessary, to revise the book.
- The Fieldworker photographs each page of the co-created book and send the photographs, with required details, to the Research Assistant.

The Fieldworker submits the completed, hard copies of co-created books to their Research Assistant at the next Centralised Learning Dialogue session.

Take photographs of:

- all titles/ideas for the storybook along with the final chosen title/idea,
- all drawings created by the learners;
- the completed book, page by page (both the Setswana and the English version).



DAR Session 6 (teacher-presence)

1. Class warm-up using a brain-break activity (2 min).
 - a. Choose from one of the listed brain-break activities found on page 126.
 - b. Read the class-made storybook and allow the learners to engage in reading it along with the teacher (28min).
 - i. Teachers and CRCs celebrate the achievement in a class celebration.
 - ii. Qualitative Data Capturing (QDC).



Send the following to your Fieldworker via WhatsApp:

- The photographs that were taken during the reading activity by the CRC.
- Notes of the learners' reactions.
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.



After all six sessions, send the following to your Fieldworker via WhatsApp:

- A photograph of each page of the book, the Setswana version and the English version (make sure that the class name is clearly visible on the first page).
- Please **DO NOT** WhatsApp these details and images to anyone else. Please **ONLY** share the photographs and explanations with your Fieldworker.
- The Fieldworker will bring the completed co-created storybooks to the next Centralised Learning Dialogue Session and hand them to the Research Assistant.

Appendix B: Brain-break activities

At the beginning of each DAR session, it is important to help the learners focus. These brain-break activities will help the learners to refocus and retain information. Below are some activities you can do with learners. Each of these activities should not take longer than one to two minutes.

1. Breathe like a lion

- Tell the learners to sit up straight.
- Tell the learners to breathe in through their noses.
- Ask the learners to stick their tongues out.
- Then tell the learners to breathe out through their mouths like a lion.
- Repeat two to three times.



2. Five Finger breathing

- Tell the learners to sit or stand comfortably with their backs straight.
- Ask the learners to open the palm of one of their hands wide.
- Now with the index finger of the opposite hand, slowly trace along the fingers of the open hand while breathing.
- Starting with your thumb, trace up one side of your thumb and breathe in through your nose. Then trace down the other side of your thumb and breathe out through your mouth.
- Repeat this process for the remaining fingers.



3. This is the Way We Move

Recite the following rhyme with the learners. Include movements. (e.g., touch your nose when the rhyme indicates to do so):

This is the way we touch our nose,

touch our nose,

touch our nose.

This is the way we touch our nose when we're at school.

To change the rhyme, you can use the following variations in place of "touch our nose":

- Jump up and down
- Spin around
- Hop in the air
- Stretch up high
- Bend to the floor
- Balance on one foot
- Spin in a circle



4. Marching

- Tell the learners to stand upright in one place
- Then ask the learners to slowly march in place and bring their knees up as high as possible.
- Ask them to alternate between 10 fast marches and 10 slow marches.
- Have the learners focus on controlling their leg movements to step without making any noise.



5. Tiptoe stretch

- Tell the learners to stand on their tiptoes and stretch their hands as high as possible.
- Hold this position for 10 seconds.
- Bring your feet back down to the ground and repeat the process.



6. Arm circles

- Ask the learners to stretch their arms to the side so that they are in line with the ground.
- Using their arms, have the learners slowly make 10 big circles forward and then 10 big circles backwards.
- Now ask the learners to quickly make 10 small circles forward and then 10 small circles backwards.
- Once this is done, ask the learners to slowly bring their arms back down to their sides.



7. Wiggle

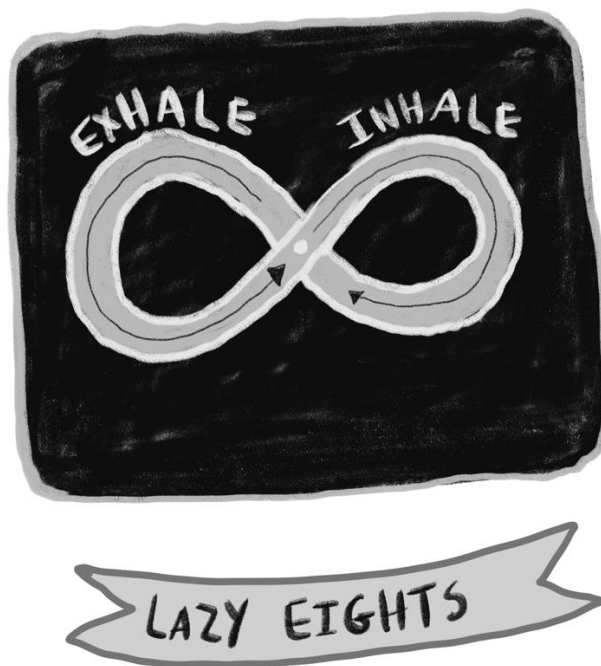
- Tell the learners to sit up straight.
- Ask the learners to wiggle their fingers for five seconds,
- Then ask the learners to wiggle their toes for five seconds
- Thereafter ask the learners to close their eyes and touch their ears for five seconds.



8. Lazy Eights

The CRC draws a large lazy eight figure on the board (see below picture).

- Ask the learners to trace the lazy eight figure in the air by using the index fingers of their dominant hand and then swap over to their non-dominant hand.
- If you want to add a step, tell the learners to take a deep breath in through their nose while drawing the left side, and a deep breath out through their mouth while drawing the right side.

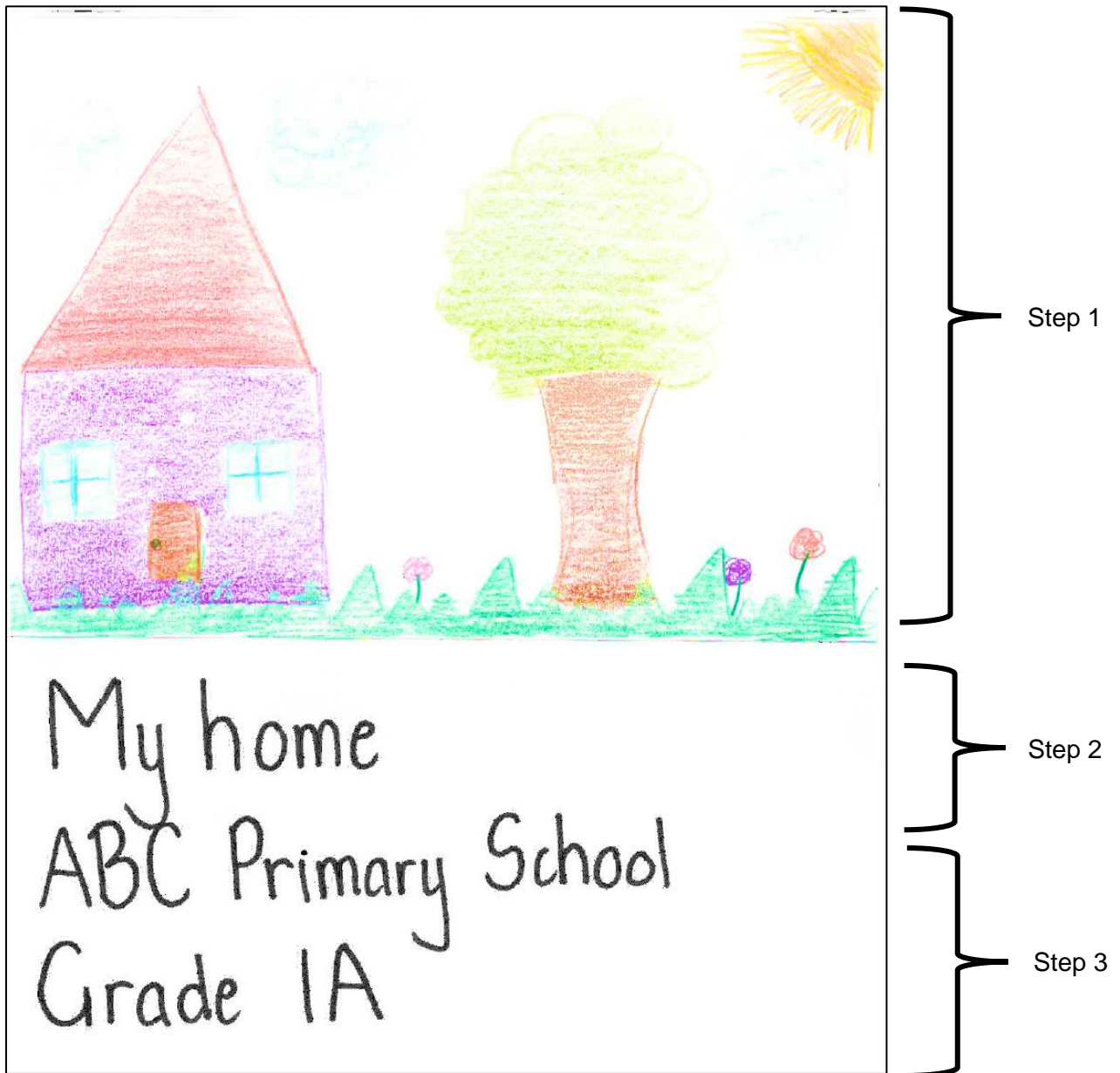


Appendix C: How to lay out a storybook

Cover page

The steps below explain how to make the cover page:

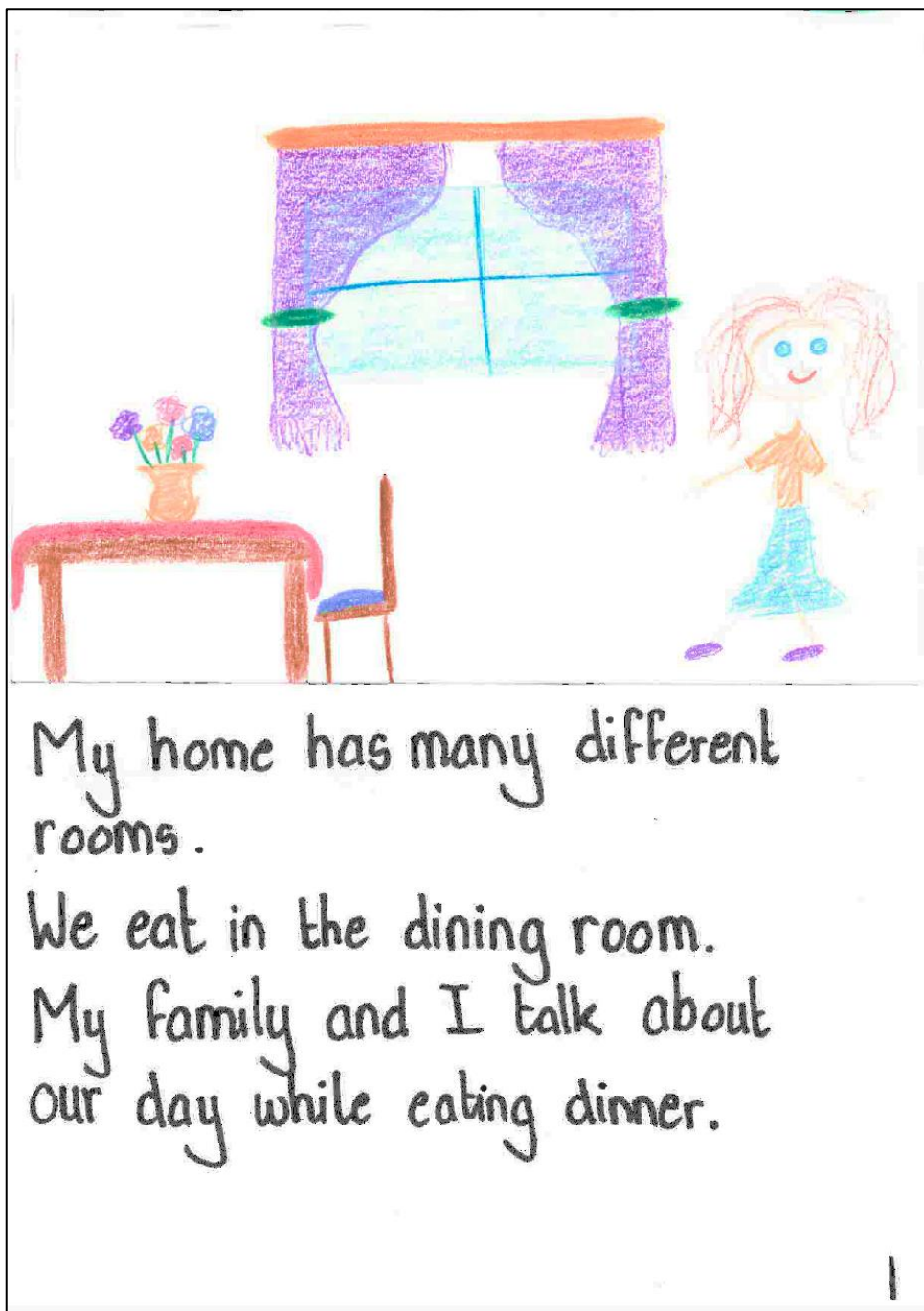
1. Cut and paste the drawing that the learners chose for the cover page at the top of the page.
2. Write the topic/idea of the book below the drawing, clearly visible.
3. Below the topic/idea, write the class name (e.g XX Primary School Grade 1A).



Content of the story

The steps below explain how to lay out the content of the storybook:

1. Cut and paste the drawing that the learners chose for the first page of the storybook at the top of the page.
2. Write the content of the story that matches the drawing below the illustration.
3. Number the pages in the bottom right-hand corner.
4. After you have completed the first page, please rewrite the Setswana passage on the back of the page in English.
5. Repeat steps 1 to 4 for the remaining pages.



My home has many different rooms.

We eat in the dining room.
My family and I talk about our day while eating dinner.

1

Step 1

Step 2

Step 3

Appendix D: Qualitative Data Collection Document

1. Collecting and Capturing Qualitative Data

Qualitative data indicates data in words or images. In this project, we collect qualitative data of how we implement the Reading Cycle. The end goal of data capturing is to use the data collected to tell a story of how/why/when the reading cycle takes place in a classroom. Both Fieldworkers and CRCs will use WhatsApp texts and photographs to capture qualitative data. To capture and share qualitative data, Fieldworkers and CRCs will use mobile phones with a monthly data package.

CRC and Fieldworkers (during school visits) must capture “real-time” data in the classroom / during the DAR period using a mobile phone you have been given.

Fieldworkers and CRCs will capture the following qualitative data:

- textual data of observations (in the form of WhatsApp texts) during the implementation of the Reading Cycle;
- visual data (in the form of WhatsApp photographs) of the process of implementing the Reading Cycle); and
- visual data (in the form of WhatsApp photographs) of the co-generated storybook product.

The aim of data capturing is to capture ethical and accurate (high-quality) data in a systematic way (shows who captured the data, when, and of what).

Please DO NOT WhatsApp these details and images to anyone else. Please ONLY share the photographs and explanations with your Fieldworker and Research Assistant.

The data Fieldworkers and CRCs capture has to be in a format that the research team can access for analysis. The Fieldworker, as well as Research Assistants will monitor the quality and systematic capturing of the data CRCs capture.

2. Useful tips for quality, systematic capturing and ethical conduct

Useful tips when taking quality photographs:

- Take images from different angles;
- Shoot from above, eye-level, below, close up, far back;

- Be mindful of learner privacy and confidentiality (NEVER take pictures of learner faces). Take photos that show the back of the learners, only their hands, or part of their body; and
- Context. Show details that might otherwise go unnoticed or just tells the story slightly differently.

To ensure systematic data capturing, when you WhatsApp a photograph or text you always need to include the following details in your WhatsApp:

- your name;
- the date;
- the school name;
- the classroom number;
- the specific Phase and Session title;
- where relevant provide the learners' details (name, surname) (the RA and Fieldworker will anonymise)

To ensure ethical conduct:

- Do not WhatsApp any details, explanations and images to anyone else other than your RA/Fieldworker
- Do not take photographs of the learners' faces – only silhouettes or from the back of the class
- Do not leave project phones and data collected in the care of someone else

3. How and when to capture and share qualitative data

| Phase 1: Reading and Discussion | Phase 2: Arts-Based Activities | Phase 3: Storybook-Making |
|---|---|--|
| Textual Data | | |
| <ul style="list-style-type: none"> • Take notes (see <i>Appendix E: Daily WhatsApp Reading Cycle Reporting</i> (page 139) for the structure on how to send the notes), either by the CRC, Fieldworker or class teacher, during each DAR session – for example of answers learners give and their interaction in the first phase; learners’ reactions taken during the reading session. • You can also share any obstacles that occurred or any high points of a session. | | |
| Sharing the Captured Data | | |
| <p>After each DAR session: WhatsApp observation notes and photographs to the Fieldworker & Research Assistant.</p> <p>CO-CREATED BOOK:</p> <ul style="list-style-type: none"> • CRCs submit the completed co-created book to their Fieldworker as upon completion. • The Fieldworker monitors the book in terms of prescribed guidelines and assists the CRC, if necessary, to revise the book. • The Fieldworker photographs each page of the co-created book and send the photographs, with required details, to the RA. • The Fieldworker submits the completed, hard copies of co-created books to their RA at the Centralised Learning Dialogue session. | | |
| Visual Data | | |
| <p>The Fieldworker or Teacher can take photographs of the context in which you read the storybook: the CRC showing pictures and text as the CRC reading a picture book to the learners (NB! Do not take photographs of the learners’ faces – only silhouettes or from the back of the class).</p> | <ul style="list-style-type: none"> • Take photographs of all the different stages of each art-based activity DAR session by closely following the prescribed guidelines in the Reading Cycle Manual for each art-based activity clearly. • Remember to take a photograph of all learners’ final art-products. | <p>Take photographs of:</p> <ul style="list-style-type: none"> • all drawings; • the completed book, page by page (both the Setswana and the English version). • Celebration and achievement. The Fieldworker or Teacher take photographs of the CRC showing the learners the completed book they have written together |

Appendix E: Daily WhatsApp Reading Cycle Reporting



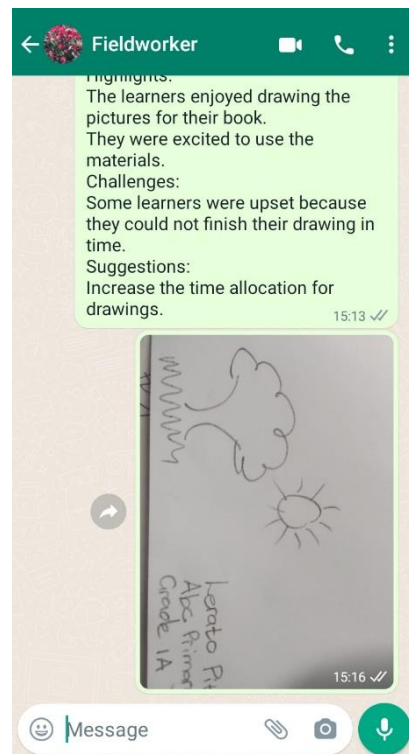
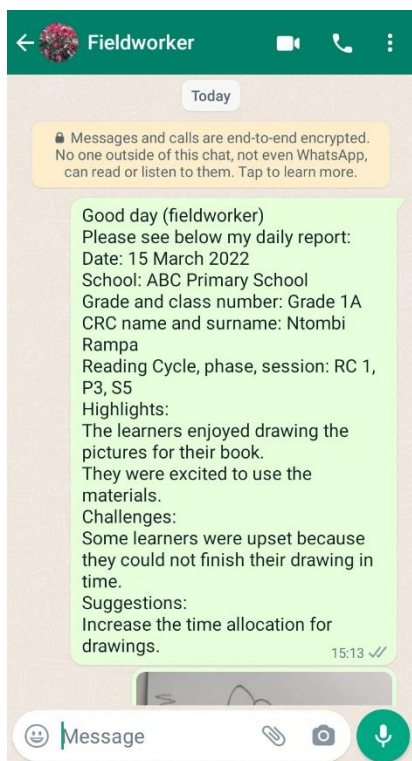
Please follow this structure for daily WhatsApp updates to your Research Assistant and Fieldworker on the CRC's progress of the Reading Cycle.

The CRCs each send daily WhatsApp updates to the Research Assistant and Fieldworker, using the outline below. The CRCs use the notes they take during each DAR session to write their daily WhatsApp reports. CRCs can refer to the guidelines in the Enabling Schools – Reading Cycle Toolkit, the Qualitative Data Capturing Document, and the Reading Cycle Training Manual.

| Content | Example |
|--|---|
| Date | Tuesday 15 March 2022 |
| School | ABC Primary School |
| Grade and class number | Grade 1 A |
| CRC name and surname | Ntombi Rampa |
| Reading Cycle, phase, session | RC1, P3, S5 |
| <p>Highlights</p> <p>Notes you made of what worked well to help learners (1) enjoy reading and (2) understand how the story can help them in their daily life to be happy, healthy, and to learn.</p> <p>What worked? Why?</p> | <ul style="list-style-type: none"> • Participation of learners • How did they connect the story with their own lives/ in the community? • Most interesting responses |
| <p>Challenges</p> <p>Notes you made of what did not work well and caused learners to (1) not enjoy reading and (2) prevent the learners from understanding how the story can help them in their daily life to be happy, healthy, and to learn.</p> <p>What didn't work? Why?</p> | <ul style="list-style-type: none"> • Learners struggled to understand or engage with the questions • Learners struggled to engage in the DAR session due to the time of day |

| | |
|---|--|
| <p>Suggestions</p> | <ul style="list-style-type: none"> • Suggestions to change questions that may assist learners to transfer the meaning of the story to their own lives • Tips for engaging learners • Suggestions for activities (arts-based activities or activities during DAR sessions) |
| <p>Photographs with descriptions and identifiers</p> | |

Example of daily WhatsApp report



9. The CRC sends daily WhatsApp reports on the Reading Cycle to the Research Assistant and Fieldworker using the above-mentioned outline.
10. The Research Assistant and Fieldworker, check the WhatsApp report for relevance.
11. If more information is needed, the Research Assistant and Fieldworker revert back to CRCs to revise the daily WhatsApp report and add detail if required.

12. The CRCs send the revised daily WhatsApp update to the Research Assistant and Fieldworker for review.
13. Once the Research Assistant and Fieldworker approve a WhatsApp session update, they request the CRC to complete an ODK submission for the relevant session.
14. The CRC notify the Research Assistant and Fieldworker when they submit the session on ODK.
15. The CRCs use WhatsApp to send photographs relevant to a specific session, to the Research Assistant and Fieldworker.
16. The Research Assistant saves the photographs in a designated space.

