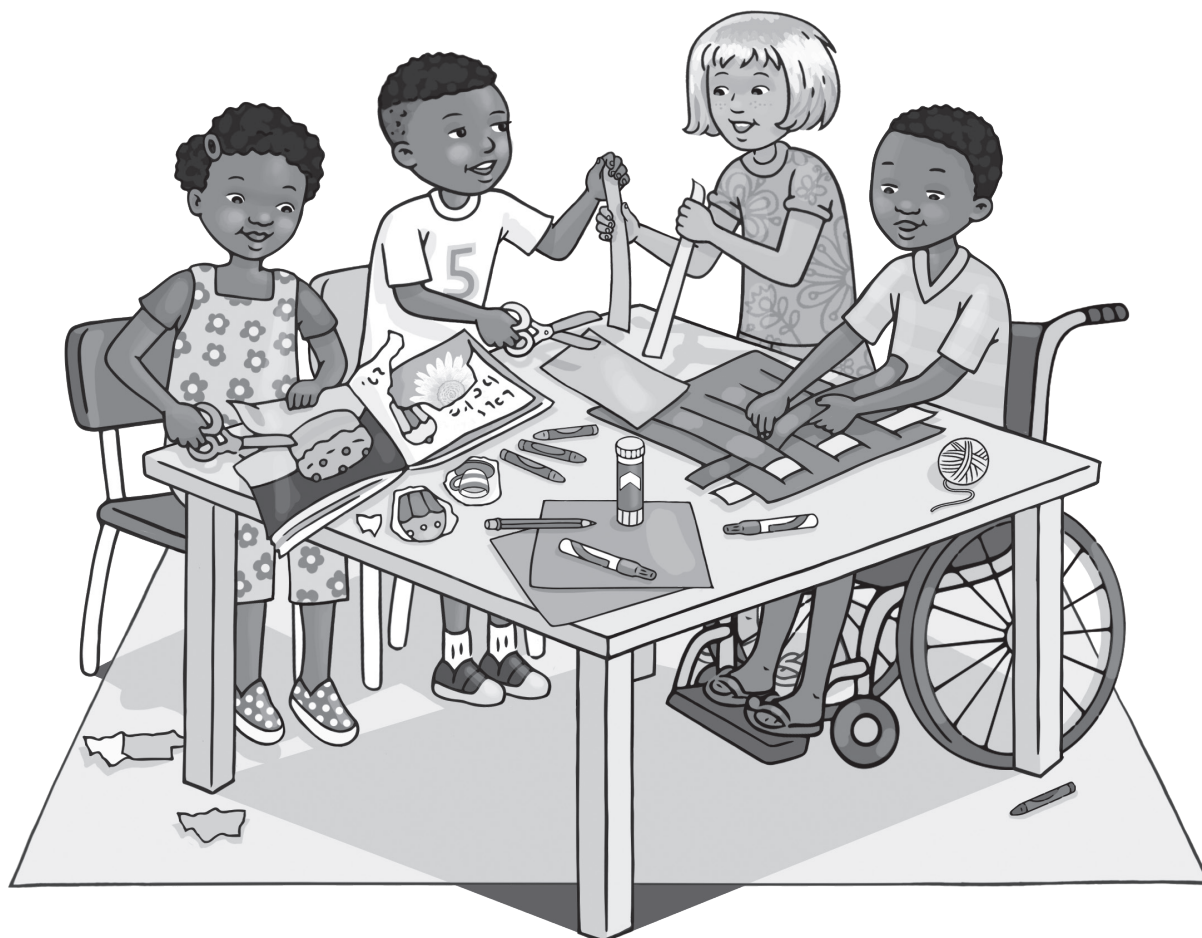


Ihlelo Lokuthuthukisa ilimi kuGreyidi R

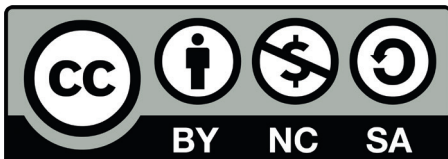
Grade R Language
Improvement Programme

Umhlahlandlela Womsebenzi Activity Guide

Ithemu yoku-1
Term 1



isiNdebele | English



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Ilayisensi le ivumela abasebenzisi bona babelane, bahlanganise godu bazijayeze, bese bayakha ngaphezulu kwezinto ezivela nanyana kungiyiphi indlela yokuveza imibono nofana indlela incwadi ijame ngakhona nofana ubukhulu bayo ngesibanga sokungazuzi litho, ikani kukobana ubuhlakaniphi bunikelwe umtlami okunguye umenzi. Lokha nawuhlanganisako, ujayeza nofana wakhela phezulu kwezinto, kufuze ulayisense izinto lezo ozitjhugulule ngeyakho indlela ngaphasi kwemigomo yokufana poro.

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★ Umlayezo obuya kuHloko yomNyango



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

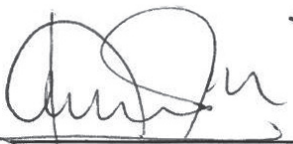
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. This is in response to a study that reported that 65% of children across South Africa have not mastered the skills required to be able to succeed in Literacy and Numeracy when entering Grade 1. This project is intended to support the Grade R practitioners/teachers to address this challenge.

The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative.

I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely


MR EDWARD MOSUWE
HEAD OF DEPARTMENT
DATE: 3/6/2020

IKomba yomSebenzi iThemu yoku-1

IKomba yeThemu yoku-1 yomSebenzi weLimi leKhaya inikela isijamiso sokufundisa iLimi leKhaya ngethemu ye-2 yeGreyidi R. Imisetjenzana idzimelele eendatjaneni begodu ijanyiswe ngokuya komzombe weemveke ezimbili zokufundisa enye nenye Indatjana.

Qala okulandelako:

- ★ irhelo lalokho okumele ukulungise komunye nomunye umzombe wendaba yeemveke ezi-2
- ★ umzombe weemveke ezimbili oveza imisetjenzana welinye nelinye ilanga, iimveke ezimbili
- ★ ikhasi lokuhlola eliragela phambili okudzimele emisebenzini yethemu begodu nongasetjenziselwa ukurekhoda iragelo phambili lomunye nomunye umfundi phakathi kwethemu.
- ★ irubhrigi yokuhlola
- ★ amakhasi womsebenzi agadangisekako, iincwajana ezincani begodu nethemplyidi yamaledere.

Ukuhlanguana noStella

Uzakubona bona kunotitjhere okhona kiyoyoke iKomba le kaTitjhere. Uzakuphekela kiloloke ikhambo lakho lokufunda begodu uzakubuya unikele iinyeliso kanengi ezidzimele eminyakeni yakhe yelemuko etlasini leGreyidi R. Unebizo elikhethekileko:



Strengthening the Teaching of Early Language and Literacy for All.

Iinsetjenziswa

Nasi ihlathululo efitjhezana yeendatjana, eziphathelele nemimongo begodu namaledere/namatjhada anqotjhiweko weThemu yoku-1.

Indatjana	Ummongo	Amatjhada/amaledere anqotjhiweko
Irogo Elihlaza Satjani	Mina; Esikolweni	–
Gijima, Lindi, Gijima!	Mina; Umzimba wami nepilo ehle	g no-i
U-Ali Nepende	Umzimba wami; amajamo nemibala	z no-a
Ilanga Elihle	Ihlobo; Umzimba wami nepilo ehle	n no-e
UTitjhere Akinyi	Etlasini; imibala; amaLanga weveke	o no-u

Kuzakufuneka bona ubuthelele iinsetjenziswa zakho esikhathini esizako ukwenzela bona ukwazi ukufundisa ihlelweli. Ezinye zinikelwa kuwe njengengcenyane yehlelo, ezinye kumele uzibuthelele begodu ezinye ungakwazi ukuzenzela wena ngokwakho. Sitjhukumisa bona utlame iimfundo zakho ekuthomeni kwenye nenye iveke begodu ulungise yoke imatheriyali ozayidinga ngaphambi kwesikhathi. Qinisekisa bona yokinto ilungisiwe ngaphambi kobana uthome ngeemfundo zakho, ukwenzela bona ukwazi ukusebenzisa isikhathi sakho esinengi nabafundi.

Ipakana yeensetjenziswa zelimi

Kwenye nenye iThemu yeKomba yomSebenzi, uzakufumana ipakana yeensetjenziswa emumethe:

- ★ amaphaphethi wenye nenye indatjana
- ★ iinthombe ezelamanako zenye nenye indatjana
- ★ iNcwadi eKulu yenye nenye indatjana
- ★ imidlalo namaphazeli (ezizokufuna ukusikwa bese ziyalungiswa).

★ Introduction

The Term 1 Activity Guide

The Home Language Term 1 Activity Guide offers a structure for teaching Home Language in the first term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

- ★ a list of what you need to prepare for each two-week story cycle
- ★ a two-week cycle that maps out activities for each day
- ★ a continuous assessment page based on the term's activities to record each learner's progress
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

Meet Stella

You will see that there is a teacher present throughout this Teacher's Guide. She will keep you company on your learning journey and will often give advice based on her years of experience in the Grade R classroom. She has a special name:



Strengthening the Teaching of Early Language and Literacy for All.

Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 1.

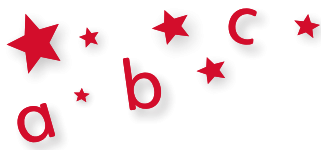
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	g and i
Ali and the paint	My body; Shapes and colours	z and a
A beautiful day	Summer; My body and healthy living	n and e
Teacher Akinyi	In the classroom; Colours; Days of the week	o and u

You will need to build up your own resources over time to teach the programme. Some are given to you as part of the programme, some you need to collect and some you can make yourselves. We suggest that you plan your lessons at the beginning of each week and prepare all the materials you will need in advance. Make sure everything is set up before you start your lessons, so you can make the most of your time with learners.

Language resource pack

With each Term Activity Guide you will receive a resource pack containing:

- ★ puppets for each story
- ★ sequence pictures for each story
- ★ a Big Book for each story
- ★ games and puzzles (*which will need to be cut up and prepared*).



linsetjenziswa okumele uzifumane namkha uzithenge

- ★ iinsekeli nevulo ephathelene nendaba okumele isebenze ngesikhathi sokudenjwa kwendaba, ukudlala kokuzenzisa begodu nokudlala indima yomuntu
- ★ imatheriyali eziinsalela zobukghwari begodu nemisebenzi yokwakha
- ★ imatheriyali egadangisiweko ethintana nendaba enye nenye: iincwadi zeenthombe, amaphetjhana wemikhangiso, amamagazini begodu namaphepha wezaziso
- ★ amakhrayoni wewaksi amakhulu ngokweqileko, iimpende begodu namabhratjhi wokupenda
- ★ isikere, isinamathiseli begodu nentambo
- ★ iphepha le-A4, ikhadibhodi begodu nephepha lokutlola isethulo
- ★ isiboniboni esincani
- ★ amamagazini begodu neentlankana zokuthenga
- ★ iimumathi zamaplastiki (iyogathi, imajarini begodu nesimumathi se-ayisikhrimu)
- ★ isaka lamabhontjisi namkha ibhlogo
- ★ iimpotjwana ezincani zeentjalo begodu nembewu yeentjalo.

Amalungiselelo wenye nenye indatjana

- ★ Lungisa amaphaphethi ngokuwanamathisela phezulu kwezinti zokumunya namkha amaphepha wendlwana yokuzithumela.
- ★ Buthelela iinsekelo zokudenjwa kwendaba, ukudlala indima yomuntu begodu nokudlala kokuzenzisa.
- ★ Gadangisela omunye nomunye umfundi amakhasi womsebenzi.
- ★ Ukulungisa imidlalo begodu namaphazili kanye nokuwabeka esikhwameni namkha esimumathini.
- ★ Yenza ibumba lokudlala begodu nemada yebumba lokudlala (iresiphi ihlanganiswe namakhasi womsebenzi).
- ★ Gadangisela begodu ubhincele omunye nomunye umfundi incwajana (amalayelo ekhasini lomsebenzi).
- ★ Yenza amabhoksi amabili wamaledere wenye nenye indatjana: Zalisa iimumathi ze-ayisikhrimu ezinganalitho ngezinto (namkha iinthombe zezinto) ezithoma ngamatjhada anqotjhiweko. Isibonelo, ibhoksi **s** lizakumumatha izinto amabizo wazo athoma ngetjhada u- /s/. Sebenzisa amarhelo wamabizo ukuzisiza bona ukwazi ukukhetha ama-ayithemu aphathelene namabhoksi. Lebula elinye nelinye ibhoksi lamaledere ngokusebenzisa amathempleyithi wamaledere. Kumukhumbulo omuhle ukulandela umkhondo wamathempleyithi phezu kwetjhila elithambileko, igwebu namkha isendiphepha ukwenzela bona abafundi bakwazi ukuthinta ijamo leledere.

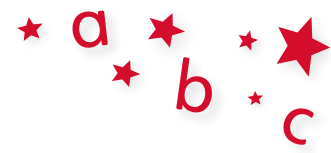
Ukufundisa iLimi leKhaya ehlelweni leGreyidi R langamalanga

Isikhathi esinqophileko selimi leKhaya sifaka phakathi itlasi loko begodu nemisebenzi yesiqhema esincani elinye nelinye ilanga. Imisetjenzana ihlelwa ngeendlela ezihlukileko:

- ★ Utitjhere udosa phambili itlasi.
- ★ Utitjhere uhlala nesiqhema esincani ukwenzela bona asiyelelise begodu azibandakanye ngetjhejo nabafundi.
- ★ Utitjhere uhlathulula umsebenzi begodu ubawa abafundi bona basebenze ngeenqhema ezizijameleko.

Umzombe weemveke ezimbili ulinganisa imisetjenzana yelinye nelinye ilanga, manqophana neemveke ezimbili. Imisetjenzana itlanyelwe ukwakhela phezulu begodu nokuqinisa ilimi lendaba, begodu ithuthukise imicabango eqakathekileko ezwisisekako yokufunda nokutlola ngaphakathi kobunjalo bendaba. Isijamiso sibuyelelwa komunye nomunye umzombe weemveke ezimbili. Ikambiso le igcina ijayekekile begodu izuzisa bobabili utitjhere nabafundi. Abotitjhere baba nokuzithemba ukufundisa ngendlela efana nale begodu abafundi bazizwa bavikelekile nabaziko bona kufunekani kibo.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes
- ★ scissors, glue and string
- ★ A4 paper, cardboard and flipchart paper
- ★ a small mirror
- ★ magazines and shopping brochures
- ★ plastic containers (yoghurt, margarine and ice-cream tubs)
- ★ a beanbag or a block
- ★ small plants pots and seeds to plant.

Preparation for each story

- ★ Prepare the puppets by sticking them on sucker sticks or toilet rolls.
- ★ Collect props for storytelling, role play and pretend play.
- ★ Photocopy the activity pages for each learner.
- ★ Prepare the games and puzzles and store in a packet or container.
- ★ Make playdough and playdough mats (recipe included with the activity pages).
- ★ Photocopy and fold a little book for each learner (instructions in the activity pages).
- ★ Make two letter boxes for each story: Fill empty ice-cream containers with objects (or pictures of objects) that start with a specific sound. For example, the **s** box will contain objects whose names begin with the sound /s/. Use the word lists to help you choose items for the boxes. Label each letter box using the letter templates. It is a good idea to trace the templates onto felt, foam or sandpaper so that children can feel the shape of the letter.

Teaching Home Language in the Grade R daily programme

The Home Language focus time includes whole class and small group activities every day. Activities are organised in different ways:






- ★ The teacher leads from the front of the class.
- ★ The teacher sits with a small group to guide and engage carefully with learners.
- ★ The teacher explains an activity and asks learners to work more independently in groups.

The two-week cycle on the next page maps out activities for every day, for two weeks. The activities are designed to build on and reinforce the language of the story, and develop important literacy concepts within a meaningful story context. The structure is repeated for each two-week cycle. This routine becomes familiar and benefits both teachers and learners. Teachers become confident to teach in this way and learners feel secure when they know what is expected of them.








Umzombe weemveke ezimbili zeLimi leKhaya

Iveke yoku-1

Imisetjenzana yetlasi loke	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
Imisetjenzana edzimele endatjaneni	Ukucoca indatjana nokwakha illwazi-magama	Ukucoca indatjana begodu nokuvuma	Ukucoca indatjana begodu nokulingisa	Ukulandelanisa iinthombe	Yenza, gwala bewutlole
	Abafundi bezwa indatjana kokuthoma babuye bafunde irhelo lamagama amatjha asetjenziswa ekukhulumeni.	Abafundi balalela indatjana godu begodu bavume ingoma ephathelene nendaba.	Abafundi badlala iindima ezahluhlukeneko begodu basebenzise ilimi lendaba ngokwabo, ngesikhathi sokundenjwa kwendaba.	Abafundi bademba indatjana godu ngokusebenzisa iinthombe.	Abafundi bajamela imikhumbulo yabo manqophana nendaba ngokwenza into, ukugwala isithombe namkha ngokuhlanganyela ekwabelaneni ngokutlola.
Imisetjenzana yeledere netjhada	Ukwethula itjhada elisuselwe endatjaneni	Ukubumba iledere	Amabhoksi wamaledere	Ukulalelela itjhada elinqotjhiweko	Ukwakha nokuphula
	Abafundi bethulwa etjhadeni elinqophileko begodu neledere elithintaniswa namagama avela endatjaneni.	Abafundi benza iledere elinqophileko ngokusebenzisa imatheriyali eyahluhlukeneko ebanikela ilemuko lezwelo elinothileko.	Abafundi bayabona, bayabamba begodu bayakhuluma ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko.	Abafundi bakhomba amatjhada anqotjhiweko ngamagama.	Abafundi bahlanganisa amatjhada ukwenza amagama begodu behlukanise bawenze amatjhada.
Imisetjenzana yesiqhema esincani	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
	USTella uyatjho bona ngiyiphi Imisetjenzana yesiqhema esincani enikelwa itjhejo likatitjhere ngelinye nelinye ilanga.				
Isiqhema esihlaza samkayi	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako 	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala
	Abafundi barekhoda imibono yabo ngokugwala begodu nokuTlola okusaThomako.	Abafundi benza amaphazili begodu badlala imidlalo yelimi.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi namanye amamatheriyali atloliweko.	Abafundi benza imisetjenzana yemisipha emincani begodu bazijayeze nokubumba amaledere.	Abafundi bakhela phezu kwelimi lendatjana begodu nommongo ngokwenza kwangathi bayadlala.
Isiqhema esihlaza satjani	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako 	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla
Isiqhema esisarulani	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako 	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela
Isiqhema esibomvu	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako 	Umsetjenzana wesi-2: Amaphazili nemidlalo
Isiqhema esisipiridzana	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako 

The Home Language two-week cycle






Week 1

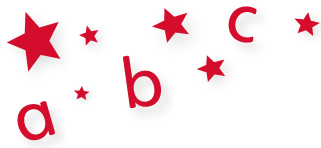
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary Learners hear the story for the first time while learning new vocabulary.	Storytelling and singing Learners listen to the story again and sing a song related to the story.	Storytelling and role play Learners take on different roles and use the story language themselves, while the story is narrated.	Sequencing pictures Learners retell the story by using pictures.	Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
	Introducing a sound from the story Learners are introduced to a focus sound linked to words from the story.	Forming the letter Learners form the focus letter using different materials which give them a rich sensory experience.	Letter boxes Learners see, hold and talk about objects and pictures that start with the focus sound.	Listening for focus sounds Learners identify focus sounds in words.	Blending and segmenting Learners blend sounds to make words and break up words into sounds.
Letter and sound activities					
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
The blue group	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 

Iveke yesi-2

Imisetjenzana yetlasi loke	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
Imisetjenzana edzimele endatjaneni	Okunye ngokulandelanisa iinthombe	Ukufunda ngokwabelana-INcwadi eKulu	Ukufunda ukulalela	Ukufunda begodu wenze	Yenza, gwala bewutlole
	Abafundi bahlanganisa ilwazi labo lendatjana ngokulandelanisa iinthombe ngokuzijamela okukhulu.	Abafundi balalela indatjana efundwako ejayelekileko lokha utitjhere nakamodela ikambiso yokufunda.	Abafundi balalela ngokuyelela begodu balandele iinlayelo ezikhulunywako.	Abafundi babona, babambe bakhulume ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko.	Abafundi barhumutjha imithala etloliweko begodu nesesithombeni.
Imisetjenzana yeledere netjhada	Ukwethula itjhada elisuselwe endatjaneni	Ukubumba iledere	Amabhoksi wamaledere	Ukulalela itjhada elinqotjhiweko	Ukwakha nokuphula
	Abafundi bethulelwa itjhada elinqotjhiweko lihlanganiswe namagama.	Abafundi babumba iledere elinqotjhiweko basebenzisa amamatheriyali ahlukahlukeneko okubanikela ilemuko lemizwa elinothileko.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi kanye nematheriyali egadangisiweko.	Abafundi babona amatjhada anqotjhiweko emagamani.	Abafundi bakhambelana kwezitho ezincani namehlo nokutlola ngesandla.
Imisetjenzana yesiqhema esincani	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
UStella uyatjho bona ngiyiphi Imisetjenzana yesiqhema esincani enikelwa itjhejo likatitjhere ngelinye nelinye ilanga.					
Isiqhema esihlaza samkayi	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala
	Abafundi barekhoda imibono yabo ngokudweba begodu nangokuthoma ukutlola.	Abafundi benza iinrarejo begodu badlale imidlalo yelimi.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi kanye nematheriyali egadangisiweko.	Abafundi babona amatjhada anqotjhiweko emagamani.	Abafundi babona amatjhada anqotjhiweko emagamani.
Isiqhema esihlaza satjani	Umsetjenzana wesi-5: Lingisa ukudlala	Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla
Isiqhema esisarulani	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela
Isiqhema esibomvu	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo
Isiqhema esisipiridzana	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako

Week 2

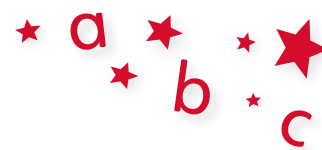
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently.	Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading process.	Learning to listen Learners listen carefully and follow verbal instructions.	Read and do Learners interpret written and picture cues.	Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
	Introducing a sound from the story Learners are introduced to a focus sound linked to words from the story.	Forming the letter Learners form the focus letter using different materials which give them a rich sensory experience.	Letter boxes Learners see, hold and talk about objects and pictures that start with the focus sound.	Listening for focus sounds Learners identify focus sounds in words.	Blending and segmenting Learners blend sounds to make words and break up words into sounds.
Letter and sound activities					
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
The blue group	Activity 1: Drawing and emergent writing Learners record their ideas through drawing and emergent writing.	Activity 2: Puzzles and games 	Activity 3: Independent reading Learners read independently and enjoy books and other printed material.	Activity 4: Fine motor skills and handwriting Learners do fine motor activities and practise forming letters.	Activity 5: Pretend play Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 
The purple group	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing



Ihlelo lemisetjenzana akhambelana ne TTKH (CAPS)

Ithebula le itjengisa kobana imisetjenzana yomzombe weemveke ezimbili yakha njani amakghono welimi anqophileko we TTKH, begodu akutjengisa kobana ungayisebenzisa bunjani imisetjenzana le ukuhlola iragelo phambili labafundi ngokuya kwemigomo yokuhlola ye TTKH (CAPS).

Umzombe weemveke ezimbili	Imisetjenzana yesiqhema esincani	TTKH Amakghono weLimi	Irhelo lokuHlola	Irubhriki yokuHlola
			(Isuselwe kukhrayitheriya yokuhlola yeTTKH)	
Iveke yoku-1: ngoMvulo	Ukucoca indatjana nokwakha illwazi-magama	Ukulalela nokukhuluma	Ukulalela iindatjana ezifitjhani ngokuzithabela begodu ahlanganyele emakhorasini ngesikhathi esifaneleko Ukubuza imibuzo	
ngeLesibili	Ukucoca indatjana begodu nokuvuma	Ukucoca indatjana begodu nokuvuma	Ukuvuma iingoma ezifitjhani begodu enze imisikinyeko (ngerhelebho)	
ngeLesithathu	Ukucoca indatjana begodu nokulingisa	Ukulalela nokukhuluma	Ukulingisa ingcenywe yendatjana, ingoma nofana igido	
ngeLesine	Ukulandelanisa iinthombe	Ukulalela nokukhuluma		Ukulalela nokukhuluma Irubhriki yoku-1: Ukucoca iindatjana begodu abuyelele iindatjana ngamagama okungowakhe
ngeLesihlanu	Yenza, gwala bewutlole	Ukulalela nokukhuluma Ukutlola okusathomako	Ukunikela ngemibono ngendlela yemigwalo begodu ukunikelela itlasi imitjho yesiqetjhaneni somtolo wetlasi Ukugwala nofana ukupenda iinthombe ukudlulisa umlayezo	
Iveke yesi-2: ngoMvulo	Okunye ngokulandelanisa iinthombe	Ukulalela nokukhuluma Ukufunda nokubukela		Ukulalela nokukhuluma Irubhriki yesi-2: Ukuhlela isede yeenthombe ngendlela yokobana zibumbe indatjana begodu nelandelano lezehlakalo elinelojiki lokha nakukhulunywako begodu kuhlobaniswe nendatjana etlanyiweko
ngeLesibili	Ukufunda ngokwabelana – INcwadi eKulu	Ukufunda nokubukela	“Ukufunda” amatheksti akhuliswako afana neenkondlo, iinCwadi eziKulu begodu namaphostara itlasi loke linotitjhere	
ngeLesithathu	Ukulalela begodu wenze	Ukulalela nokukhuluma	Ukulalela iinlayelo ezilula begodu azilingise	
ngeLesine	Ukufunda begodu wenze	Ukufunda nokubukela	Ukukhumbula igama lakhe begodu namagama wabanye abafundi	
ngeLesihlanu	Yenza, gwala bewutlole	Ukulalela nokukhuluma Ukutlola okusathomako	Ukunikela ngemibono ngendlela yemigwalo begodu ukunikelela itlasi imitjho esiqetjhaneni somtolo wetlasi Ukugwala nofana ukupenda iinthombe ukudlulisa umlayezo	



Programme activities are CAPS aligned

This table shows how the activities of the two-week cycle build specific CAPS language skills, and shows how you can use these activities to assess learner progress against CAPS assessment criteria.

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
Week 1: Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions	
Tuesday	Storytelling and singing	Listening and speaking	Sings simple songs and does actions (with help)	
Wednesday	Storytelling and role play	Reading and viewing	Acts out part of a story, song or rhyme	
Thursday	Sequencing pictures	Listening and speaking		Listening and Speaking Rubric 1: Tells stories and retells stories in own words
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	
Week 2: Monday	More sequencing pictures	Listening and speaking Reading and viewing		Listening and Speaking Rubric 2: Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	“Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	





Umzombe weemveke ezimbili	Imisetjenzana yeTlasi Loke-isekelwe endatjaneni	TTKH Amakghono weLimi	Irhelo lokuHlola	Irubhriki yokuHlola
Iveke yoku-1 begodu neyesi-2: ngoMvulo	Ukwethula itjhada elisuselwe endatjaneni	Amatjhada		Amatjhada, ukufunda nokubukela Irubhriki yoku-1: Ukukhumbula ngokuzwa begodu nokubona abanye babongwaqa nabokamisa
ngeLesibili	Ukubumba iledere	Umtlo wesandla	Ukubumba amaledere ngeendlela ezihlukeneko kusetjenziswa ukupenda ngomuno, ngamabhratjhi wokupenda, ngamakhrayoni wamafutha, <i>njll.</i> kuthonywa endaweni efaneleko begodu kulandelwe ikombatjhuba okungiyi	Umtlo wesandla Irubhriki yoku-1: Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wemisikinyeko emincani
ngeLesithathu	Amabhoksi wamaledere	Amatjhada	Ukukhumbula ngokuzwa begodu nangokubona abanye babongwaqa bokuthoma begodu nabokamisa ikakhulukazi ekuthomeni kwegama	Amatjhada, ukufunda nokubukela Irubhriki yoku-1: Ukukhumbula ngokuzwa begodu nokubona abanye babongwaqa nabokamisa
ngeLesine	Ukulalela itjhada elinqotjhiweko	Amatjhada		Amatjhada, ukufunda nokubukela Irubhriki yesi-2: Ukuthoma ukubona kobana amagama enziwe ngamatjhada: unikela itjhada lokuthoma legama lakhe
ngeLesihlanu	Ukwakha nokuphula	Amatjhada	Ukuhlukanisa amagama amasilabhiki amanenginengi abe masilabhuli: ukusebenzisa ukuwahla nofana ukubetha isigubhu keliye nelinye isilabhuli elisegameni nanyana ukubona inani lamasilabhuli (ukuwahla) emagameni wabantwana abangetlasini	
Umzombe weemveke ezimbili	Imisetjenzana yesiqhema esincani	TTKH Amakghono weLimi	Irhelo lokuHlola	Irubhriki yokuHlola
Iveke yoku-1 neyesi-2: ngoMvulo	Ukugwala begodu nomTlole osathomako	Ukutlola okusathomako	Ukulinga ukutlola amaledere kusetjenziswa amakopororo, ukuskribhula, <i>njll.</i> , begodu "ukufunda" umtlole okungewakhe: "ukufunda" okutjhiwo makopororo Ukubamba ikhrayoni ngendlela okungiyi kusetjenziswa indlela eyamukelekako yokubamba ipensela	Ukutlola okusathomako begodu nomtlole wesandla Irubhriki yesi-2: Ukugwala iinthombe ukubamba umqondo oqakathekileko weendatjana, iingoma namkha igido Irubhriki yesi-3: Uyezwisisa bonyana ukutlola nokugwala kuhlukene: wenza ngathi uyatlola ngokusebenzisa amakopororo
ngeLesibili	Amaphazili nemidlalo	Amatjhada Ukulalela nokukhuluma	Sebenzisa ilimi ukucabanga kanye nokunikela abonobangela: ukumetjha izinto ezikhamba ndawonye begodu nokumadanisa izinto ezingafaniko.	Amatjhada, ukuFunda nokubukela Irubhriki yoku-1: Ukhumbula ngokuzwa nangokubona abanye babongwaqa begodu nabokamisa
ngeLesithathu	Ukufunda ngokuzijamela	Ukufunda nokubukela	"Ukufunda" iincwadi ngokuzijamela ukuzithabisa ngebulungelweni leencwadi nofana ekhoneni lokufunda elingetlasini Ukubamba incwadi ngendlela okungiyi begodu aphenye amakhasi ngendlela efaneleko	Amatjhada, ukuFunda nokubukela Irubhriki yesi-3: Uzenzela yakhe indatjana ngokufunda iinthombe
ngeLesine	Amakghono wemisipha emincani nomtlole wesandla	Umtlole wesandla	Ukubumba amaledere ngeendlela ezihlukeneko kusetjenziswa ukupenda ngemino, amabhratjhi wokupenda, amakhrayoni wamafutha <i>njll.</i> kuthonywa endaweni okungiyi begodu kulandelwe ikombatjhuba okungiyi Umgadangiso wamaledere ezaziwako ngebizo lakho ukobana kujamele umtlole: Ibizo lamambala lamakhophi Ukuthuthukisa imisipha emincani ngokulawula ukusebenzisa isikere ukusika emideni egandelelweko yeenthombe, amajamo, <i>njll.</i>	Ukutlola okusathomako begodu nomtlole wesandla Irubhriki yoku-1: Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wokusikinyisa imisipha emincani
ngeLesihlanu	Ukwenza kwangathi uyadlala	Ukulalela nokukhuluma Ukutlola okusathomako	Ukulingisa ukutlola ebumameni bokudlala: ukuthatha umlayezo emtatweni, ukutlola ithikithi lokuphula umthetho wendlela <i>njll.</i> Ukukopa umtlole osebhodulukweni lokha nakudlalwako.	





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Introducing a letter from the story	Phonics		Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Tuesday	Forming the letter	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Wednesday	Letter boxes	Phonics	Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		Phonics, Reading and Viewing Rubric 2: Begins to recognise that words are made up of sounds: gives the beginning sound of own name
Friday	Blending and segmenting	Phonics	Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class	
Two-week cycle	Small group activities	CAPS language skills	Assessment Checklist	Assessment rubric
Week 1 and 2: Monday	Drawing and emergent writing	Emergent writing	Makes an attempt to write letters using squiggles, scribbles, etc. and "reads" own writing: "reads" what squiggles say Holds crayons correctly using an acceptable pencil grip	Emergent Writing and Handwriting Rubric 2: Draws pictures capturing main idea of the stories, songs or rhymes Rubric 3: Understands that writing and drawing are different: pretend writing represented using squiggles
Tuesday	Puzzles and games	Phonics Listening and speaking	Uses language to think and reason: matches things that go together and compares things that are different.	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Wednesday	Independent reading	Reading and viewing	"Reads" independently books for pleasure in the library or classroom reading corner Holds the book the right way up and turns pages correctly	Phonics, Reading and Viewing Rubric 3: Makes up own story by "reading" the pictures
Thursday	Fine motor skills and handwriting	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction Copies known letters in own name to represent writing: copies own name Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc.	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Friday	Pretend play	Listening and speaking Emergent writing	Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc. Copies print from the environment while playing	

★ Irogo Elihlaza Satjani

Indatjana

Indatjana yethu yanamhlanjesi iphathelene nomntazanyana ibizo lakhe nguZinzi Madiswa. Uneminyaka yobudala esithandathu. Umnakwabo uSam yena uneminyaka elitjhumi ubudala. Bahlala endlini encani noyise nonina kunye nenjana ibizo layo kunguSpoti. Isiphande abahlala kiso yinomboro ye-7 eNdleleni iPokela, eMasiphumelele.

USam banoZinzi bafunda esikolweni esisodwa. Qobe ngekuseni unina ubapha umratha nebusi njengokudla kwabo kwekuseni. Nabaqeda ukudla kwekuseni, bayakhamba baye esikolweni. Uyafuna na ukwazi bona kwenzakalani ngelinye ilanga ngesikhathi bazilungiselela ukuya esikolweni?

Ngelinye ilanga ekuseni uSam begade azilungiselela ukuya esikolweni kanti unina yena gade alungisa ukudla kwekuseni. USam wembatha ibhrugu lakhe elifitjhani elitshetlha, iyembe emhlophe, amakowusu atshetlha begodu namanyathelo anzima. Ngesikhatheso uZinzi begade asambethe amabhijama begodu atshwenyeka khulu. USam wamqala bese wathi: "Zinzi, angekhe uye esikolweni ngamabhijama!" Liphi irogo lakho lesikolo? Rhaba ngombana sizokufika ngemva kwesikhathi!"

"Ngiyazi bona sitjhiywa sikhathi," kuphendula uZinzi. "Kodwana angilifumani irogo lami elihlaza satjani." Kghani ngalikuphi? Baqala ngaphasi kombhede begodu nangemva komnyango kodwana akhenge balifumane irogo lakhe elihlaza satjani.

Wo! Kosi yami, uZinzi wabantu! Wadana kwamanikelela begodu wafisa kwanga angalila. Ingasikade, uZinzi banoSam bezwa itjhada. "Whuh whuh." Begade kuzwakala iphimbo elithambileko begodu kwafuneka bona balalele ngokuyelela okukhulu. "Khuyini lokho? Kuzwakala kwanga nguSpoti. Uphi yena?" kubuza uZinzi.

"Tjhh! Asilalele godu," kutjho uZinzi. Balalele ngokuyelela okukhulu godu bezwa: "Whuh whuh." USam wathi:

"NguSpoti loyo! Kodwana ukuphi?" Balalele godu. "Whuh whuh" Itjhada livela ngerageni eserhorhomejeni. UZinzi wagijimela erageni bese wavula umnyango weraga. Wafumana uSpoti angaphakathi kweraga, wu-wi, ulele phezulu kwerogo lami!"



UZinzi waphakamisa uSpoti wathi, "Spoti, ukhiyeleleke njani ngerageni? Ayi, khona! Akhuqale irogo lami". USam waphakamisa irogo elihlaza satjani begodu walithintithintitha ngandlelana

thize. UZinzi waqala irogo lakhe begodu wathoma ukuzizwa angcono.

UZinzi wembatha irogo lakhe, nabaqeda lapho badla bobabili ukudla kwabo kwekuseni msinya khulu. Nabaqeda lapho bageza izandla zabo, bafaka iinkhandeli zabo begodu basalisa. UZinzi banoSam bagijima ngebelo elesabekako baya esikolweni bafika ngesikhathi isimbi nayililela bona abantwana bayokujama emijejeni. Bathaba kwamanikelela ngebanga lokobana bangakatjhiywa sikhathi.

Indatjana le iphelela lapha.



★ The green dress

Story

Our story today is about a little girl called Zinzi Madiswa. She is nearly six years old. This is her brother Sam and he is ten years old. They live in a small house with their mother and father and a little dog called Spot. Their address is 7 Pokela Road, Masiphumelele.

Sam and Zinzi go to the same school. Every morning Ma makes them porridge with milk for breakfast. After breakfast, they walk to school. Do you want to hear what happened one day when they were getting ready for school?

One morning Sam was getting dressed for school while Ma was busy making breakfast. Sam put on his grey shorts, white shirt, grey socks and black shoes. Zinzi was still in her pyjamas and she was very worried. Sam looked at her and said: "Zinzi, you can't go to school in your pyjamas! Where is your school dress? Hurry up or we'll be late!"

"I know it's late," she said. "But I can't find my green dress." Where could it be? They looked under the bed and behind the door, but they could not find the green dress.

Oh dear, poor Zinzi! She was so worried and felt like crying. Just then, Zinzi and Sam heard a noise. "Ruff ruff." It was very soft and they had to listen carefully. "What is that? It sounds like Spot. Where is he?" Zinzi asked.



"Shh! Let's listen again," Zinzi said. They listened carefully and heard: "Ruff ruff." Sam said: "That's Spot! But where is he?" They listened again. "Ruff ruff." The sound came from the cupboard in the passage. Zinzi ran to the cupboard and opened the door. She found Spot inside the cupboard and, oh no, he was lying on her dress!

Zinzi picked up Spot and said: "Spot, how did you get locked in the cupboard? And, oh no, look at my dress!" Sam picked up the green dress and shook it like this. Zinzi looked at her dress and she began to feel much better.

Zinzi put on her dress and then the children ate their breakfast very quickly. They washed their hands, put on their masks and waved goodbye. Zinzi and Sam ran to school as fast as they could and got there just as the school bell was ringing for the children to line up. They were so happy that they were not late!

And that is the end of the story.





Ingoma

Liphi irogo lakaZinzi?
Liphi irogo lakaZinzi?

Lingaphasi kombhede?
Awa!
Lingemva komnyango?
Awa!

Liphi irogo lakaZinzi?
Liphi irogo lakaZinzi?

Lingaphasi kombhede?
Awa!
Lingemva komnyango?
Awa!

Wufu wufu...
Tjh... Litjhada lani lelo?
Wufu wufu...
Tjh... Litjhada lani lelo?



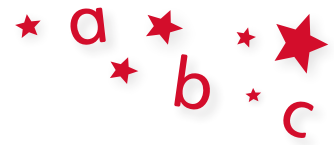
Sithole uSpoti phezu kwerogo
Sithole uSpoti phezu kwerogo
Sithole uSpoti phezu kwerogo
UZinzi banoSam bathabe kwamambala!

(Vuma nganasi itjhuni ethi: "Nakhu lapha siyakhona phasi naphezulu njengendulungu" namkha sebenzisa yakho itjhuni.)

Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	irogo	-hlaza	-tshwenyeka	emva kwesikhathi	itjhada	-thola
Amagama angezelelweko:	isiphande	amabhijama	ukudla kwekuseni	iraga	-qala	-lalela
	umratha	-ngemuva	-ngaphasi	-thambileko	-rhaba	-embatha





Song

Zinzi can't find her dress
 Zinzi can't find her dress
 Zinzi can't find her dress
 Where do you think it could be?

Is it under the bed?
 Is it under the bed?
 Is it under the bed?
 Where do you think it could be?

Is it behind the door?
 Is it behind the door?
 Is it behind the door?
 Where do you think it could be?

Shh, can you hear that noise?
 Shh, can you hear that noise?
 Shh, can you hear that noise?
 What do you think it could be?

Let's look in the cupboard
 Let's look in the cupboard
 Let's look in the cupboard
 Who do you think we found?

We found Spot on the dress
 We found Spot on the dress
 We found Spot on the dress
 Zinzi and Sam are so happy!



(Sing to the tune of "Here we go loop-de-loo" or use your own tune.)

Vocabulary from the story

Key-words:	dress	green	worry	late	noise	find
Extra words:	address	pyjamas	breakfast	cupboard	look	listen
	porridge	behind	under	soft	hurry	get dressed





Uzokudinga lokhu:

- Indatjana: *Irogo Elihlaza Satjani*
- Amaphaphethi: uZinzi, uSam, uNom banoKkz. Madiswa, uSpoti, irogo elihlaza satjani, amabhijama
- Amaphrophsi: irogo elihlaza satjani namkha nematheriyali ehlaza satjani amabhijama, ibhoksi elidala elijamele ikhahodi
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

UStella uthi:



Zifundele indatjana ngokwakho uyibuyelele amahlandla ambalwa. Zijayeze ukucoca indatjana ekhaya ngaphambi kobana uyicocele itlasi. Ukuragela phambili kwakho ngokuzithemba, kukuthoma kokuba bulula kokucoca indatjana ngokwendabuko. Akunasidingo sokufunda amagama wendatjana – ungacoca indatjana ngamagama avela kuwe.

Uzokudinga lokhu:

- Amaphaphethi aphaathelene nendatjana
- Umvumo kanye neenthombe ezimaphrophsi wokusekela ingoma

Iveke yoku-1 Ilanga loku-1

Imisetjenzana yetlasi loke

Yitjho igido *Amehlo amabili wokubona* ukuletha abafundi emadeni bazokulalela indatjana.

Ukucoca indatjana nokwakha illwazi-magama

1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *Coca ngokobana badala kangangani, nokobana banabo abomnakwabo namkha abodadwabo na, bahlala kuphi, baya njani esikolweni, bembathani nabaya esikolweni.*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Yenza ubuso obutshwenyekileko begodu ubawe abafundi bakubonise bona baqaleka njani nabatshwenyekileko. Bawa abafundi bona batjho igama ngelimi labo nangabe bakhuluma ilimi elahlukileko ekhaya.

2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko.
- 2.2 Yenza izenzo begodu usebenzise amaphaphethi neenstetjenziswa zokulingisa.
- 2.3 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo evulekileko, efana nokuthi: *“Kuyarara bona uZinzi uwe njani ngesikhathi basendleleni eya esikolweni?”*

3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngijiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?”*

Iveke yoku-1 Ilanga lesi-2

Imisetjenzana yetlasi loke

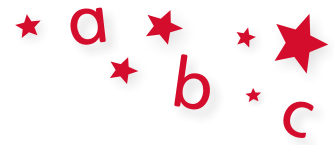
Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuzwa abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisele bonyana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophsi nanyana yenza imisikinyeko ukusiza abafundi bazwisise ilimi lengoma.
- 6 Fundisa abafundi izenzo zengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

Amehlo amabili wokubona

Umlomo munye wokukhuluma nokuvuma,
Amehlo amabili wokubona,
lindlebe ezimbili zokuzwa,
Imilenze emibili yokukhamba nokugijima;
Nanzi izandla zami
Letha zakho kimi- kiwowokumuntu
sikhathi seendatjana!





You will need:

- Story: *The green dress*
- Puppets: Zinzi, Sam, Mr and Mrs Madiswa, Spot, green dress, pyjamas
- Props: a green dress or piece of green material, pyjamas, an old box for a cupboard
- Objects or picture cards for words on the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about how old they are, whether they have brothers or sisters, where they live, how they get to school, what they wear to school.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Make a worried face and ask learners to show you how they look when they are worried. Ask learners to say the word in their own language if they speak a different language at home.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder how Zinzi felt when they were on their way to school?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

Stella says:



Read the story to yourself a few times. Practise telling the story at home before doing it in front of the class. The more confident you feel, the easier it will be to tell the story naturally. You don't have to learn the words of the story – you can tell the story in your own words.

You will need:

- Puppets for the story
- Music and props or pictures for the song

Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.





Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Amaphrophsi: irogo elihlaza satjani namkha isiqunto sematheriyali ehlaza satjani, ibhoksi elidala elijamele ikhabhodi, amabhijama



Iveke yoku-1 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *“Ngubani ongakhumbula bona ubuso bakho bunjani ‘nawutshwenyekileko’?”*
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukubuyelela ukulingisa ngabafundi abahlukileko.

Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

Iveke yoku-1 Ilanga le-4

Imisetjenzana yetlasi loke

Ukulandelanisa iinthombe

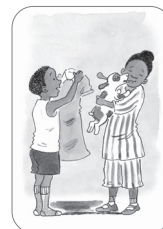
- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: *“Kungabe iinthombe lezi zihleleke ngendlela okungiyi?”*
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoko ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi *“Kwenzekeni okulandelako? Ngubani ongakhumbula ingcenywe yendatjana elandelako?”*
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.

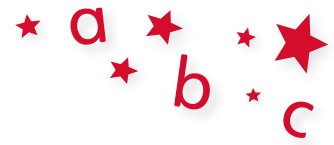
UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- *“Ngubani okwazi ukumbona?”* (abalingisi)
- *“Wenzani?”* (isenzo begodu nesehlakalo)
- *“Kuyini okhunywe okubonako?”* (nawuqalako godu)
- *“Ikuphi i...?”* (ngokutjho ababizo weendawo/iinkhundla)
- *“Kubayini ucabanga bona...?”* (ukucabanga ngokuhlakanipha, ngokuveza imibono)





You will need:

- Puppets for the story
- Props: a green dress or piece of green material, an old box for a cupboard, pyjamas



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: "Who can remember how your face looks when you are 'worried'?"
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

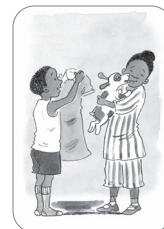
- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.





Uzokudinga lokhu:

- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana esitlolwe ngehla kwekhasi
- Amakhrayoni wewaksi amakhulu

Iveke yoku-1 Ilanga lesi-5

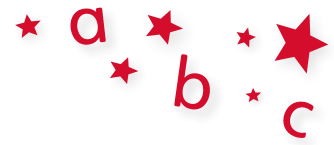
Imisetjenzana yetlasi loke

Yenza, gwala bewutlole

- 1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambili kokuthoma kwesifundo.
- 2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.
- 3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimphakamiso. Isibonelo: *"Uyithandile na indinyana lapha uZinzi afumana khona uSpoti ngaphakathi kwekhabhodi?"* Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko.
- 4 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.
- 5 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.
- 6 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka njengombana uwatlola phasi. Bacabangele ngokunabileko lokha wena nawuwatlolako. Isibonelo: *"uZinzi ... wafumana ... uSpoti ... ngaphakathi... Ngiliphi igama ebegade ulifuna uthi okulandelako? Ikhahodi. Ngizokutlola igama elithi 'khabhodi'."*
- 7 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisebizweni labo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.
- 8 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebelele nokulinga kwabo.

Ngithanda irogo likaZinzi
elihle elinombala ohlaza
satjani





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title of the story at the top of each learner's blank page before the lesson.
- 2 Ask learners to point to the words of the title as you read them together.
- 3 Ask learners what part of the story they liked best. Give some suggestions. For example: *"Did you like the part when Zinzi found Spot in the cupboard?"* Encourage learners to draw their favourite part of the story.
- 4 Make a comment or ask each learner to tell you about their drawing.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: *"Zinzi ... found ... Spot ... in ... the ... What word did you want to say next? Cupboard. I am going to write the word 'cupboard'."*
- 7 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.

I like Zinzi's pretty
green dress.





Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

Iveke yesi-2 Ilanga loku-1

Imisetjenzana yetlasi loke

Okunye ngokulandelanisa iinthombe

- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe zelandelano ezimbalabala. (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoko njengesiqhema, bawa abafundi abaphethe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeneni yabo.



Uzokudinga lokhu:

- INcwadi eKulu: *Irogo Elihlaza Satjani*

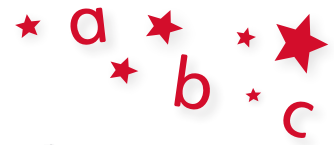
Iveke yesi-2 Ilanga lesi-2

Imisetjenzana yetlasi loke

Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi 'ukufunda' nawe.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures

- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class.
- 8 Encourage learners to take the books home to read with their families.



You will need:

- Big Book: *The green dress*

Week 2 Day 2

Whole class activities

Shared reading – Big book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have "walked" through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.





Uzokudinga lokhu:

- Ibumba lokudlala kanye nebhodi encani namkha umada womunye nomunye umfundi



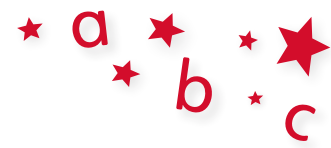
Iveke yesi-2 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukufunda ukulalela

- 1 Hlalisa abafundi ematafuleni begodu uhlalise phasi woke umuntu ukuze itlasi lithule begodu linzinze.
- 2 Thoma umsetjenzana wokulalela wanamhlanjisi ngokuthi: *"Uyakhumbula ngesikhathi uZinzi banoSam bezwa uSpoti akhonkotha ngaphakathi kwekhabhodi? Bekumele balalelisisa kuhle khulu ukwenzela bona bamuzwe. Asivaleni amehlo wethu bese siyathula imzuzwana embalwa lokha nasilalela ngokuyelela amatjhada aseduze nathi."* Manje-ke tjela abafundi bavule amehlo wabo bese bakhuluma ngamatjhada abawezwileko. Abakhulume ngokuthi ngimaphi amatjhada aseduze nofana atjhidele kibo (azwakalela phezu) begodu nalawo akude khulu (azwakalela phasi). Tjela abafundi kobana bazokwenza umsetjenzana lapha bazokufanele balalele ngokuyelela lokho okutjhoko.
- 3 Nikela omunye nomunye umfundi ibholo yebumba lokudlala begodu ubatjele bona bayokwenza abantu bebumba lokudlala.
- 4 Buza abafundi bona ngiziphi izitho zomzimba umuntu wabo azazinga: ihloko, umzimba, imikhono emibili, izandla ezimbili, imilenze emibili, iinyawo ezimbili, iindlebe ezimbili, amehlo amabili, ipumulo, umlomo kanye neenhluthu. Khomba izitho zomzimbakho ngesikhathi uzibiza ngamagama.
- 5 Kwanjisi nikela imilayelo kabuthaka begodu utjengise ngokuzwakalako ngesithombe sakho esenziwe ngebumba lokudlala. Linda hlangana kwelinye nelinye ilayelo ukwenzela bona abafundi bangazizwa benziswa burhaba.
 - ★ Hlephula isiqephu sebumba lokudlala bese uyalindulunga wenze umzimba.
 - ★ Hlephula isiqetjhana sebumba lokudlala, ulindulunge ulenze ibholo yokwenza ihloko begodu ulibeke ngaphezulu komzimba.
 - ★ Emva kwalokho yenza imilenze emibili bese uyibeka ngaphasi komzimba.
 - ★ Emva kwalokho yenza imikhono emibili bese uyibeka ngemahlangothini womzimba.
 - ★ Ndulunga amabholo amabili amancani wokwenza amehlo.
 - ★ Ndulunga isiqephu sokwenza umlomo. Fakelela ipumulo kanye neendlebe ezimbili.
- 6 Ngemva kobana abafundi balandele imiyalelo yakho begodu benze nomuntu ngebumba lokudlala, abakiniye ibumba lokudlala begodu bathome phasi. Ngalesi isikhathi, bangalinga begodu bayenze ngeyabo indlela, ngaphandle kokulandela imilayelo yakho.





You will need:

- Playdough and a small board or mat for each learner

Week 2 Day 3

Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin by saying: *“Do you remember when Zinzi and Sam heard Spot barking from inside the cupboard? They must have listened very carefully to hear him. Let’s close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us.”* Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Give each learner a ball of playdough and tell them they are going to make playdough people.
- 4 Ask learners what parts of the body their person will need: a head, a body, two arms, two hands, two legs, two feet, two ears, two eyes, a nose, a mouth and hair. Point to the parts of your body as you name them.
- 5 Now give instructions slowly and clearly and demonstrate with your own piece of playdough. Wait between each instruction so that learners do not feel rushed.
 - ★ Break off a piece of playdough and roll it to make a body.
 - ★ Break off a smaller piece of playdough, roll it into a ball to make the head and put it on top of the body.
 - ★ Make two legs and put them under the body.
 - ★ Make two arms and put them on the sides of the body.
 - ★ Roll two more small balls to make eyes.
 - ★ Roll a piece for a mouth. Add a nose and two ears.
- 6 Once learners have followed your instructions and made a playdough person, let them squash the playdough and start again. This time, they can try and make it their own way, without following your instructions.





Uzokudinga lokhu:

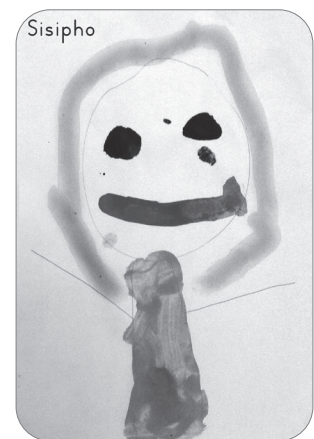
- Amatjhidi amakhulu wephepha elimhlophe elitlolve ibizo laqobe mfundi phezulu ekhoneni langesinceleni lekhasi.
- Amatjhidi amakhulu wephepha elimhlophe elinomdwebo kaZinzi embethe irogo lakhe elihlaza satjani begodu nebizo likaZinzi litlolve phezulu ekhoneni langesinceleni lekhasi
- Ipende enombala, iinkwasi begodu neemumathi ezinganamvalo
- Nesiboniboni esinobude obuzeleko (nakukghonakalako)

Iveke yesi-2 Ilanga le-4

Imisetjenzana yetlasi loke

Ukufunda begodu wenze

- 1 Bawa abafundi bona bajame ngeenyawo begodu ulandele ikomba yakho. Khomba isitho somzimba wakho, isib, ihloko yakho. Buza abafundi bakho bona sisibizani isitho lesi somzimba wethu begodu utjho igama "ihloko".
- 2 Yenza lokhu ngezitho ezahlukeneko zomzimba wabo: ihloko, iinhluthu, iindlebe, amehlo, ipumulo, umlomo, isilevu, intamo, amahlombe, imikhono, iindololwane, izandla, isisu, imilenze, amadolo, iinyawo.
- 3 Abathinte imikhono, imilenze, ihloko, iindlebe zabo ukubona bona bazizwa njani – zide, ziyindulungu, zibuthakathaka namkha ziqinile?
- 4 Tjengisa abafundi itjhidi lephepha elinomdwebo kaZinzi ambethe irogo lakhe elihlaza satjani. Khomba phezulu kwekhasi lapha kutlolve khona ibizo likaZinzi.
- 5 Tjengisa abafundi itjhidi elikhulu lephepha begodu bakhuthaze bona "bafunde" Amagama wabo. Sekela abafundi abangakwazi ukufanisa Amabizo wabo.
- 6 Babuze kobana ngisiphi isithombe abacabanga bona bafuna sibe ngaphasi kwamagama wabo: Ipendulo kuba sithombe sabo, nakanjani!
- 7 Batjele bona bayokusebenzisa loke ikhasi ukupenda isithombe sabo begodu nezambatho abazembetheko.
- 8 Vumela abantwana bona baziqale esibonibonini esizeleko namkha baqale kuhle abangani babo.



Uzokudinga lokhu:

- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana esitlolve ngehla kwekhasi
- Amakhrayoni wewaksi amakhulu
- Isikere
- Intambo ede (Le ifuna ukulengiswa ngetlasini njengentambo yezambatho ngaphambi kobana kuthome isifundo.)
- Amapheksi

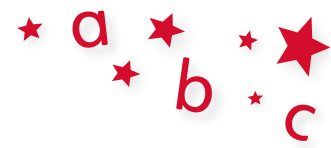
Iveke yesi-2 Ilanga lesi-5

Imisetjenzana yetlasi loke

Ukulalela begodu wenze

- 1 Bawa abafundi bona bajame ngeenyawo begodu balandele ikomba yakho. Khomba into esambathweni, isib, iyembe lakho.
- 2 Buza abafundi bona ibizwani ingcenyane le yesambatho begodu utjho ibizo elithi "iyembe".
- 3 Yenza lokhu ngengcenyane enye yesambatho: amanyathelo, amakowusu, isikete, amabhruku amafitjhani, amayembe, amajezi.
- 4 Nikela omunye nomunye umfundi ikhasi elingakatlolwa litho begodu uqinisekise bona kunamakhrayoni aneleko wemibala ukwenzela bona isiqhema sabafundi sikwazi ukwabelana.
- 5 Bahlathululele bona kumele badwebe ingcenyane yesambatho esiyintandokazi kibo begodu bayifake imibala efaneleko.
- 6 Ngemva kobana sele bafake izambatho zabo imibala, kumele basike isithombe abasidwebileko.
- 7 Nasele woke umuntu aqedile, abafundi kumele banikele amabizo weengcenyane zezambatho abazidwebileko begodu bazinikele wena bona uzilengise entanjani yewatjhini.





You will need:

- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

Week 2 Day 4

Whole class activities

Read and do

- 1 Ask learners to stand up and follow your lead. Point to a part of your body, for example, your head. Ask learners what we call this part of our body and say the word "head".
- 2 Do this for the different parts of their body: head, hair, ears, eyes, nose, mouth, chin, neck, shoulders, arms, elbows, hands, tummy, legs, knees, feet.
- 3 Let them touch their own arms and legs to see how they feel – are they long, round, soft or hard?
- 4 Show learners a sheet of paper with a drawing of Zinzi in her green dress. Point to the top of the page where Zinzi's name is written.
- 5 Show learners the large sheets of paper and encourage them to "read" their name. Support learners who are unable to recognise their name.
- 6 Ask them what picture they think should be under their name. The answer is a picture of themselves, of course!
- 7 Tell them they are going to use the whole page to paint a picture of themselves and the clothes they are wearing.
- 8 Let learners look at themselves in a full-length mirror or look carefully at their friend.



You will need:

- A blank A4 page for each learner
- Jumbo wax crayons
- Scissors
- A long piece of string (This needs to be hung up in the classroom like a washing line before the lesson.)
- Pegs

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners to stand up and follow your lead. Point to an item of clothing, for example, your shirt.
- 2 Ask learners what we call this item of clothing and say the word "shirt".
- 3 Do this for the different items of clothing: shoes, socks, skirt, shorts, shirt, jersey.
- 4 Give each learner a blank page and make sure there are enough coloured crayons for a group of learners to share.
- 5 Explain to them that they must draw their favourite item of clothing and colour it in the correct colour.
- 6 After they have coloured in their clothes, they must cut out the picture they have drawn.
- 7 When everyone is finished, learners must name the item of clothing they have drawn and give it to you to hang on the washing line.

★ Gijima, Lindi, Gijima!

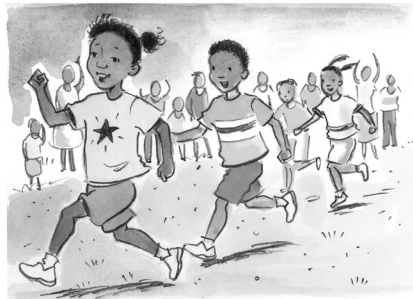
Indatjana

Kwasukasukela! Kwakukhona umntazana ibizo lakhe kunguLindi ogade ahlala nonina, uGogwakhe kanye nomnakwabo omncani, uPaul. Umzimba kaLindi gade uphilile, uqinile, begade athanda ukudlala yoke imihlobo yemidlalo, kodwana ngale kwalokho begade athanda ukugijima. ULindi bekagijima ukusuka ekhabo ukuya ngemlanjeni. Agijime ukusukela ngemlanjeni ukuya evikilini. Agijime ukusuka evikilini ukuya kwakghari wakhe ogade ayintandokazi yakhe. "Gijima, Lindi, gijima!" kurhuwelela boke abangani bakhe. ULindi gade agijima bekabuye eqele embhedeni qobe ngantambama, ngemva kobana ahlambe amazinyo wakhe.



Ngelinye ilanga, unina likaLindi wathi kuye: "Lindi, ngiyazi bona ukuthanda kangangani ukugijima. Kusasa kuzokuba nomgijimo othoma evikilini sikaNom. Ibrahim. Ungathanda na ukugijima emgijimeni loyo?" Kwamambala uLindi wathi, "Iye!" Wathaba khulu kwamanikelela begodu wakhamba ngaphambili kwesikhathi wayokulala ukwenzela bona akwazi ukuphumula ngokwaneleko begodu akwazi nokuqalana nomgijimo ozako lo ngamandla. Ekuseni, wavuka ngaphambi kwesikhathi begodu wadla isitja esizeleko somratha otjhisako nebisi njengokudla kwakhe kwekuseni. Begade kubonakala kwangathi kuzakuba lilanga elitjhisako. ULindi wakhumbula ukusela amanzi ngaphambi kobana kuthome umgijimo.

Ngemva kobana adle ukudla kwekuseni, uLindi wehlela evikilini sikaNom. u-Ibrahim begodu wangena hlangana nesiqhema sabantwana ebegade baguqe ngamadolo emudeni, balungele umgijimo. Ikababa UNom. u-Ibrahim wathi: "Jamani kuhle! Zilungiseleleni! Gijimani!" ULindi wasuka wagijima! Waphephuka njengommoya! Wagijima kwanga azange khese agijime ngaphambilini. "Gijima, Lindi, gijima!" kurhuwelela uPaul, eqela phezulu naphasi.



Nakafika entanjeni yokuthumba, uLindi wezwa woke umuntu awahla izandla. Wazizwa athabile begodu anamandla. Ikababa UNom. u-Ibrahim weza kuye wamnika imendlela. "Wenze kuhle, Lindi! Ugijime ngebelo elesabekako! Ube mfundi wokuthoma ukuqeda umgijimo lo!"

Ngesikhathi uLindi aya ekhaya ngemva komgijimo, wafaka imendlela yakhe etja ekhazimulako. "Wenze kuhle, Lindi, wenze kuhle!" kukwakwazela umndeni wakhe. UGogo wathi: "Lindi, ngiyazikhakhazisa ngawe. Uzijayeze ngokugijima qobe langa begodu kwanjani nakhu uthumbe umgijimo wakho! Umzimba wakho uphilile begodu unamandla, kanti ukugijima khona kusiphiwo sakho esikhethekileko."

Indatjana le iphelela lapha.

★ Run Lindi Run

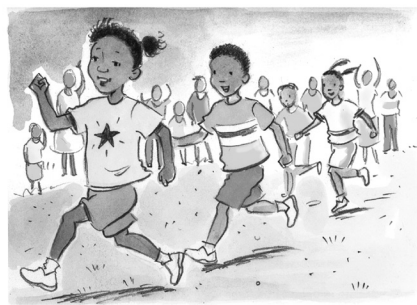
Story

Once upon a time, there was a girl called Lindi who lived with her mother, her granny and her little brother, Paul. Lindi's body was healthy and strong, and she liked to play all sorts of games, but most of all she loved to run. She ran from her house to the river. She ran from the river to the shop. She ran from the shop to her favourite auntie. "Run Lindi run!" shouted all her friends. Lindi even ran and jumped into bed every night, after she had brushed her teeth.



One day, Lindi's mother said to her: "Lindi, I know how much you love to run. Tomorrow there is going to be a race starting at Mr Ibrahim's shop. Would you like to run in the race?" Of course Lindi said yes! She was very excited and went to bed early so she could have a good rest and be strong for the race. In the morning, she woke up early and ate a bowl of warm porridge with milk for breakfast. It was going to be a hot day, and Lindi remembered to drink some water before the race.

After breakfast, Lindi went down to Mr Ibrahim's shop and joined all the children kneeling in a line, ready to race. Mr Ibrahim said: "On your marks, get set, go!" And off Lindi ran! She ran like the wind! She ran and ran like she had never run before. "Run Lindi run!" shouted Paul, jumping up and down.



When she stopped running, Lindi heard everyone cheering. She felt happy and strong. Mr Ibrahim came up to her and gave her a medal. "Well done, Lindi! You ran as fast as you could! You were the first to finish the race!"

When Lindi went home after the race, she wore her shiny new medal. "Well done, Lindi, well done!" cheered her family. Granny said: "Lindi, I am proud of you. You practise running every day and now you won the race! Your body is healthy and strong, and running is your special talent."

And that is the end of the story.



Ingoma

ULindi wathi tinini emlanjeni ngebelo
 ULindi wathi tinini emlanjeni ngebele
 ULindi wathi tinini esitolo ngebelo
 ULindi wathi tinini esitolo ngebele

Jamani kuhle... Zilungiseleni, gijimani [kungakhuluma munye]
 Lindi, Lindi, Lindi
 ULindi wathi laguja laguja
 ULindi wathi laguja laguja

Lindi... Lindi... Lindi...
 Laguja... Laguja...
 Lindi... Lindi... Lindi...
 Laguja... Laguja...

(Sebenzisa yakho itjhuni.)



Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	umgijimo	-thaba	-qeda	imindlela	kokuthoma	gijima
Amagama angezelelweko:	-namandla	-jayeza	umratha	-enze kuhle	ukudla kwekuseni	-khazimulako
	-thabileko	ibisi	-khethekileko	isiphiwo	- khakhazisa	-kwakwazela





Song

Lindi runs fast down to the river, to the river, to the river
Lindi runs fast down to the river
Run Lindi run!

Lindi runs all the way to the shop, to the shop, to the shop
Lindi runs all the way to the shop
Run Lindi run!

Lindi runs fast and wins the race, wins the race, wins the race
Lindi runs fast and wins the race
Run Lindi run!

Lindi feels happy, strong and fit, strong and fit, strong and fit
Lindi feels happy, strong and fit
Run Lindi run!

Lindi is proud of her special talent, special talent, special talent
Lindi is proud of her special talent
Run Lindi run!



(Sing to the tune of "The Wheels of the bus" or use your own tune.)

Vocabulary from the story

Key-words:	race	excited	finish	medal	first	run
Extra words:	strong	practise	porridge	well done	breakfast	shiny
	happy	milk	special	talent	proud	cheer





Uzokudinga lokhu:

- Indatjana: *Gijima, Lindi, Gijima!*
- Amaphaphethi: uLindi, uPaul, uNom. Ibrahim, uGogwakhe kaLindi, unina kaLindi
- Amaphrophsi: iyembe emhlophe esikhundleni sembaji yomphathisitolo, irobho namkha intambo yomuda wokuphetha, imedali
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

Iveke yoku-1 Ilanga loku-1

Imisetjenzana yetlasi loke

Yitjho igido *Ameblo amabili wokubona* ukuletha abafundi emadeni bazokulalela indatjana.

Ukucoca indatjana nokwakha illwazi-magama

Ameblo amabili wokubona

Umlomo munye wokukhuluma nokuvuma,
 Ameblo amabili wokubona,
 lindlebe ezimbili zokuzwa,
 Imilenze emibili yokukhamba nokugijima;
 Nanzi izandla zami
 Letha zakho kimi- kiwowokumuntu
 sikhathi seendatjana!

1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi ngokubuza: *“Ngubani othanda ukugijima? Ugijima kuphi? Wakhe wareyisisa ngaphambili na?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Bawa umfundi bona ajame eduze kwakho bese wenza kwanga nireyisisa ndawonye (amagadango ambalwa nje kwaphela!). Khuluma ngokuthoma kokureyisisa, ukuqeda begodu nokobana ngubani othumbileko.

2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko.
- 2.2 Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.3 Bawa abafundi bonyana benze ibonelo phambili kobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona uLindi uzizwe njani nabegade alindele ukuthoma ukureyisisa? Ucabanga bona uLindi uzizwe njani nabegade athumba ireyisisa?”*

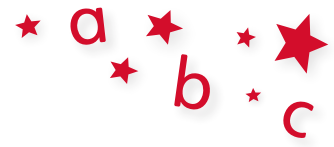
3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? ULindi khabe anekghono lokugijima. Wena unekghono kuphi?”*

Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“Gijima, gade, umgijimo”*. Uyalizwa itjhada elinqotjhiweko: **gijima, gade, umgijimo?** Iye, uwanembile woke anetjhada u-**lg/**.
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**lg/**: igatara, igagasi, ugiqiza, isigoga, ugoro, igorila.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**lg/** lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**lg/**: **“g-g-g”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.





You will need:

- Story: *Run Lindi Run*
- Puppets: Lindi, Paul, Mr Ibrahim, Lindi's granny, Lindi's mom
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: *"Who likes to run? Where do you run? Have you ever run in a race before?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Ask a learner to stand next to you and pretend to run a race together (just a few steps!). Talk about the start of the race, the finish and who the winner was.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Lindi felt when she was lining up to start the race? How do you think Lindi felt when she won the race?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Lindi was good at running. It was her special talent. What are you good at?"*

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Gijima, gade, umgijimo. Can you hear the focus sound: **gijima, gade, umgijimo**? Yes, you are right! They all have the sound **/g/**."*
- 2 *"Listen carefully, here are some more words with **/g/**: igatara, igagasi, ugiqiza, isigoga, ugogo, igorila."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/g/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/g/**: **"g-g-g"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.





Uzokudinga lokhu:

- Amaphaphethi aphaathelene nendatjana
- Umvumo kanye neenthombe ezimaphrophsi wokusekela ingoma

Iveke yoku-1 Ilanga lesi-2

Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufuniseka kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophsi nanyana yenza imisikinyeko ukusiza abafundi bazwisise ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

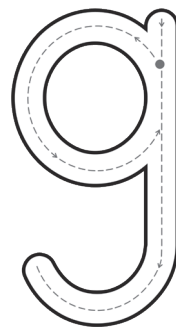
UStella uthi:



Ukuzijayeza ukutlola ngesandla okusemthethweni kuyingcnyene yekharikhyulamu yeGreyidi 1; akukalungi bona abafundi beGreyidi R. Kodwana, kuqakathekile ukobana abafundi bafundiswe bona amaledere akhiwa njani ngendlela efaneleko. Ungenza lokhu ngendlela etjhaphulukileko begodu nesahlaya ngokusebenzisa indlela le enokuhlakanipha, nemisebenzi ethintene nokuzwakala ngeendlela ezinengi begodu nekhuthaza abafundi bona batlola iincwadi ngendlela ekulu abangakghona ngayo.

Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/g/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/g/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangagadanga sakugida ngenyawo ngesikhathi bathi: "g-g-gadanga".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-g litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, zombezeza, yenyukela ngehla, yehla, uzombezeze."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emigogodlheni/ emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubutha izinto.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

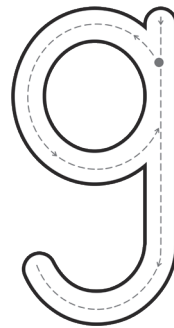
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /g/ or if they can think of any other words that start with the sound /g/.
- 2 Teach learners an action associated with the sound. For example: Learners can stomp their feet while saying: "g-g-gadanga".
- 3 Show learners how to write the letter g. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, up to the top, down and around."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.

Stella says:



Formal handwriting practice is part of the Grade 1 curriculum; it is not appropriate for Grade R learners. However, it is important that learners are taught how to form letters correctly. You can do this in a relaxed and fun way by using these creative, multisensory activities and encouraging learners to write letters as big as they can.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Amaphaphethi wendaba
- Amaphrophsi: iyembe emhlophe esikhundleni sembaji yomphathisitolo, irobho namkha intambo yomuda wokuphetha, imendleli
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**g**: igatara, ugiqiza, ugogo, igolide, igorila, gijima, igalaguni, igawuni, igagasi

Iveke yoku-1 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *“Ngubani ongakhumbula uLindi wathola ini ngesikhathi nakathumba ireyisi? Iye, wafumana imedali etsegemako.”*
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdembu. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye neny into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-g.”* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.





You will need:

- Puppets for the story
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- A letter box containing objects or pictures of objects that have the focus sound **g**: igatara, ugiqiza, ugogo, igolide, igorila, gijima, igalaguni, igawuni, igagasi

Week 1 Day 3

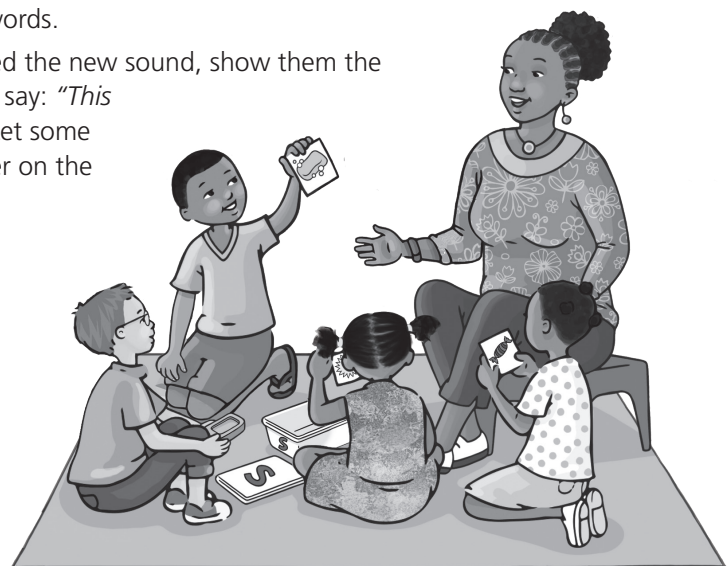
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"Who can remember what Lindi got when she won the race? Yes, a shiny medal."*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **g**."* Let some learners trace over the letter on the lid with their fingers.





Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Isaka lamabhontjisi namkha ibhlogo

UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhunda)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

Iveke yoku-1 Ilanga le-4

Imisetjenzana yetlasi loke

Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocicileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoko ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



Ukulalelela itjhada elinqotjhiweko

- 1 Tjela abafundi bona bazokuhlala bandulunge begodu badluliselane mazombe umgodla wamabhontjisi.
- 2 Umfundi ophethe umgodla wamabhontjisi kumele atjho ibizo lakhe woke umuntu alalele.
- 3 Bawa itlasi litjho bona elinye nelinye ibizo lithoma ngaliphi itjhada. Ngemva kobana abafundi baphendulile, buyelela ibizo begodu netjhada lokuthoma, nganasi indlela: "Iye, ibizo likaSindi lithoma ngetjhada u-/s/." Ngemva kwalokho umfundi angadlulisa umgodla wamabhontjisi.

Ukuhlukana: Dlala umvumo othambileko esendlelweni. Jamisa umvumo njalonjalo. Umfundi obambe umgodla wamabhontjisi kumele atjho ibizo lakhe begodu netjhada othoma ngalo.





You will need:

- Big sequence pictures
- Bean bag or block

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

- 1 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound, like this: "Yes, Sindi's name starts with the sound /s/." The learner can then pass the bean bag.

Variation: Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





Uzokudinga lokhu:

- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana ezitlolwe ngehla kwekhasi
- Amakhrayoni wewaksi amakhulu
- Amagama anamalunga amanengi endatjaneni: kusasa, khumbula, intandokazi, Ibrahim, ugogo, thabileko, ekuseni, umratha, amanzi, imedali, nepilo, khethekileko, isiphiwo

Iveke yoku-1 Ilanga lesi-5

Imisetjenzana yetlasi loke

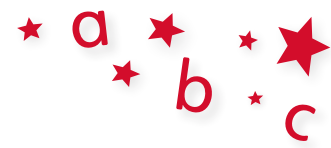
Yenza, gwala bewutlole

- 1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.
- 2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.
- 3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimpakamiso. Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandileko.
- 4 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.
- 5 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.
- 6 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka njengombana uwatlola phasi.
- 7 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.
- 8 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.

Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, Isibonelo: **i | me | da | li**.
- 2 Khetha umfundi asikime bese uyeqa kelinnye nelinye ilunga: **i** (weqa kanye) **me** (weqa kanye) **da** (weqa kanye) **li** (weqa kanye).
- 3 Bawa umfundi bonyana eqe godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 4 Abafundi abadlhegane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons
- Multisyllabic words relating to the story: kusasa, khumbula, intandokazi, Ibrahim, ugogo, thabileko, ekuseni, umratha, amanzi, imedali, nepilo, khethekileko, isiphiwo

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title of the story at the top of each learner's blank page before the lesson.
- 2 Read the words of the title at the top of the page and encourage learners to read with you.
- 3 Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story.
- 4 Ask learners to tell you about their drawings. Make comments or ask questions.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly with you as you write them down.
- 7 Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage the learner to "read" the writing with you while pointing to the words.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | me | da | li**.
- 2 Choose a learner to stand up and jump for each of the syllables:
i (one jump) **me** (one jump) **da** (one jump) **li** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.





Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

Iveke yesi-2 Ilanga loku-1

Imisetjenzana yetlasi loke

Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seentombe zelandelano ezimbalabala. (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *“Ngubani okhumbulako bonyana kwenzekeni okulandelako?”*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thata abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neentombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi “bangafunda” iincwajana zabo ezincani bafundela abalingani babo abangetlasini. Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeneni yabo.



Ukwethula itjhada elisuselwe endatjaneni



- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“ibizo, ilanga, isitja, imihlobo, imendlela, ulbrahim, Lindi, evikilini, uphilile, uqinile, nebisi. Uyalizwa itjhada elinqotjhiweko: **ibizo, Lindi, ibisi?** lye, uwanembile woke anetjhada u-**li**.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**li**: isipikiri, idini, umaliledinini, ilimi, ipisi, itipi.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**li**/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**li**: **“i-i-i”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

More sequencing pictures

- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “ibizo, ilanga, isitja, imihlobo, imendlela, ulbrahim, Lindi, evikilini, uphilile, uqinile, nebisi. Can you hear the focus sound: **ibizo, Lindi, ibisi?** Yes, you are right! The focus sound is **/i/**.”
- 2 “Listen carefully, here are some more words with **/i/**: isipikiri, idini, umaliledinini, ilimi, ipisi, itipi.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/i/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/i/**: “**i-i-i**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



Uzokudinga lokhu:

- INcwadi eKulu: *Gijima, Lindi, Gijima!*
- Amanzi angeemumathini begodu nekwasi yepende qobe mfundi

Iveke yesi-2 Ilanga lesi-2

Imisetjenzana yetlasi loke

Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



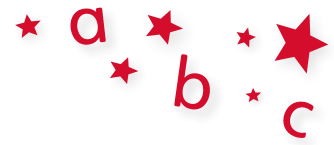
Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/i/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/i/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangavuma ngehloko ngesikhathi bathi: "**i-i-iy**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-i litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhazini, yehla, phakamisa isandla, beka iqatjhaza ngehla.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezu kwepheyivinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Big Book: *Run Lindi Run*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to “read” with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can nod their heads while saying: “**i-i-iyé**”.
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-i: isipikiri, idini, ilimi, ipisi, itipi, ifiliji, ipilisi, ibilibili, ithikithi, ipikiniki, iswitjhi, ibhigiri, itsikiri

Iveke yesi-2 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukufunda ukulalela

- 1 Hlalisa abafundi ematafuleni begodu uhlalise phasi woke umuntu ukuze itlasi lithule begodu lizinze.
- 2 Thoma umsetjenzana wokulalela wanamhlanjese ngokuthi: *“Asivaleni amehlo wethu bese siyathula imizuzwana embalwa lokha nasilalela ngokuyelela amatjhada aseduze nathi.”* Manjeke tjela abafundi bavule amehlo wabo bese bakhuluma ngamatjhada abawezwileko. Abakhulume ngokuthi ngimaphi amatjhada aseduze nofana atjhidele kibo (azwakalela phezu) begodu nalawo akude khulu (azwakalela phasi). Tjela abafundi kobana bazokwenza umsetjenzana lapha bazokufanele balalele ngokuyelela lokho okutjhoko.
- 3 Bawa abafundi bona bavume ngehloko nangabe wenza isitatimende esiliqiniso. Linga iimbonelo ezimbalwa nihlangene mantangi: ULindi uyakwazi ukugijima (vuma ngehloko); Inja iyakwazi ukugijima (vuma ngehloko).
- 4 Hlathululela abafundi bona nangabe abafundi bezwa into engasilo iqiniso, kumele banikinele iinhloko zabo ngemahlangothini womabili. Isibonelo: ULindi uyakwazi ukuphapha (nikinani iinhloko); Itafula liyakwazi ukuphapha (nikinani iinhloko). Kwanjese hlanganisa iimbonelo begodu ukhumbuze abafundi bona banikinele iinhloko kwaphela nangabe iintatimende ziliqiniso.

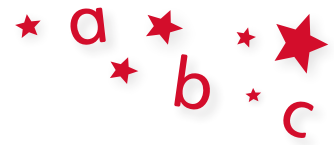


- ★ Umsana uyakwazi ukugijima. (vuma ngehloko)
- ★ Inja iyakwazi ukuphapha. (nikina ihloko)
- ★ Ikwiye liyakwazi ukuphapha. (nikina ihloko)
- ★ Umntazana uyakwazi ukuphapha. (nikina ihloko)
- ★ Ifesi iyakwazi ukugijima. (nikina ihloko)
- ★ Ipukani iyakwazi ukuphapha. (vuma ngehloko)
- ★ Imbuzi iyakwazi ukugijima. (vuma ngehloko)
- ★ Incwadi iyakwazi ukugijima (nikina ihloko)
- ★ Isithuthuthu siyakwazi ukuphapha (nikina ihloko)
- ★ Ikoloyi iyakwazi ukuphapha (nikina ihloko)
- ★ Isiphaphamtjhini siyakwazi ukuphapha (vuma ngehloko)

Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-i.”* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **i**: isipikiri, idini, ilimi, ipisi, itipi, ifiliji, ipilisi, ibilibili, ithikithi, ipikiniki, iswitjhi, ibhigiri, itsikiri

Week 2 Day 3

Whole class activities

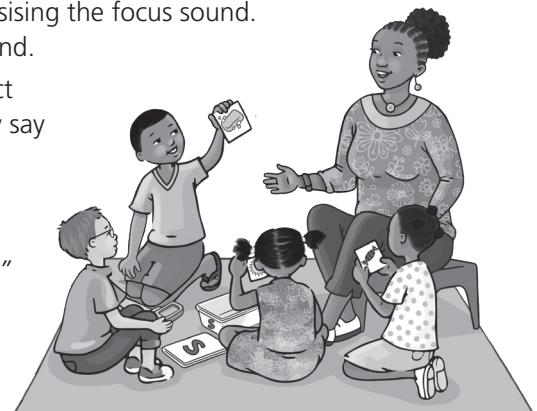
Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Ask learners to nod their heads when you make a true statement. Try a few examples together first: Lindi can run (nod head); A dog can run (nod head).
- 4 Explain to learners that when they hear something that is not true, they must shake their heads from side to side. For example: Lindi can fly (shake head); A table can fly (shake head). Now mix up the examples and remind learners to only nod for true statements.
 - ★ A boy can run. (nod head)
 - ★ A dog can fly. (shake head)
 - ★ A cow can fly. (shake head)
 - ★ A girl can fly. (shake head)
 - ★ A fish can run. (shake head)
 - ★ A fly can fly. (nod head)
 - ★ A goat can run. (nod head)
 - ★ A book can run. (shake head)
 - ★ A bike can fly. (shake head)
 - ★ A car can fly. (shake head)
 - ★ An aeroplane can fly. (nod head)
 - ★ A cat can run. (nod head)



Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **i**." Let some learners trace over the letter on the lid with their fingers.





Uzokudinga lokhu:

- Isitja esincani sephepha namkha ingcenywe yekhabhodi esikelwe qobe mfundi indulunga
- Amakhrayoni wewaksi amakhulu begodu/ namkha ipende
- Isithumbusi sokwenza intunja emphethweni wesitja sephepha
- Intambo
- Isaka lamabhontjisi namkha ibhlogo

Iveke yesi-2 Ilanga le-4

Imisetjenzana yetlasi loke

Ukufunda begodu wenze

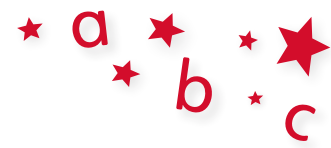
- 1 Sebenzisa izitja ezincani zephepha namkha dweba indulungu phezulu kwekhabhodi bese uyasika. Tlola ibizo laqobe mfundi phezulu kwekhabhodi namkha isitja sephepha begodu usebenzise isithumbusi ukwenza intunja encani phezulu emphethweni wekhabhodi namkha wesitja sephepha.
- 2 Buza abafundi nangabe basakukhumbula lokho uLindi ebegade amuhle kikho – iye, kugijima! Zombeza itlasi begodu ubuze omunye nomunye umfundi bona wazi ini (ngisiphi isimphiwo sabo esikhethekileko)?
- 3 Yenza bona omunye nomunye umfundi aqale ikhabhodi namkha izitja sephepha esingebizo labo. Phakathi nekhabhodi namkha kwesitja sephepha, kumele badwebe isithombe sabo benza into abanekghono lokuyenza kuhle. Lokhu kuzakuba yimedali namkha irozetha.
- 4 Lokha abafundi nabahlobisa imedali yabo nakha irozetha, bafake intanjana entunjani. Baqinisekise bona intambo yide ngokwaneleko ukobana ingakwazi ukukhamba ngehla kweenhloko zabafundi begodu emuva kwalokho bese kubotjhwa ifindo.
- 5 Ekugcineni komsebenzi, nikela omunye nomunye umfundi imedali yakhe.

Ukulalelela itjhada elinqotjhiweko

- 1 Tjela abafundi bona bazokuhlala bandulunge begodu badluliselane mazombe umgodla wamabhontjisi.
- 2 Umfundi ophethe umgodla wamabhontjisi kumele atjho ibizo lakhe woke umuntu alalele.
- 3 Bawa itlasi litjho bona elinye nelinye ibizo lithoma ngaliphi Itjhada. Ngemva kobana abafundi baphendulile, buyelela ibizo begodu netjhada lokuthoma, nganasi indlela: “Iye, ibizo likaSindi lithoma ngetjhada u-Isi!” Ngemva kwalokho umfundi angadlulisa umgodla wamabhontjisi.

Ukuhlukana: Dlala umvumo othambileko esendlalelweni. Jamisa umvumo njalonjalo. Umfundi obambe umgodla wamabhontjisi kumele atjho ibizo lakhe begodu netjhada othoma ngalo.





You will need:

- A small paper plate or a piece of cardboard cut into a circle for each learner
- Jumbo wax crayons and/or paint
- A punch for making a hole on the edge of the paper plate
- String
- A bean bag or block

Week 2 Day 4

Whole class activities

Read and do

- 1 Use small paper plates or draw circles on cardboard and cut out. Write each learner's name on the cardboard or paper plate and use a punch to make a small hole on the top edge of the cardboard or paper plate.
- 2 Ask learners if they remember what Lindi was good at – yes, running! Go around the class and ask each learner what they are good at (what is their special talent)?
- 3 Let each learner look for the cardboard or paper plate with their name. In the middle of the cardboard or paper plate, they must draw a picture of themselves doing something that they are good at. This will be their medal or rosette.
- 4 While learners are decorating their medal or rosette, thread a piece of string through the hole. Make sure the string is long enough to loop over the learner's head and then tie a knot.
- 5 At the end of the activity, present each learner with their medal.

Listening for focus sounds

- 1 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound like this: "Yes, *Sindi's name starts with the sound /s/.*" The learner can then pass the bean bag.

Variation: Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





Uzokudinga lokhu:

- Itjhidi elikhulu lephepha
- Amapeni wokutshwaya
- Amakhrayoni wewaksi amakhulu
- Amagama amasilabhiki amanengi aphaathelene nendatjana: kusasa, khumbula, intandokazi, Ibrahim, ugogo, thabileko, ekuseni, umratha, amanzi, imedali, nepilo, khethekileko, isiphiwo

Iveke yesi-2 Ilanga lesi-5

Imisetjenzana yetlasi loke

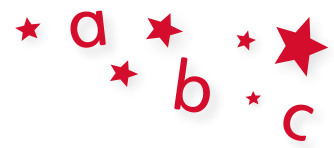
Ukulalela begodu wenze

- 1 Tjela abafundi bona uthabe khulu: *"Sizokuba nereyisisi yetlasi lethu yokugijima, njengoLindi! Asimemeni utitjherehloko bona eze sibukele ireyisisi begodu sinikele ngabonongorwana."*
- 2 Khuluma ngelwazi eliqakatheke khulu ukwenza isimemo: ibizo likatitjherehloko; ilanga nesikhathi ireyisisi ezakwenzeka ngaso, begodu ngaphandle kwalokho, indawo lapha ireyisisi izakwenzeka khona.
- 3 Tlola isiphande sesimemo: *"Iya ku-[tlola ibizo likatitjherehloko]"* esiqephini esikhulu sephepha ngepeni edege yokutshwaya.
- 4 Ndawonye nabafundi, vumelanani ngelinye ilwazi okumele ulitlole esimemeni sakho: Ilanga, Isikhathi, Indawo.
- 5 Tlola imibono lokha abafundi nabaveza imibono.
- 6 Buza abafundi bona: *"Ngiliphi elinye ilwazi okumele lifakwe esimemeni sethu?"* Ungaqunta okulandelako: *"Ngiyathokoza ukuza kwakho ereyisisini yethu begodu ukhuphe nabonongorwana."*
- 7 Funda isimemo esipheleleko ndawonye nabafundi, ukhombe elinye nelinye igama lokha nawufndako.
- 8 Bawa abanye abafundi bona badwebe iinthombe zokuhlobisa isimemo usebenzise amakhrayoni begodu ubuye uhlele nokunikelwa kwazo kutitjherehloko.
- 9 Qinisekisa bona ubamba ireyisisi ngelanga okuvunyelenwe ngalo, begodu nangesikhathi ezitlolwe phezulu kwesimememo.

Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, Isibonelo: **i | si | phi | wo**.
- 2 Khetha umfundi asikime bese uyeqa keline nelinye ilunga: **i** (weqa kanye) **si** (weqa kanye) **phi** (weqa kanye) **wo** (weqa kanye).
- 3 Bawa umfundi bonyana ege godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 4 Abafundi abadlhegane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.





You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: kusasa, khumbula, intandokazi, Ibrahim, ugogo, thabileko, ekuseni, umratha, amanzi, imedali, nepilo, khethekileko, isiphiwo

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Tell learners that you are very excited: *"We are going to have a running race for our class, just like Lindi! Let us invite our principal to come and watch the race and hand out prizes."*
- 2 Talk about the most important information to put on an invitation: the name of the principal; the day and time when the race will take place, and of course, the place where the race will take place.
- 3 Address the invitation: *"To [write the name of your principal]"* on a big piece of paper in a thick marker pen.
- 4 Together with learners, agree on the other information you need to write on the invitation: Event, Day, Time, Place.
- 5 Write down ideas as learners make suggestions.
- 6 Ask learners: *"What other information must we put on our invitation?"* You could suggest the following: *"Thank you for coming to our race and handing out prizes."*
- 7 Read the complete invitation together with the learners, pointing to each word as you read.
- 8 Ask some learners to draw pictures to decorate the invitation using crayons and then arrange for them to deliver it to the principal.
- 9 Make sure you hold the race on the agreed date, and at the time written on the invitation.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | si | phi | wo**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **si** (one jump) **phi** (one jump) **wo** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



★ U-Ali Nepende

Indatjana

Namhlanjesi ngingathaba nawungahlangana noNom. banoKkz. Ibrahim. Babanikazi besitolo esithengisa izinto ezinengi ezikarisako. (Uyakhumbula bona umgijimo kaLindi wathoma esitolo sikaNom. Ibrahim?) Ngelinye ilanga uNom. Ibrahim weza ekhaya neziphopho zabantwana bakhe ababili, uMusa bano-Ali.

Wakhupha isipho sika-Ali ngesikhwameni sakhe. Besinobujamo obukhulu, obuyindulungu. UKkz. Ibrahim wafunda ikarada. Lona belithi: "Ali Othandekako, Ithando libuya kuMma noBaba." Ucabanga bona isiphesi bekuyini? U-Ali wavula isipho sakhe. Gade kuyibholo ehle ebovu. U-Ali wathi: "Ngiyathokoza, Mma!" begodu wathatha ibholo waya ngaphandle wayokudlala.



UMusa waqala isipho sakhe. Bekulibhoksi elinebumbeko elisikwere. UKkz. Ibrahim wafunda ikarada. Lona belithi: "Musa oThandekako, iThando libuya kuMma noBaba." Wabese uthatha isipho esinebumbeko elisikwere begodu wasivula wafumana lokhu. Bekuyikwasi yepende kanye nemijeka emine yepende ebovu, esarulani, ehlaza kwesibhakabhaka begodu nehla satjani. UMusa wathaba khulu ngebanga lokobana wabegade akuthanda ukupenda iinthombe. UMusa wathi: "Ngiyathokoza kuwe, Mma. Ngizakupenda isithombe sakho kanye nesikababa."

Nasele aqedile ukupenda, uMusa wabuyisela iimpande ngebhoksini begodu waya ngaphandle wayokudlala nabangani bakhe. Ngesikhathi asaphumile, kwaba nento ethileko eyenzekako.

U-Ali wangena ngendlini, wabona ibhoksi phezu kwetafula. Wafisa ukubona bona yini engaphakathi kwebhoksi. Wasunduzela isitulo eduze kwetafula ... khuyini ocabanga bona wakwenza? U-Ali wakhwela phezu kwesitulo, wadlulela naphezulu kwetafula. Emva kwalokho wavula ibhoksi, wakhupha zoke iimpande.

Khuyini ocabanga bona wakwenza emva kwalokho? U-Ali wavula ipende ehlaza satjani wahlikihla enye yayo phezu kwepumulo yakhe. Ngitjengisa bona wayihlikihla njani ipende ehlaza satjani phezu kwepumulo yakhe. Emva kwalokho wavula ipende ebovu wabese uhlikihla enye yepende ebovu phezu kwamathumbu wakhe. Ngitjengisa bona wayihlikihla njani ipende ebovu phezu kwamathumbu wakhe. Emva kwalokho wavula ipende ehlaza kweibhakabhaka wahlikihla ipende ehlaza sasibhakabhaka phezu kwawo woke amazwani wakhe. Ungawasikinya na amazwani wakho?

Kwanjesi u-Ali omncani begade anepende ehlaza satjani phezu... kwepumulo yakhe; ipende ebovu phezu... kwamathumbu wakhe; kunye nepende ehlaza kweibhakabhaka phezu... kwamazwani wakhe. Uyazi bona ngimuphi umbala wepende oseleko ebhoksini? Iye! Mbala osarulani osele ebhoksini. Kodwana u-Ali akhenge athathe ipende esarulani ngombana ingasikade uKkz. Ibrahim wangena ngendlini wabona.

U-Ali wahleka begodu wabetha izandla. UKkz. Ibrahim wathi: "Ali! Wenzani?" Emva kwalokho wamomotheka wathi: "Ipumulo yakho ihlaza satjani. Ithumbu wakho sibovu. Amazwanakho ahlaza kweibhakabhaka. Begodu ngiyakuthanda!"

UKkz. Ibrahim wathatha u-Ali waya naye ngaphandle wageza ipumulo yakhe, amathumbu wakhe begodu namazwani wakhe. Emva kwalokho wabeka iimpande ngerageni ukwenzela bona u-Ali angasakwazi ukuzithola godu.

Indatjana le iphelela lapha.



★ Ali and the paint

Story

Today I would like you to meet Mr and Mrs Ibrahim. They own a shop selling many interesting things. (Do you remember Lindi's race started from Mr Ibrahim's shop?) One day Mrs Ibrahim came home with presents for her two children, Musa and Ali.

She took Ali's present out of her bag. It was a big, round shape. Mrs Ibrahim read the card. It said: "Dear Ali, Love from Mommy and Daddy." What do you think was in the present? Ali opened his present. It was a lovely red ball. Ali said: "Thank you, Mommy!" and he took the ball and went outside to play.



Musa looked at his present. It was a box with a square shape. Mrs Ibrahim read the card. It said: "Dear Musa, Love from Mommy and Daddy." He took the square shaped present and opened it and this is what he found. There was a paintbrush and four jars of paint – red, yellow, blue and green. Musa was so happy because he loved to paint pictures. He said: "Thank you, Mommy. I will paint a picture for you and Daddy."

When he had finished painting, Musa put the paints back in the box and went outside to play with his friends. While he was out, something happened. Ali came inside and saw the box on the table. He wanted to see what was inside the box so he pushed the chair next to the table and ... what do you think he did? Ali climbed onto the chair and then onto the table. Then he opened the box and took out all the paints.

And what do you think he did next? Ali opened the green paint and he rubbed some of it on his nose. Show me how he rubbed green paint on his nose. Then he opened the red paint and rubbed some of the red paint on his tummy. Show me how you rub red paint on your tummy. Then he opened the blue paint and rubbed the blue paint all over his toes. Can you wiggle your toes?

Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

Ali laughed and clapped his hands. Mrs Ibrahim said: "Ali! What are you doing?" She sounded quite cross. But then she smiled and said: "Your nose is green. Your tummy is red. Your toes are blue. And I love you!"

Mrs Ibrahim took Ali outside and she washed his nose, his tummy and his toes. Then she put the paints inside the cupboard so Ali could not get them again.



And that is the end of the story.



Ingoma

Kunemibala emine, kunemibala emine
 Omunye uhlaza satjani
 Omunye ubovu be
 Omunye uhlaza sasibhakabhaka
 Omunye usarulani

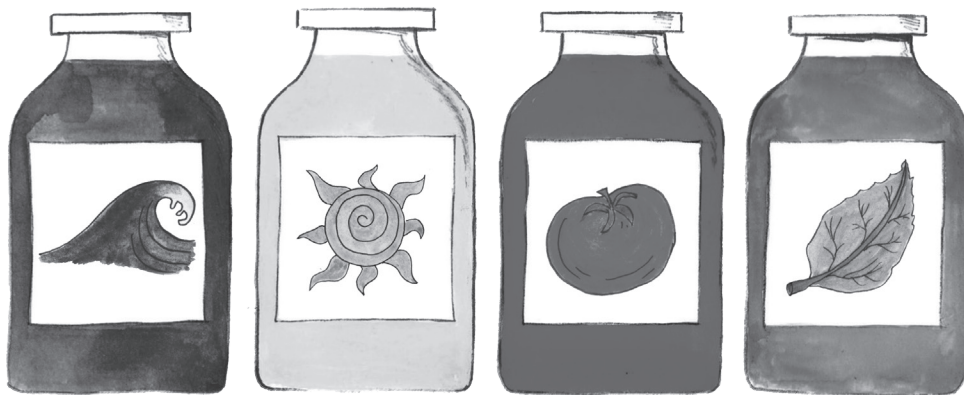
Ohlaza satjani upendi ipumulo
 Obovu upenda amathumbu
 Ohlaza sasibhakabhaka upenda amazwani
 Osarulani wona ke?
 Osarulani ungebhoksini.

(Vuma ngetjhuni yakho yokuvuma.)



Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	-hlaza sasibhakabhaka	-hlaza satjani	-sarulani	-bovu	ipende	isipho
Amagama angezelelweko:	ikwasi	-ndulungu	isikwere	umjeka	isisu	ipumulo
	amazwani	-khwela	-vula	-sikinyisa	-ngaphakathi	-hlikihla





Song

Ali paints his nose and it's green, green, green,
 green, green, green,
 green, green, green.
 Ali paints his nose and it's green, green, green,
 Oh dear, Ali!

Ali paints his tummy and it's red, red, red,
 red, red, red,
 red, red, red.
 Ali paints his tummy and it's red, red, red,
 Oh dear, Ali!

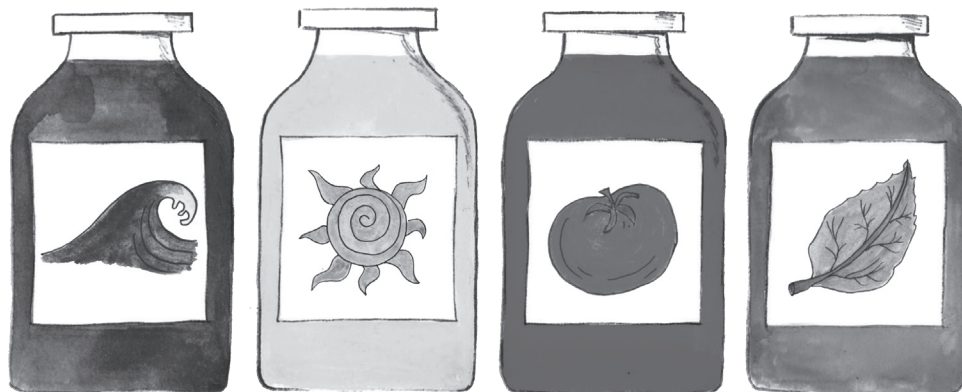
Ali paints his toes and they're blue, blue, blue,
 blue, blue, blue,
 blue, blue, blue.
 Ali paints his toes and they're blue, blue, blue,
 Oh dear, Ali!



(Sing to the tune of "The Wheels of the bus" or use your own tune.)

Vocabulary from the story

Key-words:	blue	green	yellow	red	paint	present
Extra words:	paintbrush	round	square	jar	tummy	nose
	toes	climb	open	wiggle	inside	rub





Uzokudinga lokhu:

- Indatjana: *U-Ali Nepende*
- Amaphaphethi: uMusa, u-Ali begodu noKkz. Ibrahim, imijeka emine yepende
- Amaphrophsi: ibholo ebovu nofana isithombe sebholo, ibhoksi elisikwere eliphuthelwe njengesipho, ibhratjhi yokupenda, amakarada amabili wabesana abuya kumma nobaba, umgwalo wepende wakaMusa, isib. umgwalo wepende wezungulekosi
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



Iveke yoku-1 Ilanga loku-1

Imisetjenzana yetlasi loke

Yitjho igido *Amehlo amabili wokubona* ukuletha abafundi emadeni bazokulalela indatjana.

Ukucoca indatjana nokwakha illwazi-magama

1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: Khuluma ngemindeni yabafundi begodu coca ngeminyaka yezelamani zabo.
- 1.3 Ithi: *"Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni."* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Bawa abafundi kobana bakhipe amanyathelo wabo bese batjengisa woke umuntu bonyana bawasikinya bunjani amazwani wabo.

2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko.
- 2.2 Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.3 Bawa abafundi bonyana benze ibonelo phambili kobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzwa imibuzo enganamikhawulo, efana naleyo ethi: *"Ngiyazibuza bonyana uzokwenza ini unina lika-Ali lokha nakabona lokhu akwenzileko."*

3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *"Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?"*

Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"izinto, zoke, izandla, nezipho. Uyalizwa itjhada elinqotjhiweko: izinto, zoke, izandla? Iye, uwanembile woke anetjhada u-!u!"*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/z/: zonke, izulu, izuba, isiziba, abazali, ibizo, unobuza."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la).
- 3 Yitjho itjhada u-/z/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/z/: *"z-z-z"*. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

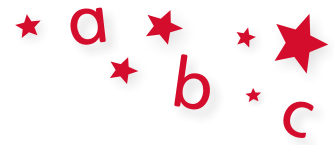
Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.

Amehlo amabili wokubona

Umlomo munye wokukhuluma nokuvuma,
Amehlo amabili wokubona,
lindlebe ezimbili zokuzwa,
Imilenze emibili yokukhamba nokugijima;
Nanzi izandla zami
Letha zakho kimi- kiwowokumuntu
sikhathi seendatjana!





You will need:

- Story: *Ali and the paint*
- Puppets: Musa, Ali and Mrs Ibrahim, four jars of paint
- Props: red ball or picture of a ball, a square box wrapped as a present, a paint-brush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about learners' families and discuss the ages of their siblings.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example, ask learners to take off their shoes and show everyone how they wiggle their toes.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder what Ali's Mommy is going to do when she sees what he has done?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"izinto, zoke, izandla, nezipho. Can you hear the focus sound: izinto, zoke, izandla? Yes, you are right! They all have the sound /z/."*
- 2 *"Listen carefully, here are some more words with /z/: zonke, izulu, izuba, isiziba, abazali, ibizo, unobuza."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /z/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /z/: *"z-z-z"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





Uzokudinga lokhu:

- Amaphaphethi wendaba
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma

UStella uthi:



Khumbula ukubawa abafundi nangabe bayakwazi ukuwatjho amagama asetjenziswa ekukhulumeni ngelimi labo nangabe bakhuluma ilimi elehlukileko ekhaya.

Iveke yoku-1 Ilanga lesi-2

Imisetjenzana yetlasi loke

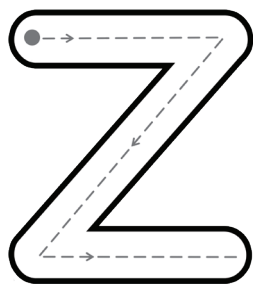
Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisela kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza imisikinyeko ukusiza abafundi bazwisise ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.



Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/z/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/z/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi banga sengathi kunento ebalahlekeleko phasi, banga sengathi bayayifuna into elahlekileko leyo ngeiskhathi bathi: "z-z-zuma".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-z litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhezini, thala umuda oya ngesidleni, yehlela enzasi uvundle, thala umuda ubuyele ngesidleni godu."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Puppets for the story
- Music and props or pictures for the song

Stella says:

Remember to ask learners if they know how to say the vocabulary words in their language if they speak a different language at home.



Week 1 Day 2

Whole class activities

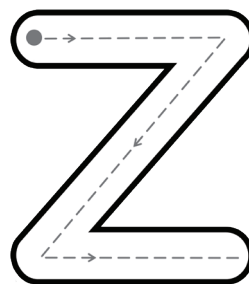
Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /z/ or if they can think of any other words that start with the sound /z/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to have lost something on the floor and while they are looking around for what they have lost they can say: "z-z-zuma".
- 3 Show learners how to write the letter z. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go across, down and across."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Amaphaphethi wendaba
- Amaphrophsi: ibholo ebomvu namkha isithombe sebhola, isikwere sebhoksi esiphuthelwe njengesipho, ikwasi yepende, amakarada amabili aya ebesaneni avela kuMma banobaba, umsebenzi kaMusa wepende, isib. umsebenzi wezungu lekosazana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**z**: izulu, izuba, iziko, abazali, ibizo, izibhu, izinyo, izambana, izembe, izinki

Iveke yoku-1 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Bawa abafundi kobana bafake ipende ngaphakathi kwebhoksi; bakhwelele esitulweni.
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdemi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-z.”* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.

Imisetjenzana yesiqhema esincani

Khumbuzwa abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Puppets for the story
- Props: red ball or picture of a ball, a square box wrapped as a present, a paintbrush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- A letter box containing objects or pictures of objects that have the focus sound **z**: izulu, izuba, iziko, abazali, ibizo, izibhu, izinyo, izambana, izembe, izinki

Week 1 Day 3

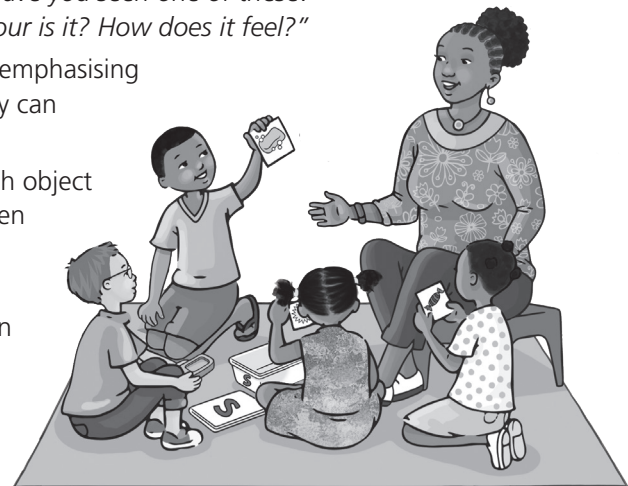
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask a learner to put the paint inside the box; climb onto a chair.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write z."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iinthombe ezikulu ezilamanako

UStella uthi:



Le mibuzo esebenzisekako ukubuzisa ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

Iveke yoku-1 Ilanga le-4

Imisetjenzana yetlasi loko

Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocicileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoko ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



Ukulalelela itjhada elinqotjhiweko

- 1 Vuma ingoma elandelako ngomvumo okhambelana nalo "If you're happy and you know it".
 - ★ Nange igama lakho lithoma ngo-**Im!**, sikima ujame ngeenyawo;
 - ★ Nange igama lakho lithoma ngo-**Im!**, sikima ujame ngeenyawo;
 - ★ Nange igama lakho lithoma ngo-**Im!**, sikima ujame ngeenyawo begodu ukhothame ngehlonipho;
 - ★ Nange igama lakho lithoma ngo-**Im!**, sikima ujame ngeenyawo.
- 2 Buyelela ngamatjhada ahlukahlukeneko nemisikinyeko, efana nokuthi "wahla izandla zakho", "uphenduke", njalo njalo.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyiselo izinto.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think...?" (creative thinking, expressing opinions)

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.



Listening for focus sounds

- 1 Sing the following song to the tune of "If you're happy and you know it".
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, stand up and take a bow;
 - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as "clap your hands", "turn around", and so on.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

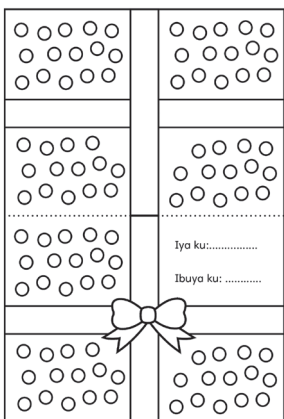
- Isithombe sekhasi lomsebenzi **wesipho** yomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu
- Isikere
- Ibhoksi elilodwa elivalwe ngephepha lokuphuthela elikhambisana nekarada elitloliweko elinanyathiselwe phezulu kwalo.
- Amagama anamalunga amanengi aphaathelene nendatjana: itafula, ikwasi yepende, isipho, isisu, ikhabhodi, iphepha, sarulani

Iveke yoku-1 Ilanga lesi-5

Imisetjenzana yetlasi loko

Yenza, gwala bewutlole

- 1 Buyelela ucoce indatjana usebenzise amaphaphethi.
- 2 Tjengisa "isipho" esinamathiselwe ikarada elitloliweko. Funda ikarada "Ali othandekako, Ithando livela kumma nobaba." Bawa abafundi bacabange ngokuthi kubayini siphana izipho ezinamakarada.
- 3 Nikela omunye nomunye umfundi ikhasi lomsetjenzana bese utjengisa abafundi kobana libhincwa njani ikhasi emdeni onamathosithosi. Bawa abafundi bonyana bacabange kwangathi isiphesi ngesabo. Batjengise iphepha lokuphuthela begodu nethegi yesipho. Khulumani ngeminye yemibono. Banikele imizuzwana embalwa yokucabanga ngesipho abangasithabela.
- 4 Tjela abafundi kobana bagwale isipho sabo ehlangothini lephepha elinganalitho.
- 5 Vumela abafundi bafake umbala iphepha labo lokuphuthela. Lokha abafundi nabasebenzako, khamba khamba bese ubuza omunye nomunye bonyana isipho sabo sibuya kubani. Abatlole igama lelo ethegini yesipho. Isibonelo: "Siya kuLolo, Ithando livela kuGogo" nofana "Siya kuBen, Ithando livela kuMalume".
- 6 Lokha abafundi nasele baqedile, babeke ngababili, bese batjengisane bebacocelane ngezipho zabo.



Ukwakha nokuphula (amalunga)

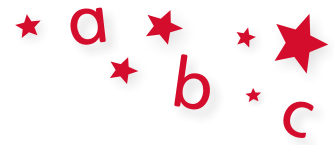
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, Isibonelo: **i | si | su**.
- 2 Khetha umfundi asikime bese uyeqa kelinnye nelinye ilunga: **i** (weqa kanye) **si** (weqa kanye) **su** (weqa kanye). Bawa umfundi bonyana eqe godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 3 Abafundi abadlhegane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyiselo izinto.





You will need:

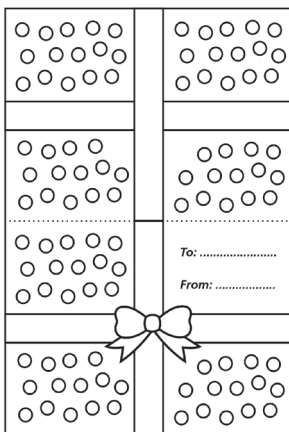
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: itafula, ikwasi yepende, isipho, isisu, ikhabhodi, iphepha, sarulani

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Retell the story using the puppets.
- 2 Show the "present" with the written card attached. Read the card: "Dear Ali, Love from Mommy and Daddy." Ask learners to think about why we give gift cards with presents.
- 3 Give each learner an activity page and show learners how to fold the page on the dotted line. Ask learners to imagine that this is a present for them. Show them the wrapping paper and gift tag. Talk about some ideas. Give them a few minutes to think about a present they would like.
- 4 Tell learners to draw their present on the blank side of the paper.
- 5 Let learners colour in the wrapping paper. While learners are busy, walk around and ask each learner who their present is from. Let them write the name on the gift tag. For example: "To Lolo, Love from Granny" or "To Ben, Love from Uncle".
- 6 When learners are finished, put them in pairs and let them show and tell each other about their presents.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | si | su**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **si** (one jump) **su** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.



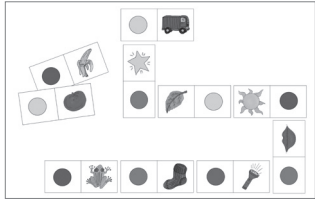



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



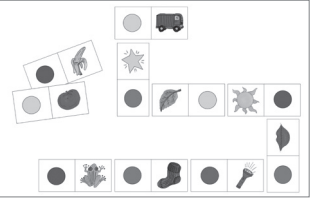



Imisetjenzana yesiqhema esincani yeveke yoku-1

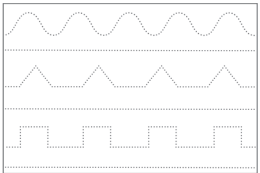

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> • Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho • Amakhrayoni wewaksi amakhulu   <p>Nangabe abafundi bathloga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</p>	<p>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</p> <ol style="list-style-type: none"> 1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo. 2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke. 3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimphakamiso. Isibonelo: <i>“Uyithandile ingceny leya lapha u-Ali akhwelele phezulu wayokuthola ipende?”</i> 4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko. 5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe. 6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na. 7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka njengombana uwatlola phasi. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: <i>“U-Ali ... wakhwelela...phezulu... e... ngiliphi igama ebewufuna ukulitjho elilandelako? Esitulweni. Ngizokutlolela igama elithi ‘esitulweni’.”</i> 8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako. 9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.
<ul style="list-style-type: none"> • Ukufaka amakarada umbala wesigodo 	<p>Umsetjenzana wesi-2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Nikela omunye nomunye umfundi inani elilinganako lamakarada. 2 Umfundi oyedwa uyathoma abeke ikarada phezu kwetafula. Umfundi olandelako uyaqala ukubona bonyana unaso na isithombe esifana nombala wethosi nofana ithosi elifana nombala wesithombe. Nangabe banaso, babeka ikarada labo eduze kwesithombe esifana naso nofana ithosi. Lokha nabanganaso baphundwa lithuba labo bese umfundi olandelako uthola ithuba.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda 	<p>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</p> <ol style="list-style-type: none"> 1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi. 2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda. 3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda. 4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.



Small group activities for Week 1

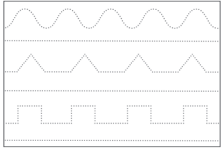

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Ali climbed up to reach the paint?" Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write the word 'chair'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> A set of Colour domino cards 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.



Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> • Ikhasi lomsetjenzana Wokuphuthela eligangisiweko lomunye nomunye umfundi • Amatje, amatje wemanzini, iinkunupe, umncamo, iinhlanzekisi zamaphayiphu 	<p>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</p> <ol style="list-style-type: none"> 1 Gadangisela omunye nomunye umfundi ikhasi lomsetjenzana elinemida ethabaleleko negobileko. 2 Hlathululela abafundi kobana bafanele bakhethe amatje, amatjana abutjelelezi, iinkunupe, imncamo kanye nezinto zokuhlwegisa ithumbu bazibeke phezu kwemida ukwenza iphetheni ehle.
<ul style="list-style-type: none"> • Amaphropshi: amabhokisi avalwe ngamaphepha wokuphuthela, iintlabagelo zephathi ezifana namabhaloni begodu amastrima, izitja zamaphepha, amakomitji wamaphepha, amakhandlela welanga lokubelethwa, amabhodlela weenselo ezimakhaza weplastiki, njll., amaphepha, amakhrayoni, iinkere begodu nebumba lokudlala, amatje, amatje wemanzini, iinkunupe, umncamo, iinhlanzekisi zamaphayiphu 	<p>Umsetjenzana wesi-5: Lingisa ukudlala</p> <ol style="list-style-type: none"> 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako. 2 Funda imithetho yekhoneni lokulingisa ukudlala bese ubatjengisa amaphropshi amatjha. 3 Bacocela bonyana uMusa no-Ali baphiwa izipho bonina. Abantwana bayazithola na izipho emindenini yabo? Abantu abanengi baphana ngezipho lokha nakulilanga lamabeletho nofana lokha nakunguKresmusi nanyana i-Eid namkha uMnyaka oMutjha. 4 Ithi: <i>“Namhlanjesi nizokudlala kwangathi kunomnyanya!”</i> 5 Manjeke bathome ngokuthi: <i>“Kuzokuba nomnyanya begodu iinthekeli ziyeza msinya. Kodwana qala, umnyanya awukalungi! Ukudla sekulungile koke? Ukukghabisa sekulungile? Zikuphi izipho?”</i> 6 Vakajtjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Ungafika wenze senga uyakokoda emnyango bese uthi: <i>“Lotjhani! Sengikhona! Ngiyathokoza bonyana ningimemele emnyanyeni omuhle kangaka, Wu, maye, yoke into ibonakala iyihle khulu. Ngize nesipho!”</i>





You will need	Activities
<ul style="list-style-type: none">• A photocopy of the Wrapping paper activity page for each learner• Stones, pebbles, buttons, beads, pipe cleaners 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Photocopy the activity page with straight and curvy lines for each learner.2 Explain to learners that they must choose stones, pebbles, buttons, beads and pipe cleaners to put over the lines to make a beautiful pattern.
<ul style="list-style-type: none">• Props: boxes covered in wrapping paper, party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cooldrink bottles, etc., paper, crayons and scissors, playdough 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and settle them down quickly.2 Read the rules for the pretend play corner and show them the new props.3 Discuss that Musa and Ali were given presents by their mom. Do children get presents in their family? Many people give presents when there is a birthday or when it's Christmas or Eid or New Year.4 Say: <i>"Today you are going to play It's a party!"</i>5 Now start them off by saying: <i>"There is going to be a party and the guests are coming soon. But look, the party is not ready! Is the food all set out? Are the decorations up? Where are the presents?"</i>6 Visit the corner at least once to observe and encourage the learners' game. For example: You could arrive and pretend to knock at the door and say: <i>"Hello! Here I am! Thank you for inviting me to this lovely party. Oh, wow, everything looks beautiful. I have brought a present!"</i>



Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

Iveke yesi-2 Ilanga loku-1

Imisetjenzana yetlasi loke

Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe zelandelano ezimbalabala. (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavaresa bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "Ali, ahlaza, (z)abantwana, wathatha, Mma, Baba, Mbala. Uyalizwa itjhada elinqotjhiweko: **Ali, Baba, Mbala?** Iye, uwanembile woke anetjhada u/a/."
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u/a/: abantu, abantwana, amanzi, amamabula, i-avocado." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u/a/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada /a/: "a-a-a". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keliyane nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyiselo izinto.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class.
- 8 Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “Ali, ahlaza, (z)abantwana, wathatha, Mma, Baba, Mbala. Can you hear the focus sound: **Ali, Baba, Mbala?** Yes, you are right! The focus sound is /a/.”
- 2 “Listen carefully, here are some more words with /a/: abantu, abantwana, amanzi, amamabula, i-avocado.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: “**a-a-a**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



Uzokudinga lokhu:

- INcwadi eKulu: *U-Ali Nepende*
- Amanzi ngeemumathini begodu neenkvasi zepende zomunye nomunye umfundi

Iveke yesi-2 Ilanga lesi-2

Imisetjenzana yetlasi loke

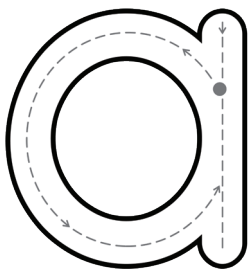
Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



Ukubumba iledere

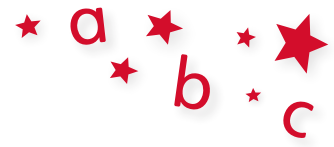
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/a/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/a/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangasikinya iinhloko zabo ziyengapha nangapha ngesikhathi abathi: "a-a-awa".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-a litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, zombeleza, yenyuka, wehla."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu unikele omunye nomunye umfundi isimumathi kanye nekwasi yepende. Abafundi bangapenda iledere isikhathi esinengi emanzini phezu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyiselo izinto.





You will need:

- Big Book: *Ali and the paint*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

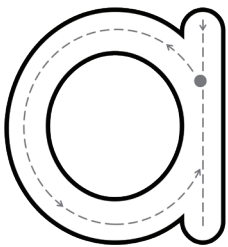
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /a/ or if they can think of any other words that start with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can shake their head in different directions while saying: “**a-a-awa**”.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go round, then up and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- **Ikhasi lomsetjenzana Wamajamo**
eligidangisiweko lomunye nomunye umfundi.
- Amakhrayoni anemibala emithathu (obumvu, ohlaza satjani kanye nohlaza kwesibhakabhaka) womunye nomunye umfundi
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**a**: abantu, abantwana, amamabula, i-avocado, i-abhula, ipalapala, ibhanana, itjhatjhatjha, isandla, thandaza

Iveke yesi-2 Ilanga lesi-3

Imisetjenzana yetlasi loko

Ukufunda ukulalela

- 1 Hlalisa abafundi ematafuleni begodu uhlalise phasi wo ke umuntu ukuze itlasi lithule begodu lizinze.
- 2 Thoma umsetjenzana wokulalela wanamhlanjisi ngokuthi: *"Asivaleni amehlo wethu bese siyathula imzuzwana embalwa lokha nasilalela ngokuyelela amatjhada aseduze nathi."* Manjeke tjela abafundi bavule amehlo wabo bese bakhuluma ngamatjhada abawezwileko. Abakhulume ngokuthi ngimaphi amatjhada aseduze nofana atjhidele kibo (azwakalela phezu) begodu nalawo akude khulu (azwakalela phasi). Tjela abafundi kobana bazokwenza umsetjenzana lapha bazokufanele balalele ngokuyelela lokho okutjhoko.
- 3 Kwanjisi phakamisa elinye nelinye ikhrayoni bese utjho igama lombala. Bawa abafundi bonyana baphakamise ikhrayoni elifanako eliphambili kwabo. Khuluma ngephimbo, elizwakalako elizinzeleko.
- 4 Ngemva kwalapho khomba isikwere bese ukhumbuza abafundi bonyana isipho sakaMusa besinobujamo obufana nesikwere. Babawe kobana bakhombe ebujameni obuyindulungu, njengebholo yaka-Ali. Bese ubuza kobana ukhona na owazi ubujamo obunguncantathu.
- 5 Khomba obunye nobunye ubujamo bese utjho igama lobujamobo. Ngemva kwalapho nikela imilayo kabuthaka begodu ngokuzwakalako:
 - ★ *"Phakamisa ikhrayoni lakho elibovu faka indulungu umbala obovu."*
 - ★ *"Phakamisa ikhrayoni lakho elihlaza satjani faka umbala ohlaza satjani kuncantathu."*
 - ★ *"Phakamisa ikhrayoni lakho elihlaza sasibhakabhaka faka umbala isikwere sibe hlaza sasibhakabhaka."*

Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *"Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?"*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *"Le yindlela esitlola ngayo u-a."* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubutha izinto.





You will need:

- A photocopy of the **Shapes activity page** for each learner
- Three coloured crayons (red, green and blue) for each learner
- A letter box containing objects or pictures of objects that have the focus sound **a**: abantu, abantwana, amamabula, i-avocado, i-abhula, ipalapala, ibhanana, itjhatjhatjha, isandla, thandaza

Week 2 Day 3

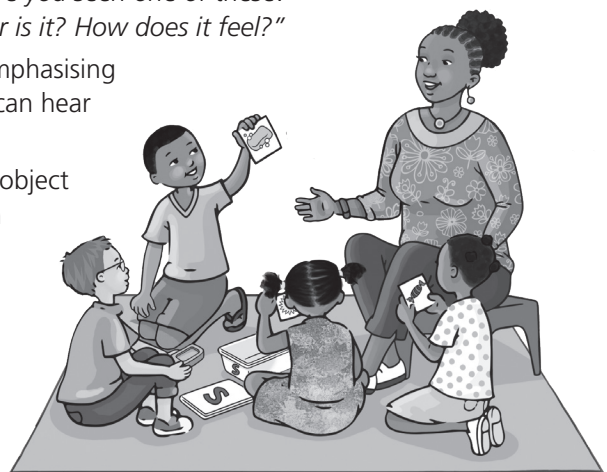
Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Now hold up each crayon and say the name of the colour. Ask learners to pick up the matching crayon in front of them. Speak in a clear, steady voice.
- 4 Then point to the square and remind learners that Musa's present had a shape like a square. Ask them to point to a shape that is round, like Ali's ball. Then ask if anyone knows which shape is a triangle.
- 5 Point to each shape and say the name of the shape. Then give the instructions slowly and clearly:
 - ★ "Pick up your red crayon. Colour the circles red."
 - ★ "Pick up your green crayon. Colour the triangles green."
 - ★ "Pick up your blue crayon. Colour the squares blue."

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **a**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iinquntu ezine zamakhabhodi amakhulu amhlophe namkha iphepha elitshwaywe ngoku-“bomvu”, “hlaza kwesibhakabhaka”, “hlaza satjani”, kanye “nokusarulani” (tlola amabizo la ngombala okhambisana nombala wamakarada), isithombe sento enombala lowo phezu kwaqobe yikhabhodi, amamagazini, iinkere kanye nesinamathiseli
- Amamagazini
- Isikero
- Inovu

Iveke yesi-2 Ilanga le-4

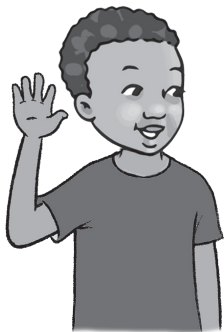
Imisetjenzana yetlasi loke

Ukufunda begodu wenze

- 1 Tjengisa abafundi amabhodi amane begodu ubabawe “bafunde” igama lombala kelinye nelinye ibhodi. Hlobanisa iimbala yepende esendatjaneni. Buza abafundi kobana ngimuphi umbala obuwasasele ngebhoksini (osarulana).
- 2 Khuluma ngesibonelo seenthombe begodu nokuthi zifana bunjani nombala.
- 3 Hlathulula bonyana omunye nomunye umfundi ufanele athole isithombe nombala esisodwa asinamathelise kelinye nelinye ibhodi lombala.
- 4 Tjengisa kobana uqala bunjani kumagazini ukuthola iinthombe ezizokufana nemibala emine.
- 5 Hlathulula bonyana lokha umfundi nakathola isithombe esifana nomunye wemibala akawusike.
- 6 Lokha nasele babe nesikhathi esaneleko, Bawa boke abafundi abanesithombe esinombala ofana nobovu baphakamise izandla zabo. Bawa umfundi kobana athathe zoke iinthombe lezo bese akusize ngokuzinamathisela ebhodini elifana nazo, bazitjho izinto lezo bese utlomelisa abafundi. Yitjho into efana nokuthi: “Qala ikoloyana ebovu ephazimako. Ngubani othole isithombe lesi? Usebenze kuhle Sara!”
- 7 Ragela phambili nekambiso efanako nangeminye iimbala.

Ukulalelela itjhada elinqotjhiweko

- 1 Vuma ingoma elandelako ngomvumo okhambelana nalo “If you’re happy and you know it”.
 - ★ Nange igama lakho lithoma ngo-**/m/**, sikima ujame ngeenyawo;
 - ★ Nange igama lakho lithoma ngo-**/m/**, sikima ujame ngeenyawo;
 - ★ Nange igama lakho lithoma ngo-**/m/**, sikima ujame ngeenyawo begodu ukhothame ngehlonipho;
 - ★ Nange igama lakho lithoma ngo-**/m/**, sikima ujame ngeenyawo.
- 2 Buyelela ngamatjhada ahlukahlukeneko nemisikinyeko, efana nokuthi “wahla izandla zakho”, “uphenduke”, njalo njalo.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubutha izinto.





You will need:

- Four large pieces of white cardboard or paper labelled “red”, “blue”, “green” and “yellow” (write these words on the corresponding colour cards), a picture of an object in that colour on each piece of cardboard
- Magazines
- Scissors
- Glue

Week 2 Day 4

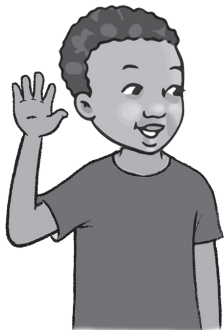
Whole class activities

Read and do

- 1 Show learners the four boards and ask them to “read” the colour word on each board. Make a connection to the paint colours in the story. Ask learners which colour was still in the box (yellow).
- 2 Talk about the example pictures and how they match the colour.
- 3 Explain that each learner must find one colour picture to paste on each of the colour boards.
- 4 Demonstrate how to look through a magazine to find pictures to match the four colours.
- 5 Explain that when learners have found a picture matching one of the colours, they must cut it out.
- 6 When they have had enough time, ask all learners with pictures that match the colour red to raise their hands. Ask a learner to collect these pictures and help you to glue them onto the matching board. Talk about the board, naming the objects and giving credit to learners. Say something like: “Look, a shiny red car! Who found this picture? Well done, Sara!”
- 7 Go through the same process with the other colours.

Listening for focus sounds

- 1 Sing the following song to the tune of “If you’re happy and you know it”.
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, stand up and take a bow;
 - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as “clap your hands”, “turn around”, and so on.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iinthombe namkha iincwadi ezitjengisa amazungu wekosazana amahle
- Amaphepha amakhulu amhlophe
- Ipende enombala, isimumathi zamanzi, amathawula
- Amagama anamalunga amanengi aphantsi nendatjana: itafula, ikwasi yepende, isipho, isisu, ikhabhodi, iphepha, sarulani

UStella uthi:



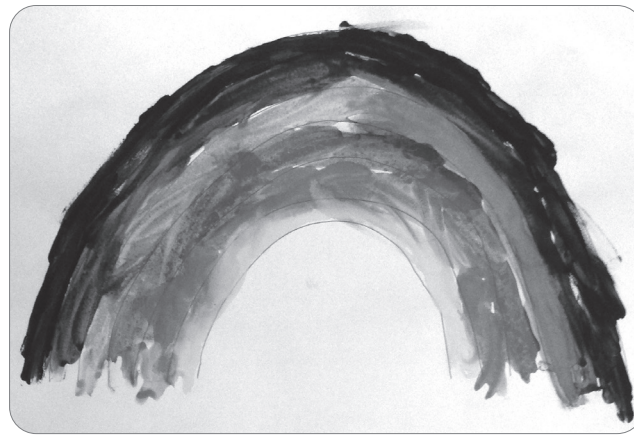
Ukupenda amazipho kukhuthaza abafundi bona bathathe isimilo sika-Ali endatjaneni. Kungaba msebenzi obudisi, ngokunjalo qinisekisa bona abafundi basebenzela endaweni elungileko eseduze neenkghonakalisi zokugezela.

Iveke yesi-2 ilanga lesi-5

Imisetjenzana yetlasi loke

Yenza, gwala bewutlole

- 1 Bawa abafundi kobana baqale eentombeni zezungu lekosi bese bakhombe iimbala yepende esendatjaneni.
- 2 Tjela abafundi bonyana bazokupenda izungu lekosi ephepheni elikhulu.
- 3 Tjengisa abafundi kobana bazokupenda ngemino yabo, njengombana u-Ali enzile endatjaneni.
- 4 Khumbuza abafundi kobana basebenzise yoke iimbala ukwenza izungu lekosi, begodu kungabi mbala owodwa.
- 5 Khuthaza abafundi kobana basebenzise ikhasi loke begodu bapende izungu lekosi elikhulu.



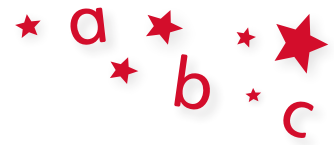
Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **sa | ru | la | ni**.
- 2 Khetha umfundi asikime bese uyeqa keliyane nelinye ilunga: **sa** (weqa kanye) **ru** (weqa kanye) **la** (weqa kanye) **ni** (weqa kanye).
- 3 Bawa umfundi bonyana ege godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 4 Abafundi abadlhogane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.



You will need:

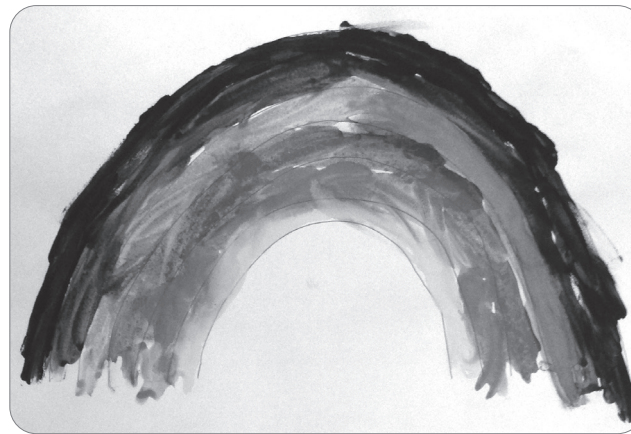
- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: itafula, ikwasi yepende, isipho, isisu, ikhabhodi, iphepha, sarulani

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners to look at pictures of rainbows and to point to the colours of the paint in the story.
- 2 Tell learners that they are going to paint a rainbow on the big piece of paper.
- 3 Show learners that they will be painting with their fingers, like Ali did in the story.
- 4 Remind learners to use all the colours to make a rainbow, and not just one colour.
- 5 Encourage learners to use the whole page and to paint a big rainbow.



Stella says:



Finger painting encourages learners to identify with Ali's character in the story. It can be a messy activity, so make sure that learners are working in a suitable space with easy access to washing-up facilities.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **sa | ru | la | ni**.
- 2 Choose a learner to stand up and jump for each of the syllables: **sa** (one jump) **ru** (one jump) **la** (one jump) **ni** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.


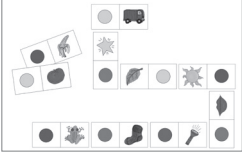





Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.


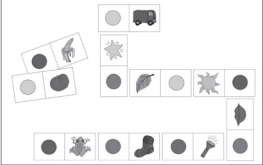

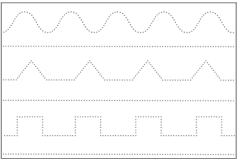



Imisetjenzana yesiqhema esincani iveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana ezitlolwe ngehla kwekhasi Amakhrayoni wewaksi amakhulu  <p><i>Nangabe abafundi batlhoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</i></p>	<p>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</p> <ol style="list-style-type: none"> Nikela umfundi ngamunye iphepha begodu namakhrayoni bese uyahlathulula bonyana bazokugwala isithombe sika-Ali. Bawa abafundi kobana batjho igido nawe: ipumula yakho ihlaza satjani, amathumbu wakho abovu, amazwani wakho ahlaza sasibhakabhaka, begodu ngiyakuthanda. Babuze bonyana basakhumbula kobana ngiziphi izitho zomzimba u-Ali azipendako nokuthi bezinombala onjani. Ngemva kwalokho bangagwala u-Ali. Nange balibele izitho zomzimba nemibala, bangatjho umdunduzelo. Nangabe balibele igido, bangaqala ilandelano leenthombe kobana libahlahle.
<ul style="list-style-type: none"> Ukufaka amakarada umbala wesigodo 	<p>Umsetjenzana wesi-2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> Nikela omunye nomunye umfundi inani elilinganako lamakarada. Umfundi oyedwa uyathoma abeke ikarada phezu kwetafula. Umfundi olandelako uyaqala ukubona bonyana unaso na isithombe esifana nombala wethosi nofana ithosi elifana nombala wesithombe. Nangabe banaso, babeka ikarada labo eduze kwesithombe esifana naso nofana ithosi. Lokha nabanganaso baphundwa lithuba labo bese umfundi olandelako uthola ithuba.
<ul style="list-style-type: none"> Iincwadi, amamagazini, iincwajana ezibhincwa, iincwadi eziKulu lisede yamakarada anombala wedomino 	<p>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</p> <ol style="list-style-type: none"> Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi. Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda. Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda. Vakatjhela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.
<ul style="list-style-type: none"> Ikhasi lomunye nomunye umfundi lomsebenzi wokufothokhophisa iphepha lokuphuthela Amatje, amatje wemanzini, iinkunupe, umncamo, iinhlanzekisi zamaphayiphu 	<p>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</p> <ol style="list-style-type: none"> Gadangisela omunye nomunye umfundi ikhasi lomsetjenzana elinemida ethabaleleko negobileko. Hlathululela abafundi kobana bafanele bakhethe amatje, amatjana abutjelelezi, iinkunupe, imncamo kanye nezinto zokuhlwegisa amaphayiphu/amathumbu bazibeke phezu kwemida ukwenza iphethehle ehle. 
<ul style="list-style-type: none"> Amaphrophi: amabhokisi avalwe ngamaphepha wokuphuthela, iintlabagelo zephathi ezifana namabhaloni begodu amastrima, izitja zamaphepha, amakomitji wamaphepha, amakhandlela welanga lokubelethwa, amabhodlela weenselo ezimakhaza weplastiki, njll., amaphepha, amakhrayoni, iinkere begodu nebumba lokudlal 	<p>Umsetjenzana wesi-5: Lingisa ukudlala</p> <ol style="list-style-type: none"> Khumbuza abafundi ngamaphrophi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 lokha nabalingisa ukuba nomnyanya begodu baphana izipho. Vakatjhela ekhoneni ukuyokuqala begodu ukhuthaze umdlalo wabafundi wokulingisa. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali. Ask learners to say the rhyme together with you: Your nose is green, Your tummy is red, Your toes are blue, And I love you. Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali. If they forget the body parts and colours, they can say the rhyme. If they forget the rhyme, they can look at the sequence pictures to guide them.
<ul style="list-style-type: none"> A set of colour domino cards 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Wrapping paper activity page for each learner Stones, pebbles, buttons, beads, pipe cleaners 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Photocopy the activity page with straight and curvy lines for each learner. Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves.
<ul style="list-style-type: none"> Props: boxes covered in wrapping paper, party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cooldrink bottles, etc., paper, crayons and scissors, playdough 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to have a party and give presents. Visit the corner to observe and encourage the learners' pretend play.

★ Ilanga Elihle

Indatjana

KungoMgqibelo omuhle ekuseni begodu nelanga lihlabane ngefesidere ngaphakathi kwelawu lakaNicholas. UNicholas uvuka ekuseni, uyazelula begodu uthi: "Ilanga libalele namhlanjesi, begodu ngingomtamo!" UNicholas uthola unina begodu uyabuza: "Mma, singaya epikinikini namhlanje? Begodu singakhamba naye umnganami uJacob? Begodu nithini ngenja yami, uFlafi?" UMma wabuza uBaba, yena wavuma. UMma wapaka ukudla okuyintandokazi yomndeni wakufaka ngemantjini wepikiniki uBaba wathi uzayithwala.

UBaba, uMma, umntwana womntazana, uNicholas, uJacob noSibi inja kaNicholas boke bakhamba behla nombundu. Bakhamba nje bathabile ngebanga lemidlalo abazoyidlala ngemlanjeni.

Nabafika ngemlanjeni, uBaba wathi: "Hlalani lapha ukwenzela bona sikwazi ukunibona nanidlala ngemanzini begodu nomntwana wakwenu lo omncani akwazi ukukhasa khonapha etjanini."



UNicholas, uJacob banoSibi inja bagijima beqela ngaphakathi kwamanzi apholileko. Qaphazi, qaphazi, qaphazi! "Asigijimisaneni ngemanzinapha," kutjho uJacob.

Ngemva kokudlala isikhathi eside, abesana baphumela ngaphandle kwamanzi ngombana besele balambe khulu. Bahlala phezulu kwengubo banoMma noBaba. Badla boke iimbedlezwana ezinetamati netjhizi begodu namabhanana kanye namahabhula behlisa ngesiselo sejuzi yeenthelo. UMma wanikela uSibi eyodwa yeembedlezwana zakhe, naye ulambe khulu! Umntwana womntazana yena ulinga ukudla amathuthumbo. UBaba wathi: "Awa, sithandwa sami, awukameli ukudla amathuthumbo!"

Isikhathi sethu sesiyaphela. Abantwana babe nelanga elimnandi begodu sebadiniwe. Sekusikhathi sokuya ekhaya. Omunye nomunye usiza ukuhlazekisa. Abasana babhinca ingubo, uMma ubhebhula umntwana emhlana begodu bakhamba boke babuyela ekhaya. "Salani kuhle, Nicholas. Siyathokoza ilanga elimnandi," kutjho uJacob. "Khamba kuhle, Jacob," kuphendula uNicholas.

Sekumnyama ngaphandle begodu isibhakabhaka sizele iinkwekwezi, sikhathi somndeni sokulala. Msinya uNicholas banoSibi besele balele ubuthongo begodu babhudanga ngelanga elimnandi ebegade bazikhuphe ngalo.

Indatjana le iphelela lapha.



★ A beautiful day

Story

It is a beautiful Saturday morning and the sun is shining into Nicholas's window. Nicholas wakes up, stretches and says: "It's a sunny day today, and I have a plan!" Nicholas finds his mother and asks: "Mommy, can we go for a picnic today? And can my friend Jacob come too? And what about my dog, Fluffy?" Mommy asks Daddy and he says yes. Mommy packs the family's favourite food into the picnic basket and Daddy says he will carry it.

Daddy, Mommy, baby sister, Nicholas, Jacob and Fluffy the dog all walk down the hill. They talk happily about the games they will play in the river.

When they get to the river, Daddy says: "Let's sit here so that we can see you playing in the water and your sister can crawl in the grass."

Nicholas, Jacob and Fluffy run and jump into the cool water. Splash, splash, splash! "Let's chase each other," says Jacob.



After lots of playing, the boys get out of the water because they are so hungry. They sit on the blanket with Mommy and Daddy. They all eat tomato and cheese sandwiches and bananas and apples and they drink fruit juice. Mommy gives Fluffy one of her sandwiches, he is hungry too! Baby sister tries to eat flowers. Daddy says: "No my darling, you can't eat flowers!"

It is getting late. The children have had a fun day and are feeling tired. It is time to go home. Everyone helps to tidy up. The boys fold the blanket, Mommy puts the baby on her back and they all walk home. "Good bye, Nicholas. Thank you for a fun day," says Jacob. "Go well, Jacob," answers Nicholas.

It is dark outside and the sky is full of stars, time for the family to sleep. Soon Nicholas and Fluffy are fast asleep and dreaming of their fun day out.

And that is the end of the story.





Ingoma

Ilanga libalele
Siye epikinikini, epikinikini, epikinikini.

Siye epikinikini, epikinikini, epikinikini
Sipaku umantji, sipaku umantji, sipaku umantji

Siye epikinikini, epikinikini, epikinikini
Sisathi rathu ngemlanjeni, sisathi rathungemlanjeni.

Sise epikinikini, sise epikinikini
Sidlala kamnandi, sidla kamnandi
Sidlala kamnandi, sidla kamnandi
Koke kumnandi.



(Vuma ngeyakho itjhuni.)

Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	ipikiniki	umantji	-lambileko	umlambo	ingubo	imbedlezwana
Amagama angezelelweko:	isithelo	ibhanana	ihabhula	ijuzi	ithuthumbo	-gijimisa
	-qapha	-eqa	-duda	-phakamisa	-umbundu	intandokazi





Song

We're going on a picnic, a picnic, a picnic
We're going on a picnic
On this sunny day.

Let's pack a basket, a basket, a basket
Let's pack a basket
On this sunny day.

Let's jump in the river, the river, the river
Let's jump in the river
On this sunny day.

We're eating yummy sandwiches, sandwiches,
sandwiches
We're eating yummy sandwiches
On this sunny day.

Let's go home to sleep now, to sleep now, to sleep now
Let's go home to sleep now
We had a lovely day!



(Sing to the tune of "Here we go round the mulberry bush" or use your own tune.)

Vocabulary from the story

Key-words:	picnic	basket	hungry	river	blanket	sandwiches
Extra words:	fruit	banana	apple	juice	flower	chase
	splash	jump	wake up	pack up	hill	favourite





Uzokudinga lokhu:

- Indatjana: *Ilanga Elihle*
- Amaphahethi: uMma, uBaba, uNicholas, uJacob, imantji yepikniki, umntwana womntazana, kanye noSibiinja
- Amaphrophi: umantji, isithelo samambala namkha sokuzensisa, umada,inja yokudlala, amathuthumbo wamambala namkha wokuzensisa
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

Iveke yoku-1 Ilanga loku-1

Imisetjenzana yetlasi loke

Yitjho igido *Amehlo amabili wokubona* ukuletha abafundi emadeni bazokulalela indatjana.

Ukucoca indatjana nokwakha illwazi-magama

1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphahethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: Khuluma ngemindeni yabafundi begodu coca ngeminyaka yezelamani zabo.
- 1.3 Ithi: *"Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni."* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: khupha ingubo yepikniki kanye nomantji begodu nezitja esinokudla.

2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko.
- 2.2 Yenza iminyakazo begodu usebenzise amaphahethi namaphrophi.
- 2.3 Bawa abafundi bonyana benze ibonelo-phambili kobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzo imibuzo enganamikhawulo, efana naleyo ethi: *"Ucabanga bona abantwana bazakwenzani nabafika emlanjeni? Bazakudla ini ngamadima? Ucabanga bona bazakwenzani nabafika ekhaya?"*

3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *"Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngijiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?"*

Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"namhlanjesi, naye, na, nanidlala, uNicholas, nithini. Uyalizwa itjhada elinqotjhiweko: Nicholas, nithini, namhlanjesi? Iye, uwanembile woke anetjhada u-/n/."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/n/: unana, inani, inalidi, unesi, unikeliza, inarha, inethi, inungu."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/n/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/n/: **"n-n-n"**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keliyane nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





You will need:

- Story: *A beautiful day*
- Puppets: Mother, Father, Nicholas, Jacob, picnic basket, baby sister and Fluffy the dog
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "Have you ever been on a picnic? What do you do when you go on a picnic? Where can you have a picnic? What kind of food do you eat on a picnic?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss keywords from the vocabulary list and show learners objects to help them understand what words mean. For example: put out a picnic blanket with a basket and a plate with food.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "What do you think the children will do when they get to the river? What will they have for lunch? What do you think they will do when they get home?"

3 After you tell the story

- 3.1 Ask learners: "What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "namhlanjesi, naye, na, nanidlala, UNicholas, nithini. Can you hear the focus sound: uNicholas, nithini, namhlanjesi? Yes, you are right! They all have the sound /n/."
- 2 "Listen carefully, here are some more words with /n/: unana, inani, inalidi, unesi, unikiliza, inarha, inethi, inungu." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: "n-n-n". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!



Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



Iveke yoku-1 Ilanga lesi-2

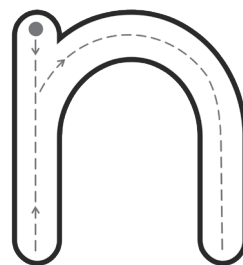
Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufuniseka kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza imisikinyeko ukusiza abafundi bazwisise ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

Ukubumba iledere

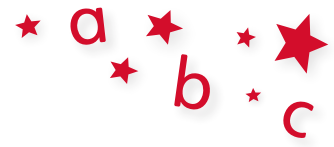
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/n/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/n/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi baguge umntwana bayamusuzela ngokulakanisa izandlazabo phambili kwesifuba sabo ngesikhathi bathi: "n-n-nana".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-n litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, yehla, yenyuka, iya ngesidleni, yehla."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emigogodlheni/ emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubutha/yokubuyisela izinto.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

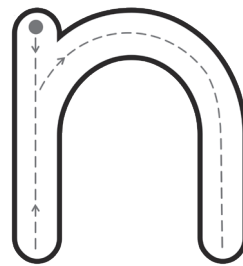
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /n/ or if they can think of any other words that start with the sound /n/.
- 2 Teach learners an action associated with the sound. For example: Learners can cross their arms in front of their chest and pretend to be rocking a baby to sleep in their arms while saying: "n-n-nana".
- 3 Show learners how to write the letter **n**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over and down.."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Amaphrophsi: iyembe emhlophe esikhundleni sembaji yomphathisitolo, irobho namkha intambo yomuda yokuqeda, imendlela nesiboniboni esincani
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**n**: unana, inalidi, unesi, unikeliza, inethi, inungu



Iveke yoku-1 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *"Lokha abafundi nabeqela ngemlanjeni, benza ... u-lye omkhulu, igama lithi 'ukukghaphaka'."*
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

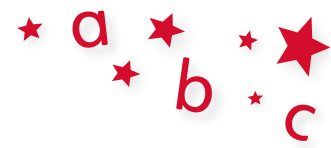
Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *"Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?"*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *"Le yindlela esitlola ngayo u-n."* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Amaphaphethi wendatjana
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- A letter box containing objects or pictures of objects that have the focus sound **n**: unana, inalidi, unesi, unikiliza, inethi, inungu



Week 1 Day 3

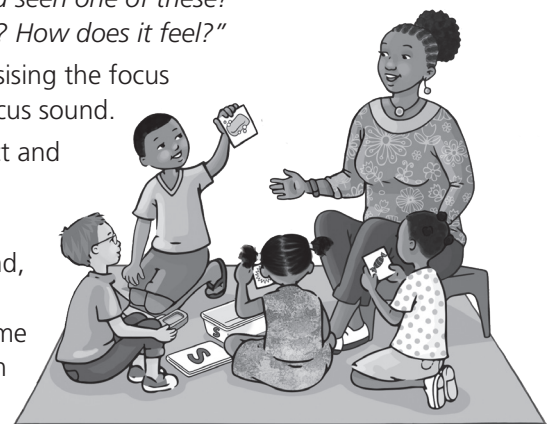
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"When learners jumped into the river, they made a big ... Yes, the word is 'splash'."*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write n."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Amaphaphethi avela endatjaneni namkha izinto namkha iinthombe zezinye izinto ezivela endatjaneni

UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhunye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

Iveke yoku-1 Ilanga le-4

Imisetjenzana yetlasi loke

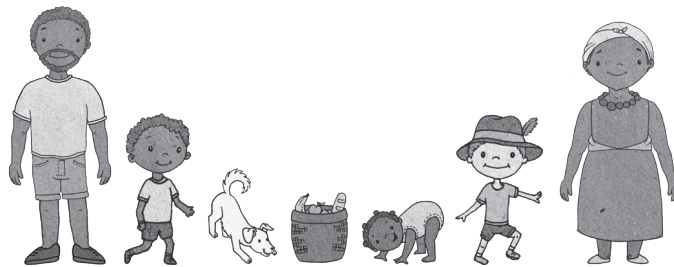
Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama.
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocicileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoke ukuhlela ilandelano leentombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi bona uyokudlala "Ngiyahlola..." namaphaphethi begodu namakhaphropsi avela endatjaneni, *Ilanga elihle*. Abaqale emaphaphedeni abonisiweko, izinto neentombe.
- 2 Khetha okuthileko okuvela endatjaneni ngaphandle kokutjela abafundi lokho okucabangako. Ngemva kwalokho, ngokuzwakalako kuhle, nikela abafundi Itjhada lokuthoma legama njengomthala. Isibonelo: Nangabe ucabanga nge: "bhanana", yithi: "Ngihlola ngelihlo lami elincani into ethoma ngo-**lb**l."
- 3 Abafundi kumele baqale emqalisweni izinto ezithoma ngetjhada lelo. Nangabe bafunisela kuhle nge-"bhanana", kusikhathi sabo sokobana baqale into ethileko bese bathi: "Ngiyahlola...".



Imisetjenzana yesiqhema esincani

Khumbuzo abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.



Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story *A beautiful day*. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the word "bhanana", say: "I spy with my little eye something that starts with /b/."
- 3 Learners must look at the display for things that start with that sound. If they guess "bhanana" correctly, it is their turn to look for something and say: "I spy ...".



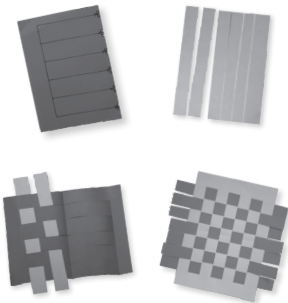
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Ikhasi lephetha le-A4 lomunye nomunye umfundi namkha ifothokhophi ye**khasi lomsebenzi wemada yePikniki begodu nekhasi lomsebenzi Womtletle wokwelukela** omunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu
- Isikere, inovu
- Amamagazini nofana amaphepha wemikhangiso aneentombe zokudla
- Amagama anamalunga amanengi aphaathelene nendatjana: ubuhle, amabhanana, amatamati, iimbedlezwana, umlambo, amathuthumbo, salakuhle, ipikniki, umantji, uSibi



Iveke yoku-1 Ilanga lesi-5

Imisetjenzana yetlasi loke

Yenza, gwala bewutlole

- 1 Coca indatjana kwesibili ngokusebenzisa amaphaphethi.
- 2 Nangabe kuyakghonakala, yiza nemada namkha ingubo ukutjengisa itlasi, namkha tjengisa abafundi iinthombe ezahlukeneko zamamada. Khuluma ngamaphetheni ahlukileko begodu/namkha imibala yemada.
- 3 Hlathululela abafundi ukobana bayokwenza imada yepikniki yabo ngokuyidweba ephepheni.
- 4 Ngemva kobana abafundi baqede ukwenza "imada", bangadweba namkha basike iinthombe zokudla kwepikniki ezivela kumamagazini namkha kumabhrotjha begodu banamathisele iinthombe phezu kwamamada wabo.

NAMKHA

- 1 Hlathululela abafundi bona bayokuthunga 'imada yabo yepikniki' basebenzisa imitletle yephepha. Tjengisa abafundi isibonelo begodu uutjho nokobana imitletle enombala ehlukileko iyenza iwathunga njani amaphetheni.
- 2 Nikela omunye nomunye umfundi **ikhasi eliphuthelweko lomsebenzi wemada yepikniki** begodu **nekhasi lomsebenzi wemitletle yokuthenga**.
- 3 **Ikhasi lomsebenzi wemada yepikniki**: Tjengisa abafundi bona kusikwa njani magega naqobe mumuda wamacatjhazi etjhidini lomsebenzi ngesikhathi liphuthelwe. Qinisekisa bona bajamisa ukusika emudeni oqinileko. Abafundi bavula ikhaseli lokha nasele baqedile ukusika.
- 4 **Ikhasi lomsebenzi womtletle wokwelukela**: Abafundi bafaka imitletle umbala begodu bese bayawasika.
- 5 Tjengisa bona uthungwa njani imitletle efakwe umbala ngaphezulu nangaphasi kwemisiko evulekileko emadeni yekhasi lomsebenzi wepikniki. Omunye nomunye umtletle ufuna ukuthengwa ngokuya kwemisiko yetjhuguluko ukwenza umthungo.
- 6 Lokha abafundi nabaqeda "umada wabo wepikniki", bangasika iinthombe zokudla kwepikniki okuvela kamagazini namkha amabhrotjha begodu banamathisele iinthombe phazu kwamada yabo.

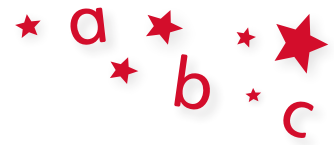
Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **a | ma | bha | na | na**.
- 2 Khetha umfundi asikime bese uyeqa kelye nelinye ilunga: **a** (weqa kanye) **ma** (weqa kanye) **bha** (weqa kanye) **na** (weqa kanye) **na** (weqa kanye). Bawa umfundi bonyana eqe godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 3 Abafundi abadlhegane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- A blank A4 piece of paper for each learner OR a photocopy of the **Picnic blanket activity page** and the **Weaving strips activity page** for each learner
- Jumbo wax crayons
- Scissors, glue
- Magazines or shopping brochures with pictures of food
- A list of multisyllabic words relating to the story: ubuhle, amabhanana, amatamati, iimbedlezwana, umlambo, amathuthumbo, salakuhle, ipikniki, umantji, uFlafi

Week 1 Day 5

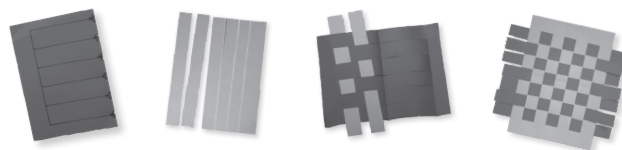
Whole class activities

Make, draw and write

- 1 Retell the story using the puppets.
- 2 If possible, bring a blanket to show the class, or show learners pictures of different blankets. Talk about the different patterns and/or colours on the blanket.
- 3 Explain to learners that they are going to create their own picnic blanket by drawing it on a piece of paper.
- 4 Once learners have completed their “blanket”, they can draw or cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.

OR

- 1 Explain to learners that they are going to weave their own “picnic blanket” using strips of paper. Show learners an example and talk about how different coloured strips make a weaving pattern.
- 2 Give each learner a folded **picnic blanket activity page** as well as a **weaving strips activity page**.
- 3 **Picnic blanket activity page:** Show learners how to cut along each dotted line on the activity sheet while it is folded. Make sure they stop cutting at the solid line. Learners open up this page once they have finished cutting.
- 4 **Weaving strips activity page:** Learners colour in the strips and cut them up.
- 5 Demonstrate how to weave the coloured strips over and under the slits that have been cut on the picnic blanket activity page. Each strip needs to be woven through alternate slits to create a weave.
- 6 When learners have completed their “picnic blanket”, they can cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.



Blending and segmenting (syllables)






- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **a | ma | bha | na | na**.
- 2 Choose a learner to stand up and jump for each of the syllables: **a** (one jump) **ma** (one jump) **bha** (one jump) **na** (one jump) **na** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.

Small group activities

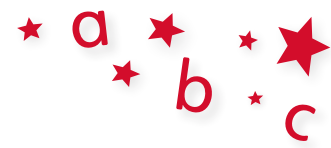
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






Imisetjenzana yesiqhema esincani weveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> • Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana ezitlolwe ngehla kwekhasi • Amakhrayoni wewaksi amakhulu <div data-bbox="210 724 569 1061" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Ngifuna ukudlala noFlafi.</p>  </div> <div data-bbox="210 1073 581 1319" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p>Nangabe abafundi bathoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</p> </div>	<p>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</p> <ol style="list-style-type: none"> 1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo. 2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke. 3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimpakamiso. Isibonelo: <i>"Uyithandle na ingcenyephe lapha uNicholas, uJacob, kanye noSibi beqela khona ngemanzini?"</i> 4 Khuthaza abafundi bonyana bagwale ingcenyephe yendatjana abayithandlekhile. 5 Phawula nofana bawo omunye nomunye umfundi kobana akutjele ngomgwalo wakhe. 6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na. 7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawo bonyana batjho amagama kabuthaka njengombana uwatlola phasi. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: <i>"USibi ... weqeke ... ngaphakathi ... kwe ... Ngiliphi igama elilandelako egade ufuna ukutjho ... lye, 'amanzi'. Ngiyokutlola igama elithi 'amanzi'."</i> 8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako. 9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.
<ul style="list-style-type: none"> • Isede yeenthombe zamakarada anombala anama-ayithemu wesambatho wehlobo nobusika • Iimathathi ezimbili zepplastiki: zebhoro, zeyogadi, (isimumathi esisodwa sibenelebuli lebizu ihlobo bese unamathisela iinthombe zezambatho zehlobo ngaphambili; esinye isimumathi sibe nelebuli enebizo Ubusika bese unamathisela izambatho zebusika ngaphambili. <div data-bbox="217 1728 564 1866" style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p>Umsetjenzana wesi-2: Amaphazili nemidlalo</p> <p>Beka amakarada aneenthombe zephala yebusika nehlobo ziqale phasi phezu kwetafula.</p> <p>Ukwehlukana umdlalo</p> <ol style="list-style-type: none"> 1 Isimumathi esisodwa sinelebula enegama elithi, ihlobo begodu nesithombe esine-ayithemu yesambatho sehlobo esijame ngaphambili; esinye isimumathi sinelebula esinegama elithi ebusika begodu ngesithombe esine-ayithemu yesambatho. 2 Omunye nomunye umfundi unethuba lokudobha ikarada, aqale isithombe, asinikele ibizo begodu asibeke esimumathini okungiso. <p>Umdlalo womkhumbulo</p> <ol style="list-style-type: none"> 1 Omunye nomunye umfundi unethuba lokuphendula amakarada amabili. Nangabe iinthombe zawowomabili amakarada ziyafana (izambatho zombili zehlobo namkha izambatho zombili zebusika), babamba amakarada. 2 Nangabe azifani (ihlobo linye begodu nobusika bunye), nakunjalo amakarada abekwa aqale phasi emumva phezu kwetafula begodu umfundi olandelako unethuba.





Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="227 640 552 929" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 934 562 1182" style="background-color: #f8d7da; padding: 5px; margin: 10px 0;">  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Fluffy ... jumped ... into ... the ... What word did you want to say next? ... Oh yes, 'water'. I am going to write the word 'water'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) <div data-bbox="204 1543 574 1695" style="margin: 10px 0;">  </div>	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 One container has a label with the word Summer and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word Winter and a picture of a Winter item of clothing stuck on the front. 2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. 2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.



Uzokudinga lokhu

- Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda



Imisetjenzana

Umsetjenzana wesi-3: Ukufunda ngokuzijamela

- 1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.
- 2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.
- 3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeentombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.
- 4 Vakajtjhela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.

- Ibumba namkha ibumba lokudlala begodu nebhodi namkha immada



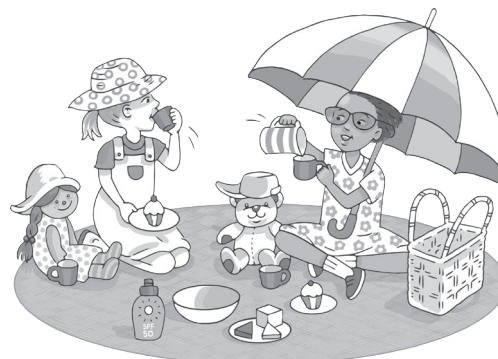
Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla

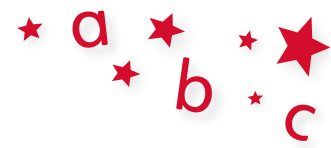
- 1 Nikela omunye nomunye umfundi ibholo yebumba namkha ibumba lokudlala begodu nethempleyidi yeledere.
- 2 Abafundi kumele benze umantji omncani begodu neentholo zebumba namkha zebumba lokudlala. Tjengisa abafundi bona uzirola bunjani iinqetjhana zebumba lokudlala bona lenze imicu bese ayilakanyisa enze umantji, namkha arole ibholo ekulu bese ayenza umgodi.
- 3 Abafundi bangarola ibumba lokudlala balenze ubujamo bebhana, namkha benze ibholo elijamele isithelo esifana namahabhula namkha amalamune.

- Amaphropshi: umantji, ukudla kokuzenzisa, amamaga weplastiki begodu nezitja, umada, iimbuko zelanga, iingwani, isambrelu, izezeso sesanthoni

Umsetjenzana wesi-5: Lingisa ukudlala

- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Funda imithetho yekhoneni lokulingisa ukudlala bese ubatjengisa amaphropshi amatjha.
- 3 Hlathulula bona bayokwenza kwanga kunepikniki. Bangapaka ukudla, bazikhambakhambela, babeka umada begodu bathabela ipikniki ngawonye. Bebangakhamba godu bayokwenza ipikniki ngawana: nagega nelwandle, aphegeni, eduze nesivande namkha nesiziba.
- 4 Vakajtjhela ikhona okungasenani kanyekutjheja begodu ukhuthaze isingamdlalo wabafundi. Isibonelo, ungafaka bese uthi: "Akwande! Nakhu lapha ngikhona! Ngiyathokoza ukungimema kwenu epiknikini le emnandi kangaka. Nendawo yepikniki le ayiseseyihle kwalapha. Nipake ini emantjini wenu?"
- 5 Mema abafundi bona balethe isibelethwa sokudlala namkha isibelethwa esiyintandokazi ukobana sijoyine ipikniki iveke ezako.





You will need

- Books, magazines, folded little books, Big Books and leaflets



Activities

Activity 3: Independent reading

- 1 Lead the group to the book corner or give the group a pile of books.
- 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.
- 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.
- 4 Visit the corner to observe and encourage the learners' reading.

- Clay or playdough and a board or mat



Activity 4: Fine motor skills and handwriting

- 1 Give each learner a ball of clay or playdough.
- 2 Learners must make a small basket and some fruit from the clay or playdough. Show learners how to roll pieces of playdough into thin strands and place them over each other to make a basket, or roll a big ball and hollow it out.
- 3 Learners can roll playdough to make a shape like a banana, or make a ball to represent fruit like apples or oranges.

- Props: basket, pretend food, plastic mugs and plates, a rug, sunglasses, hats, an umbrella, suntan lotion

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Read the rules for the pretend play corner and show them the new props.
- 3 Explain that they are going to have a pretend picnic. They can pack the food, go on a walk, set out the blanket and enjoy a picnic together. They could also travel to somewhere for their picnic: to the beach, a park, a nearby garden or pool.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could arrive and say: *"Hello! Here I am! Thank you for inviting me to this lovely picnic. What a beautiful place for a picnic. What have you packed in your basket?"*
- 5 Invite learners to bring a teddy bear or favourite soft toy to join in the picnic next week.





Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

Iveke yesi-2 Ilanga loku-1

Imisetjenzana yetlasi loke

Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seentombe zelandelano ezimbalabala. (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neentombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.

UStella says:



Unganqoph
emaledereni
nematjhadeni ngananyana
ngisiphi isikhathi
ngesikhathi sakho
sekambiso yangamalanga,
khulukhulu ngesikhathi
semidlalo yangaphandle
begodu nangeenkhati
zetjhuguluko (abajame umjeje
ngaphandle kwendlu encani;
ukulungiselela isikhathi
samadina njll). Sebenzisa
amathuba wokuhomba
amaledere ebhodulukweni
begodu ubawe abafundi
bona ngimaphi amaledere
abawabonako eduze nabo.
Lokhu kusiza abafundi
kobana babone bona
sivasebenzisa njani amaledere
njengomthala wokufunda
izinto eziseduze nabo.



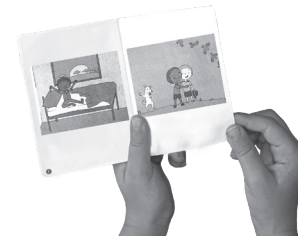
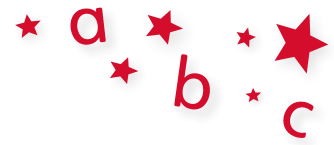
Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "ekuseni, emlanjeni, etjanini, besele, eyodwa. Uyalizwa itjhada elinqotjhiweko: **ekuseni, emlanjeni?** Iye, uwanembile woke anetjhada u-**le!**"
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**e!**: ikerege, iveste, ijeresi, isilelesi, ihege, iledere." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**e!** lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**e!**: "**e-e-e**". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures

- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: "Who can remember what happened next?"
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class.
- 8 Encourage learners to take the books home to read with their families.



Stella says:



You can focus on letters and sounds at any time in your everyday routine, particularly during outdoor play and transition times (lining up outside the toilet; preparing for lunch time and so on). Use opportunities to point out letters in the environment and ask learners what letters they see around them. This helps learners to see how we use letters as clues to read things around us.

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "ekuseni, emlanjeni, etjanini, besele, eyodwa. Can you hear the focus sound: **ekuseni, emlanjeni**? Yes, you are right! They all have the sound /e/."
- 2 "Listen carefully, here are some more words with /e/: ikerege, iveste, ijeresi, isilelesi, ihege, iledere." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: "e-e-e". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





Uzokudinga lokhu:

- INcwadi eKulu: *Ilanga Elihle*
- Amanzi esemumathini begodu nekwasi yepende yomunye nomunye umfundi

Iveke yesi-2 Ilanga lesi-2

Imisetjenzana yetlasi loke

Ukufunda ngokwabelana – INcwadi eKulu

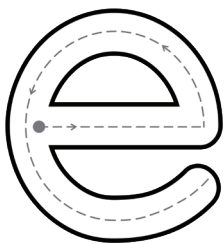


- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



Ukubumba iledere

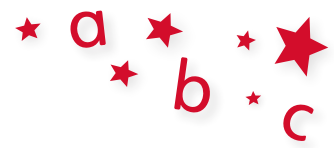
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/e/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/e/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi banga sebenzisa uthumbakghuru wabo ngesikhathi eminye imino ivalekile ngendlela yokubumba ifeyisi; abase ifeyisi yabo emuva naphambili ukukhomba ngemuva – bathi: "e-e-emuva".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-e litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhezini, khamba unqophe ngesidleni, yenyukela phezulu, uzombezeze."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu unikele omunye nomunye umfundi isimumathi kanye nekwasi yepende. Abafundi bangapenda iledere isikhathi esinengi emanzini phezu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Big Book: *A beautiful day*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

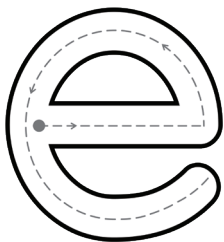
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can stick out their thumb with their other fingers folded in a fist shape; let them move their fists back and forth with their thumb pointing backwards while saying “**e-e-emuva**”.
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go straight, over and around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**e**: ikerege, iveste, ihege, iledere, ikerese, itregere, isirhwerhwe, ibhere

UStella uthi:



Kumbono omuhle ukuba neenthombe ngesikhathi nawenza umsebenzi lo ukusiza abafundi bona bakhumbula ama-ayithemu begodu ubanikele imibono ethileko yokobana bathini

Iveke yesi-2 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukufunda ukulalela

- 1 Hlalisa abafundi ematafuleni begodu uhlalise phasi woke umuntu ukuze itlasi lithule begodu lizinze.
- 2 Thoma umsetjenzana wokulalela wanamhlanjisi ngokuthi: *"Asivaleni amehlo wethu bese siyathula imzuzwana embalwa lokha nasilalela ngokuyelela amatjhada aseduze nathi."* Manjeke tjela abafundi bavule amehlo wabo bese bakhuluma ngamatjhada abawezwileko. Abakhulume ngokuthi ngimaphi amatjhada aseduze nofana atjhidele kibo (azwakalela phezulu) begodu nalawo akude khulu (azwakalela phasi). Tjela abafundi kobana bazokwenza umsetjenzana lapha bazokufanele balalele ngokuyelela lokho okutjhoko.
- 3 Ithi kubafundi: *"Endatjaneni ekhuluma ngokuya epiknikini, umma wapaka emantji wepikniki wayizalisa ngokudla. Siyokudlala umdlalo bese sicabanga esingazifaka emantjini. Lalela, ngingathoma ngokukobana: 'Saya epiknikini begodu ngapaka amahabhula emantjini yethu.' Kwanjesi, sizokuzombeza indulungu begodu omunye nomunye umuntu uzakufumana ithuba lokutjho lokho abakupake emantjini yepikniki."*
- 4 Nasele omunye nomunye umfundi athole ithuba, ungaragela phambili ngomdlalo, kodwana ngalesi isikhathi abafundi kumele balinge ukukhumbula lokho esele kupakiwe emantjini ngaphambi kobana ngingezelela ngenye i-ayithemu. Ragela phambili ngayo indlela le ngama-ayithemu amahlanu ngaphezu kwalayo angemantjini.

Yeleva: *Nangabe abafundi batlhaga ngokucabanga ngezinto, nasi eminye imibono: imbedlezwana, ilamune, amabhanana, ijuzi yeenthelo, amanzi, amatamati, itjhizi, ibisi, amabhasikedi.*

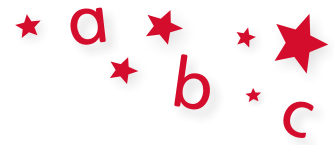
Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *"Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?"*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenge into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *"Le yindlela esitlola ngayo u-e."* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: ikerege, iveste, ihege, iledere, ikerese, itregere, isirhwerhwe, ibhere

Stella says:



It is a good idea to have pictures when you do this activity to help learners remember the items and give them some ideas of what to say.

Week 2 Day 3

Whole class activities

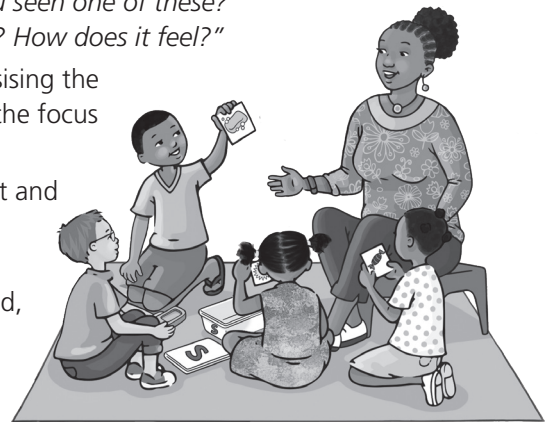
Learning to listen

- 1 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 2 Say to learners: "In the story about going on a picnic, Mommy packed a picnic basket full of food. We're going to play a game and think of things to put in a picnic basket. Listen, I'll start by saying: 'We went on a picnic and packed apples in our basket.' Now, we're going to go around the circle and each person will get a chance to say what they packed in the picnic basket."
- 3 Once each learner has had a turn, you can continue the game, but this time learners should try to remember what has already been packed in the basket before adding another item. Continue like this for five more items in the basket.

Tip: If learners struggle to think of things, here are some ideas: sandwiches, an orange, bananas, fruit juice, water, tomatoes, cheese, milk, biscuits.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write e." Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

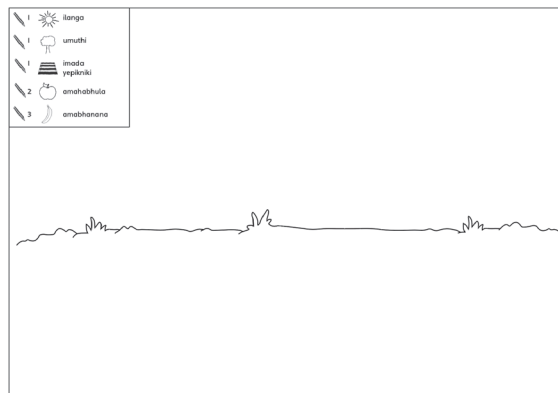
- **Ikhasi lokuFunda bewenze umsebenzi** womunye nomunye umfundi
- Amaphaphethi avela endatjaneni namkha iinthombe zezinye zezinto ezivela endatjaneni

Iveke yesi-2 Ilanga le-4

Imisetjenzana yetlasi loke

Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Tjela abafundi bona kwanjisi sebakhamba bayokwenza umsebenzi ohlekisako obizwa "ngokufunda nokwenza". Kumele bafunde omunye nomunye umuda bese benza lokho othi abakwenza ngokusebenzisa indawo engakatlolwa litho ekhasini.
- 3 Funda umuda wokuthoma ndawonye. Bawa nangabe omunye nomunye umfundi angakwazi "ukufunda" lokho okulandelako erhelweni okumele akwenze; kumele badwebe umuthi owodwa.
- 4 Ragela phambili ngayo indlela le ngomunye nomunye wemiyalo.
- 5 Kwanjisi funda omunye nomunye wemiyalo godu bese uthi kubafundi: "Dweba ilanga linye. Nawuqeda lapho, bese utshwaya lokho erhelweni lakho."
- 6 Abafundi kumele baragele phambili badwebe begodu batshwaye omunye nomunye umlayelo bekufike ekugcineni kwerhelo.



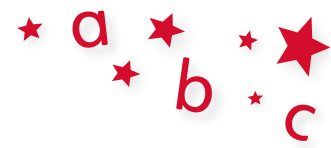
Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi bona uyokudlala "Ngiyahlola..." namaphaphethi begodu namakhaphropsi avela endatjaneni 'Ilanga Elihle'. Abaqale emaphaphedeni abonisiweko, izinto neenthombe.
- 2 Khetha okuthileko okuvela endatjaneni ngaphandle kokutjela abafundi lokho okucabangako. Ngemva kwalokho, ngokuzwakalako kuhle, nikela abafundi itjhada lokuthoma legama njengomthala. Isibonelo: Nangabe ucabanga nge: "bhanana", yithi: "Ngihlola ngelihlo lami elincani into ethoma ngo-**ib!**".
- 3 Abafundi kumele baqale emqalisweni izinto ezithoma ngetjhada lelo. Nangabe bafunisela kuhle nge-"bhanana", kusikhathi sabo sokobana baqale into ethileko bese bathi: "Ngiyahlola...".

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

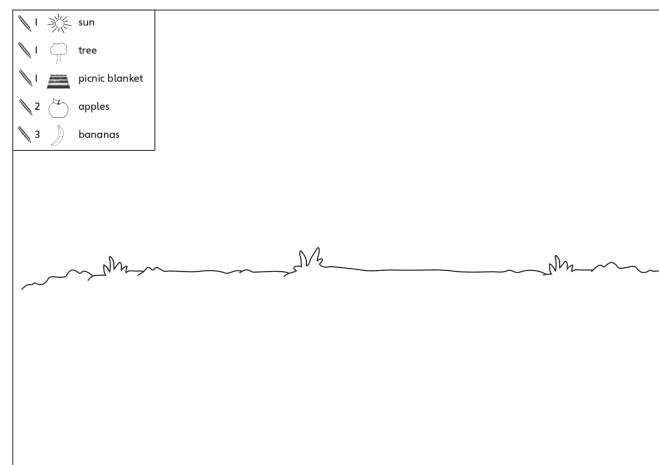
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together. Ask if any learners can “read” what to do next on the list; they must draw one tree.
- 4 Continue in this way with each of the instructions.
- 5 Now read each of the instructions again and say to learners: “Draw one sun. When you are finished, then tick that on your list.”
- 6 Learners must continue drawing and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Explain to learners that you are going to play “I spy ...” with puppets and props from the story “A beautiful day”. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the word “bhanana”, say: “I spy with my little eye something that starts with /b/”.
- 3 Learners must look at the display for things that start with that sound. If they guess “bhanana” correctly, it is their turn to look for something and say: “I spy ...”.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

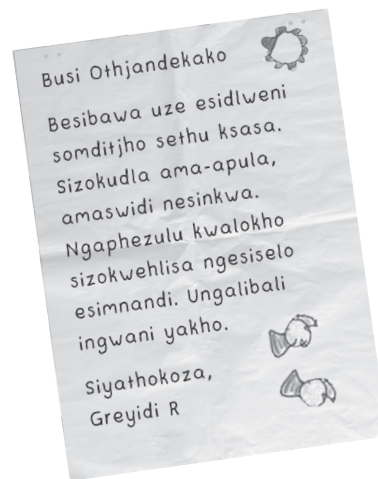
- Iphepha letjhadhi lesethulo
- Amagama amanengi wesilabhiki aphaathelene nendatjana: ubuhle, amabhanana, amatamati, iimbedlezwana, umlambo, amathuthumbo, sala kuhle, ipikniki, umantji, uSibi

Iveke yesi-2 ilanga lesi-5

Imisetjenzana yetlasi loke

Yenza, gwala bewutlole

- 1 Yewuthi ebafundini: *“Asitlameni ipikniki yeTlasi begodu simeme namanye amatlasi namkha utitjherehloko wesikolo namkha umunye welunga leensebenzi bona bahlanganyele nathi. Ungangisiza na bona ngenze isimemo sokobana ngibatjele ngepikniki?”*
- 2 Sebenzisa iphepha lefleptjhadhi ukutlola imibono yabafundi ngesikhathi nidingida ngesimemo. Thoma ngokuhlathulula ngokobana nasimema abantu, sivamise ukuthi *“Mhlonipheki...”*. Emva kwalokho singatjho okuthileko okufana nokuthi: *“Sibawa bona uze epiknikini yethu.”*
- 3 Buza abafundi bona khuyini okunye ongakutlola esimemeni, begodu kungaba kuhle bakubone utlola amagama wabo. Khuluma ngokobana izokuba nini ipikniki, ngasiphi isikhathi begodu nokobana kumele beze nani.
- 4 Fikisa isibawo emuntwini omenyiweko begodu bakhuthaze baphendule batjho bona bazakuphumelela ukuba nani epiknikini. Fundela abafundi ipendulo.
- 5 Tlama ipikniki nabafundi, begodu ngelanga lelo, balise badle ukudla kwabo kwamadina abaziphathele khona *“endaweni yepikniki”* bese wenza ipikniki.



Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **a | ma | ta | ma | ti**.
- 2 Khetha umfundi asikime bese uyeqa kelinnye nelinye ilunga: **a** (weqa kanye) **ma** (weqa kanye) **ta** (weqa kanye) **ma** (weqa kanye) **ti** (weqa kanye).
- 3 Bawa umfundi bonyana eqe godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 4 Abafundi abadlhogane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

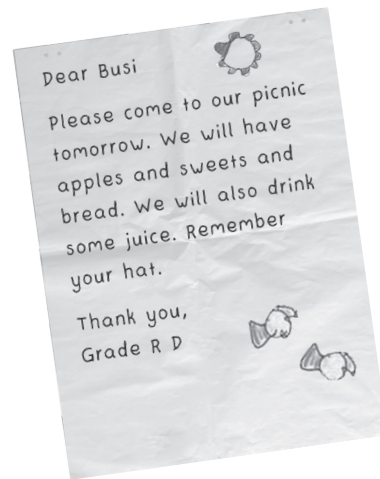
- Flipchart paper
- A list of multisyllabic words relating to the story: ubuhle, amabhanana, amatamati, iimbedlezwana, umlambo, amathuthumbo, sala kuhle, ipikniki, umantji, uFlafi

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to learners: "Let us plan a class picnic and invite the other class or the school principal or another member of staff to join us. Can you help me make an invitation to tell them about the picnic?"
- 2 Use a piece of flipchart paper to write down learners' ideas as you discuss the invitation. Begin by explaining that when we invite people, we usually say "Dear ...". Then we can say something like: "Please come to our picnic."
- 3 Ask learners what else to write in the invitation, and let them see you writing their words. Talk about when you will have the picnic, what time it will be and what to bring.
- 4 Deliver the invitation to the person and encourage them to reply to say that they will join you for the picnic. Read the reply to learners.
- 5 Plan the picnic with learners, and on the day, let them take their packed lunches to a "picnic spot" and have a picnic.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **a | ma | ta | ma | ti**.
- 2 Choose a learner to stand up and jump for each of the syllables: **a** (one jump) **ma** (one jump) **ta** (one jump) **ma** (one jump) **ti** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.





Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.









Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> • Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana ezitlolwe ngehla kwekhasi • Amakhrayoni wewaksi amakhulu  <p><i>Nangabe abafundi batlhoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</i></p>	<p>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</p> <ol style="list-style-type: none"> 1 Abafundi kumele badwebe irhelo lokudla abangathanda ukukudla epiknikini. 2 Veza umbono namkha bawa omunye nomunye umfundi bona akutjele ngomdwebo wakhe. 3 Buza abafundi bona bayafuna ukutlola amaleyibuli wokudla abakudwebileko na namkha nangabe bafuna bona ubatlolele. 4 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako. 5 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebele nokulinga kwabo.
<ul style="list-style-type: none"> • Isede yeenthombe zamakarada anombala anama-ayithemu wesambatho wehlobo nobusika • Iimumathi ezimbili zeplastiki: zebhodoro nofana zeyogadi (simumathi sinye asibe neleyibuli lebizu Ihlobo bese unamathisela iinthombe zezambatho zehlobo ngaphambili; esinye isimumathi asibe nebizo Ubusika bese unamathisela iinthombe zezambatho zebusika ngaphambili 	<p>Umsetjenzana wesi-2: Amaphazili nemidlalo</p> <p>Beka amakarada aneenthombe zephala yebusika nehlobo ziqale phasi phezu kwetafula.</p> <p>Ukwehlukana umdlalo</p> <ol style="list-style-type: none"> 1 Omunye nomunye umfundi unethuba lokobana adobhe ikarada, aqale isithombe begodu alibeke esimumathini esifaneleko. <p>Umdlalo womkhumbulo</p> <ol style="list-style-type: none"> 1 Omunye nomunye umfundi unethuba lokuphendula amakarada amabili. Nangabe iinthombe zawowomabili amakarada ziyafana (izambatho zombili zehlobo namkha izambatho zombili sebusika), babamba amakarada. 2 Nangabe azifani (ihlobo linye begodu nobusika bunye), nakunjalo amakarada abekwa aqale phasi emumva phezu kwetafula begodu umfundi olandelako unethuba. 
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda 	<p>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</p> <ol style="list-style-type: none"> 1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi. 2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda. 3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda. 4 Vakatjhela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.



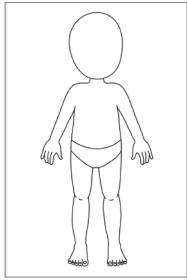
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must draw a list of foods they would like to take on a picnic. 2 Make a comment or ask each learner to tell you about their drawing. 3 Ask learners if they would like to write labels for the food they have drawn or if they would like you to write for them. 4 Write exactly what learners tell you, word for word. Remember to write neatly and clearly. 5 When you have finished writing, encourage learners to read the words with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) 	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. 2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Uzokudinga lokhu

- Umgadangiso **Wekhasi lomsetjenzana wokwembatha** womunye nomunye umfundi
- Xiphemu xa lapi kumbe phepha ro khalaria, ntambhu
- Isikero
- Isinamathiseli



Imisetjenzana

Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla

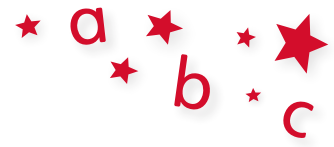
- 1 Nikela omunye nomunye umfundi itjhidi lomsebenzi elinomuda wangaphandle womzimba womntwana begodu ukhulule ngengcenywe ezihlukileko zomzimba.
- 2 Hlathululela abafundi bona bazozembesa ngendlela uNicholas agade enza ngayo endatjaneni. Kumele basike iingcenywe ezincani zetjhila (namkha bafake umbala ephepheni) begodu bawanamathisele phezu kwekhasi ukwenza izambatho zebusika namkha ehlobo.
- 3 Bangadweba amehlo, iindlebe, ipumulo ngomlomo, begodu unamathisele phezu kwentambo ephathelene yeenhluthu.

- Amaphropshi: umantji, ukudla kokuzenzisa, amamaga weplastiki begodu nezitja, umada, iimbuko zelanga, iingwani, isambreli, izezeso sesanthoni

Umsetjenzana wesi-5: Lingisa ukudlala

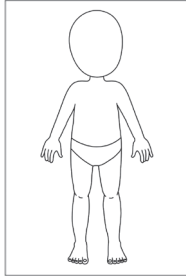
- 1 Khumbuza abafundi ngamaphropshi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 lokha nabenza kwanga banepikiniki.
- 2 Vakajtjhela ekhoneni ukuyokuqala begodu ukhuthaze umdlalo wabafundi wokulingisa.





You will need

- A photocopy of the **Getting dressed activity page** for each learner
- Pieces of different kinds of fabric or pieces of different coloured paper, pieces of string
- Scissors
- Glue



Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner an activity sheet with an outline of a child's body and talk about the different parts of the body.
- 2 Explain to learners that they will be dressing themselves. They must cut out small pieces of fabric (or coloured paper) and then stick them onto the page to make winter or summer clothes.
- 3 They can draw eyes, ears, nose and a mouth, and stick on string for hair.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue their pretend play from Week 1 when they pretended to go on a picnic.
- 2 Visit the corner to observe and encourage the learners' pretend play.



★ UTitjhere Akinyi

Indatjana

Ibizo lami nginguMandisa begodu lo mngani wami, uThabo. Lo ngutitjhere wethu. Ibizo lakhe nguTitjhere Akinyi begodu usithanda kwamanikelela. Kunezinto ezinengi ezahlukahlukeneko uTitjhere Akinyi asifundisa zona.

NgoMvulo, sifunda amabizo weembala eyahlukahlukeneko kanye namabumbeko: “Ikepisi le isarulani, inyathelo elilibhudzi lihlaza kweibhakabhaka, indulungu ihlaza satjani begodu nelamune eli-orentji.” Siyazuma ngekumbeni ukufumana eminye yeembala namabumbeko amanye amanengi.

NgeLesibili, uTitjhere Akinyi uthe: “Namhlanjesi ngizonitjela iindaba zabantu abakhethekileko nabaqakathekileko.” Silethe iinthombe ekumbeni yokufundela ukwenzela bona sikwazi ukukhuluma ngabantu abakhethekileko nabaqakathekileko eempilweni zethu. UThabo ulethe isithombe sikaNom. Mandela. Mina ngilethe isithombe sikababa angifundela indaba emnandi.

NgeLesithathu, sifunda ngeenhloboho zeenthuthi ezisetjenziswa babantu ukuya eendaweni ezikude. Sifunda ngendlela abantu baya ngayo emsebenzini namkha esikolweni. Ngikhamba ngeteksi esikolweni. UThabo uthi: “Ngikhamba ngebhesi nangiya kwagogo ngamaholideyi.”

NgeLesine, uTitjhere Akinyi uthi: “Asiyeni ngaphandle ukwenzela bona sikwazi ukufunda ngokulima begodu nendlela okutjalwa ngayo isiphila.” Semba umgodini omncani, sifake isivundisi bese sitjala imbewu yesiphila. Ngithwele ithunga lamanzi wokuthelelela iintjalo zesiphila.

NgeLesihlanu, sidembela itlasi iindaba zethu. UThabo udemba indaba yakhe: “Nginelamune esikhwameni sami begodu imbuzi ilinga ukuleba!” Itlasi loke ladabula isihleko: “Gagagagaga—geegeegee!”

UTitjhere Akinyi, ngutitjhere olunge khulu ephasini loke. Ngimthanda khulu kwamanikelela. Nangikhulako, ngifuna ukuba ngutitjhere ofana naye.

Indatjana le iphelela lapha.



★ Teacher Akinyi

Story

My name is Mandisa and this is my friend, Thabo. This is our teacher. Her name is Teacher Akinyi and she loves us very much. There are many different things that Teacher Akinyi teaches us.

On Monday we learn the names of different colours and shapes: "This cap is yellow, the boot is brown, the circle is purple and the orange is orange." We look around the room for more of these colours and shapes.

On Tuesday, Teacher Akinyi says: "Today I am going to tell you stories of special and important people." We have brought pictures to class so we can talk about special and important people in our lives. Thabo brought a picture of Mr Mandela and I brought the photo of my dad reading a nice story to me.

On Wednesday we learn about the kinds of transport that people use to travel to far away places. We learn about how people get to work or school. I take a bus to school. Thabo says: "I take a taxi when I go to my grandmother for a holiday."

On Thursday, Teacher Akinyi says: "Let us all go outside so that we can learn about farming and how to plant mealies." We dig a small hole, add some compost and plant a mealie seed. I carry a bucket of water to water the mealie plant.

On Friday we tell the class our own stories. Thabo tells his story: "I had an orange in my pocket and the goat tried to steal it!" The whole class bursts out laughing: "Hahahahaha-heeheehee!"

Teacher Akinyi is the best teacher in the whole world. I love her very much. When I grow up, I want to be a teacher just like her.

And that is the end of the story.





Ingoma

Amalanga weveke

Amalanga weveke

NgoMvulo, NgeLesibili, NgeLesithathu,

NgeLesine, NgeLesihlanu,

NgoMgqibelo, NgoSondo

(Sebenzisa yakho itjhuni.)



Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	utitjhere	umngani	-khethekileko	-qakathekileko	isithuthi	-khula
Amagama angezelelweko:	-lamune	-sarulana	isipiridzana	-zotho	ukulima	ngaphandle
	ithunga	-hlekisako	-hleka	isikhwama	imbuzi	-hle khulu





★ a ★
★ b ★
★ c ★

Song

Seven days a week, seven days a week
 Let's count them all, let's count them all
 Monday, Tuesday, Wednesday
 Thursday, Friday, Saturday
 Sunday is a special day
 Seven days a week.

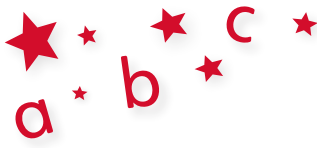
(Sing to the tune of "Three Blind Mice" or use your own tune.)



Vocabulary from the story

Key-words:	teacher	friend	special	important	transport	grow up
Extra words:	orange	yellow	purple	brown	farming	outside
	bucket	funny	laugh	pocket	goat	best





Uzokudinga lokhu:

- Indatjana: *UTitjhere Akinyi*
- Amaphaphethi: uMandisa, uThabo, iphepha lezaziso likaBaba nakafundela uMandisa, iphepha lezaziso likaNelson Mandela, iteksi, ibhesi, isitjalo sesiphila, ithunga
- Amaphrophsi: izinto namkha iinthombe zekepisi esarulani, ibhudzi elinzotho, indulungu esipiridzana, begodu nelilamune, ithunga, isitjalo esincani esisesimumathini, ibhesi yokudlala begodu nesiphaphamtjhini
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

Iveke yoku-1 Ilanga loku-1

Imisetjenzana yetlasi loke

Yitjho igido *Amehlo amabili wokubona* ukuletha abafundi emadeni bazokulalela indatjana.

Ukucoca indatjana nokwakha illwazi-magama

1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi ngokubuza bona: *“Kungelesingaki namhlanjesi? Kuzabe kungelesingaki kusasa? Ngimaphi amalanga esiza ngawo esikolweni? Uya njani esikolweni?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Ngaphambi kwesifundo ungabuza abalingani namkha ababelethi ukobana uwatjho bunjani amanye amagama ngelimi abafundi abalikhulumako ekhaya. Lokhu kuzakusiza abafundi bona bezwisise amagama angaphathekiko afana nelithi *“khethekileko”*.

2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko.
- 2.2 Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.3 Bawa abafundi bonyana benze ibonelo phambili kobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona uThabo uya bunjani esikolweni? Isitjalo sifunani ukwenzela bona sikwazi ukumila kuhle? Kubayini ucabanga bona isikhwama sikaThabo sidabukile?”*

3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?”*

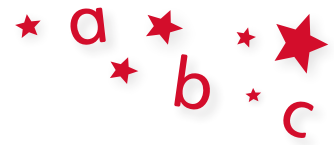
Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“i-orentji, ofana, okutjalwa omncani, olunge kwagogo. Uyalizwa itjhada elinqotjhiweko: i-orentji, Gogo? Iye, uwanembile woke anetjhada u-/o/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/o/: iforogo, irogo, ipoto, iposo, irobodo.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la).
- 3 Yitjho itjhada u-/o/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/o/: *“o-o-o”*. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinnye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





You will need:

- Story: *Teacher Akinyi*
- Puppets: Teacher Akinyi, Mandisa, Thabo, poster of Dad reading to Mandisa, poster of Nelson Mandela, taxi, bus, mealie plant, bucket
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "*What day is today? What day will it be tomorrow? Which days do we come to school? How do you get to school?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Before the lesson you could ask colleagues or parents how you say some of the words in the language learners speak at home. This will help learners to understand abstract words like "special".

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners what day comes after each day in the week as you tell the story. Ask them to predict what happens next in the story and involve them through open-ended questions, such as: "*How do you think Thabo gets to school? What does a seed need so it can grow well? Why do you think Thabo's pocket is torn?*"

3 After you tell the story

- 3.1 Ask learners: "*What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?*"

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*i-orentji, ofana, okutjalwa omncani, olunge kwagogo. Can you hear the focus sound: i-orentji, Gogo? Yes, you are right! They all have the sound /o/.*"
- 2 "*Listen carefully, here are some more words with /o/: iforogo, irogo, ipoto, iposo, irobodo.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: "*o-o-o*". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





Uzokudinga lokhu:

- Amaphaphethi wendaba
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



Iveke yoku-1 Ilanga lesi-2

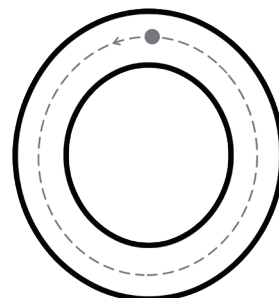
Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufuniseka kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza imisikinyeko ukusiza abafundi bazwisise ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

Ukubumba iledere

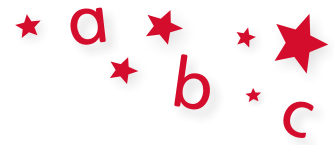
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/o/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/o/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi bararekile bese benza indulunga ngemilomo yabo isandla basibeke emlonyeni oyindulunga bese bathi: "o".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-o litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazi, uzombeze njalo."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

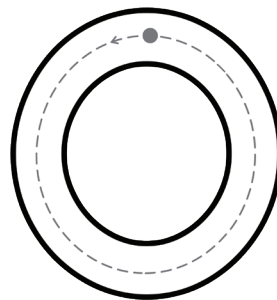
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an 'o' shape with their hand positioned in front of a rounded mouth while saying: "o".
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go around."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Amaphaphethi wendaba
- Amaphrophsi: iyembe elimhlophe elijamele imbaji yomphathisitolo, irobho namkha intambo yomuda wokuqedelela, imedali
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**o**: iforogo, irogo, ugogo, ipoto, irobodo, i-ondo, i-oli, iwodrobho, iphopho, igobolondo, ikhondlo, isobho

Iveke yoku-1 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *“Asithiyeni yoke imibala esiyaziko. Mbala onjani olilamune? Ngubani okhumbulako bona ibhudzi begade linombala onjani?”*
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

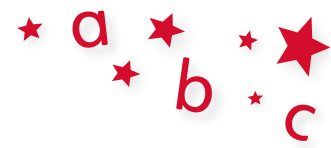
Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-o.”* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.

Imisetjenzana yesiqhema esincani

Khumbuzwa abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Puppets for the story
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- A letter box containing objects or pictures of objects that have the focus sound **o**: iforogo, irogo, ugogo, ipoto, irobodo, i-ondo, i-oli, iwodrobho, iphopho, igobolondo, ikhondlo, isobho

Week 1 Day 3

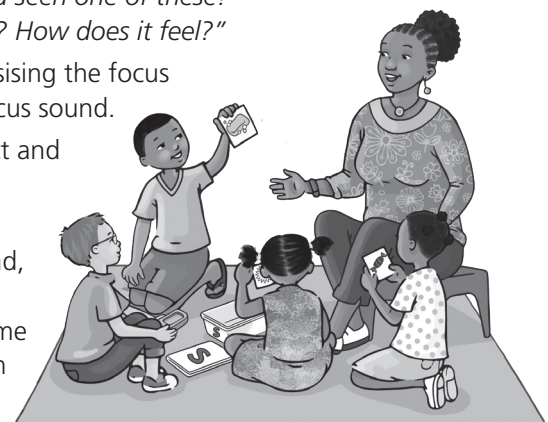
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *“Let’s name all the colours that we know. What colour is an orange? Who can remember what colour the boot was?”*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *“Have you seen one of these? What do we use this for? What colour is it? How does it feel?”*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *“This letter is how we write o.”* Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Amaphaphethi avela endatjaneni namkha izinto namkha iinthombe zezinye izinto ezivela endatjaneni

UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)



Iveke yoku-1 Ilanga le-4

Imisetjenzana yetlasi loke

Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoke ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



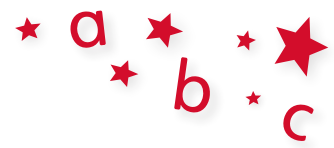
Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi bona uyokudlala indima "Ngiyihloli..." namaphaphethi begodu namaphrophsi avela endatjaneni, *UTititjhere Akinyi*. Abaqale amaphaphethi asemqalisweni, izinto kanye neenthombe.
- 2 Khetha okuthileko endatjaneni ngaphandle kokutjela abafundi lokho okucabangako. Emva kwalokho, ngokuzwakalako, nikela abafundi Itjhada lokuthoma legama njengomthala. Isibonelo: Nangabe Ucabanga "ngethunga", yithi: "Ngiyihloli ngelihlo lami elincani into ethoma ngo-**th!**"
- 3 Abafundi kumele baqale izinto ezithoma ngetjhadelo emqalisweni. Nangabe bafunisela "ithunga" ngokunemba, lithuba labo lokuqala okuthileko bese bathi: "Ngiyihloli..."
- 4 Lokha nasele udlale umdlalo lo namaphaphethi begodu namaphrops avela endatjaneni, yithi ebafundini: "Kwanjesi siyokudlala umdlalo lo godu, kodwana qala mahlangothi woke ngekumbeni. Lalelisisa kuhle: Ngiyihloli ngelihlo lami elincani into ethileko ethoma ngo-**dl!** Iye, ideske!" Nikela abafundi ithuba lokobana baqale into ethileko ngetlasini begodu bathi: "Ngiyihloli..."

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story of Teacher Akinyi. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "ngebhanana", say: "I spy with my little eye someone whose name starts with /bh/."
- 3 Learners must look at the display for things that start with that sound. If they guess "ibhanana" correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /f/. Yes, it's a fesidiri!" Give learners a chance to look for something in the classroom and say: "I spy ...".



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

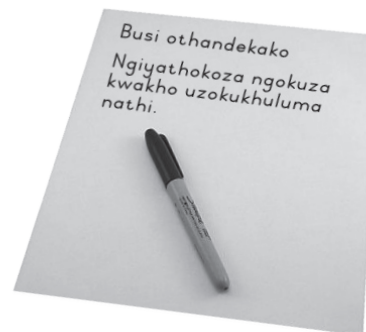
- Iphepha elikhulu letjhadiphendu
- Amagama amanengi wesilabhiki aphaathelene nendaba: Gogo, amaholideyi, ukulima, Akinyi, utitjhere, ihabhula, hlekisako, ithunga, ukufunda, iindaba

Iveke yoku-1 Ilanga lesi-5

Imisetjenzana yetlasi loke

Yenza, gwala bewutlole

- 1 Mema omunye ukobana eze begodu khulumani kancani nabafundi. (Ungabawa omunye weensebenzi namkha utitjherehloko, namkha omunye ovela ezakhamuzini.) Babawe bona bakhuluma nabafundi ngomunye okhethekileko eempilweni zabo.
- 2 Ngemva kokukhulumisana, tlola incwadi yokuthokoza ndawonye eya kilowo muntu.
- 3 Yewuthi kubafundi: *"Asitloleni ikarada lokuthokoza elithi ngiyathokoza ngokusivakatjhela begodu nokusitjela indaba ngomuntu okhethekileko. Ungakwazi ukungisiza bona ngenze ikarada lokuthokoza ngikwazi ukutjho bona sithabe kangangani ukulalela indaba?"*
- 4 Sebenzisa ikarada namkha iphepha ukutlola phasi imibono yabafundi lokha nanikhulumako ngalokho okumele nikufake ekaradeni lokuthokoza. Thoma ngokuhlathulula bona nasithokoza abantu, sivamise ukuthi *"Othandekako ..."* Emva kwalokho singatjho into efana nokuthi: *"Ngiyathokoza ngokuza kwakho uzokukhuluma nathi."*
- 5 Buza abafundi bona khuyini okunye abangakutlola ekaradeni, begodu abakubone utlola amagama wabo. Babuze bona bathatjiswe yini ngekulumo yenu begodu yenza iimpakamiso zokubasiza bona bakwazi baveze imibono yabo.
- 6 Fundani ikarada esele liphelele ndawonye nabafundi, nitshwaye elinye nelinye igama ngesikhathi nanifundako. Bawa abanye babafundi bona badwebe iinthombe zokuhlobisa ikarada ngokusebenzisa Amakhrayoni begodu emva kwalokho bahlele bona balifikise bunyani kumnikazi.



Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **u | ti | tjhe | re**.
- 2 Khetha umfundi asikime bese uyeqa keline nelinye ilunga: **u** (weqa kanye) **ti** (weqa kanye) **tjhe** (weqa kanye) **re** (weqa kanye).
- 3 Bawa umfundi bonyana ege godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 4 Abafundi abadlhegane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.

Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: Gogo, amaholideyi, ukulima, Akinyi, utitjhere, ihabhula, hlekisako, ithunga, ukufunda, iindaba

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Invite someone to come and give a short talk to the learners. (You could ask another staff member or the principal, or someone from the community.) Ask them to speak to the learners about someone special in their life.
- 2 After the talk, write a thank you letter together to the person.
- 3 Say to learners: *“Let us write a thank you card to say thank you for visiting us and telling us a story about someone special. Can you help me make a thank you card to say how much we enjoyed listening to the story?”*
- 4 Use a piece of card or paper to write down learners’ ideas as you discuss what to put on the thank you card. Begin by explaining that when we thank people, we usually say *“Dear ...”*. Then we can say something like: *“Thank you for coming to talk to us.”*
- 5 Ask learners what else to write in the card, and let them see you writing their words. Ask them what they enjoyed about the talk and make suggestions to help them express their ideas.
- 6 Read the complete card together with the learners, pointing to each word as you read. Ask some learners to draw pictures to decorate the card using crayons and then arrange for them to deliver it to the person.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables. For example: **u | ti | tjhe | re**.
- 2 Choose a learner to stand up and jump for each of the syllables: **u** (one jump) **ti** (one jump) **tjhe** (one jump) **re** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.

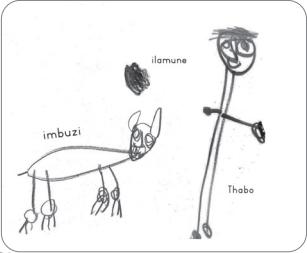




Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.

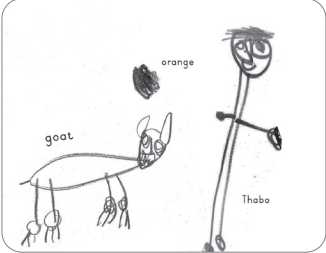




Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> • Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana ezitlolwe ngehla kwekhasi • Amakhrayoni wewaksi amakhulu  <p data-bbox="197 989 591 1235">  <i>Nangabe abafundi bathoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</i> </p>	<p>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</p> <ol style="list-style-type: none"> 1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo. 2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke. 3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimpakamiso. Isibonelo: <i>"Bewuyithanda na indima lapha imbuzi ilinga khona ukweba ilamune likaThabo?"</i> 4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko. 5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe. 6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na. 7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka njengombana uwatlola phasi. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: <i>"Imbuzi ... ilingile ... ukweba ... i ... Ngiliphi igama elilandelako ebewufuna ukulitjho? ... lye, 'ilamune'."Ngiyokutlola igama 'ilamune'."</i> 8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako. 9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebele nokulinga kwabo.
<ul style="list-style-type: none"> • Amaphazili 	<p>Umsetjenzana wesi-2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi kufuze babike ndawonye amaphazili ukwenza isithombe esivela endatjaneni. Bangaqala ukulandelana esithombeni ukufumana isithombe begodu basebenzise lokhu njengomhlahlandlela nasele benza iphazili. 



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part where the goat tried to steal Thabo's orange?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "The goat ... tried ... to ... steal ... the ... What word did you want to say next? ... Oh yes, 'orange'. I am going to write the word 'orange'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle. 



Uzokudinga lokhu

- Iincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda

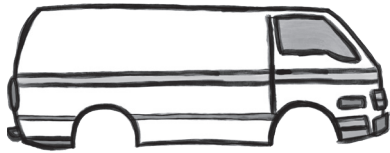


Imisetjenzana

Umsetjenzana wesi-3: Ukufunda ngokuzijamela

- 1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.
- 2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.
- 3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.
- 4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.

- Ikhasi lomsebenzi weteksi kaThabo



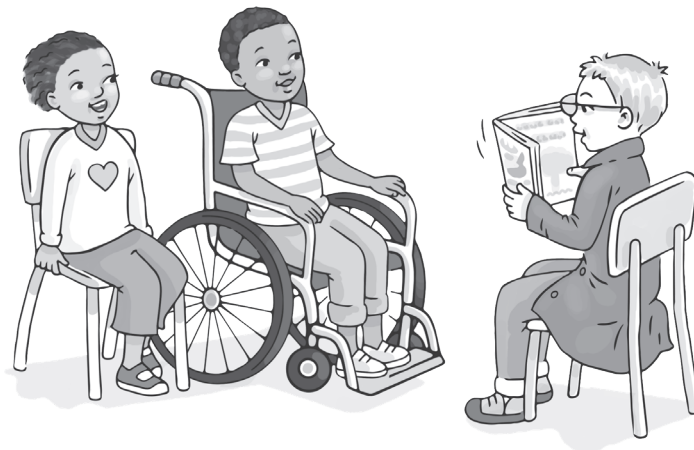
Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla

- 1 Omunye nomunye umfundi ufumana itjhidi lomsebenzi ngebhesana enganamavilo begodu namafesidere.
- 2 Abafundi kumele badwebe amafesidere amane begodu namavilo amabili webhesana kanye nesithombe sikaThabo efesidereni.


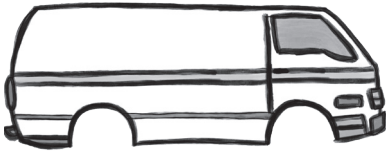

- Amaphropshi: izinto namkha iinthombe zeenkepisi ezisarulani, amabhudzi anzothe, indulungu ephephuli begodu nelilamune

Umsetjenzana wesi-5: Lingisa ukudlala

- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Funda imithetho yekhoneni lokulingisa ukudlala bese ubatjengisa amaphropshi amatjha.
- 3 Hlathululela abafundi bona iveke le bayokudlala njengotjhere notitjhere. Bangathatha iintulo begodu bazibeke emijejeni ukobana zijamele itlasi. "Utijtjhere" angasebenzisa amaphropshi (izinto ezinemibala ehlukeneko) "ukufundisa" ngemibala. "Utijtjhere" angabuye enze kwanga "ufundela" itlasi indaba.





You will need	Activities
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Taxi for Thabo activity page 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Each learner gets an activity sheet with a minibus without wheels and windows. 2 Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window.
<ul style="list-style-type: none"> Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and settle them down quickly. 2 Read the rules for the pretend play corner and show them the new props. 3 Explain to learners that this week they are going to play teacher-teacher. They can take chairs and place them in rows to represent the class. The "teacher" can use props (objects that are different colours) to "teach" colours. The "teacher" could also pretend to "read" a story to the class. 





Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi efothokhophiweko beyabhincwa yomunye nomunye umfundi

Iveke yesi-2 Ilanga loku-1

Imisetjenzana yetlasi loke

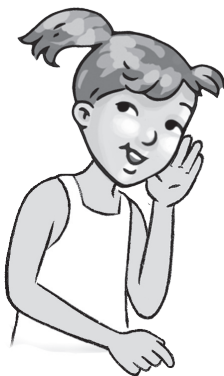
Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seentombe zelandelano ezimbalabala. (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neentombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



Ukwethula itjhada elisuselwe endatjaneni

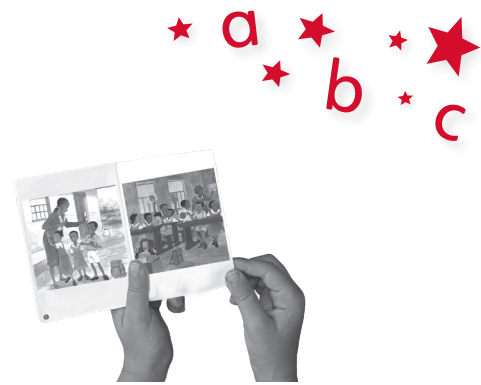


- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "uthi, khulu, ukukhuluma indulungu. Uyalizwa itjhada elinqotjhiweko: **uthi, khulu, indulugu?** Iye, uwanembile woke anetjhada u-**lu**."
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**lu**: umuntu, ugubudu, ubuso." (Gandelela itjhada lokuthoma lokha nawutjho amagama la).
- 3 Yitjho itjhada u-**lu**/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**lu**: "**u-u-u**". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keliye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures

- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class.
- 8 Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*uthi, khulu, ukukhuluma indulungu*. Can you hear the focus sound: **u**thi, **kh**ulu, **indul**ugu? Yes, you are right! They all have the sound /u/.”
- 2 “Listen carefully, here are some more words with /u/: *umuntu, ugubudu, ubuso*.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: “**u-u-u**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



Uzokudinga lokhu:

- INcwadi eKulu: *UTitjhere Akinyi*
- Amanzi eemumathini begodu ikwasi yepende yomfundi omunye nomunye

Iveke yesi-2 Ilanga lesi-2

Imisetjenzana yetlasi loke

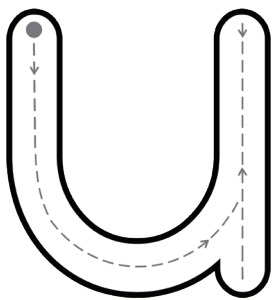
Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



Ukubumba iledere

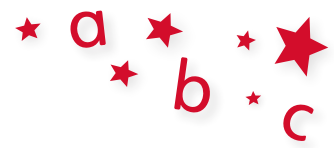
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**u**/ nofana bangacabanga nanyana ngimaphi amagama athoma ngetjhada u-**u**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi abenze itjhada bu-bu-bu ngesikhathi imilomo yabo yenza indunlunga bese bathi: "**u-u-ububula**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**u** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, yehla, zombeleza, yenyuka, wehle.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu unikele omunye nomunye umfundi isimumathi kanye nekwasi yepende. Abafundi bangapenda iledere isikhathi esinengi emanzini phezu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Big Book: *Teacher Akinyi*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

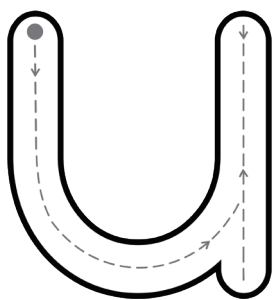
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners can make the sound ‘bu-bu-bu’ with their mouth rounded and say “**u-u-ububula**”.
- 3 Show learners how to write the letter **u**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iindulunga zobukhulu obuhlukeneko begodu neenkwere ezisikwe emakhahodini kanye neenthombe zezinto ezinobujamo besinkwere namkha bendulunga
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**u**: umuntu, ugubudu, ibulululu, isiwuruwuru, isithuthuthu, ikudu, inungu, iluju, ifucufucu

Iveke yesi-2 Ilanga lesi-3

Imisetjenzana yetlasi loke

Ukufunda ukulalela

- 1 Hlalisa abafundi ematafuleni begodu uhlalise phasi woke umuntu ukuze itlasi lithule begodu lizinze.
- 2 Thoma umsetjenzana wokulalela wanamhlanjisi ngokuthi: *“Asivaleni amehlo wethu bese siyathula imzuzwana embalwa lokha nasilalela ngokuyelela amatjhada aseduze nathi.”* Manjeke tjela abafundi bavule amehlo wabo bese bakhuluma ngamatjhada abawezwileko. Abakhulume ngokuthi ngimaphi amatjhada aseduze nofana atjhidele kibo (azwakalela phezu) begodu nalawo akude khulu (azwakalela phasi). Tjela abafundi kobana bazokwenza umsetjenzana lapha bazokufanele balalele ngokuyelela lokho okutjhoko.
- 3 Khumbuza abafundi ngobujamo besikwere. Batjengise iinthombe zobukhulu obuhlukeneko beenkwere begodu batjho bona bafunde ngeenkwere endatjaneni ka-Ali Nepende. Emva kwalokho batjengise iinthombe zeendulunga. Buza bona: *“Bahluke ngani?”* (Isikwere sinamakhona amane begodu indulungu ayinalo ikhona.) Bawa abafundi bona babonise iindulungu begodu neenkwere ezikhona ekumbeni. Emva kwalokho tjengisa ngemikhono bona indulungu yenziwa bunjani begodu nesikwere ngokusebenzisa izandla nemikhono
- 4 Yewutjho kubafundi bona nawubatjengisa isithombe sendulunga namkha utjho igama *“indulunga”*, kumele benze indulungu ngemikhono yabo. Lokha nawuthi *“isikwere”* namkha nawubatjengisa sesikwere, kumele benze ijamo lesikwere basebenzise izandla kanye nemikhono yabo.

Amabhoksi wamaledere

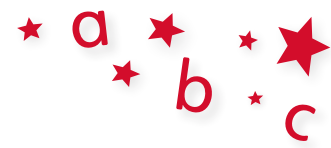
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into eyodwa ngesikhathi. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana bayibiza ini into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenzisela intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-u.”* Vumela abanye babafundi bagadangise ngemino yabo phezu kwesivalo.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Different size circles and squares cut out of cardboard and pictures of objects that are the shape of a square or circle
- A letter box containing objects or pictures of objects that have the focus sound **u**: umuntu, ugubudu, ibulululu, isiwuruwuru, isithuthuthu, ikudu, inungu, iluju, ifucufucu

Week 2 Day 3

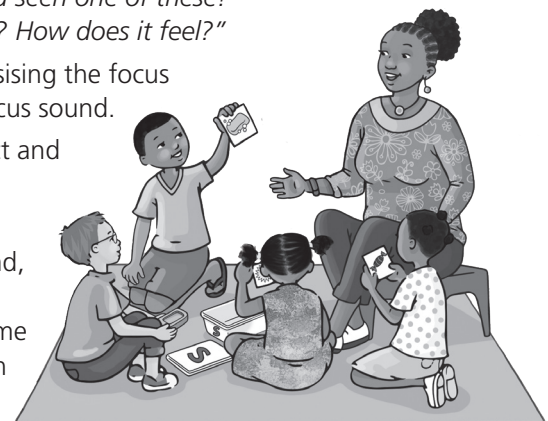
Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Remind learners of the shape of a square. Show them pictures of different size squares and mention that they learnt about squares in the story of Ali and the paint. Then show them pictures of circles. Ask: "How are they different?" (A square has four corners and a circle has no corners.) Ask learners to point out circles and squares around the room. Then demonstrate how to make a circle with your arms, and a square using your hands and forearms.
- 4 Say to learners that when you show them a picture of a circle or say the word "circle", they must make a circle with their arms. When you say "square" or show them a picture of a square, they must make a square shape using their hands and forearms.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **u**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

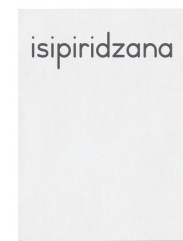
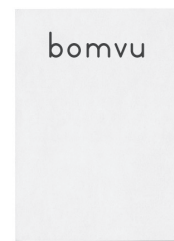
- Iphepha elinegama elitlolwe ngombala lowo
- Izinto ezingemibala yamagama atlolwe phezu kwephepha
- Amaphaphethi avela endatjaneni namkha izinto namkha iinthombe zezinye izinto ezivela endatjaneni

Iveke yesi-2 Ilanga le-4

Imisetjenzana yetlasi loke

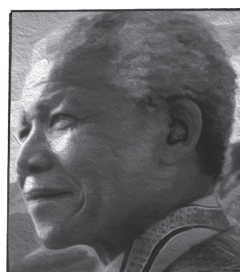
Ukufunda begodu wenze

- 1 Hlukanisa abafundi ngeenqhema begodu unikele esinye nesinye isiqhema iphepha elinegama lombala otlolwe phezu kwephepha. Kumele bafumane izinto abangazimadani nombala bese bazibeka phezu kwephepha.
- 2 Cocani ngokugandeleleka kwemibala.



Ukulalelela itjhada elinqotjhiweko

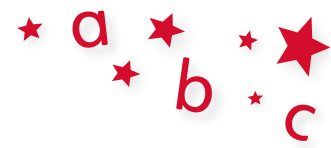
- 1 Hlathululela abafundi bona uyokudlala "Ngiyihloli..." namaphaphethi begodu namakhaphropsi avela endatjaneni *UTitjhere Akinyi*. Abaqale emaphaphedeni abonisiweko, izinto neenthombe
- 2 Khetha okuthileko okuvela endatjaneni ngaphandle kokutjela abafundi lokho okucabangako. Ngemva kwalokho, ngokuzwakalako kuhle, nikela abafundi Itjhada lokuthoma legama njengomthala. Isibonelo: Nangabe ucabanga nge: "bhanana", yithi: "Ngihlola ngelihlo lami elincani into ethoma ngo-**lhl**."
- 3 Abafundi kumele baqale emqalisweni izinto ezithoma ngetjhada lelo. Nangabe bafunisela kuhle nge-"bhanana", kusikhathi sabo sokobana baqale into ethileko bese bathi: "Ngiyahlola...".
- 4 Lokha nasele udlale umdlalo lo namaphaphethi begodu namaphrops avela endatjaneni, yithi ebafundini: "Kwanjesi siyokudlala umdlalo lo godu, kodwana qala mahlangothi woke ngekumbeni. *Lalelisa kuhle: Ngiyihloli ngelihlo lami elincani into ethileko ethoma ngo-**lhl**. Iye, fesidiri!*" Nikela abafundi ithuba lokobana baqale into ethileko ngetlasini begodu bathi: "Ngiyihloli...".



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Pieces of paper with the word of a colour written in that colour
- Objects in the colours of the words written on paper
- Puppets from the story or objects or pictures of some of the things from the story

Week 2 Day 4

Whole class activities

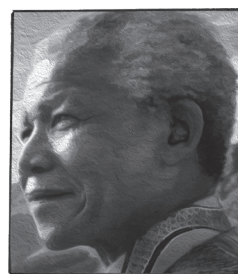
Read and do

- 1 Divide learners into groups and give each group a piece of paper with the name of a colour written on the paper. They must find objects to match the colour and place them on the page.
- 2 Discuss the shades of colours.



Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story of Teacher Akinyi. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "ngebhanana", say: "I spy with my little eye someone whose name starts with /bh/."
- 3 Learners must look at the display for things that start with that sound. If they guess "ibhanana" correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /f/. Yes, it's a fesidiri!" Give learners a chance to look for something in the classroom and say: "I spy ...".



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Uzokudinga lokhu:

- Iimpoto ezincani, iculwani, amanzi, iimbewu (ngokuya kwesiqhema esisetafuleni)
- Iphepha letjhadi lesethulo
- Amagama amanengi wesilabhiki aphaathelene nendaba: Gogo, amaholideyi, ukulima, Akinyi, utitjhere, ihabhula, hlekisako, ithunga, ukufunda, iindaba

Iveke yesi-2 Ilanga lesi-5

Imisetjenzana yetlasi loke

Yenza, gwala bewutlole

- 1 Thoma ngokutjengisa bona iimbewu itjalwa bunjani ngokusebenzisa isimumathi, iimbewu, iculwani begodu namanzi.
- 2 Lokha nawutjala iimbewu, khuluma ngegadango elinye nelinye.
- 3 Hlukanisa abafundi ngeenqhema ezisithandathu begodu esinye nesinye isiqhema sitjale iimbewu ngepotweni,
- 4 Hlathululela abafundi kobana uzakuthanda bona bakusize ukutlola irhelo lamagadango akhombisa ukutjalwa kweembewu.
- 5 Tlola iinhlokwana ezilandelako etjhadini lephepha lezethulo: Imbewu itjalwa bunjani.
- 6 Buza abafundi bona benze ini kokuthoma, begodu utlole lokhu eduze kwenomboro 1 phezu kwetjhadi lephepha lezethulo. Khulumela phezulu lokha nawutlolako begodu Udwebe isithombe ezilula eduze kwegadango olitlole phasi.
- 7 Ragela phambili namagadango amanye begodu nasele uqedile ukutlola, bawa abafundi bona "bafunde" amagadango nawe.



Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, Isibonelo: **u | ti | tjhe | re**.
- 2 Khetha umfundi asikime bese uyeqa keline nelinye ilunga: **u** (weqa kanye) **ti** (weqa kanye) **tjhe** (weqa kanye) **re** (weqa kanye).
- 3 Bawa umfundi bonyana eqe godu, gadesi umfundi ufanele awahle komunye nomunye umeqo.
- 4 Abafundi abadlhegane ngokulalela igama eliserhelweni bese bayeqa lokha nabaliphula ngamalunga.



Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: Gogo, amaholideyi, ukulima, Akinyi, utitjhere, ihabhula, hlekisako, ithunga, ukufunda, iindaba

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by demonstrating how to plant a seed using a container, a seed, soil and water.
- 2 While you are planting the seed, talk about each step.
- 3 Divide learners into groups of six and each group plants a seed in a pot.
- 4 Explain to learners that you would like them to help you write a list of steps showing how to plant a seed.
- 5 Write the following heading on flipchart paper: How to plant a seed.
- 6 Ask learners what they did first, and write this next to number 1 on the flipchart paper. Talk aloud as you write and draw a simple picture next to the step you have written.
- 7 Continue with the other steps and when you are finished writing, ask learners to “read” the steps with you.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **u | ti | tjhe | de**.
- 2 Choose a learner to stand up and jump for each of the syllables: **u** (one jump) **ti** (one jump) **tjhe** (one jump) **de** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.




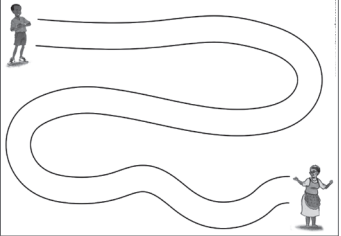



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.




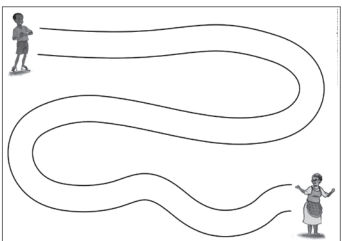



Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> • Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho elinesihloko sendatjana ezitlolwe ngehla kwekhasi • Amakhrayoni wewaksi amakhulu  <p><i>Nangabe abafundi bathoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</i></p>	<p>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</p> <ol style="list-style-type: none"> 1 Nikela omunye nomunye umfundi iphepha kanye namakhrayoni anemibala begodu uhlathulule bona bayokudweba isithombe somuntu othileko abacabanga bona ukhethekile begodu uqakathekile khulu – kungaba mumuntu ongomunye womndeni wabo, umngeni namkha umuntu abangamaziko kodwana abacabanga bona ukhetheke khulu begodu uqakathekile. 2 Zeza amaziso namkha bawa omunye nomunye umntwana bona akutjele ngomdwebo wami begodu uhlathulule bona khuyini okwenza umuntu abamdwebileko abe ngokhethekileko. 3 Bawa abafundi bona balinge begodu batlole ibizo, bamtlolele. 
<ul style="list-style-type: none"> • Amaphazili 	<p>Umsetjenzana wesi-2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi kufuze babike ndawonye amaphazili ukwenza isithombe esivela endatjaneni. Bangaqala ukulandelana esithombeni ukufumana isithombe begodu basebenzise lokhu njengomhlahlandlela nasele benza iphazili.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana ngathanda ukulifunda 	<p>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</p> <ol style="list-style-type: none"> 1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi. 2 Ongathoma ngakho, ungathoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda. 3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda. 4 Vakathjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.
<ul style="list-style-type: none"> • Ikhasi lomsebenzi wendlela ejikelezako 	<p>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</p> <ol style="list-style-type: none"> 1 Omunye nomunye umntwana ufumana itjhidi lomsebenzi wendlela ejikelezako ukusukela ekhoneni lekhasi liye kelineye. 2 Abafundi kumele balandele indlela evela kuThabo ukuya endlini kaGogo enombala owodwa. Kumele basebenzise umbala ohlukileko nabeza ekhaya. Kumele batjheje bangeni endleleni enommoya. 3 Nababuyela emuva "ekhaya", bangadweba iinthombe zazozoke izinto ebazitshwaya eduze kwendlela abakbamba ngayo, ezifana neenlwana, imithi, abantu.
<ul style="list-style-type: none"> • Amaphrophi: izinto namkha iinthombe zeenkepisi ezisarulani, amabhudzi anzotho, indulungu ephephuli begodu nelilamune 	<p>Umsetjenzana wesi-5: Lingisa ukudlala</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngamaphrophi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 lokha nabalingisa ukuba nomnyanya begodu baphana izipho. Vakathjela ekhoneni ukuyokuqala begodu ukhuthaze umdlalo wabafundi wokulingisa. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of someone they think is very special and important – it could be someone in their family, a friend or somebody they don't know but who they think is very special and important. Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special. Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them.
<ul style="list-style-type: none"> Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Winding road activity page 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Each learner gets an activity sheet of a road winding from one corner of the page to another. Learners must follow the road from Thabo to Grandmother's house in one colour. They must use a different colour when they come home. They must be careful not to go off the windy road. When they get back "home", they can draw pictures of all the things they noticed next to the road on the way, such as animals, trees, people.
<ul style="list-style-type: none"> Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play teacher-teacher. Visit the corner to observe and encourage the learners' pretend play. 

★ Term 1: Exemplar record of continuous assessment (checklist)

✓ Achieved • Almost ✗ Not yet	Listens to simple instructions and acts on them. Listens to short stories with enjoyment and joins in choruses at the appropriate time. Sings simple songs and does actions (with help). Asks questions. Uses language to think and reason: matches things that go together and compares things that are different.	Listens to recognise that words are made up of sounds: gives the beginning sound of own name. Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class. Holds the book the right way up and turns pages correctly. Acts out part of a story, song or rhyme. Recognises own name and some names of other learners. "Reads" independently books for pleasure in the library or classroom reading corner. "Reads" enlarged texts such as poems, Big Books and posters as a whole class with the teacher (Shared Reading).	Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc. Holds crayons correctly using an acceptable pencil grip. Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction. Contributes ideas by means of drawings and contributes sentences to a class piece of writing. Draws or paints pictures to convey messages. Makes an attempt to write letters using squiggles, scribbles and "reads" own writing: "reads" what squiggles say. Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc.; copies print from the environment while playing.						
Date									
Names									

★ Ithemu yoku-1: Ukulalela nokukhuluma Irubhriki 1 & 2

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
<p>1 Ukucoca iindatjana begodu ubuyelela iindatjana ngamagama okungewakhe</p>	<p>Akakghoni ukucoca iindatjana begodu nokubuyelela iindatjana; ukghona ukutjho amagama ambalwa kwaphela.</p>	<p>Ukubuyelela okunomkhawulo; ufaka ezinye zezehlakalo kwaphela; ilandelano lingahle lingabi ngelifaneleko; usebenzisa imitjho emifitjhani begodu nelwazi-magama elilula.</p>	<p>Uyakghona ukubuyelela izehlakalo ezinengi ezisendatjaneni ngokuthoma, phakathi begodu nesiphetho kodwana imininingwana embalwa khulu; udinga ukudiswa ngemibuzo efana nokuthi: 'ngemva kwalapho...' 'Okulandelako kwenzekeni?' 'Ukuthoma ukusebenzisa imitjho emide.</p>	<p>Indatjana ilandela ilandelano ngokunehloko begodu inesithomo, umzimba begodu nesiphetho; abalingisi nesizinda kuhiathululwe ngemininingwana; iinhloso begodu namazizo wabalingisi ahiathululiwe; usebenzisa imitjho emide begodu nebudisi namagama ahlanganisako afana nokuthi 'kwabese'; 'ngemva kwalapho' kusetjenziswa ilwazi-magama elitjha elisuselwa endatjaneni.</p>
<p>2 Ukuhlela isede yeenthombe ngendlela yokobana zibumbe indatjana begodu nelojigi yelandelano lezehlakalo nazikhulunywako begodu zihlobane nokwakheka kwendatjana</p>	<p>Akakghoni ukuhlela isede yamakarada ngelandelano okungilo.</p>	<p>Uhlela isede yamakarada ngelandelano okungilo kodwana angakghoni ukucoca indatjana.</p>	<p>Uhlela isede yamakarada ngelandelano okungilo begodu ukghona nokuhlobanisa indatjana elula.</p>	<p>Uhlela isede yamakarada ngelandelano okungilo begodu ukghona ukuhlobanisa indatjana nemininingwana efaneleko.</p>

★ Term 1: Listening and speaking rubric 1 and 2

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Tells stories and retells stories in own words	Unable to tell stories and retell stories; only able to say a few words.	Limited retelling; only includes some events; order might not be correct; uses short sentences and simple vocabulary.	Able to retell most events in story with beginning, middle and end but very few details; needs prompts such as: "and then"; "what happened next?"; starting to use longer sentences.	Story follows logical sequence and has a beginning, middle and end; characters and setting described in detail; intentions and feelings of characters are described; uses longer and more complex sentences and joining words such as "and then"; "after that"; uses new vocabulary from the story.
2 Arranges a set of pictures in such a way that they form a story and logical sequence of events when verbalised and relates the story created	Unable to arrange a set of cards in a correct sequence.	Arranges a set of cards in the correct sequence, but not able to tell story.	Arranges a set of cards in the correct sequence and able to relate a simple story.	Arranges a set of cards in the correct sequence and able to relate a story with relevant details.

★ Ithemu yoku-1: Amatjhada, ukufunda nokubukela Irubhriki 1-3

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
1 Ukhumbula ngokuzwa nangokubona abanye babongwaqa begodu nabokamisa	Akakghoni ukukhumbula nanyana ngiwaphi amaledere begodu nokutjho amatjhada enziwa maledere lawo.	Ukghona ukukhumbula 1-3 yamaledere begodu atjho amatjhada enziwa maledere lawo.	Ukghona ukukhumbula 4-6 yamaledere begodu atjho amatjhada enziwa maledere lawo.	Ukghona ukukhumbula 7-8 yamaledere begodu atjho amatjhada enziwa maledere lawo.
2 Ukuthoma ukubona kobana amagama enziwa matjhada:unikela itjhada lokuthoma egameni lakhe begodu namanye amagama	Akakghoni ukukhumbula kobana amagama akhiwe ngamatjhada; akakghoni ukunikela itjhada lokuthoma egameni lakhe begodu namanye amagama	Ukghona ukunikela itjhada lokuthoma elisegameni lakhe kodwana uyathaga lokha nakabuzwa ngetjhada lokuthoma lamanye amagama.	Ukghona ukunikela itjhada lokuthoma elisegameni lakhe; uyakghona ukunikela itjhada lokuthoma lamanye amagama.	Njalo ukghona ukunikela itjhada lokuthoma elisegameni lakhe begodu nakamanye amagama.
3 Uzenzela yakhe indatjana ngokufunda iinthombe	Akakghoni ukusebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani; uhlathulula iinthombe ngokusebenzisa ilimi elinomkhawulo.	Usebenzisa iinthombe ukwenza ibonelo-phambili begodu uhlathulula indatjana kodwana ngerhelelho.	Usebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani; angahle alandele 'iphimbo lokufunda'.	Usebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani; Ukutjengisa ukuzwisa kobana iinthombe namagama kuyahlobana, kodwana zihlukile; 'ulandela iphimbo lokufunda'; ukhomba umtlolo lokha 'nakafundako'.

★ Term 1: Phonics, reading and viewing rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Recognises aurally and visually some consonants and vowels	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 1–3 letters and say the sounds that these letters make.	Is able to recognise 4–6 letters and say the sounds that these letters make.	Is able to recognise 7–8 letters and say the sounds that these letters make.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

Ithemu yoku-1: Ukutlola okusathomako begodu nomtlole wesandla/ Irubriki 1–3

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
1 Ukuthuthukisa amakhono wemisipha emincani begodu namakhono wokusikinyisa imisipha emincani	Utlhaga nokuqedelela imisetjenzana yokuthuthukisa imisipha emincani; ugededa imisebenzi nofana uyatjharagana.	Uyakghona ukuqedelela eminye yemisetjenzana yokuthuthukisa imisipha emincani kodwana uthatha isikhathi eside; umphumela akusiwo onembako.	Uyakghona ukuqedelela imisetjenzana eminenji yokuthuthukisa imisipha emincani; uthoma ukwenza ngokunembako begodu usebenza ngokuphumelela okungezelelekileko.	Uyayiqeda imisetjenzana yokuthuthukisa imisipha emincani ngokuzithemba, ngokunembako begodu ngokutjhapukulileko.
2 Ukugwala iinthombe ukubamba umqondo oqakathekileko wendatjana	Umgwalo awubonakali nofana ufaka amakoporojo nanyana wenza amasekele nemida kwaphela.	Umgwalo uyabonakala kodwana awuhlobani nendatjana, ingoma nofana igido.	Umgwala isithombe esineembala esihlobene nendatjana; imigwalo yabalingisi abaqakathekileko inokhanye kwalokhu okulandelako: imilenze, imikhono, izandla, iinyawo, amehlo, ipumulo, umlomo, iindlebe.	Umgwala isithombe esineembala, neminingwana ehlobana nendatjana; sifaka hlangu abalingisi abaqakathekileko neminingwana efana nezambatho.
3 Ukuzwisisa kobana ukugwala nokutlola kuhlukene: ukwenza kwanga uyatlola kujanyiselwe ngokusebenzisa amakoporojo	Akakghoni ukujamiselela imibono ngeemgwalo nofana ngeemtlolo.	Ujamiselela imibono ngeemgwalo kodwana akunabufakazi bokwenza ngathi kutliwiwe nofana kunamakoporojiwe.	Uyezwisisa bonyana ukutlola nokugwala kuhlukene: wenza ngathi uyatlola ngokusebenzisa amakoporojo.	Uyezwisisa bonyana ukutlola nokugwala kuhlukene begodu uthoma 'ukutlola' asebenzisa ukuhlanganiswa kwamaledere akotjweko begodu namaskwigilisi; angakopa amaledere neenomboro ebujameni bangetlasini ngokulinga ukutlola okungokwakhe.

★ Term 1: Emergent writing and handwriting rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Develops small muscle skills and fine motor skills	Struggles to complete fine motor activities; avoids tasks or becomes frustrated.	Able to complete some fine motor activities, but takes time; output is inaccurate.	Able to complete most fine motor activities; becoming more accurate and working more efficiently.	Completes fine motor activities with confidence, accuracy and ease.
2 Draws pictures capturing main idea of a story	Drawing is not recognisable or only includes scribbles or circles with lines.	Drawing is recognisable, but not related to the story, song or rhyme.	Draws a colourful picture related to a story; drawings of main characters have some of the following: legs, arms, hands, feet, eyes, nose, mouth, ears.	Draws a colourful, detailed picture related to a story; includes main characters with details such as clothes.
3 Understands that writing and drawing are different: pretend writing represented using squiggles	Not able to represent ideas through drawing or writing.	Represents ideas through drawing, but no evidence of pretend writing or scribbles.	Understands that writing and drawing are different: pretends to write using squiggles.	Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts.

★ Yenza ibumba lokudlala

Uzokudinga lokhu

- ★ 1 ikomitji yeflowuru
- ★ ¼ yekomitji yetswayi
- ★ ½ yekomitji yamanzi afuthumeleko
- ★ 5 amathosi wokufaka imibala ekudleni



Amagadango

- 1 Didiyela ndawonye iflowuru netswayi.
- 2 Didiyela ndawonye u-½ wekomitji lamanzi afuthumeleko kanye namathosi ambalwa wokufaka umbala ekudleni.
- 3 Thela kabuthaka amanzi emdidiyelweni weflowuru, rura ngesikhathi nawuthelako. Rura bekufike lapha kuhlanga khona, emva kwalokho kuniya ngezandla zakho bekufike lapha iflowuru sele ididiyeleke ngokwaneleko. Nangabe ibumba lokubhaga inamathela khulu, ngezelela iflowuru bekufike lapha ingasanamatheli nakancani.
- 4 Buyelela amagadango afana nala kinanyana ngimuphi umbala ofuna ukuwenza.

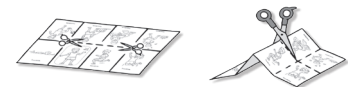
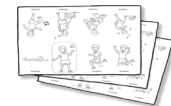
Futhumeza ibumba lokudlala ngokulikiniya ngezandla zakho. Lokhu kuthabulula umzimba okuhle emisipheni yezandla zabantwana. Paka ibumba lokudlala emgodleni weplastikini ukuligcina lelitjha begodu silifake esiqandisini, nangabe kulungile, namkha endaweni emakhaza.



★ Yenza Incwadi Encani

Amagadango

- 1 Yenza amafothokhophi owafunako wamaledere encani.
- 2 Neenthombe eziqale phezulu, songa ikhasi ngeengcenywe ezibunane. Phurulula.
- 3 Songa ikhasi ngehafu, ukuya phasi esentha.
- 4 Sika esisongweni saphakathi, ngendlela okutshwaywe ngayo isitjengiso esimagega namacatjhazi wemida phezu kwekhasi.
- 5 Bamb a ikhasi phakathi kwemino yakho begodu nothubhakghuru emahlangothini womabili wekhasi.
- 6 Letha izandla phasi begodu nandawonye.
- 7 Yenza incwadi encani ebhokisini elincani – ibhoksi lejeli Lisebenza kuhle!



★ How to make playdough

You will need

- ★ 1 cup flour
- ★ ¼ cup salt
- ★ ½ cup warm water
- ★ 5 drops food colouring



Steps

- 1 Mix together the flour and salt.
- 2 Mix together ½ cup warm water and a few drops of food colouring.
- 3 Slowly pour the water in the flour mixture, stirring as you pour. Stir until combined, then knead with your hands until the flour is completely mixed in. If the dough is too sticky, add more flour until it doesn't stick at all.
- 4 Repeat these steps for whatever colour you want to make.

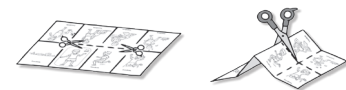
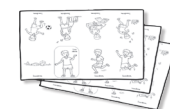
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

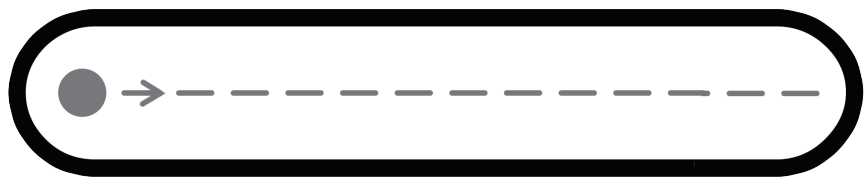
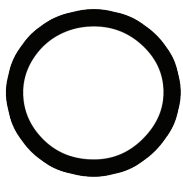
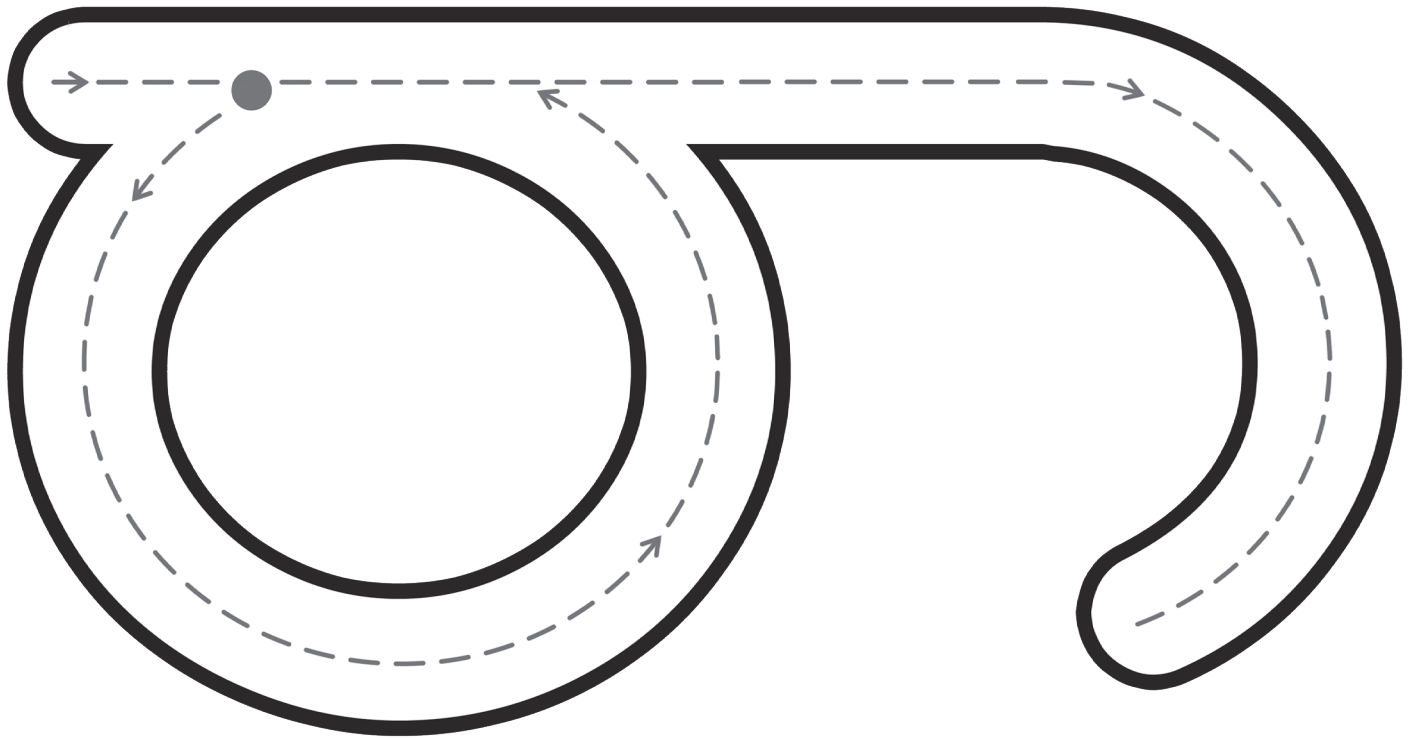


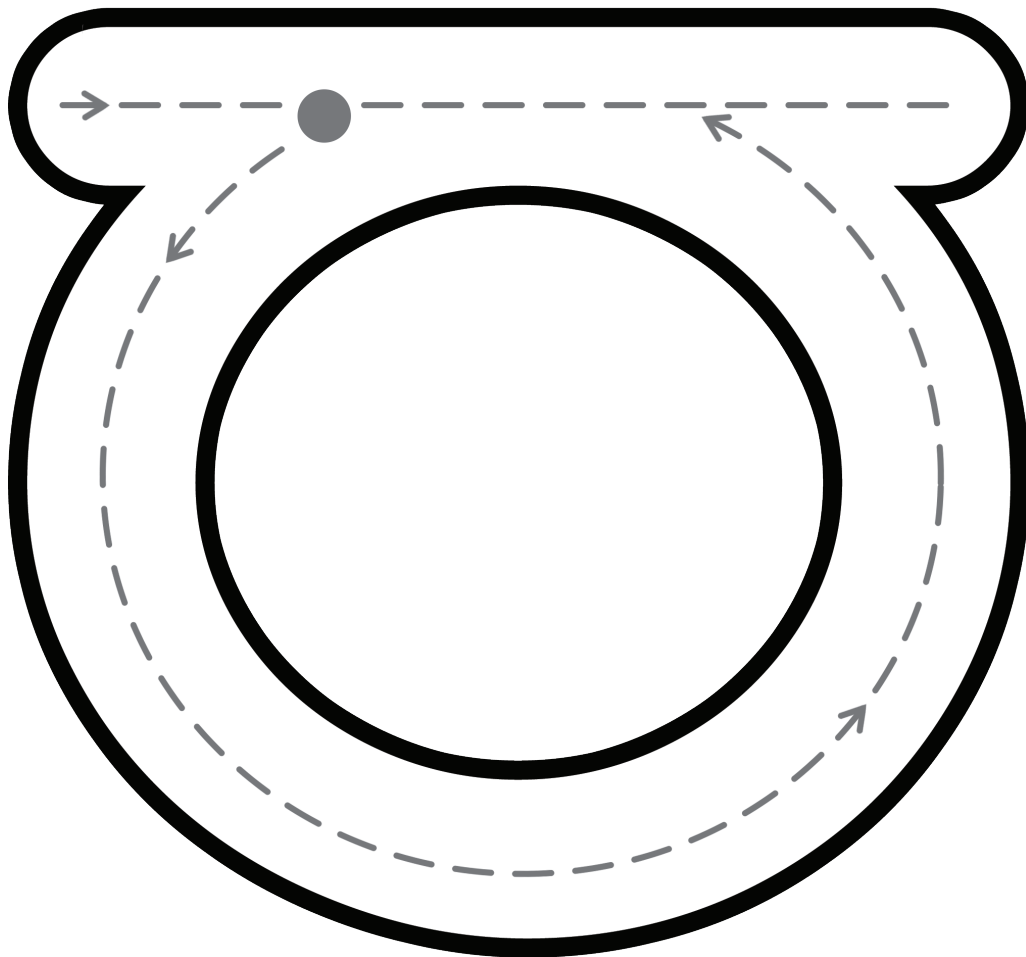
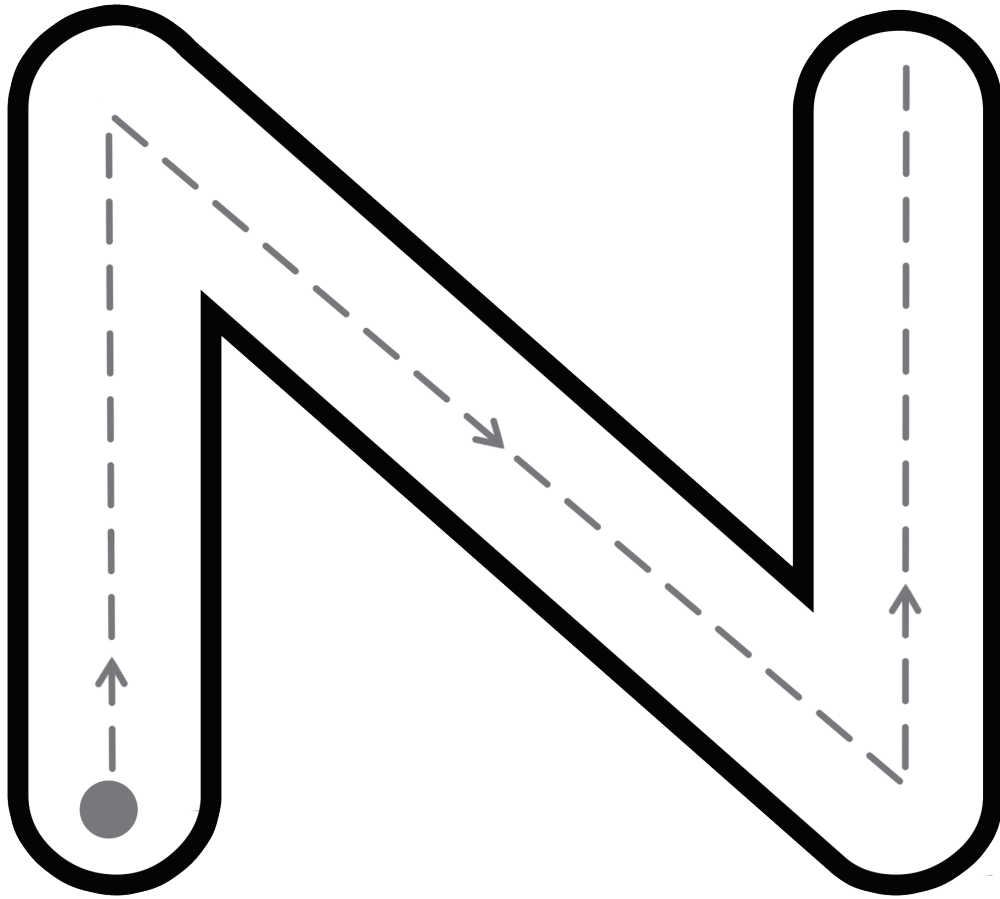
★ How to make a little book

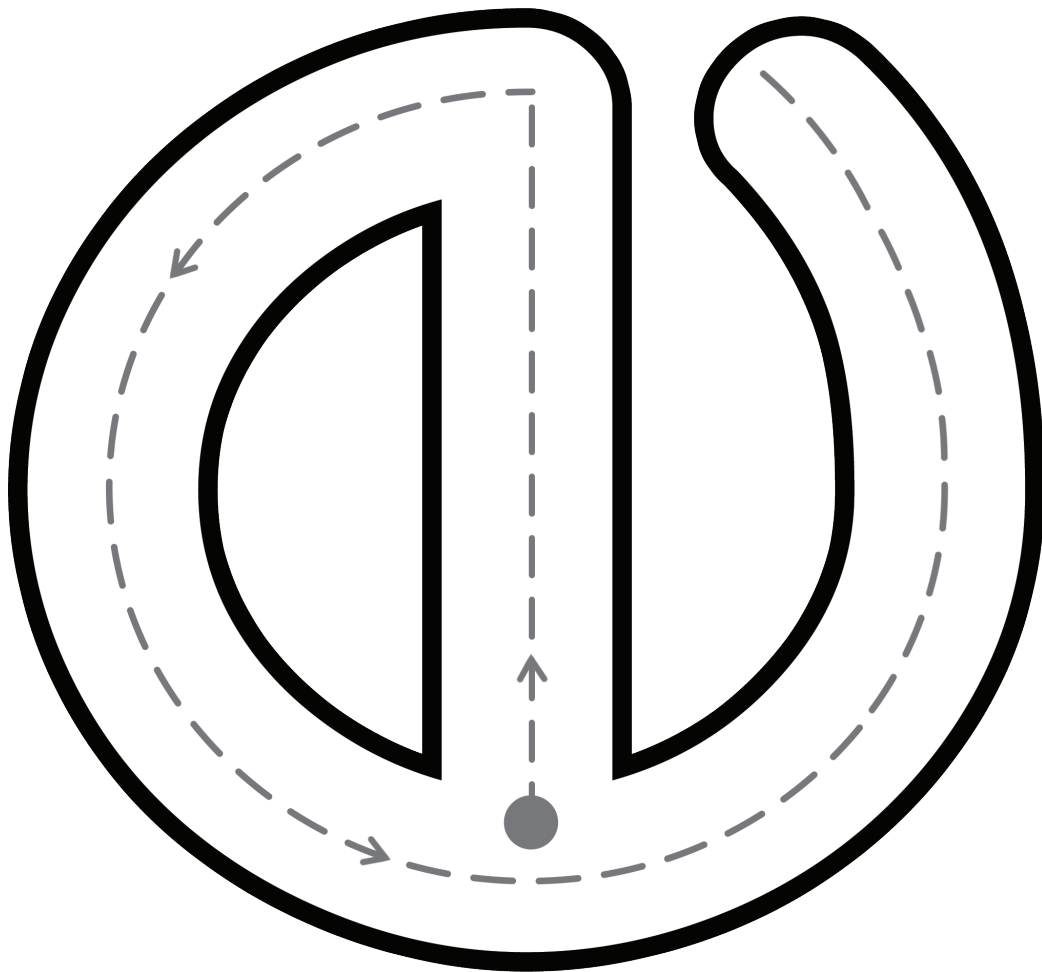
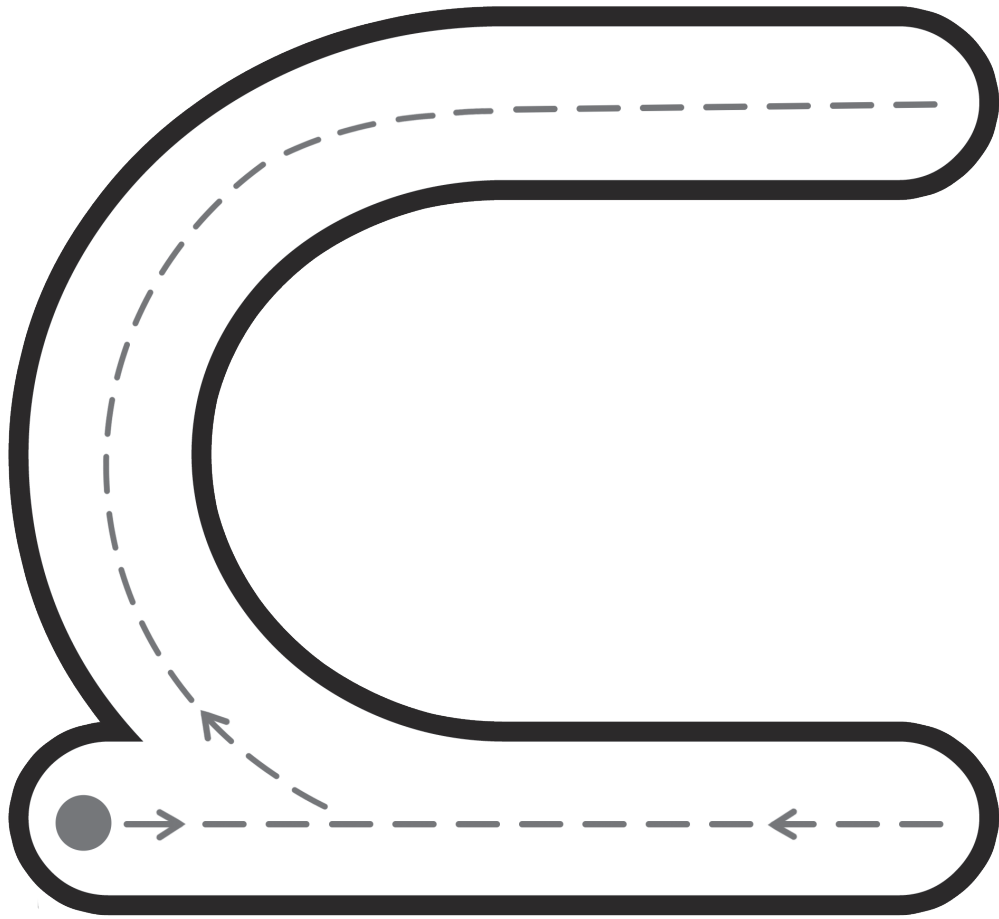
Steps

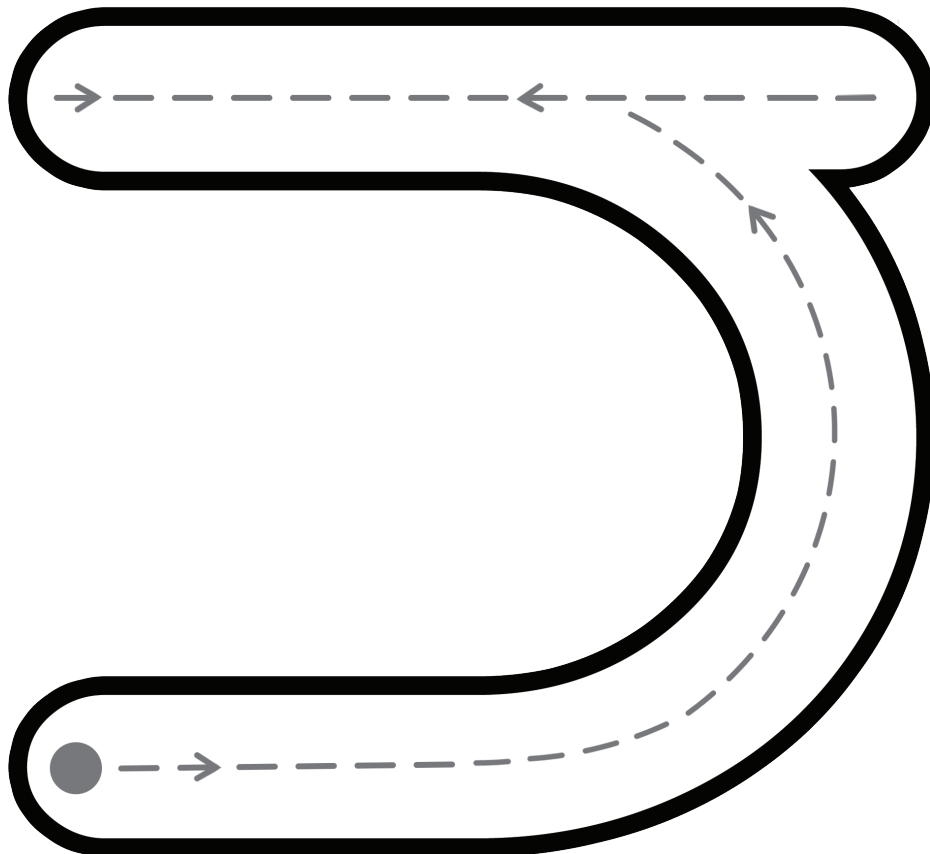
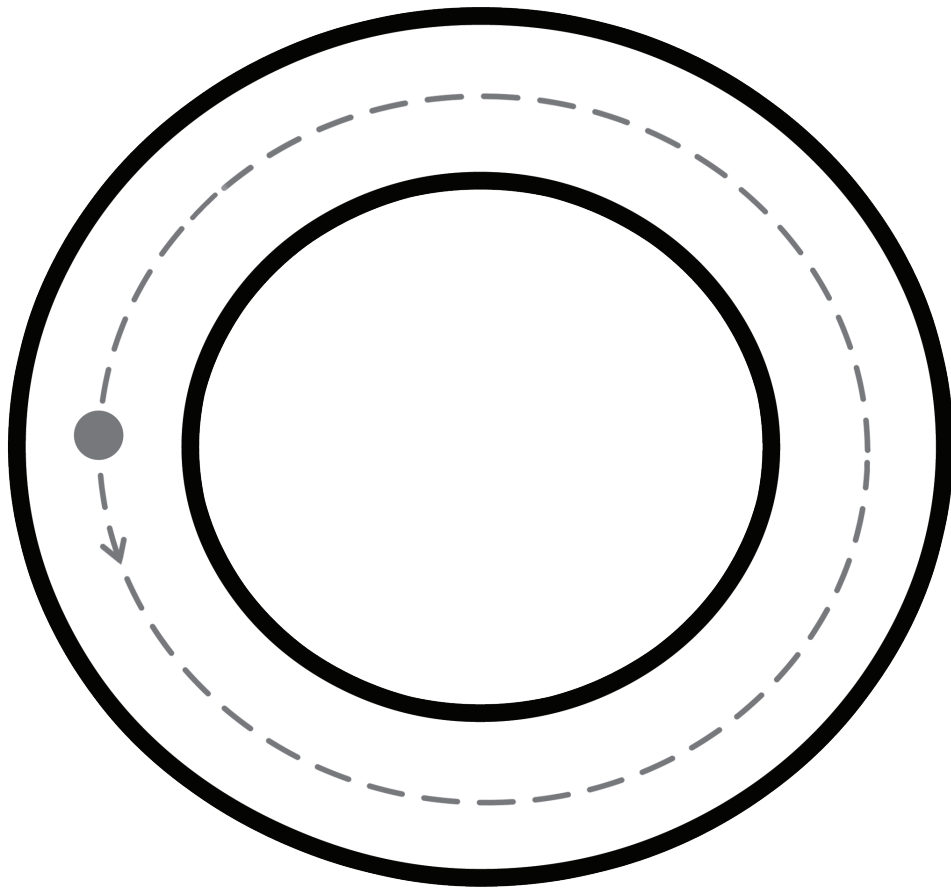
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between your finger and your thumb on both sides of the page.
- 6 Bring your hands down and together.
- 7 Make a Little book library by storing all your books in a small box – a jelly box works well!









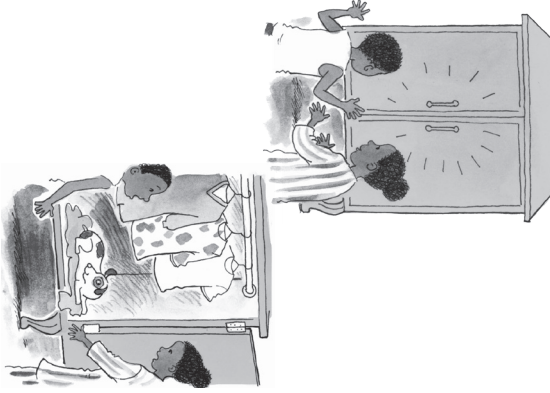




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Irogo Elihlaza
Satjani



Wordworks
Creating Learning Moments

Indawo yencwadi
le kuse:

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Gijjima, Lindi,
Gijjima!



Indawo yencwadi
le kuse:
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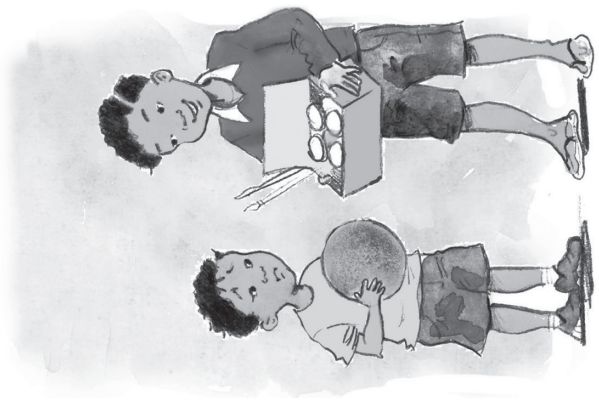
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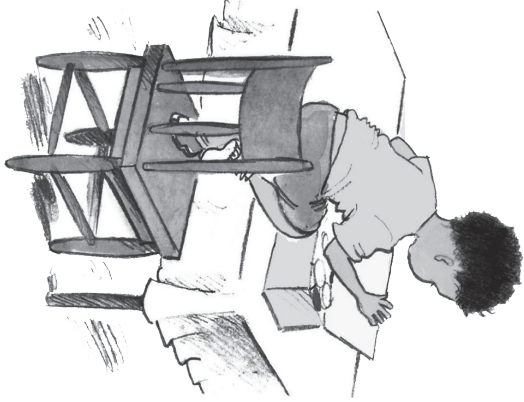
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U-Ali
Nepende



Wordworks
Creating Literacy Through Literacy

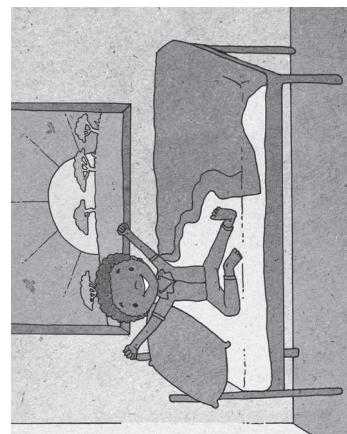
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Ilanga Elihle

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Indawo yencwadi le kuse:

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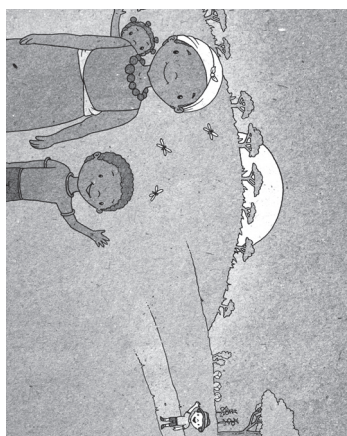
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UTitjhere Akinyi



































































































African Storybook.org

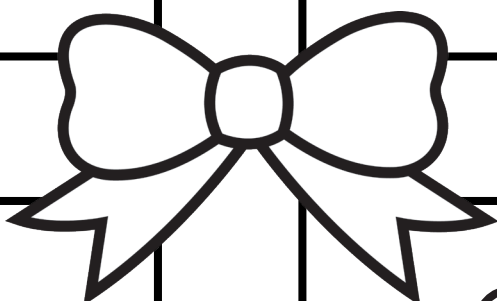
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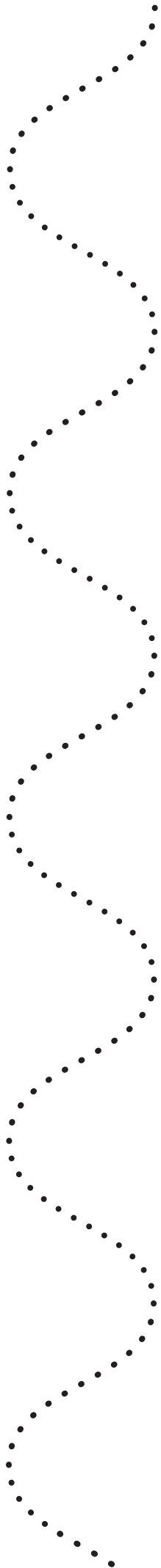
U-Ali Nepende: Ikhasi lomsebenzi wesipho

           		           
           		           
           		<p>Iya ku:.....</p> <p>Ibuya ku:</p>
           	           	           



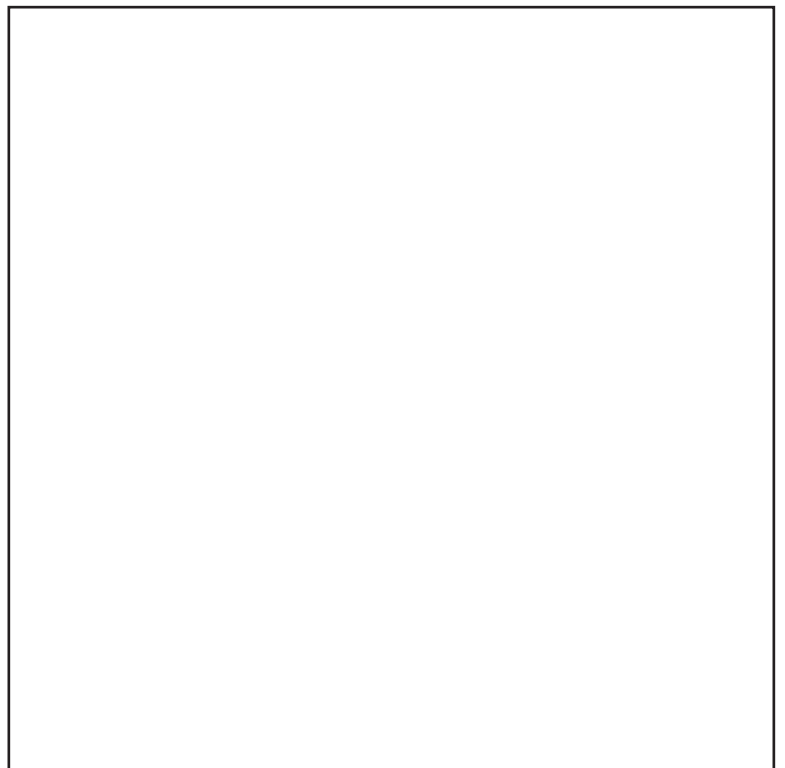
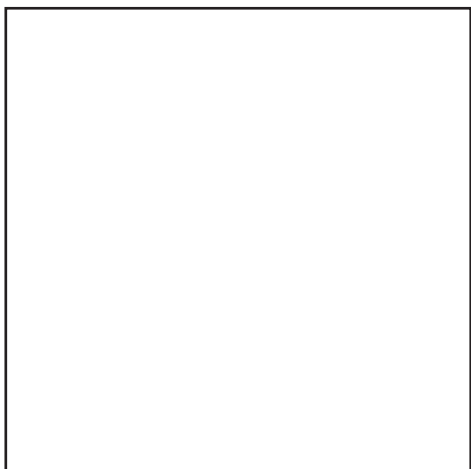
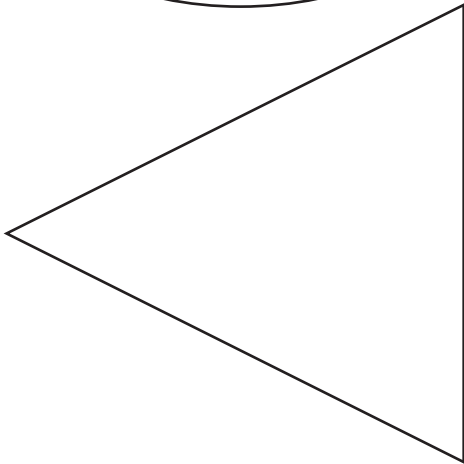
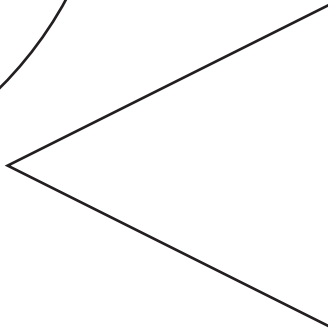
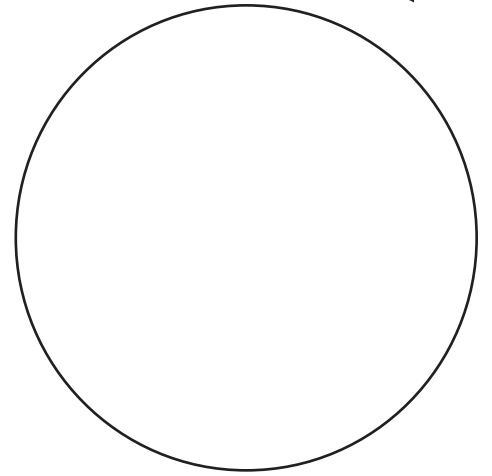
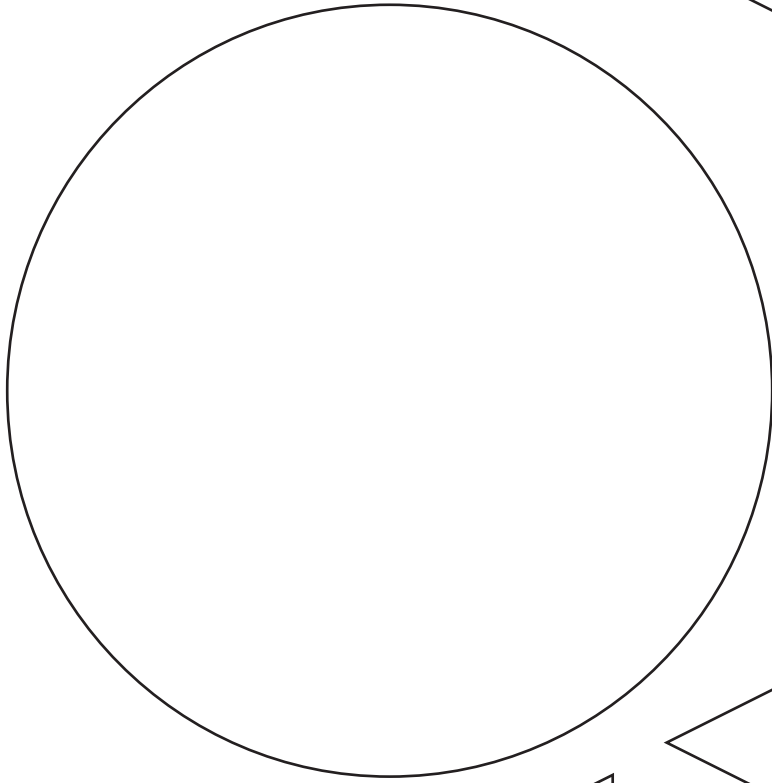
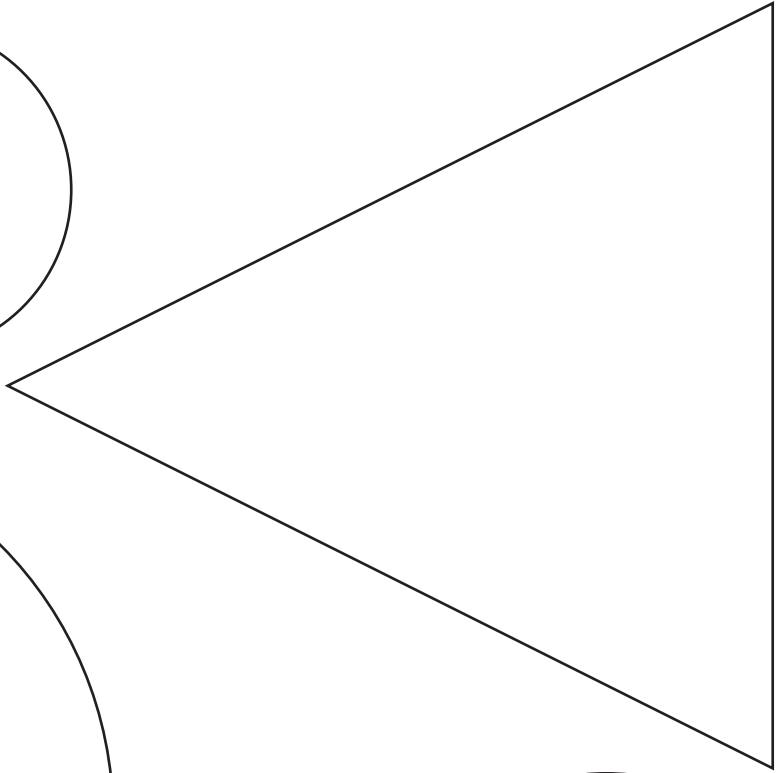
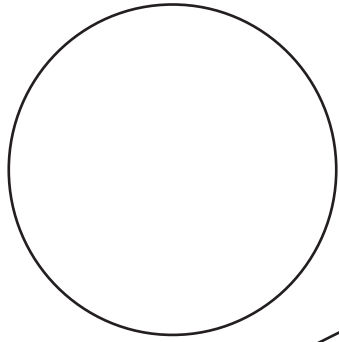
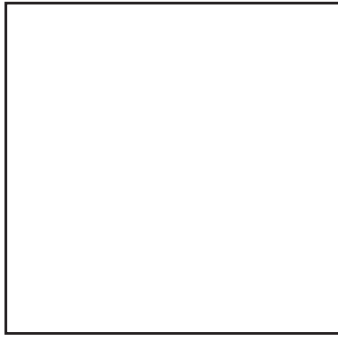


U-Ali Nepende: Ikhasi lomsebenzi wophapha lokuphuthela















U-Ali Nepende: Ikhasi lomsebenzi wamajamo





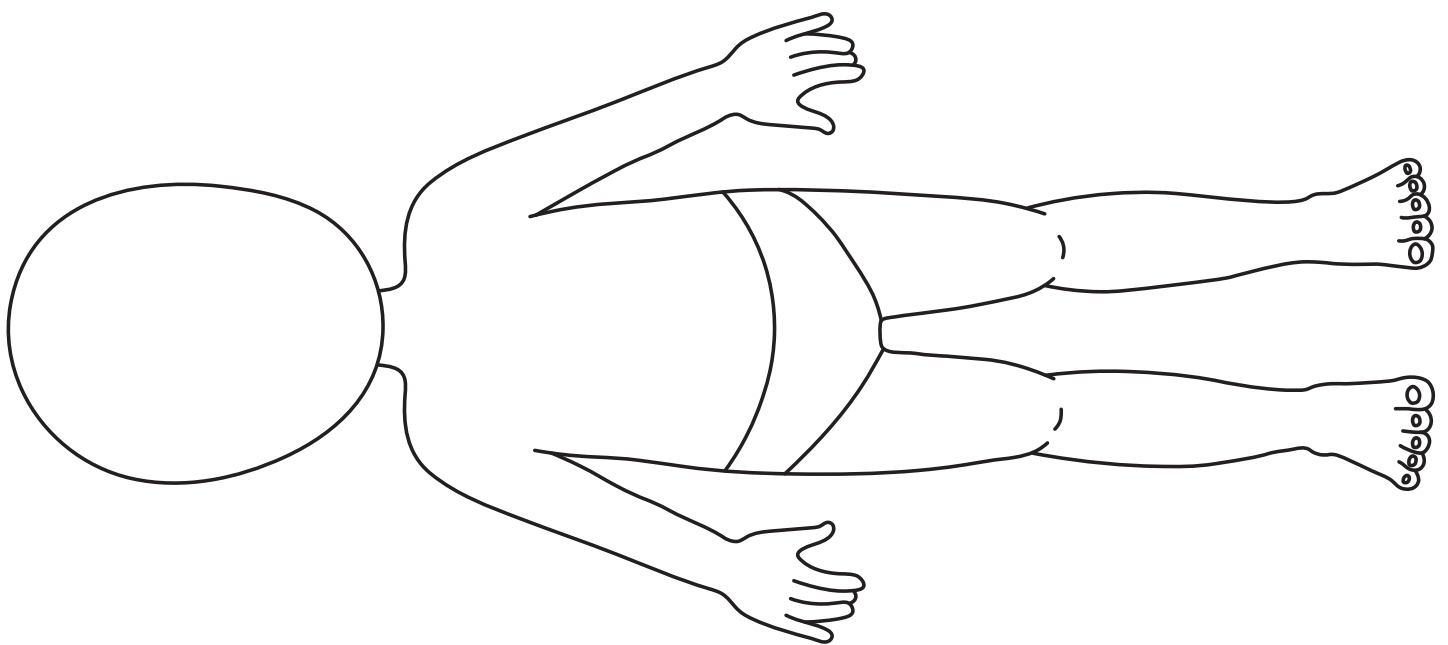
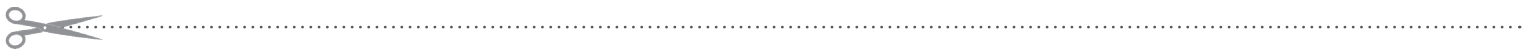
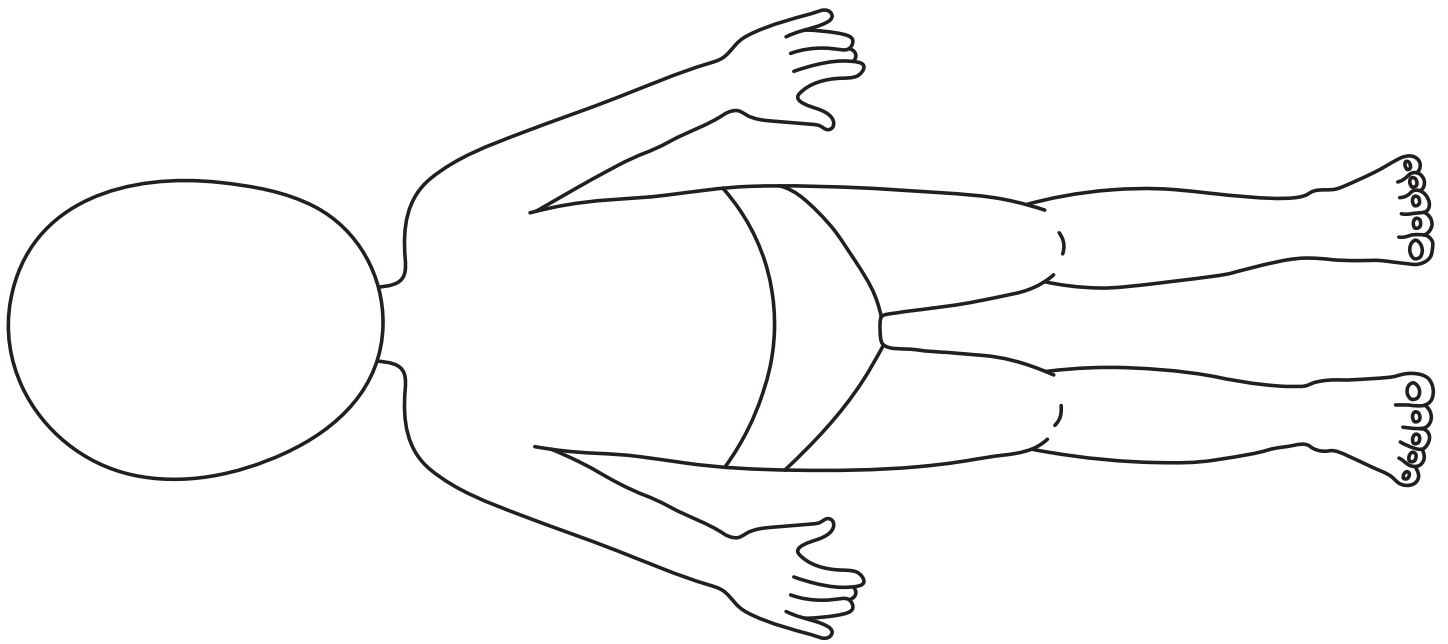
Ilanga Elihle: Ikhasi lokufunda bewenze umsebenzi

	1		ilanga
	1		umuthi
	1		imada yepikniki
	2		amahabhula
	3		amabhanana





Ilanga Elihle: Ikhasi lomsebenzi wokwembatha





Ilanga Elihle: Ikhasi lomsebenzi wemada yepikniki



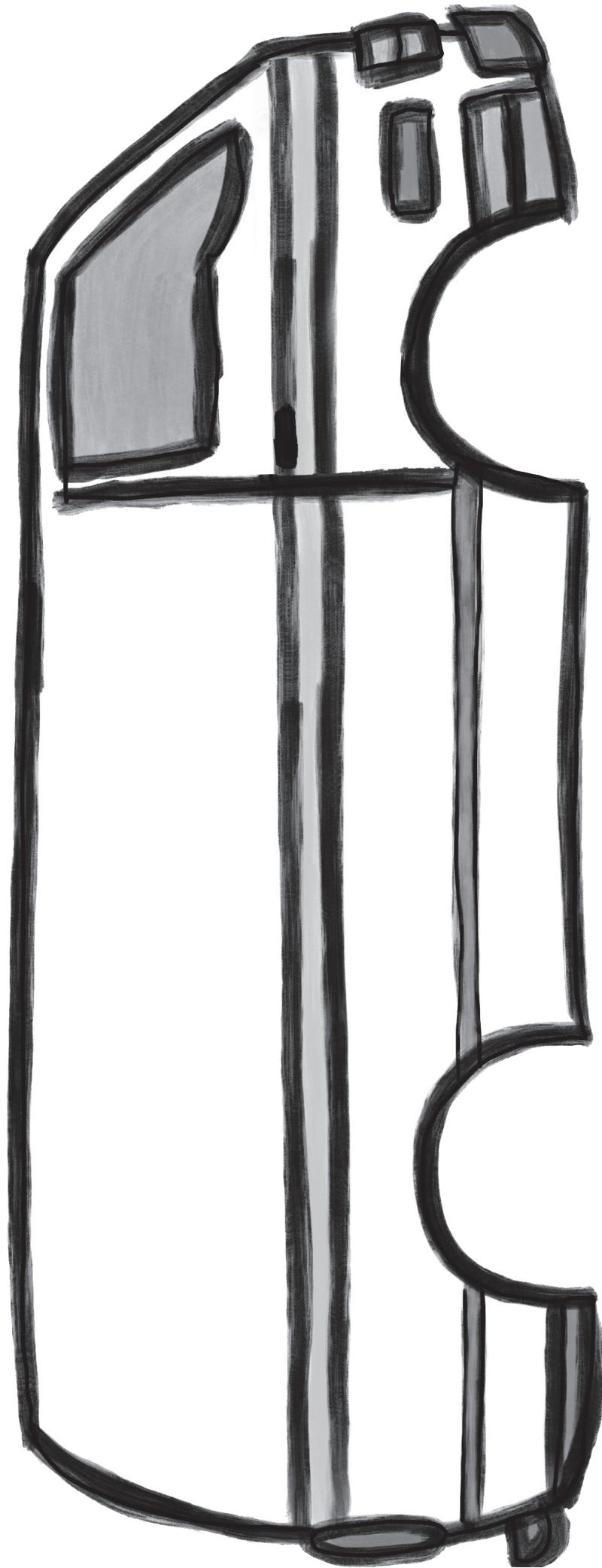
↓ Bhinca lapha ↓

↑ Lisa ukusika lapha ↑





Utijhere Akinyi: Ikhasi lomsebenzi wetekisi kaThabo





Utijhere Akinyi: Ikhasi lomsebenzi wendlela ejikelezako

