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CLASSROOM LIBRARY PROJECT:
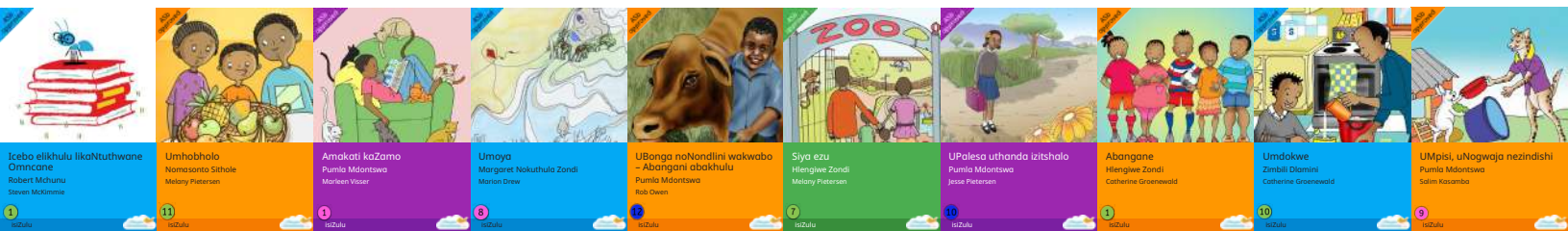# STARTER KIT MANUAL

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education for development

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Based on a joint Research initiative of the Wits School of Education and the Department of Basic Education.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

WSoE
Wits School of Education

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– Abangani abakhulu
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Welcome to your Classroom Library Starter Kit Manual!

In this manual, you find information on the following:

1. What is the Classroom Library Project?

According to the PIRLS 2016 report, 78% of our South African learners in Grade 4 cannot read for meaning in any language. If learners do not **learn to read** in Grade 1-3, they will not be able to **read to learn** from Grade 4 onwards.

As a Foundation Phase teacher, you invest your time in teaching reading skills as stipulated by the curriculum to your learners. But in order to ensure that your learners become **proficient** readers, learners need to practise the skill of reading. This is what we call developing the **habit of reading.**
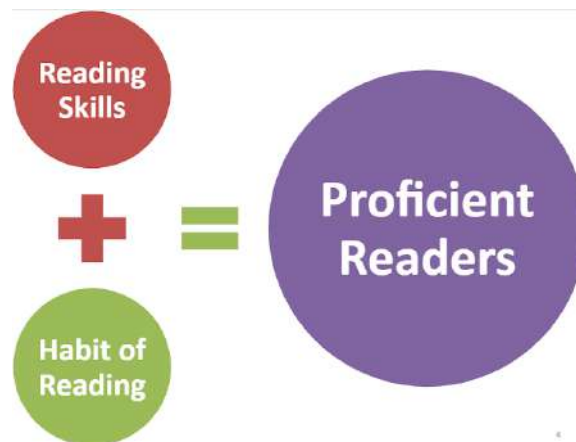
The Habit of Reading is developed when learners:
  ★ read in a language they are most comfortable in
  ★ choose books THEY want to read
  ★ read books at their reading level
  ★ read at least one book a week

The purpose of the Classroom Library is to provide learners with the opportunity to develop the Habit of Reading by providing books of varying difficulty and topics to read in their spare time apart from books recommended in the syllabus. These books are available to the learners to loan and they are encouraged to independently seek out the

books to use either after class, during Drop All And Read (DAAR) times in class, and at home. The books need to be placed in the classroom and visible to learners to increase their attraction.
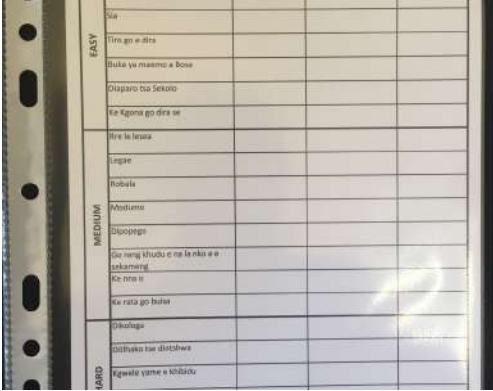
2. The Principles of the Classroom Library

Because of the Classroom Library Project's aim to encourage voluntary, independent reading that is not tied to classroom activities, the Classroom Library Projects is rooted in seven principles:

1. The Classroom Library should be made available to every learner in the class.
2. The Classroom Library is voluntary for the learners.
3. Learners are encouraged to read books at their reading level.
4. The books in the Classroom Library are a starter kit; teachers are encouraged to grow the library.
5. Teachers are encouraged to read and familiarise themselves with all the books in the Classroom Library collection.
6. Learners must be trained to look after books.
7. Learners must be allowed to take books home.

3. What is in my Classroom Library Starter Kit?

Item	Description	Quantity
	5 copies of 40 titles (20 titles for Grade 1) in an easy to manage 35x25x16cm box. This means 200 books for Grades 2 and 3 and 100 books for Grade 1.	1 for every classroom
	A1 Laminated Book Management Chart (BMC) to track which books are out and which books learners have read.	1 for every 50 learners
	A1 Laminated Book Display Posters (BDP) with a sticker tag on each book cover indicating reading level.	1 set of 2 posters for every classroom. (Grade 1 only has one poster)

	A Book Bag and a Reading Card for each learner tracking which book they have loaned and read.	Number of learners
	Sticker Tags Green/Pink/Blue indicating the books loaned according to their reading levels. Black to track which book has been read.	Green/Pink/Blue: 2 boxes of 400 for each colour Black: 1 box of 400
	Five Finger Rule Reading Guide to help teachers work out which level of book a learner is ready for.	1 per teacher

Classroom Library Project: Starter Kit Manual	Starter Kit Manual to help teachers set up their Classroom Libraries and refresh their knowledge after the training.	1 per teacher
	A letter that is sent home to help the parents understand the system.	Number of learners

4. How do I set up my Classroom Library?

In order to make your Classroom Library a success, you need to familiarise yourself with the resources and be confident in your knowledge about how it works. Invest time in getting this right and you will be well on your way to running a successful Classroom Library that will be easy to manage and your learners will be excited to use.

1. Go through your class' book box and make sure that you have five copies of all the titles.

   Mark each tab that separates the titles with the relevant colour sticker tag and write the corresponding number. Use the books, reading card or BMC as guidance.

2. Read the books in your collection to familiarise yourself with them so you can guide your learners.
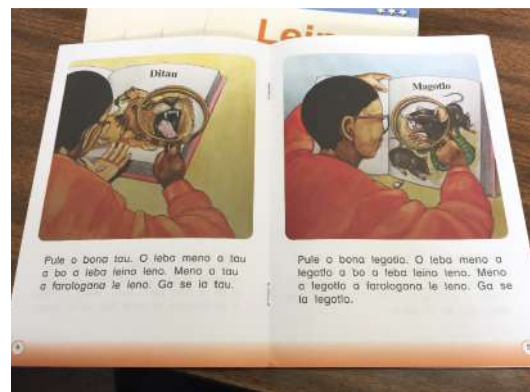
3. Write down the names of your learners in the space provided on the Book Management Chart. Put up the Book Management Chart and Book Display Poster

4. Decide on a time at least once a week when your Classroom Library will be open.

5. Send learners with letters home and organise a parents' meeting.
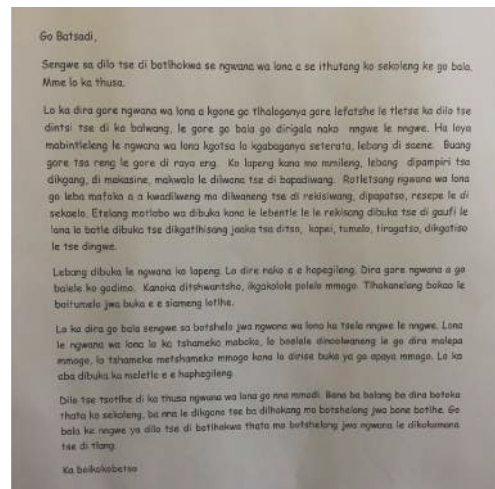
6. Make an announcement to the learners that will get them excited about their very own Classroom Library! To build excitement around the books, you might decide to use one of the books in a class reading.

5. How does the Classroom Library work?

The cycle diagram contains the following steps:

1. Learners chooses book on Book Display Poster
2. Teacher retrieves book from box
3. Teacher puts the relevant colour sticker tag on chart next to the book title and under the learner's name
4. Teacher writes date on learner's Reading Card.
5. Learner puts reading card and book in Book Bag to read at leisure
6. Parent signs library card*
7. Learner returns book and teacher writes the date on the Reading Card.
8. Teacher puts the black sticker tag on over the first colour sticker tag.

* A parent signature is **not** a prerequisite for a learner to loan another book

Step 1: The learner will choose a book that they want to read from the Book Display Poster. They will come to you and tell you the sticker tag colour and number of the book.

The learner chooses a book from Book Display Poster.

Step 2: You will retrieve the book from the Book Box.

Step 3: Stick the correct colour (green, pink or blue) sticker of the book next to the title and under the learner's name.

Step 4: Write the date that the book was loaned next to the correct title. Remind the child to ask the parent to sign the card once the child has read the book.

Step 5: Place the reading card and book in the book bag. Learners will read the book in their free time.

Step 6: Parent will sign and learner will return the book.

The parent signs the Reading Card.

Step 7: Write the date on which the book was returned on the reading card. Cases where a parent has not signed **should not** prevent you from loaning out the next book.
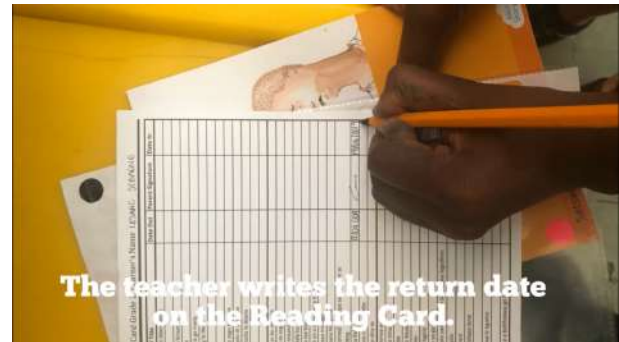
The teacher writes the return date on the Reading Card.

The teacher places the black sticker tag on the Book Management Chart.

Step 8: Place the black sticker tag on top of the colour sticker tag to show that the learner has read and returned the book.

Step 9: Learner will identify the next book they want to read from the Book Display Poster and the process starts again.

The learner chooses the next book they want to read.

NOTE:
When a learner lends a book for the first time and you are not sure what level they should be reading, you can use the 5 Five Finger Rule Reading Guide.

6. How do I manage and expand my Classroom Library?

6.1 Library opening times

You should decide on a time to have the library operational that is most convenient to you and your learners. Here are some suggestions:

- During Drop All And Read (DAAR) time once a week.
- One day of the week after school

6.2 Classroom Library Monitors

You may decide to give your learners more responsibility and ownership of the Classroom Library by choosing Classroom Library Monitors that change every term. This will give you the flexibility of when you open the library and free up your time. These are suggested Classroom Library Monitors roles and responsibilities:

1. **Monitor 1: Manager**
   a. This monitor manages which groups come up to take books and when.
   b. The monitor must call the first group up.
   c. The monitor must check that every learner brings their book and reading card in their VIP.
   d. The monitor must make sure that learners stand quietly in a line to choose their books at the poster.
   e. When the last learner is choosing his or her book, the monitor calls the next group up.

2. **Monitor 2: Book Box Monitor**
   a. Once the learner has chosen the next book they want to read, they will head over to Book Box Monitor.
   b. This monitor takes the book back from the learner and puts in in the correct place in the box

c. The monitor will tell the Chart Monitor the name of the learner, the COLOUR and NUMBER of the book they are returning so that they can place the BLACK sticker over the COLOUR sticker under the learner's name.

d. Then, the learner tells the monitor the COLOUR and NUMBER of the next book he/she wants, and the monitor gives the learner the book.

e. The Book Box Monitor will tell the Chart Monitor the learner's new book's COLOUR and NUMBER before handing it over to the learner.

f. Only the monitor is allowed to touch the book box.

3. Monitor 3: Chart Monitor

a. This monitor puts up a BLACK sticker over the COLOUR sticker to show that the book has been read.

b. The learner must make sure that the COLOUR and NUMBER of the book corresponds with the COLOUR sticker on the Chart already.

c. Finally, the monitor puts up the COLOUR sticker of the new book.

d. The learner will confirm that the sticker is in the correct place.

4. Filling in of the Reading Card by the Teacher.

a. This part of the process does not have to happen immediately afterwards. This can happen while the learners are busy with individual tasks.

b. You will ask the class which learners' Reading Cards need signing.

c. You will fill in the date on the card to show that the old book was returned.

d. Write the date on the space provided next to the new book title.

e. Show the learners that you are interested in their literacy. As you fill the dates in, ask the learners about the last book they read. For instance:

- What was the book about?
- What did you like about it?
- What didn't you like about it?
- Did you manage to read it all?
- What are you looking forward to in this new book?

6.2 Managing the Classroom Library Resources

6.2.1 Rules

As a class, you will need to establish rules for your library. These rules, however, should be guided by the first governing principle of full accessibility to every learner **and** teaching the learners to be responsible users of libraries in the real world. Below is a sample list of rules you can adapt.

1. Keep the book safe and clean by not eating or drinking while reading or folding them
2. Keep your book in the book bag in your school bag when you are not reading it.
3. Report any lost and damaged books to the teacher as soon as possible.
4. Respect the library times

6.2.2 Accession List

You have been provided with an Accession List that corresponds with your starter kit books. Assign an accession number for each copy of the books so that they don't get switched with another class's book.

Once a term, go through the library resources and check the condition of the books and see if there are any books missing. Mark these on the accession list provided for you. As you add books to your library, write down the titles on the space provided on the accession list.

6.3 Organising a parent meeting

Once you have sent the letter home, you may want to introduce the parents and caregivers to the Classroom Library. In the meeting, you should do the following:

- Have a couple of your learners read for the parents
- Explain what the library is and why it is important
- Showcase the Classroom Library resources

6.4 Building on to your library resources

As mentioned before, this Classroom Library is only the starting point! You are encouraged to expand on the 40 (20 for Grade 1) titles that you have received. Think about the books and resources you already have in your classroom and your school that you could add to the library. You might be wondering about how to place them at the appropriate level. There are a couple of strategies you can use to do this:

1. Use the Five Finger Rule Reading Guide with a couple of your learners to check which level the new resource falls under.
2. The full title list on the next page has a column that has comments on each of the levels. You can use this to help place the additional resources.
3. Again, your experience as a teacher is invaluable. Use your expertise to rank the new resources. If you feel that some of the titles do not match the level of your learners, you may change the sticker tag coding to suit your classroom.

You can adapt the Classroom Library system to suit your classroom needs. The most important thing is to make sure that your learners are reading for enjoyment at the correct reading level outside of the classroom so that they become more proficient readers. Remember, every Classroom Library is unique!

7. Full List of IsiZulu Titles

Grade 1

Level of Complexity	Title (Publisher)	Comments
Easy (6)	1. *Bala* (VulaBula) 2. *Izimo* (VulaBula) 3. *Jika* (VulaBula) 4. Lala (VulaBula) 5. Musa! (VulaBula) 6. Wenzani? (African Storybook)	• One or two word phrases per page • Strong visual cues to help with comprehension • Lots of repetition
Medium (7)	1. *Baleka* (VulaBula) 2. *Ekhaya* (VulaBula) 3. *Ibhola lami elibomvu* (African Storybook) 4. *Lalela* (VulaBula) 5. *Ngiyathanda ukufunda* (African Storybook) 6. *Qoqa* (VulaBula) 7. *Vula vala* (VulaBula)	• One or two word phrases per page • Short sentences per page • Visual cues to help with comprehension • Introduce questions • Repetition
Hard (7)	1. *Engijabulela ukukwenza* (African Storybook) 2. *Izilwane zasepulazini* (African Storybook) 3. *Izingubo zami zesikole* (African Storybook) 4. *Sithanda ibhola lezinyawo* (African Storybook) 5. *Umama wami othandekayo* (African Storybook) 6. *Umnikelo* (VulaBula) 7. *Uthisha wami* (African Storybook)	• One or two longer phrases or sentences per page • Visual cues to help with comprehension • Questions • Direct speech

Grade 2

Level of Complexity	Title (Publisher)	Comments
Easy (14)	1. *Abangane* (African Storybook) 2. *Elikabanu isondo?* (VulaBula) 3. *Esitolo sezingubo* (VulaBula) 4. *Imibala eyisikhombisa yothingo lwenkosazana* (African Storybook) 5. *Mina nomdeni wami* (African Storybook) 6. *Sidlala ungize* (VulaBula) 7. *Siya ezu* (African Storybook) 8. *Sizani!* (VulaBula) 9. *Uhambo* (VulaBula) 10. *Umdokwe* (African Storybook) 11. *Umhobholo* (African Storybook) 12. *Uphi uZinzi?* (VulaBula) 13. *Usuku lukaHamisi lwenhlanhla* (African Storybook) 14. *Yimuphi umsebenzi obaluleke kakhulu?* (African Storybook)	● Long words- many syllables ● Short paragraphs ● Direct speech ● Questions
Medium (12)	1. *Amakati kaZamo* (African Storybook) 2. *Indlovu eyayithanda izinto* (African Storybook) 3. *Isijeziso* (African Storybook) 4. *Izinyo* (VulaBula) 5. *Liphukile ifasitela* (VulaBula) 6. *OLwesibili benjabulo* (African Storybook) 7. *UKabali noKateera* (African Storybook) 8. *Umoya* (African Storybook) 9. *UMpisi, uNogwaja nezindishi* (African Storybook) 10. *UNkawana nesomiso* (African Storybook) 11. *UNkawu noNgwenya* (African Storybook) 12. *Wohe, ngebhodwe lami!* (African Storybook)	● Long words- many syllables ● Short paragraphs ● Direct speech ● Questions ● Some repetition
Hard (14)	1. *Bekela ikusasa* (VulaBula) 2. *Ibhasi elikhulu eliluhlaza* (African Storybook) 3. *Ibhubesi negundane* (VulaBula)	● Multiple length paragraphs per page ● Direct Speech

	4. *Isitayela sikaRafiki* (African Storybook) 5. *Kungani uMvubu engenaboya?* (African Storybook) 6. *Ngabe ukhona yini ofana nami?* (African Storybook) 7. *Ukuhambisana* (African Storybook) 8. *Umgcini nesikhungo esikhethekile* (African Storybook) 9. *UNozibele nezinwele ezintathu* (African Storybook) 10. *UPalesa uthanda izitshalo* (African Storybook) 11. *UQhude noNgulule* (African Storybook) 12. *Uthisha uZanele* (African Storybook) 13. *UTsheketshe usindisa uJabu* (African Storybook) 14. *Zincane izimpahla zami* (African Storybook)	● Questions ● Visual cues to help with comprehension ● Some repetition

Grade 3

Level of Complexity	Title (Publisher)	Comments
Easy (10)	1. *Icebo elikhulu likaNtuthwane Omncane* (African Storybook) 2. *Ikati, inja novemvane* (African Storybook) 3. *Intombazanyana eyaba isicebi* (African Storybook) 4. *Isobo lamatshe* (African Storybook) 5. *Izinzawu* (African Storybook) 6. *Ngomunye uMgqibelo ntambama kushisa* (African Storybook) 7. *Umdlalo weChess* (African Storybook) 8. *UNkukhu noShongololo* (African Storybook) 9. *Unogwaja nofudu* (African Storybook) 10. *USikhukhukazi uqilinga uKhozi* (African Storybook)	• Multiple length paragraphs per page • Long words- many syllables • Visual cues to help with comprehension • Direct speech • Questions • Hardly any repetition
Medium (14)	1. *Idolobha lakithi* (African Storybook) 2. *Ikati nenja ziyadweba futhi ziyahlobisa* (African Storybook) 3. *Imbewu encane* (African Storybook) 4. *Imbuzo, inkosi eyayingenalo iqiniso* (African Storybook) 5. *Ingqwele yebhola* 6. *Isihlahla sikaPontshibobo* (African Storybook) 7. *Siyabhaka nogogo* (African Storybook) 8. *Ukucula iqiniso: Indaba ka Miriam Makeba* (African Storybook) 9. *Umkhonto kaThabani* (African Storybook) 10. *Umngani wami uKhokho* (African Storybook) 11. *UMondli noMbali bavakashela ugogo wabo* (African Storybook) 12. *Umoya nelanga* (African Storybook) 13. *Unkosikazi oyisihlahla* (African Storybook) 14. UZama intombazanyana ekhuluma kakhulu (African Storybook)	• Long paragraphs per page • Long words- many syllables • Variety of punctuation marks • Visual cues to help with comprehension • Direct speech • Questions • Hardly any repetition
Hard (16)	1. *Amakhehla nezalukazi* (African Storybook)	• Long paragraphs per

	2. *Amakota kabab' uMkhize* (African Storybook) 3. *Bathunjwe!* (African Storybook) 4. *INingizimu Afrika ngeyethu* (African Storybook) 5. *Inkosi uNdabenhle nendodakazi yayo* (African Storybook) 6. *Inyoni enisa imvula* (African Storybook) 7. *Isipho sikaSisanda* (African Storybook) 8. *Mhlaba ngiyakuhlonipha* (African Storybook) 9. *Silangazelela ugqozi lokubungaza intwasahlobo* (African Storybook) 10. *SIlindele umntwana wethu* (African Storybook) 11. *Siyakwazi ukubala* (African Storybook) 12. *UBonga noNondlili wakwabo- Abangani abakhulu* (African Storybook) 13. *Umndeni wezimo ezingamaPolygon* (African Storybook) 14. *Usuku lukaZinhle* (African Storybook) 15. *UThandeka kanye nezinkukhu ezigeziwe* (African Storybook) 16. *Yehlukaniselanani ngobuqotho!* (African Storybook)	page with complex sentences ● Long words- many syllables ● Variety of punctuation marks ● Visual cues to help with comprehension ● Questions ● Direct Speech ● Hardly any repetition