



# Luhlelo lwekutfufukisa luLwimi IweLibanga R

Grade R Language  
Improvement Programme

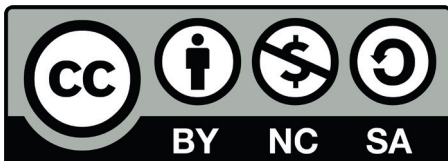
# Sicondziso semsebenti Activity Guide

Ithemu 1  
Term 1



SISwati I English





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Lelayisensi ivumela basebentisi labasebentisa kabusha kusabalalisa, hlanganisa kabusha, kutayela, nekwakha kulokucuketfwe noma nguyiphi indlela noma ifomethi ngetinjongo lekungasito tekutsengisa kuphela, futsi kuphela uma imfanelo iniketwa kumdali. Uma uhlanganisa kabusha, utayela, noma kwakha kulokucuketfwe, kufanele unikete imphahla leguculiwe kwemigomo lefanele ilayisensi.

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# ★ Umlayeto lovela kuNhloko yeLitiko



**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.

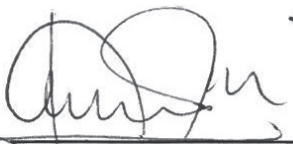
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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

## Sicondziso semsebenti seliThemu lekucala 1

Sicondziso semsebenti seLulwimi Lwasekhaya seliThemu 1 siniketa sakheko sekufundzisa luLwimi Lwasekhaya ngelithemu lekucala leLibanga R. Lemisebenti isuselwa etindzabeni futsi ihlelwe ngekwesitungeleto sekufundzisa semaviki mabili sendzaba ngayinye.

Caphela loku lokulandzelako:

- ★ luhla lwaloko lodzinga kukulungisa kwesitungeleto semaviki mabili sendzaba ngayinye.
- ★ situngeleto semaviki mabili lesikhombisa imisebenti yemalanga wonkhe, emaviki lamabili.
- ★ likhasi leluhlolo loluchubekako lelisuselwa emisebentini yelithemu futsi lelingasetjentiswa kubhala kuchubeka kwemfundzi emkhatsini welithemu.
- ★ emarubhriki eluhlolo.
- ★ emakhasi emsebenti lakopekako, emabhukwana kanye nemathempleti etinhlavu.

### Kuhlangana naStella

Utawubona thishela lovela njalo kuleSicondziso saThishela. Utawuhamba nawe endleleni yakho yekufundza futsi aloku aniketa teluleko letisuselwa eminyakeni yakhe yebukadzabona ekilasini leLibanga R. Uneligama lelikhetsekile:



Strengthening the Teaching of Early Language and Literacy for All.

### Tinsita

Nalu luhlolojikelele lwetindzaba, tingcikitsi lethlobene kanye netinhlamvu ngco teliThemu lesi-1.

Indzaba	Ingcikitsi	Tinhlamvu/Imisindvo ngco
Lilogo leliluhlata kwetjani	Mine; Esikolweni	-
Gijima, Lindi, gijima	Mine; Umtimba wami nekuphila ngendlela lephephile	e na-l
Ali nepende	Umtimba wami; Timo nemibala	a na-e
Lilanga lelihle	Lihlobo; Umtimba wami nekuphila ngendlela lephephile	j na-i
Thishela Akinyi	Ekilasini, Imibala; Emalanga eliviki	g na-u

Ngekuhamba kwesikhatsi utawudzinga kutakhela tinsita takho tekufundzisa loluhlelo. Letinye uniketwe tona njengencenye yaloluhlelo, letinye udzinga kutigcogca futsi letinye ungatakhela tona. Hlela tifundvo takho ekucaleni kwalelo nalelo viki ulungise tonkhe tinsita takho ngaphambilini. Cinisekisa kutsi konkhe kume ngemumo ngaphambi kwekucala tifundvo, kute ukwati kuba nesikhatsi lesanele nebefundzi.

### Liphakethe letinsita telulwimi

Kuleso naleso sicondziso semsebenti welithemu utawutfole liphakethe letinsita leliphetse:

- ★ emaphapheti endzaba ngayinye
- ★ titfombe tekulandzelanisa tigateko tendzaba ngayinye
- ★ Libhuku Lelikhulu lendzaba ngayinye
- ★ imidlalo nemaphazeli (*lekutawudzinga kusikwa nekulungiswa*).

# ★ 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 **E**arly **L**anguage and **L**iteracy for **A**ll.

### Resources

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

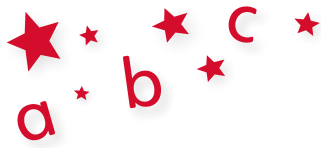
Story	Theme	Focus letters/sounds
<b>The green dress</b>	Me; At school	–
<b>Run Lindi Run</b>	Me; My body and healthy living	<b>e</b> and <b>l</b>
<b>Ali and the paint</b>	My body; Shapes and colours	<b>a</b> and <b>e</b>
<b>A beautiful day</b>	Summer; My body and healthy living	<b>j</b> and <b>i</b>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

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.



## Tinsita lekumele tiggogcwe nobe titsengwe

- ★ tinsita netimphahla letihambisana nendzaba letitawusetjentiswa ngesikhatsi sekucoca indzaba, umdlalo wekutentisa kanye nemdlalo wekulingisa
- ★ tidweddwe temisebenti yebuciko nekwakha
- ★ tintfo letibhaliwe letichumana nendzaba: emabhuku etitfombe, emapheshana ekutsenga, emamagazini kanye nemaphosta
- ★ tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama
- ★ emakhrayoni embala ewaksi lamakhulu, pende nemabhulashi ekupenda
- ★ sikelo, iglu nentsambo
- ★ liphepha leA4, likhadibhodi kanye neliphepha leflipushadi
- ★ emamagazini netincwajana tekutsenga
- ★ titja tekuphatsa tepulasitiki (iyogati, imajarini ne-ayisi khilimu)
- ★ lisaka lemabhontjisi nobe ibhuloko
- ★ emabhodvo lamancane etitjalo nenhlanyelo.

## Kulungiselela indzaba ngayinye

- ★ Lungisa emaphapheti ngokuwanamatselisa etindvukwini temaswidi nobe kumaroli eliphepha lasethoyilethi.
- ★ Hlanganisa tinsita tekucoca indzaba, umdlalo wekulingisa kanye nemdlalo wekutentisa.
- ★ Kopa emakhasi emsebenti emfundzi ngamunye.
- ★ Lungisa imidlalo nemaphazeli bese ukugcina ephaketheni nobe entfweni yekuphatsa.
- ★ Bhuca inhlama yekudlala wente nemameti ayo (indlela yekwenta isemakhasini emsebenti).
- ★ Kopa uphindze ugobe libhukwana lemfundzi ngamunye (imiyalo emakhasini emsebenti).
- ★ Yenta emabhokisi etinhlamvu lamabili endzaba ngayinye: Gcwalisa ngetintfo titja letingenalutfo tekuphatsa i-ayisi khilimu (nobe titfombe tetintfo) letinalomsindvo ngco. Sibonelo, libhokisi /s/ litawuphatsa tintfo letinalomsindvo /s/. Sebentisa luhla lwemagama kukhetsa tintfo tekufaka emabhokisini. Lebula libhokisi letinhlamvu ngalinye usebentise emathemplethi etinhlamvu. Kopa ngekucindzetela lamathemplethi abe ifelithi, ingwebu nobe liphepha lesicabati kute ebantfwana bakwati kuva simo seluhlavu.

## Kufundzisa luLwimi Lwasekhaya eluhlelweni lwemihla ngemihla lweLibanga R

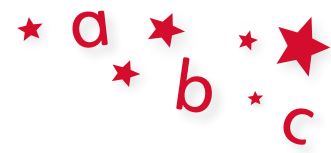
Sikhatsi ngco seluLwimi Lwasekhaya sifaka imisebenti yelikilasi lonkhe neyemacembu lamancane emalanga wonkhe imisebenti ihlelwa ngetindlela letahlukene:

- ★ Thishela uholo ebafundzi ngaphambi kwelikilasi.
- ★ Thishela uhlala nelicembu lelincane ahole futsi ahlanganyele nebafundzi ngekucopelela.
- ★ Thishela uchaza umsebenti futsi acele ebafundzi kusebenta kakhulu ngekutimela emacenjini.

Situngeleto semaviki mabili sikhombisa imisebenti yemalanga wonkhe, emaviki lamabili. Lemisebenti yentelwe kuchubekisa nekucinisa lulwimi lwenzaba, nekutfufukisa sicondvo sekwati kufundza nekubhala lesibalulekile semongo wenzaba. Lesakheko siyaphindwa kuleso naleso situngeletane semaviki mabili. Lenchubo iba nguletayekile futsi kusitakala bothishela kanye nebafundzi. Bothishela baba nekutetsemba kufundzisa ngalendlela nebafundzi bativa bavikelekile uma bati loko lokulindzelekile kubo.







## 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
- ★ object or picture cards for the vocabulary list for each story
- ★ jumbo wax crayons, paints and paintbrushes
- ★ scissors, glue and string
- ★ A4 paper, cardboard and flipchart paper
- ★ magazines and shopping brochures
- ★ plastic containers (yoghurt, margarine and ice-cream tubs)
- ★ a beanbag or a block
- ★ small containers (you can use the bottom half of a plastic bottle) 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.

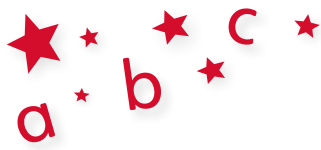
## Teaching Home Language in the Grade R daily programme

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.



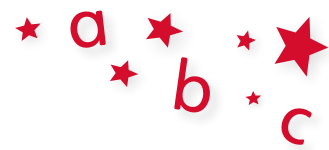


# Situngeletane semaviki lamabili seluLwimi Lwasekhaya

## Liviki 1






Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Imisebenti lesuselwa endzabeni	<b>Kucoca indzaba kanye nekwakha silulumagama</b>	<b>Kucoca indzaba nekucula</b>	<b>Kucoca indzaba kanye nekulingisa</b>	<b>Kulandzelanisa titfombe</b>	<b>Yenta, dvweba futsi ubhale</b>
	Ebafundzi beva indzaba kwekucala uma bafundza emagama lamasha.	Ebafundzi balalela indzaba futsi bese bacula liculo lelihambisana nalenzaba.	Ebafundzi batsatsa tindzawo letahlukene futsi basebentise ngekwabo lulwimi lwenzaba uma icocwa.	Ebafundzi baphindza bacoca indzaba ngekusebentisa titfombe.	Ebafundzi bamela imibono yabo ngenzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela.
Imisebenti yetinhlamvu nemisindvo	<b>Kwetfula umsindvo lophuma kulenzaba</b>	<b>Kubumba luhlavu</b>	<b>Emabhokisi etinhlamvu</b>	<b>Kulalela imisindvo lesemcoka</b>	<b>Kuhlanganisa nekwehlukanisa</b>
	Ebafundzi bathulelwa umsindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni.	Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile.	Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemsindvo ngco.	Ebafundzi babona imisindvo ngco emagameni.	Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo.
Imisebenti yemacembu lamancane	<b>UMsombuluko</b>	<b>Lesibili</b>	<b>Lesitsatfu</b>	<b>Lesine</b>	<b>Lesihlanu</b>
	Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nelilanga.				
Licembu leliluhlata kwesi-bhakabhaka	<b>Umsebeni 1: Kudvweba kanye nekubhala lokusavela</b> 	<b>Umsebeni 2: Timpfica kanye nemidlalo</b>	<b>Umsebeni 3: Kufundza lokukhululekile</b>	<b>Umsebeni 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebeni 5: Umdlalo wekutentisa</b>
	Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela.	Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi.	Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe.	Ebafundzi benta imisebenti yemiva yekunyakata lemicane futsi batetayeta kubumba tinhlavu.	Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemdlalo wekutentisa.
Licembu leliluhlata kwetjani	<b>Umsebeni 5: Umdlalo wekutentisa</b>	<b>Umsebeni 1: Kudvweba kanye nekubhala lokusavela</b> 	<b>Umsebeni 2: Timpfica kanye nemidlalo</b>	<b>Umsebeni 3: Kufundza lokukhululekile</b>	<b>Umsebeni 4: Emakhono emamasela lamancane nekubhala ngesandla</b>
Licembu lelimtfubi	<b>Umsebeni 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebeni 5: Umdlalo wekutentisa</b>	<b>Umsebeni 1: Kudvweba kanye nekubhala lokusavela</b> 	<b>Umsebeni 2: Timpfica kanye nemidlalo</b>	<b>Umsebeni 3: Kufundza lokukhululekile</b>
Licembu lelibovu	<b>Umsebeni 3: Kufundza lokukhululekile</b>	<b>Umsebeni 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebeni 5: Umdlalo wekutentisa</b>	<b>Umsebeni 1: Kudvweba kanye nekubhala lokusavela</b> 	<b>Umsebeni 2: Timpfica kanye nemidlalo</b>
Licembu lelisabukhwe-beletane	<b>Umsebeni 2: Timpfica kanye nemidlalo</b>	<b>Umsebeni 3: Kufundza lokukhululekile</b>	<b>Umsebeni 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebeni 5: Umdlalo wekutentisa</b>	<b>Umsebeni 1: Kudvweba kanye nekubhala lokusavela</b> 










# The Home Language two-week cycle

## Week 1

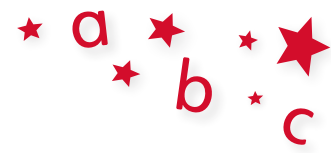
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b>	<b>Storytelling and singing</b>	<b>Storytelling and role play</b>	<b>Sequencing pictures</b>	<b>Make, draw and write</b>
	Learners hear the story for the first time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








## Liviki 2

Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
<b>Imisebenti lesuselwa endzabeni</b>	<b>Kulandzelaniswa kwetifombe lokwengetiwe</b> Ebafundzi bahlanganisa lwati lwabo lwenzaba ngekulandzelanisa tifombe ngekwabo.	<b>Kufundza ngekuhlanganyela – Libhuku Lelikhulu</b> Ebafundzi balalela indzaba leyetayekile uma ifundwa njengobe thishela akhombisa indlela yokufundza.	<b>Kufundza kulalela</b> Ebafundzi balalela ngekuophelela futsi balandzele imiyalelo yemlomo.	<b>Fundza wente</b> Ebafundzi bahumusha luhala lwalokubhaliwe neletifombe.	<b>Yenta, dvweba futsi ubhale</b> Ebafundzi bamela imibono yabo ngendzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela.
<b>Imisebenti yetinhlamvu nemisindvo</b>	<b>Kwetfula umsindvo lophuma kulenzaba</b> Ebafundzi bafundza ngemisindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni.	<b>Kubumba luhlavu</b> Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile.	<b>Emabhokisi etinhlamvu</b> Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemisindvo ngco.	<b>Kulalela imisindvo lesemcoka</b> Ebafundzi babona imisindvo ngco emagameni.	<b>Kuhlanganisa nekwehlukana</b> Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo.
<b>Imisebenti yemacembu lamancane</b>	<b>UMsombuluko</b>	<b>Lesibili</b>	<b>Lesitsatfu</b>	<b>Lesine</b>	<b>Lesihlanu</b>
Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nelilanga.					
<b>Licembu leliluhlata kwesi-bhakabhaka</b>	<b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b> Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela.	<b>Umsebenti 2: Timpfica kanye nemidlalo</b>  Ebafundzi benta emaphazeli badlale nemidlalo yeluwimi.	<b>Umsebenti 3: Kufundza lokukhululekile</b> Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe.	<b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b> Ebafundzi benta imisebenti yemivakunyakata lemincane futsi batetayeta kubumba tinhlavu.	<b>Umsebenti 5: Umdlalo wekutentisa</b> Ebafundzi bachubekisa luvwimi lwenzaba nengcikitsi ngemdlalo wekutentisa.
<b>Licembu leliluhlata kwetjani</b>	<b>Umsebenti 5: Umdlalo wekutentisa</b>	<b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b>	<b>Umsebenti 2: Timpfica kanye nemidlalo</b> 	<b>Umsebenti 3: Kufundza lokukhululekile</b>	<b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b>
<b>Licembu lelimtfubi</b>	<b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebenti 5: Umdlalo wekutentisa</b>	<b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b>	<b>Umsebenti 2: Timpfica kanye nemidlalo</b> 	<b>Umsebenti 3: Kufundza lokukhululekile</b>
<b>Licembu lelibovu</b>	<b>Umsebenti 3: Kufundza lokukhululekile</b>	<b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebenti 5: Umdlalo wekutentisa</b>	<b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b>	<b>Umsebenti 2: Timpfica kanye nemidlalo</b> 
<b>Licembu lelisabukhwe-beletane</b>	<b>Umsebenti 2: Timpfica kanye nemidlalo</b> 	<b>Umsebenti 3: Kufundza lokukhululekile</b>	<b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b>	<b>Umsebenti 5: Umdlalo wekutentisa</b>	<b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b>





## Week 2

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



## Imisebenti yaloluhlelo icondziswe ngekwe-CAPS

Lelithebula likhombisa kutsi lemisebenti yesitungeletane semaviki lamabili siwakha njani emakhono elulwimi ngekwe-CAPS, futsi likhombisa kutsi ungayisebentisa njani lemisebenti kuhlola kuchubeka kwebafundzi usebentise tindlela tekuhlola te-CAPS.

Situngeletane semaviki lamabili	Umsebenti welikilasi lonkhe wetinzaba	Emakhono Elulwimi eCAPS	Kuhlola luhla lwekuhlola	Irubhriki yekuhlola
			(Itfolwe kumibandzela yekuhlola kwe CAPS)	
<b>Liviki 1:</b> UMsombuluko	Kucoca indzaba kanye nekwakha silulumagama	Kulalela nekukhuluma	Lalela tindzaba ngenjabulo nekuhlanganyela ngemakhorasi ngesikhatsi lesifanele Buta imibuto	
Lesibili	Kucoca indzaba nekucula	Kulalela nekukhuluma	Cula emaculo lalula kanye nekuenta (ngelusito)	
Lesitsatfu	Kucoca indzaba kanye nekulingisa	Kulalela nekukhuluma	Kwentisa incenye yenzaba, liculo nobe umlototelo	
Lesine	Kulandzelanisa titfombe	Kulalela nekukhuluma		<b>Kulalela kanye nekukhuluma</b> <b>Rubriki 1:</b> Coca tindzaba kanye nekubuye uticoce ngemagama
Lesihlanu	Yenta, dwweba futsi ubhale	Kulalela nekukhuluma  Kubhala lekuvelako	Kugcwalisela imibono ngemidwwebo kanye nekugcwalisa imisho esiceshini sembhalo welikilasi Dwweba nobe upende titfombe tekwelidlulisa imilayeto	
<b>Liviki 2:</b> UMsombuluko	Kulandzelaniswa kwetitfombe lokwengetiwe	Kulalela nekukhuluma  Kufundza kanye neku		<b>Kulalela nekukhuluma</b> <b>Rubriki 2:</b> Kuhlela licucu lwetitfombe ngendlela leyakha indzaba nekulandzelana lokufanele kwetigameko uma ukwenta futsi kuhambisane nenzaba leyakhekile
Lesibili	Kufundza ngekuhlanganyela – Libhuku Lelikhulu	Kufundza kanye neku	“Fundza” imibhalo le khulisiwe lefana nemilolotelo, emabhuku lamakhulu kanye nema phosta njengelikilasi lonkhe kanye nathishela	
Lesitsatfu	Kulalela kanye nekuenta	Kulalela nekukhuluma	Kulalela imitsetfo lemalula bese uyayilingisa	
Lesine	Fundza wente	Kufundza kanye neku	Kubona ligama lakho kanye nalamanye emagama alabanye bafundzi.	
Lesihlanu	Yenta, dwweba futsi ubhale	Kulalela nekukhuluma  Kubhala lekuvelako.	Kugcwalisela imibono ngendlela yemidwwebo kanye nekugcwalisa imisho esiceshini sembhalo welikilasi Dwweba nobe upende titfombe kwedlulisa imilayeto	





## 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.

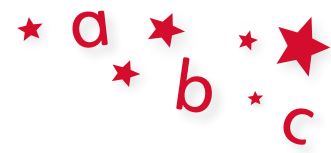
Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
<b>Week 1:</b> Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses 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		<b>Listening and Speaking Rubric 1:</b> 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	
<b>Week 2:</b> Monday	More sequencing pictures	Listening and speaking Reading and viewing		<b>Listening and Speaking Rubric 2:</b> 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	



Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
<b>Liviki 1 ne 2:</b> UMSombuluko	Kwetfula umsindvo lophuma kulendzaba	Imisindvo		<b>Imisindvo, kufundza kanye nekubona</b> <b>Rubhriki 1:</b> Kuva kanye nekubona bongwaca nabonkhamisa
Lesibili	Kubumba luhlavu	Kubhala ngesandla	Kwakha tinhlavu letehlukile usebentisa kupenda ngemuno, emabhulashi ekupenda, emapensela emibala emafutsa njll. Kusuka elichashatini ngasekudla futsi ulandzelize futsi ngendlela lefanele.	<b>Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela.</b> <b>Rubriki 1:</b> Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane
Lesitsatfu	Emabhokisi etinhlamvu	Imisindvo	Kukhumbula ngekuva kanye nekubona bongwaca nabonkhamisa ikakhulukati ekucaleni kweligama	<b>Imisindvo, kufundza kanye nekubona</b> <b>Rubhriki 1:</b> Kuva kanye nekubona bongwaca nabonkhamisa.
Lesine	Kulalela imisindvo lesemcoka	Imisindvo		<b>Imisindvo, kufundza kanye nekubona</b> <b>Rubhriki 2:</b> Kucala ngekubona kutsi emagama akhiwa ngemisindvo: anika umsindvo wekucala weligama lakhe
Lesihlanu	Kuhlanganisa nekwehlukana	Imisindvo	Yehlukanisa tinhlavu leticofive taba ngemacoco etinhlamvu. Usebentisa kushaya tandla nobe kushaya sigubhu kulelo nalelo licoco eligama, nobe kwe hlukanisa emacoco. Kushaya tandla emagameni ebantfwana ekilasini	
Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
<b>Liviki 1 ne 2:</b> UMSombuluko	Kudwweba kanye nekubhala lokusavela	Kubhala lokuvelako	Kutama kubhala kuklwebha nekuhlikhla njll, kanye nekufundza wakhe umbhalo ngekusho kwemklwebho  Bamba ipensela lembala ngendlela lefanele usebentise kubamba lekungiko	<b>Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela</b> <b>Rubriki 2:</b> Dwweba titfombe letikhipha umcondvo longiwo wetindzaba, emaculo nobe imilolotelo <b>Rubriki 3:</b> Kucondza kutsi kubhala kanye nekudwweba kwehlukene: Yenta kwangatsi umbhalo umele kuhlikhla
Lesibili	Timpfica kanye nemidlalo	Imisindvo Kulalela kanye nekukhuluma	Usebentisa lulwimi kucabanga nekonoma: umatania tintfo letihambisanako aphindze acatsanise tintfo letehlukene	<b>Imisindvo, kufundza kanye nekubona</b> <b>Rubhriki 1:</b> Kuva kanye nekubona bongwaca nabonkhamisa
Lesitsatfu	Kufundza lokukhululekile	Kufundza nekubuka	“Kufundza” ngekukhululeka tincwadzi tekutijabulisa emtatjini wemabhuku nobe ekhoneni lekufundza ekilasini  Bamba incwadzi ngendlela lefanele ngekuphendla emakhasi ngendlela lengiyo	<b>Imisindvo, kufundza kanye nekubuka</b> <b>Rubriki 3:</b> Yakha indzaba yakho “ngekufundza” titfombe
Lesine	Emakhono emamasela lamancane nekubhala ngesandla	Kubhala ngesandla	Kwakha tinhlavu ngetindlela letehlukene usebentisa ipende yemino, emabhulashi ekupenda, emapensela emafutsa, njll, ucale echashatini lelifanele ulandzele indlela lengiyo  Kutsatsela tinhlavu latatiko eligameni lakhe embhalweni wanyalo: tsatsela ligama lakhe Kucinisa imisipha lemincane ngekusebentisa tikelo, kusika titfombe letibiyelwe ngaloku mnyama, bobunjwa njll.	<b>Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela</b> <b>Rubriki 1:</b> Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane
Lesihlanu	Umdlalo wekutentisa	Kulalela kanye nekukhuluma Kulalela lokuvelako welicingo	Kwenta samdlalo wekubhala esimeni sekudlala kutsatsa umlayeto kubhala elucingaweni, njll. Kutsatsela kuloba emmangweni uma adlala	







Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
<b>Week 1 and 2:</b> Monday	Introducing a letter from the story	Phonics		<b>Phonics, Reading and Viewing Rubric 1:</b> 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	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	<b>Phonics, Reading and Viewing Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing Rubric 2:</b> 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
<b>Week 1 and 2:</b> 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	<b>Emergent Writing and Handwriting Rubric 2:</b> Draws pictures capturing main idea of the stories, songs or rhymes <b>Rubric 3:</b> 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.	<b>Phonics, Reading and Viewing Rubric 1:</b> 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	<b>Phonics, Reading and Viewing Rubric 3:</b> 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.	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	

# ★ Lilogo leliluhlata kwetjani

## Indzaba

Indzaba yetfu yanamuhla imayelana nentfombatanyana, libito layo nguZinzi Madiswa. Zinzi ucishe abe neminyaka lesitfupha. Lona ngumnakabo Sam loneminyaka lelishumi. Bahlala edolobheni lelincane namake, nababe wabo nenja. Libito lenja nguSpoti. Likheli labo litsi 7 Pokela uMgwaco, Masiphumelele.

Sam naZinzi bafundza ndzawonye. Njalo ekuseni make ubentela incwancwa nelubisi. Ngemuva kwekudla kwasekuseni, bayahamba baye esikolweni. Uyafuna kwati kutsi kwentekani ngalelinye lilanga uma balungiselela kuya esikolweni?

Ngalelinye lilanga ekuseni, Sam abegcoka timphahla takhe tesikolo ngalesikhatsi make alungisa kudla kwasekuseni. Sam wagcoka libhuluku lelifisha, lihembe lelimhlophe, emasokisi neticatfulo letimnyama. Zinzi abesagcoka timphahla takhe tekulala futsi akhatsatekile. Sam wambuka watsi: "Zinzi, awukwati kuya esikolweni ngetimphahla tekulala! Liphi lilogo lakho lesikolo? Sheshisa sitawusalela!"

"Ngiyati kutsi sikhatsi sihambile," kusho Zinzi. "Kepha angiliboni lilogo lami leliluhlata kwetjani." Ngabe likuphi? Babuka ngaphansi kwembhede nasemuva kwesivalo, kepha bangalitfoli lilogo leliluhlata.

Maye Zinzi! Bekakhatsatekile afuna kukhala. Kusenjalo Zinzi naSam beva umsindvo. "Mf mf mf." Bewuvakalela phansi lomsindvo kwafuna kutsi balalelisise. "Yini leyo? Kuvakala njengaSpoti. Uphi yena?" kwabuta Zinzi.

"Shh! Asilalele futsi," kwasho Zinzi. Balalelisisa futsi beva: "Mf mf mf." Sam watsi: "NguSpoti! Kepha ukuphi?" Balalela futsi. "Mf mf mf." Lomsindvo uchamuka ekhabetheni ngasemnyango. Zinzi wagijima wavula sivalo selikhabethe. Watfoli Spoti ngekhati ekhabetheni alalele lilogo lakhe!



Zinzi waphakamisa Spoti watsi: "Spoti, ukhiyeleke njani ekhabetheni? Ase ubuke lilogo lami!"

Sam watsatsa lilogo leliluhlata walivitsita.

Zinzi wabuka lilogo lakhe wativa ancono kakhulu.

Zinzi wagcoka lilogo lakhe badla kudla kwasekuseni masinyane. Bageza tandla tabo, bafaka tifonyo tabo bavalelisa. Zinzi naSam bagijima kakhulu baya esikolweni. Bafike sekukhala insimbi yekufola kwebantfwana. Bebajabulile kutsi abakasaleli!

**Lendzaba iphelela la.**



# ★ 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.***





## Liculo

Zinzi akalitfoli lilogo lakhe  
 Zinzi akalitfoli lilogo lakhe  
 Zinzi akalitfoli lilogo lakhe  
 Ucabanga kutsi lingaba kuphi?

Lingaphansi kwembhede?  
 Lingaphansi kwembhede?  
 Lingaphansi kwembhede?  
 Ucabanga kutsi lingaba kuphi?

Lingemuva kwesivalo?  
 Lingemuva kwesivalo?  
 Lingemuva kwesivalo?  
 Ucabanga kutsi lingaba kuphi?

Shh, uyawuva lomsindvo?  
 Shh, uyawuva lomsindvo?  
 Shh, uyawuva lomsindvo?  
 Ucabanga kutsi kungaba yini?

Asibuke ekhabetheni  
 Asibuke ekhabetheni  
 Asibuke ekhabetheni  
 Ucabanga kutsi lingaba kuphi?

Sitfole Spoti etulu kwelilogo  
 Sitfole Spoti etulu kwelilogo  
 Sitfole Spoti etulu kwelilogo  
 Zinzi naSam bajabulile!

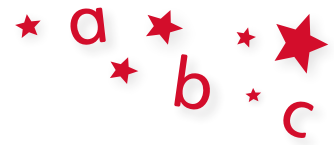


*(Cula ngendlela letsi "Here we go loop-de-loop" nobe usebentise indlela yakho.)*

## Emagama lavela endzabeni

Emagama lamcoka:	lilogo	luhlata	khatsateka	selwa	umsindvo	tfola
Lamanye emagama langetiwe	likheli	timpahla tekulala	kudla kwasekuseni	likhabethe	buka	lalela
	incwancwa	ngemuva	ngaphansi	vakalela phansi	sheshisa	gcoka





## 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





### Utawuzinga loku:

- Indzaba: *Lilogo leliluhlata kwetjani*
- Emaphaphethi: Zinzi, Sam, Babe naMake Madiswa, Spoti, lilogo leliluhlata, emaphijama
- Tinsita: lilogo leliluhlata nobe indwangu leluhlata, emaphijama, libhokisi lelidzala lekwentu likhabethe.
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

### Stella utsi:

*Tifundzele lenzaba tikhatsi letimbalwa. Tetayete kucoca lenzaba ekhaya ngaphambi kwekutsi ukwente phambi kwelikilasi. Uma utiva uba nekutetsemba, kucoca lenzaba kutawutentakalela. Awuzingi kufundza emagama alenzaba-ungayicoca usebentise emagama akho.*



## Liviki 1 Lusuku 1

### Imisebenti yelikilasi lonkhe

Shano lomlolutelo *Emehlo lamabili ekubona* kubitela ebafundzi emethini ngesikhatsi sendzaba.

### Emehlo lamabili ekubona

Umlomo munye wekukhuluma nekucula  
Emehlo lamabili ekubona  
Tindlebe letimbili tekuva  
Imilente lemibili yekuhamba nekugijima  
Nati tandla tami  
Letsa takho kimi – sikhatsi setindzaba nonkhe!

### Kucoca indzaba kanye nekwakha silulumagama

#### 1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: Khuluma ngebudzala babo, nobe banabo yini bomnakabo kanye nabodzadzewabo, bahlala kuphi, bafika njani esikolweni, bagcokani kuya esikolweni.
- 1.3 Tsani "*Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzabani*" Coca ngemagama lasemcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini, Sibonelo, khombisa buso lobukhatsatekile bese ucela ebafundzi bakhombise kutsi babukeka njani uma bakhatsatekile. Cela ebafundzi basho leligama ngelulwimi lwabo uma bakhuluma lulwimi loluhlukile ekhaya.

#### 2 Ngalesikhatsi ucosa lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwentu ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela bafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: "*Ngiyatibuta kutsi Zinzi wativa njani ngalesikhatsi basendleleni leya esikolweni?*"

#### 3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: "*Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?*"

## Liviki 1 Lusuku 2

### Imisebenti yelikilasi lonkhe

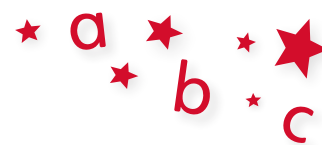
### Kucoca indzaba nekucula

### Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



- 1 Cala ngekukhumbuta ebafundzi ngenchazelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucosa lenzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lekutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwentu kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwentu kwaleliculo kute beve bumnandzi etilwimi letinyenti.



### 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.

### 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. Do actions and make use of the puppets and props.
- 2.2 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?"*

### 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!

### 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.





### Utawuzinga loku:

- Emaphaphethi endzaba
- Tinsita: lilogo leliluhlata nobe sicephu sendvwangu leluhlata, libhokisi lelidzala lokwenta likhabethe, emaphijama



## Liviki 1 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama: Sibonelo: *"Ngubani longakhumbula kutsi buso bakhe bubukeka njani uma akhatsatekile?"*
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lenzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa

## Liviki 1 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Yetfula emagama lamasha laphuma eluhlweni lwesilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: *"Ingabe letitfombe tilandzelana ngendlela lefanele?"*
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: *"Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"*
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.

### Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- *"Ubona bani?"* (balingiswa/badlali)
- *"Wentani?"* (tento nekwenta)
- *"Yini lenye loyibonako?"* (uyabuka futsi)
- *"Iphi i...?"* (indzawo/sikhundla)
- *"Kungani ucabange?"* (kucabanga ngalokujulile, kuveta 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

## 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)





#### Utawudzinga loku:

- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye, lelinesihloko sendzaba lesibhalwe etulu ekucaleni kwelikhasi.
- Emakhrayoni ewaksi lamakhulu

## Liviki 1 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- 1 Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo.
- 2 Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo.
- 3 Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Sibonelo: *"Uyitsandzile yini lencenye lapho Zinzi atfoli Spoti ekhabetheni?"* Gcugcutela ebafundzi kutsi badvweba incenye lebayitsandzako yenzaba.
- 4 Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdweba wakhe.
- 5 Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako.
- 6 Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo: *"Zinzi ... watfoli ... Spoti ... e ... Nguliphi ligama lelilandzelako bewufuna kulisho? Ekhabetheni. Ngitawubhala ligama lelitsi 'ekhabetheni'."*
- 7 Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala ngebunono futsi kubonakale.
- 8 Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamo yabo.

Ngiyayitsandza lologo  
lelihle leliluhlata  
kwesibhakabhaka.





#### 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.





#### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

## Liviki 2 Lusuku 1

### Imisebenti yelikilasi lonkhe

#### Kulandzelaniswa kwetitfombe lokwengetiwe

- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati *“kufundza”* emabhukwana abo lamancane nebalingani babo ekilasini..
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeneni yabo.



#### Utawuzinga loku:

- Libhuku Lelikhulu: *Lilogo leliluhlata kwetjani*

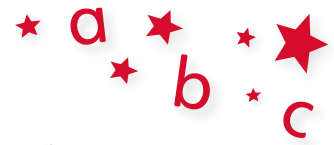
## Liviki 2 Lusuku 2

### Imisebenti yelikilasi lonkhe

#### Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza. Phindza ufundze bese ucela ebafundzi kutsi bafundze kanye nawe.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekukuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futhi uphindze ugcugcutele ebafundzi kutsi *“bafundze”* kanye 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.





#### Utawudzinga loku:

- Inhlama yekudlala kanye nebhodi lencane nobe imethi, kwemfundzi ngamunye.



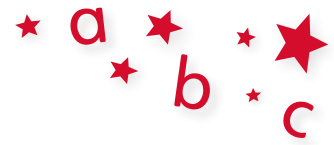
## Liviki 2 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kufundza kulalela

- 1 Hlalisa ebafundzi ematafuleni bese uhhlalisa bonkhe phasi kute likilasi litfule futsi liphole.
- 2 Cala ngemsebenti wekulalela walomuhla utsi: *"Niyakhumbula uma Zinzi naSam beva Spoti akhonkotsa ekhabetheni. Kumele balalele ngekunakekela lokukhulu kute bamuve. Asivaleni emehlo etfu, siphindze sitfule uma silalelisisa ngekucopehelela lemisindvo lesitungeletile"*. Manje tjela ebafundzi bavule emehlo abo bakhulume ngemisindvo, lebayivile. Bakhulume ngekutsi nguyiphi misindvo lemadvute nobe lesondzelene nabo (lesetulu) nekutsi nguyiphi lekhashane (lephasi). Tjela ebafundzi kutsi batawenta umsebenti lapho kumele ngekunaka balalelise loko lokushoko.
- 3 Niketa umfundzi ngamunye libhola lenhlama yekudlala bese ubatjela kutsi batawubumba ebantfu.
- 4 Buta ebafundzi kutsi ngutiphi tiffo temtimba letitawudzingwa ngulabantfu babo: inhloko, umtimba, imikhono mibili, imilente mibili, tinyawo timbili, tindlebe timbili, emehlo mabili, likhala, umlomo kanye netinwele. Khomba letiffo ngalesikhatsi utisho.
- 5 Nyalo niketa umlayeto kancane nangendlela levakalako bese ukhombisa ngesicephu sakho indlela yekwenta ngesicephu sakho senhlama yekudlala. Lindza emkhatsini wemlayeto ngamunye kute ungajahi ebafundzi.
  - ★ Hlephula sihlephu senhlama yekudlala bese uyasigicita kute wente umtimba.
  - ★ Hlephula sihlephu lesincane, sigicite sibe libhola kute wente inhloko bese uyifaka ngetulu kwemtimba.
  - ★ Bese wenta tinyawo timbili utifaka ngaphasi kwemtimba.
  - ★ Bese wenta imikhono mibili uyifake emaceleni kulomtimba.
  - ★ Gicita lamanye emabhola mabili lamancane kwenta emehlo.
  - ★ Gicita sihlephu sekwenta umlomo. Fakela likhala netindlebe timbili.
- 6 Uma ebafundzi bacedzile kulandzela imilayeto yakho futsi bamentile umuntfu wenhlama yekudlala, bavumele bayiphihlite bacale futsi kabusha. Ngalesikhatsi, bangetama kwenta ngendlela yabo, ngaphandle kwekulandzela imilayeto 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.





#### Utawuzinga loku:

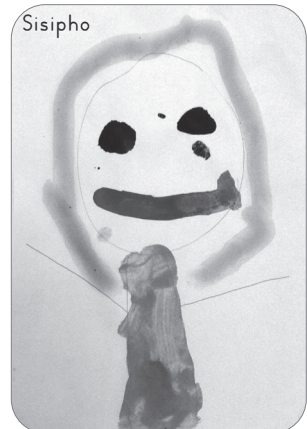
- Emaphepha lamakhulu lamhlophe lanemagama emfundzi ngamunye, labhalwe etulu, ekhoneni ngasesandleni sesancele ekhasini ngalinye
- Emaphepha lamakhulu lanemdvwebo waZinzi agcoke lilogo lakhe leliluhlata nelibito laZinzi libhalwe etulu, ekhoneni ngasesandleni sesancele selikhasi
- Ipende lenembala, titja, nemabhulashi ekupenda
- Sibuko lesidze (uma kungalunga)

## Liviki 2 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Fundza wente

- 1 Cela ebafundzi kutsi basukume beme bese balandzela indlela lobahola ngayo. Khomba sitfo semtimba wakho, Sibonelo, inhloko yakho. Buta ebafundzi kutsi sibitwani lesitfo bese usho leligama "inhloko"
- 2 Yenta loku ngetitfo letahlukahlukene temitimba yabo: inhloko, tinwele, tindlebe, emehlo, likhala, umlomo, silevu, intsamo, emahlombe, imikhono, tingcoza, tandla, sisu, imilente, emadvolu, tinyawo.
- 3 Bavumele batsintse imikhono yabo, imilente, inhloko, tindlebe kubona kutsi tivakala njani – tindze, tiyindingilizi, titsambile nobe tilukhuni.
- 4 Khombisa ebafundzi liphepha lelinemdvwebo waZinzi agcoke lilogo lakhe leliluhlata. Khomba etulu ekhasini lapho libito laZinzi libhalwe khona.
- 5 Khomba ebafundzi emaphepha lamakhulu bese ubagcugcutela "kufundza" emagama abo. Sita ebafundzi labangakwati kufundza emagama abo.
- 6 Babute kutsi ngusiphi sitfombe lebacabanga kutsi singaba ngaphasi kwemagama abo: Imphendvulo itsi sitfombe sabo, yebo!
- 7 Batjele kutsi bawusebentisa likhasi lonkhe kupenda sitfombe sabo kanye netimpahla lebatigcokile.
- 8 Vumela ebafundzi batibuke esibukweni lesidze nobe babukisise umngani wabo.



#### Utawuzinga loku:

- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye
- Emakhrayoni ewaksi lamakhulu
- Sikelo
- Sicephu sentsambo lesidze (kudzingeka siboshwe ekilasini njengelilayini lekuneka timphahla ngaphambi kwesifundvo.)
- Sibambaneko

## Liviki 2 Lusuku 5

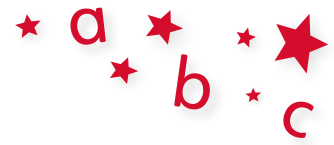
### Imisebenti yelikilasi lonkhe

#### Kulalela kanye nekwenta

- 1 Cela ebafundzi kutsi basukume beme bese balandzela indlela lobahola ngayo. Khomba lenye yetimpahla takho, Sibonelo, lihembe lakho.
- 2 Buta ebafundzi kutsi ibitwani lempahla bese usho leligama "lihembe".
- 3 Yenta loku ngetimpahla letahlukahlukene: ticatfulo, emasokisi, siketi, ishoti, lihembe, lijezi.
- 4 Niketa umfundzi ngamunye likhasi lelingenalutfo bese ucinisekisa kutsi banemakhrayoni emibala lanele kute licembu likwati kubolekana.
- 5 Bachazele kutsi kumele badwebe impahla labayitsandzako futsi bayifake umbala lofanele.
- 6 Ngemuva kwekufaka timphahla tabo umbala, ebafundzi kumele banike timphahla emagama bese bayakuniketa kutsi uteneke elayinini lekuneka timphahla.
- 7 Ebafundzi kumele banike timphahla emagama bese bayakuniketa kutsi uteneke elayinini lekuneka timphahla.







#### You will need:

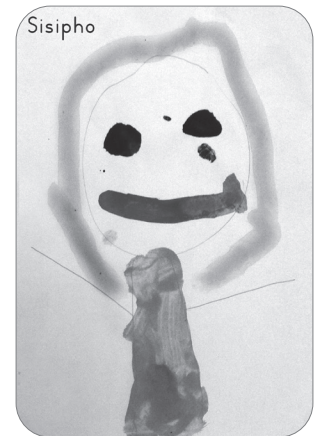
- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

## 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

## Indzaba

Kwakukhona intfombatane ligama layo bekunguLindi, lobekahlala namake wakhe, gogo wakhe kanye nemnakabo Paul. Umtimba waLindi bewucinile futsi unemphilo kantsi futsi abetsandza kudlala imidlalo leyehlukene, kepha labekakutsandza kakhulu kwakukugijima. Abegijima asuke ekhaya kubo acondze entasi emfuleni. Asuke emfuleni agijime acondze esitolo. Asuke ngelitubane esitolo acondze kumake wakhe lomncane. "Gijima, Lindi, gijima!" kumemete bonkhe bangani bakhe. Lindi abehlala njalo agijima entsambama nakacedza kugeza ayongena etingutjeni ngemuva kwekugeza ematinyo akhe.



Ngalelinye lilanga make waLindi watsi kuye "Lindi ntfombatana yami, ngiyati ukutsandza kanganani kugijima. Kusasa kutawuba nemcudzelwano wekugijima lotawusuka esitolo saMnumzane Ibrahim. Ungatsandza yini kugijima kulomjaho?" "Yebo make ngingalitfokotela lelo litfuba!" washo aphenvula Lindi ngekujabula lokukhulu. Ngalobo busuku Lindi waya kuyolala kusenesikhatsi kute akwati kuvuka ekuseni anemandla ekuyongenela umjako. Ekuseni wavuka ngesikhatsi lesifanele wadla kudla kwasekuseni, lidoko lelishisako aludla nelubisi. Phela ngalelo lilanga lalitawushisa kakhulu lilanga kantsi Lindi wakhumbula kahle kutsi kufanele anatse kakhulu emanti ngembikwekutsi kucale umjaho.

Nasekacedzile kudla Lindi wehlela esitolo saMnumzane Ibrahim. Wacondza lapho kwase kunalabanye bantfwana labete kutewungenela lomjako. Besebeme emgceni lobekiwe lapho bebatawucala khona kugijima.



Kwevakala livi laMnumzane Ibrahim lophetse lomjako atsi "Emgceni, hlela, gijima!" Wesuka ngelitubane Lindi wagijima kwangatsi uchutjwa ngumoya. Wagijima kwangatsi akamange ase agijime emphilweni yakhe. "Gijima, Lindi, gijima!" kusho Paul amemeta agcumagcuma aya etulu amemeta umngani wakhe Lindi ambongelela agijima.

Nasekafike ekugcineni lapho asacedze khona kugijima, weva bonkhe bantfu bambongelela. Wativa ajabulile futsi anemandla. uMnumzane Ibrahim weta kuye wamupha imedali. "Usebente kahle kakhulu ngiyakuhalisela ntfombatane. Kube nguwe umfundzi lochedze lomjako kucala!"



Ngemuva kwekucedza lomjako, Lindi wabuyela ekhaya asafake imedali yakhe lecwebetelako entsanyeni yakho. Nakefika ekhaya wonkhe umndeni wakhe wambongisa wamhalalisela ngekuphumelela kwakhe. "Usebente kahle kakhulu Lindi!" kusho tonkhe tihlobo takhe. "Ngiyatigcabha ngawe mtukulu wami" kusho gogo wakhe Lindi. Kutlilongwa kwakho kwemihla ngemihla kukwente namuhla waba lichawe lalomcudzelwano. Umtimba wakho ucinile futsi unemphilo, futsi kugijima kulithalente lakho.

**Lendzaba iphelela la.**

# ★ Run Lindi Run

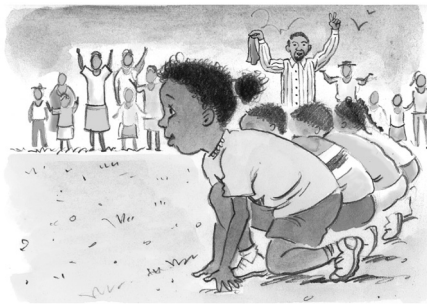
## Story

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.***



## Liculo

Lindi ugijima ngekushesha uya emfuleni  
 Emfuleni, emfuleni, emfuleni  
 Lindi ugijima ngekushesha uya emfuleni  
 Gijima, Lindi, gijima!

Lindi ugijima indlela yonkhe uya esitolo  
 Esitolo, esitolo Lindi uyagijima  
 Ngekushesha uyagijima utfola umklomelo  
 Gijima, Lindi, gijima!

Lindi ugijima ngekushesha umklomelo  
 Uyaklomela, uyaklomela Lindi  
 Ugijima kakhulu uyaklomela  
 Gijima, Lindi, gijima!

Lindi utiva ajabulile aphilile  
 Ajabulile aphilile ajabulile aphilile  
 Utiva ajabulile aphilile  
 Gijima, Lindi, gijima!

Lindi uyatigcabha ngelithalente lakhe lelikhetsekile,  
 Lithalente lelikhetsekile, lelikhetsekile lithalente laLindi  
 Uyatigcabha ngelithalente lakhe lelikhetsekile.  
 Gijima, Lindi, gijima!

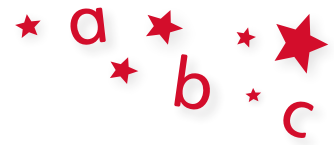


*(Sebentisa ishuni "emasondvo ebhasi" noma usebentise yakho.)*

## Emagama lavela endzabeni

Emagama lamcoka:	umjako	injabulo	ekugcineni	imedali	ekucaleni	gijima
Lamanye emagama langetiwe:	kucina	lolonga	incwancwa	wente kahle	kudla kwasekuseni	kucwebetela
	jabula	lubisi	kukhetseka	lithalente	kutigcabha	kubongelela





## 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!

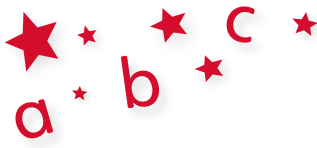


*(Sing to the tune of "The Wheels of the bus" or use your own tune.)*

## 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





### Utawuzinga loku:

- Indzaba: *Gijima, Lindi, gijima*
- Emaphaphethi: Lindi, Paul, Babe Ibrahim, gogo waLindi, make waLindi
- Tinsita: lihembe lelimhlophe lekwentela lijazi lemninisitolo, intsambo yekwenta lilayini lekugcina khona, imedali
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

## Liviki 1 Lusuku 1

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba kanye nekwakha silulumagama

Shano lomlololetelo *Emehlo lamabili ekubona* kubitela ebafundzi emethini ngesikhatsi sendzaba.

#### 1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Ngubani lotsandza kugijima? Ugijima kuphi? Wake wagijima umjako ngaphambilini?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba”*. Coca ngemagama lasemcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini, Sibonelo: Cela umfundzi eme madvutane nawe bese nenta shangatsi nigijima umjako (tinyatselo letimbalwa!). Khuluma ngekucala kwalomjako, kuphela kwawo kanye nekutsi ngubani umncobi.

#### 2 Ngalesikhatsi ucosa lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela bafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi wativa njani Lindi ngalesikhatsi afolele kucala umjako? Ucabanga kutsi wativa njani Lindi ngalesikhatsi ancobile emjakweni?”*

#### 3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Lindi abekhona kugijima. Wena yini loyikhonako?”*

### Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“Lindi, ligama, lilanga, lapho, locedze lomjako. Ungawuva umsindvo lohlosiwe: LLLindi, Illigama, Illillanga, Illapho, Illocedze Illomjako? Yebo ucinisile! Wonkhe anawo lomsindvo III.”*
- 2 *“Lalela ngekuophelisisa, nawa lamanye emagama nga III: luma, lula, lilele, lilamula, libululu.”* (Gcizelela umsindvo wekucala usasho lamagama).
- 3 Shano umsindvo III ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo III: *“I-I-I”* Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

### Emehlo lamabili ekubona

Umlomo munye wekukhuluma nekucala  
Emehlo lamabili ekubona  
Tindlebe letimbili tekuva  
Imilente lemibili yekuhamba nekugijima  
Nati tandla tami  
Letsa takho kimi – sikhatsi setindzaba nonkhe!





### 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.

### Storytelling and building vocabulary

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!



#### 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. Do actions and make use of the puppets and props.
- 2.2 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. 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: "Lindi, ligama, lilanga, lapho, locedze lomjako. Can you hear the focus sound: **Lindi, ligama, lilanga, lapho, locedze, lomjako?** Yes, you are right! They all have the sound **ll**."
- 2 "Listen carefully, here are some more words with **ll**: luma, lula, lilele, lilamula, libululu." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ll** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ll**: "l-l-l". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



## Liviki 1 Lusuku 2

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngencazelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoce lenzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lekutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumnandzi etilwimi letinyenti.

### Stella utsi:



*Kutetayeta kubhala kahle ngesandla lokuhlelekile kuyincenye yekharikhulamu yeLibanga 1; akukabafaneli ebafundzi beLibanga R. Nanobe kunjalo, kubalulekile kutsi ebafundzi bafundziswe kubumba kahle tinhlavu. Ungakwenta loku ngendlela lelula lesakudlala ngemisebenti lekhombisa likhono lekucamba, lehlanganisa imiva leminyenti kanye nekugcugcutela ebafundzi kutsi babhale tinhlavu tibe tinkhulu ngendlela lebangakhona ngayo.*

### Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /b/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /l/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo Sibonelo: Bafundzi bangalilitela b'asho: "lililili."
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu 'l' lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu wehle."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.







### 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.

### 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.*

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners can ululate: "lililili."
- 3 Show learners how to write the letter l. 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."
- 4 Let learners practise the letter formation in the air, on the carpet, 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.
- 6 Encourage learners to say the sound the letter makes as they write the letter.





#### Utawuzinga loku:

- Emaphaphethi endzaba
- Tinsita: lihembe lelimhlophe lekuenta lijazi lemnnisitolo, intsambo yekwenta lilayini lekugcina khona, imedali
- Libhokisi etinhlamvu leliphetse tintfo nobe titfombe tetintfo letina // njengensindvo ngco njengensindvo ngco: lilele, iloli, lilamula, lilanga, lilayisi, luphuti, lifu, liso, ilitji, iloshini

## Liviki 1 Lusuku 3

### Imisebenti yelikilasi lonkhe

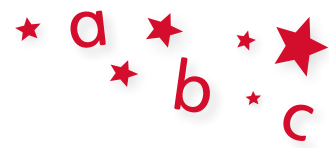
#### Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama: Sibonelo: *"Ngubani longakhumbula kutsi Lindi watfolani ngalesikhatsi ancoba umjako? Yebo, imedali lecwebetelako."*
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *"Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"*
- 3 Shano emagama aletintfo ucinzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucinzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini etinhlamvu bese utsi: *"Loluhlavu // lubhalwa ngalendlela"*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu 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 **I**: lilele, iloli, lilamula, lilanga, lilyisi, luphuti, lifu, liso, ilitji, iloshini

## Week 1 Day 3

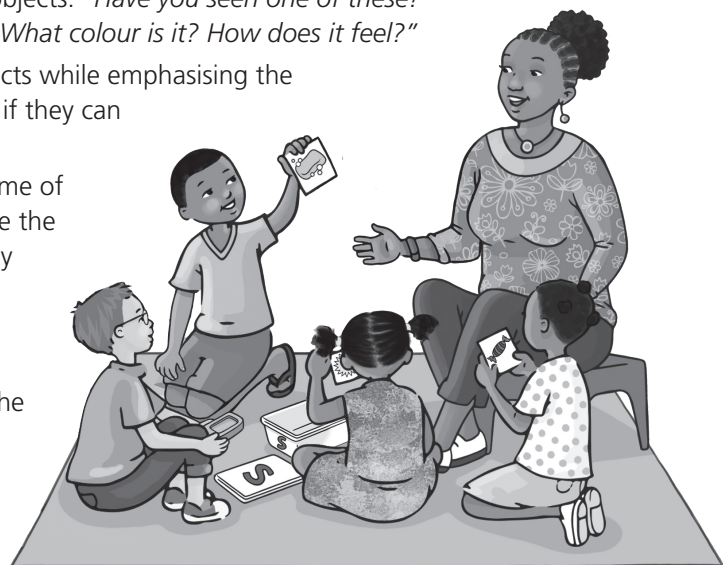
### Whole class activities

#### 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 I."* Let some learners trace over the letter on the lid with their fingers.





### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Lisaka lemabhontjisi nobe ibhuloko

### Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwentana)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange?" (kucabanga ngalokujulile, kuveta imibono)

## Liviki 1 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Yetfula emagama lamasha laphuma eluhlweni lvesilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.

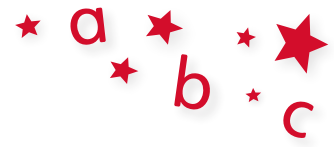


#### Kulalela imisindvo lesemcoka

- 1 Tjela ebafundzi kutsi batawuhlala bente siyingi bese baniketana ngesikhwama semabhontjisi.
- 2 Umfundzi lophetse sikhwama semabhontjisi utawusho libito lakhe ngalesikhatsi bonkhe balalele.
- 3 Buta likilasi kutsi ngumuphi umsindvo losekucaleni kwalelo nalelo libito. Uma ebafundzi baphendvulile, phindza libito kanye nemsindvo losekucaleni, ngalendlela: "Yebo, libito laSindi licala ngemsindvo *Is!*" Lomfundzi utawudlulisela sikhwama semabhontjisi kulomunye.

**Kugucugucula:** Dlala umculo lotsambile, ngemuva. Misa umculo nyalo nalesisnye sikhatsi. Umfundzi lophetse sikhwama semabhontjisi kumele asho libito lakhe kanye nemsindvo lelicala ngawo.





### 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.





#### Utawuzinga loku:

- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye, lelinesihloko sendzaba lesibhalwe etulu ekucaleni kwelikhasi
- Emakhrayoni ewaksi lamakhulu
- Emagama lanemacoco etinhlamvu lamanyenti lahlobene nendzaba: kusasa, khumbula, indzandvokati, Ibrahim, gogo, jabulile, ekuseni, incwancwa, emanti, imedali, philile, khetsekile, siphwiwo

## Liviki 1 Lusuku 5

### Imisebenti yelikilasi lonkhe

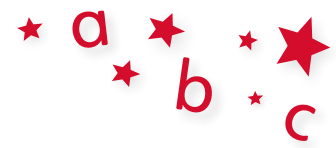
#### Yenta, dvweba futsi ubhale

- 1 Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngembi kwesifundvo.
- 2 Fundza emagama esihloko sendzaba etulu ekucaleni kwelikhasi bese ugcugcutela ebafundzi kutsi bafundze kanye nawe.
- 3 Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yendzaba.
- 4 Cela ebafundzi kutsi bakutjele ngemidvwebo yabo. Phawula nobe ubute imibuto.
- 5 Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako.
- 6 Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala.
- 7 Bhala njengobe ebafundzi basho, ligama ngeligama. Khumbula kubhala kubonakale nangebunono.
- 8 Ngemuva kwekubhala, gcugcutela ebafundzi “kufundza” nawe lokubhaliwe ngalesikhatsi ukhomba emagama.

#### Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **i | me | da | li**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lungu: **i** (zuba kanye) **me** (zuba kanye) **da** (zuba kanye) **li** (zuba kanye). Cela umfundzi azuba futsi, ngalesi sikhatsi labanye ebafundzi kumele bashayele kuzuba ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bazuma uma balehlukana ngemalunga.





#### 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, indzandvokati, Ibrahim, gogo, jabulile, ekuseni, incwancwa, emanti, imedali, philile, khetsekile, siphiso

## 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). 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.





### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

## Liviki 2 Lusuku 1

### Imisebenti yelikilasi lonkhe

#### Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: "Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?"
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati "kufundza" emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



#### Kwetfula umsindvo lophuma kulenzaba



- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "ekhaya, entasi emfuleni, esitolo, entsambama, etingutjeni, ematinyo, ekuseni, emanti, emgceci, emphilweni, etulu, ekugcineni, besebeme. Ungawuva umsindvo lohlosiwe: **ekhaya, emfuleni, ematinyo, ekuseni, emanti, besebeme?** Yebo ucinisile! Wonkhe anawo lomsindvo /e/."
- 2 "Lalela ngekuophelelisisa, nawa lamanye emagama nga /e/: eceleni, sigelekece, enwaya, emasi." (Gcizelela umsindvo wekucala usasho lamagama)
- 3 Shano umsindvo /e/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /e/: "e-e-e" Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.







★ a ★  
★ b ★  
★ c ★

#### 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.
- 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: “*ekhaya, entasi emfuleni, esitolo, entsambama, etingutjeni, ematinyo, ekuseni, emanti, emgceni, emphilweni, etulu, ekugcineni, besebeme*. Can you hear the focus sound: **ekhaya, emfuleni, ematinyo, ekuseni, emanti, besebeme**? Yes, you are right! They all have the sound /e/.”
- 2 “Listen carefully, here are some more words with /e/: *eceleni, sigelekece, enwaya, emasi*.” (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.



### Utawuzinga loku:

- Libhuku Lelikhulu: *Gijima, Lindi, gijima*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

## Liviki 2 Lusuku 2

### Imisebenti yelikilasi lonkhe

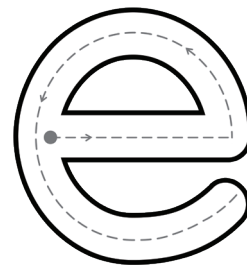
#### Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza. Phindza ufundze bese ucela ebafundzi kutsi bafundze kanye nawe.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekukuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futhi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



#### Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /e/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /e/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo Sibonelo: Bafundzi banganyakatisa inhloko bakhombe kuphika bese bayasho: “e-e-e”.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu e lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “Cala emkhatsini ucondze ngesekudla, khuphuka bese ushaya umjikeleto hhafu.”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.





### You will need:

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

## Week 2 Day 2

### Whole class activities

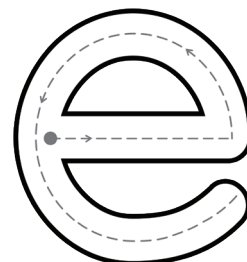
#### Shared reading – Big book

- 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 /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 shake their head to show they disagree with something while saying “e-e-e”.
- 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 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.





#### Utawudzinga loku:

- Libhokisi etinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **e** njengemsindvo ngco: emanti, emasi, pelepele, semende, pende, likhekhe, licembe, indlebe, inswephe, lithende, umnenkhe

## Liviki 2 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kufundza kulalela

- 1 Hlalisa ebafundzi ematafuleni bese uhlalisa bonkhe phasi kute likilasi litfule futsi liphole.
- 2 Cala ngemsebenti wekulalela walomuhla utsi: *"Asivaleni emehlo etfu, siphindze sitfule uma silalelisisa ngekucopehelela lemisindvo lesitungeletile"*. Manje tjela ebafundzi bavule emehlo abo bakhulume ngemisindvo, lebayivile. Bakhulume ngekutsi nguyiphi misindvo lemadvute nobe lesondzelene nabo (lephasi) nekutsi nguyiphi lekhashane (softer). Tjela ebafundzi kutsi batawenta umsebenti lapho kumele ngekunaka balalelise loko lokushoko.
- 3 Cela ebafundzi kutsi bavume ngenhloko uma loko lokushoko kuliciniso. Yetama kanye nabo tibonelo letimbalwa kucala: Lindi angagijima (vuma ngenhloko); Inja ingagijima (vuma ngenhloko).
- 4 Chazela ebafundzi kutsi uma beva lokungesilo liciniso, kumele banikine inhloko. Sibonelo: Lindi angaphapha (nikina inhloko); Litafula lingaphapha (nikina inhloko). Nyalo hlanganisa letibonelo futsi ukhumbute ebafundzi kuvuma ngenhloko uma kuliciniso.

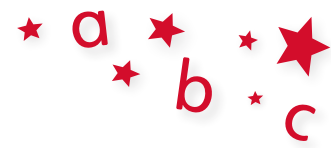
- |   |  |
|---|--|
| ★ Umfana angagijima. (vuma ngenhloko)       | ★ Imphungane ingaphapha. (vuma ngenhloko)    |
| ★ Inja ingaphapha. (nikina inhloko)         | ★ Imbuti ingagijima. (vuma ngenhloko)        |
| ★ Inkhomo ingaphapha. (nikina inhloko)      | ★ Libhuku lingagijima. (nikina inhloko)      |
| ★ Intfombatane ingaphapha. (nikina inhloko) | ★ Libhayisikili ingaphapha. (nikina inhloko) |
| ★ Inhlanti ingagijima. (nikina inhloko)     | ★ Imoto ingaphapha. (nikina inhloko)         |
| ★ Umfana angagijima. (vuma ngenhloko)       |  |



### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *"Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini etinhlamvu bese utsi: *"Loluhlavu e lubhalwa ngalendlela"*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.





#### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: emanti, emasi, pelepele, semende, pende, likhekhe, licembe, indlebe, inswephe, lithende, umnenkhe

## Week 2 Day 3

### Whole class activities

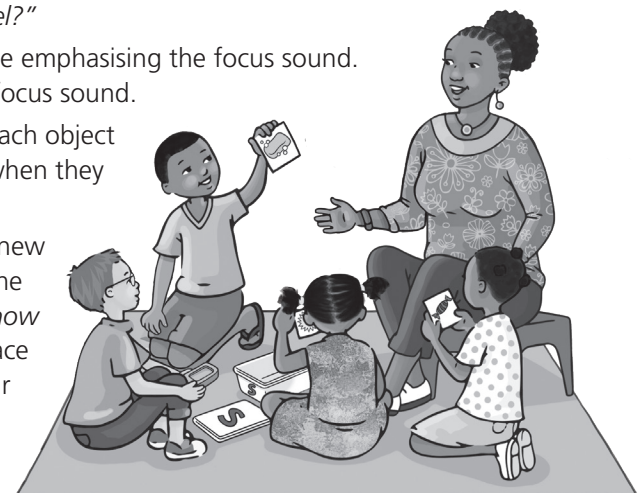
#### Learning to listen

- 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 **e**." Let some learners trace over the letter on the lid with their fingers.





#### Utawuzinga loku:

- Sitja seliphepha lesincane nobe sicephu selikhadibhodi lesisikwe saba siyingi, kwemfundzi ngamunye
- Emakhrayoni ewaksi lamakhulu kanye ne/ nobe ipende
- Impontji yekwenta sikhala emphetfweni wesitja seliphepha
- Intsambo
- Lisaka lemabhontjisi nobe ibhuloko

## Liviki 2 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Fundza wente

- 1 Sebentisa sitja seliphepha lesincane nobe udvwebe tiyingi ekhadibhodini bese uyasika. Bhala ligama lemfundzi ekhadibhodini nobe esitjeni seliphepha bese usebentisa impontji kwenta sikhala lesincane emphetfweni losetulu welikhadibhodi nobe wesitja seliphepha.
- 2 Buta ebfundzi kutsi bayayikhumbula yini intfo Lindi abeyikhona - yebo, kugijima! Hambahamba ekilasini ubute umfundzi ngamunye kutsi yini layikhonako (yini siphiwo sabo lesikhetsekile)?
- 3 Yekela umfundzi abuke likhadibhodi nobe sitja seliphepha lesinelibito lakhe. Emkhatsini welikhadibhodi nobe sitja seliphepha, kumele badvwebe sitfombe sabo benta lokutsite labakukhonako. Loku kutawuba imedali yabo nobe irozethi.
- 4 Uma bafundzi bahlobisa emamedali nobe emarozethi, faka sicephu sentsambo esikheleni. Cinisekisa kutsi intsambo yindze ngalokwanele kutsi yenta sihibe enhloko yemfundzi bese ubopha lifindvo.
- 5 Ekugcineni kwemsebenti, niketa ebfundzi emamedali abo.

#### Kulalela imisindvo lesemcoka

- 1 Tjela ebfundzi kutsi batawuhlala bente siyingi bese baniketana ngesikhwama semabhontjisi.
- 2 Umfundzi lophetse sikhwama semabhontjisi utawusho libito lakhe ngalesikhatsi bonkhe balalele.
- 3 Buta likilasi kutsi ngumuphi umsindvo losekucaleni kwalelo nalelo libito. Uma ebfundzi baphendvulile, phindza libito kanye nemsindvo losekucaleni, ngalendlela: *"Yebo, libito laSindi licala ngemsindvo /s/."* Lomfundzi utawudlulisela sikhwama semabhontjisi kulomunye.

**Kugucugucula:** Dlala umculo lotsambile, ngemuva. Misa umculo nyalo nalesisnye sikhatsi. Umfundzi lophetse sikhwama semabhontjisi kumele asho libito lakhe kanye nemsindvo lelicala ngawo.





#### 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.





#### Utawudzinga loku:

- Liphepha lelikhulu
- Lipeni lekumaka
- Emakhrayoni ewaksi lamakhulu
- Emagama lanemacoco etinhlamvu lamanyenti lahlobene nendzaba: kusasa, khumbula, indzandvokati, Ibrahim, gogo, jabulile, ekuseni, incwancwa, emanti, imedali, philile, khetsekile, siphwiwo

## Liviki 2 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Kulalela kanye nekwenta

- 1 Tjela ebafundzi kutsi utsakasile: *"Sitawuba nemjako welikilasi letfu, njengaLindi! Asimemeni thishelanhloko atewubukela umjako futsi anikete nemiklomelo."*
- 2 Khuluma ngembiko lobaluleke kakhulu lofanele kufakwa uma kubhalwa simemo: libito lathishelanhloko; lusuku nesikhatsi semjako, yebo, nendzawo lapho umjako utawuba khona.
- 3 Condzisa lesimemo: *"ku [bhala libito lathishelanhloko wakho]"* esiceshini seliphepha lesikhulu ngelipeni lekumaka lelibhala kubonakale kakhulu.
- 4 Kanye nebafundzi, vumelanani ngalomunye umbiko lenidzinga kuwubhala kulesimemo: Lusuku, Sikhatsi, Indzawo.
- 5 Bhala phasi imibono uma ebafundzi benta tiphakamiso
- 6 Buta ebafundzi: *"Ngumuphi lomunye umbiko lesingawufaka kulesimemo setfu?"* Ungaphakamisa naku lokulandzelako: *"Siyabonga kutsi ute emjakweni wetfu uphindze unikete nemiklomelo."*
- 7 Fundza simemo lesiphelele kanye nebafundzi, khomba ligama ngalinye ngalesikhatsi ufundza.
- 8 Cela labanye ebafundzi kutsi badvwebe titfombe bahlobise lesimemo basebentise emakhrayoni bese ubahlelela kutsi bafikise simemo kuthishelanhloko
- 9 Cinisekisa kutsi umjako wenteka ngelilanga lelibekiwe, futsi nangesikhatsi lesibhaliwe kulesimemo.

#### Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukeniswa njani ngemalunga, sibonelo: **i | me | da | li**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lunga: **i** (zuba kanye) **me** (zuba kanye) **da** (zuba kanye) **li** (zuba kanye). Cela umfundzi azuba futsi, ngalesi sikhatsi labanye ebafundzi kumele bashayele kuzuba ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bazuma uma balehlukana ngemalunga.







#### You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: kusasa, khumbula, indzandvokati, Ibrahim, gogo, jabulile, ekuseni, incwancwa, emanti, imedali, philile, khetsekile, siphiwo

## 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 | 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). 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.



# ★ Ali nepende

## Indzaba

Lamuhla ngitsandza kuhlanguana naMnumzane kanye na Nkhosikati Ibrahim. Banesitolo lesitsengisa tintfo letinyenti letitfokotisako (Uyakhumbula kutsi umjako waLindi wacala esitolo sa Mnu Ibrahim?). Ngalelinye lilanga Nkhosikati Ibrahim wabuya ekhaya netipho tebantfwana bakhe lababili, Musa na Ali.

Wakhipha siphos sa Ali esikhwameni sakhe. Besisikhulu, sisimo sesiyingi. Nkhosikati wafundza likhadi. Belitsi "Ali lotsandzekako, Lutsandvo lolubuya kumake nababe." Ucabanga kutsi bekunani ekhatsi kwalesipho? Ali wavula siphos sakhe. Bekungunodoli lomuhle lobovu. Ali watsi: "Ngiyabonga make!" Wase utsatsa libhola waphumela ngaphandle wayodlala.



Musa wabuka siphos sakhe. Bekulibhokisi lesimo sesikwele. Nksk Ibrahim wafundza likhadi. Belitsi:

"Musa lotsandzekako, lutsandvo lolubuya kumake nababe". Watsatsa lelibhokisi lesimo sesikwele walivula wase utfola loku. Bekunelibhulashi lekupenda kanye nemabhodlela lamane epende-lebovu, leluphuthi, leluhlata kwesibhakabhaka, leluhlata kwetjani. Musa abejabulile ngobe abekutsandza kupenda titfombe. Watsi: "Ngiyabonga, make, ngitawupenda sitfombe sakho nababe."

Uma asacedzile kupenda, Musa wabuyisela emapende ebhokisini waphumela ngaphandle wayodlala nebangani bakhe. Ngalesikhatsi angaphandle kwabakhona lokwentekako. Ali wangena wabona libhokisi etulu kwelitafula. Wabe sewuvula libhokisi wakhipha onkhe lamapende.

Ucabanga kutsi wentani lokulandzelako? Ali wavula ipende leluhlata njengetjani wayihlikihla elikhaleni lakhe? Wase uvula ipende lebovu wayihlikihla esiswini sakhe. Ngikhombise kutsi wayihlikihla njani esiswini sakho. Wabe sewuvula ipende leluhlata kwesibhakabhaka, wabe sewuhlikihla lepende leluhlata kwesibhakabhaka etintwaneni takhe. Ungakwati kunyakatisa tintwane takho?

Manje Ali lomncane unepende leluhlata kwetjani ekhaleni lakhe; ipende lebovu esiswini sakhe; kanye lepende leluhlata kwesibhakabhaka etintwaneni. Uyawati yini umbala wepende lesele ebhokisini? Kepha Ali akamange atsatse umbala loluphuthi ngobe masinyane Nksk Ibrahim wangena wambona.

Ali wahleka waphaphatsa tandla takhe. Nksk Ibrahim watsi "Ali! Wentani?" Wabuye wamoyitela watsi. "Likhala lakho liluhlata kwetjani? Sisu sakho sibovu. Tintwane takho tiluhlata kwesibhakabhaka. Futsi ngiyakutsandza!"

Nkhosikati Ibrahim wakhiphela Ali ngaphandle wamgeza likhala, sisu kanye netintwane. Wase uphindzisela ipende ekhabethe kute Ali angaphindze ayitfole.



**Lendzaba iphelela la.**



# ★ 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?

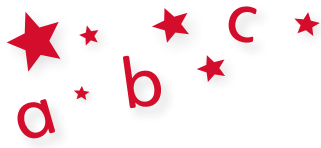
Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

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.***





## Liculo

Ali upenda likhala lakhe  
 Seliluhlata satjani,  
 Liluhlata satjani, liluhlata satjani  
 Liluhlata satjani, liluhlata satjani  
 Liluhlata satjani,  
 Liluhlata satjani, liluhlata satjani, liluhlata satjani  
 Ali upenda likhala lakhe  
 Seliluhlata satjani  
 Liluhlata satjani, liluhlata satjani, wo  
 Ali sitsandvo!

Ali upenda  
 Sisu sakhe futsi sesi  
 Bovu, bovu, bovu  
 Bovu, bovu, bovu  
 Bovu, bovu, bovu  
 Ali upenda sisu  
 Sakhe futsi sesi  
 Bovu, bovu, bovu  
 Wu, Ali sitsandvo



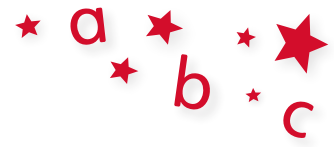
Ali upenda tintwane takhe  
 Futsi setiluhlata kwesibhakabhaka  
 Luhlata kwesibhakabhaka, luhlata kwesibhakabhaka, luhlata kwesibhakabhaka  
 Luhlata kwesibhakabhaka, luhlata kwesibhakabhaka,  
 Luhlata kwesibhakabhaka, luhlata kwesibhakabhaka, luhlata kwesibhakabhaka  
 Ali upenda tintwane takhe  
 Futsi setiluhlata kwesibhakabhaka,  
 Luhlata kwesibhakabhaka, Wu  
 Ali sitsandvo!

*(Licule ngendlela letsi "Emasondvo ebhasi" nobe ulicule ngendlela yakho.)*

## Emagama lavela endzabeni

Emagama lamcoka:	luhlata kwesibhakabhaka	luhlata kwetjani	liphuti	bovu	pende	sipho
Lamanye emagama langetekile:	libhulashi lepende	siyingi	sikwele	libhodlela	sisu	likhala
	tintwane	gibela	vula	nyakatisa	ekhatsi	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!

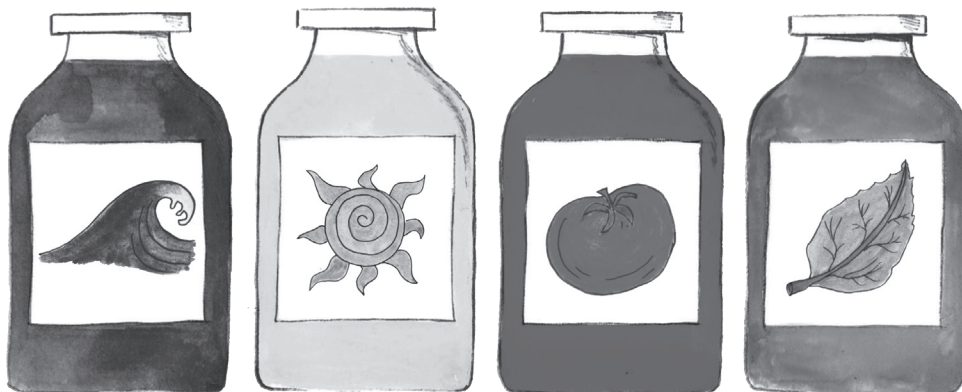
Ali paints his toes and they're blue, blue, blue,  
 blue, blue, blue,  
 blue, blue, blue.  
 Ali paints his toes and they're blue, blue, blue,  
 Oh dear, Ali!



*(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





### Utawuzinga loku:

- Indzaba: *Ali nepende*
- Emaphaphethi: Musa, Ali kanye naNkhosikati Ibrahim, emabhodlela lamane apende
- Tinsita: libhola lelibovu nobe sitfombe selibhola, libhokisi lesikwele leliphutselwe njengesipho, libhulashi lekupenda, emakhadi lamabili ebafana labuya kumake nababe, imidvwebo yaMusa, sibonelo sitfombe/ umdvwebo welutsingo lwenkhosatana
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

## Liviki 1 Lusuku 1

### Imisebenti yelikilasi lonkhe

Shano lomlololetelo *Emehlo lamabili ekubona* kubitela ebafundzi emethini ngesikhatsi sendzaba.

### Kucoca indzaba kanye nekwakha silulumagama

#### 1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: Khuluma ngemindeni yebafundzi uphindze ucoce ngeminyaka yetelamani tabo.
- 1.3 Tsani "*Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba*". Coca ngemagama lasemcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini, Sibonelo, khombisa buso lobukhatsatekile bese ucela ebafundzi bakhombise kutsi babukeka njani uma bakhatsatekile. Cela ebafundzi basho leligama ngelulwimi lwabo lwasekhaya uma lehlukile kulelo lebafundza ngalo.

#### 2 Ngalesikhatsi ucoce lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela bafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: "*Ngifisa kwati kutsi make wa Ali utakwentani uma abona kutsi Ali wenteni.*"

#### 3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: "*Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?*"

### Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelise. Shano lamagama laphuma kulenzaba: "*angaphandle, Ali akamange atsatse, Ali angaphindze ayitfole. Ungawuva umsindvo lohlosiwe: Ali akamange atsatse? Yebo ucinisile! Wonkhe anawo lomsindvo /a/.*"
- 2 *Lalela ngekurophelelisa, nawa lamanye emagama nga /a/: li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala.* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /a/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekurophelelisa.
- 4 Cela ebafundzi kutsi basho umsindvo /a/: "*a-a-a*" Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

### Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





### 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.

### 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: "angaphandle, Ali akamange atsatse, Ali angaphindze ayitfole. Can you hear the focus sound: **Ali akamange atsatse?** Yes, you are right! They all have the sound /a/."
- 2 "Listen carefully, here are some more words with /a/: li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala." (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.



#### 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!



### Utawudzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo

### Stella utsi:

Khumbula  
kubuta ebafundzi  
kutsi bayakwati yini  
kubita silulu semagama  
ngelulwimi lwabo uma  
ngabe bakhuluma lulwimi  
loluhlukile ekhaya.



## Liviki 1 Lusuku 2

### Imisebenti yelikilasi lonkhe

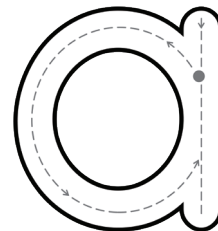
#### Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngencazelo yemagama latfulwe ngelusuku lwekucula.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoce lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lekutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenza kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenza kwaleliculo kute beve bumnandzi etilwimi letinyenti.



#### Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /a/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /a/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo Sibonelo: Bafundzi bangenta sibhakela balingise ngatsi li-apula, sebatsi /a/ ngaso sonkhe sikhatsi nabaluma leli a-pula.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu a lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu ushaye umjikeleto, khuphuka bese wehla khona lapho kancane."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.







### 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

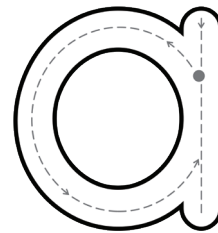
#### Storytelling and singing

- 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 /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 make a fist with their hand and pretend it is an apple. They can say /a/ each time they take a bite.
- 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 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.



#### Utawuzinga loku:

- Emaphaphethi endzaba
- Tinsita: libhola lelibovu nobe sitfombe selibhola, libhokisi lelisikwele leligocotwe njengesipho, libhulashi lekupenda, emakhadi mabili laya kubafana asuka kuMake naBabe, umpendo waMusa, sib. umpendo wemushi wenkosazana
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **a** njengemsindvo ngco: bhanana, likatjana, thandaza, sibhakabhaka, dalada, takala, sandla

## Liviki 1 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama: Sibonelo: *"Cela ebafundzi kutsi bafake pende ekhatsi ebhokisini; bagibele etulu kwesitulo."*
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

#### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *"Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini inhlamvu bese utsi: *"Loluhlavu a lubhalwa ngalendlela"*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





### 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 **a**: bhanana, likatjana, thandaza, sibhakabhaka, dalada, takala, sandla

## Week 1 Day 3

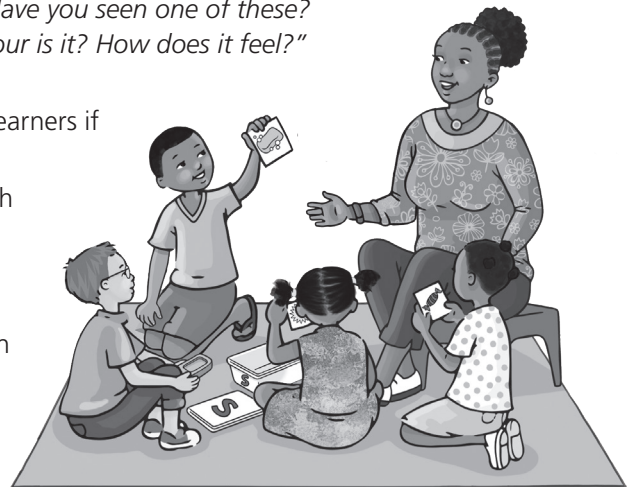
### Whole class activities

#### 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 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.



### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa

### Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

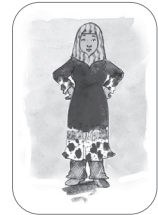
- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange ...?" (kucabanga ngalokujulile, kuveta imibono)

## Liviki 1 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Yetfula emagama lamasha laphuma eluhlweni lvesilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



#### Kulalela imisindvo lesemcoka

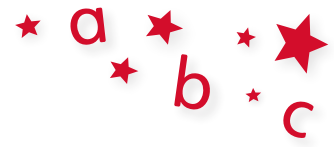
- 1 Cula leliculo ngendlela letsi "If you're happy and you know it".
  - ★ Uma ligama lakho licala nga /m/, sukuma ume;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume bese uyagoba;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume.
- 2 Phindzaphindza ngemisindvo lehlukene neminyakato, njengeku "shaya tandla takho" "jikeleta," njalo njalo.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

- Big sequence pictures

## 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 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.



### Utawuzinga loku:

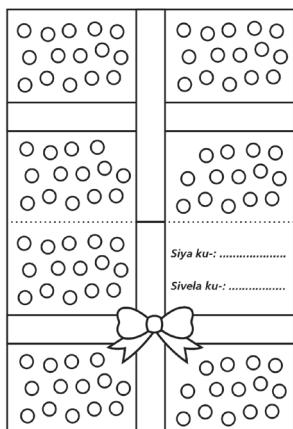
- Likhasi lelikopishiwe le**Msebenti weSipho** lemfundzi ngamunye
- Emakhrayoni ewaksi lamakhulu
- Sikelo
- Libhokisi linye lelivalwe ngeliphepha lekugocota lelinelikhadi lesipho lelibhaliwe
- Emagama lanemacoco etinhlamvu lamanyenti lahlobene nendzaba: litafula, pende, sipho, sisu, likhabethe, liphepha, liphuti

## Liviki 1 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- Phindza ucoce lendzaba usebentisa emaphaphethi.
- Khombisa "sipho" kanye nelikhadi lelinamatsiselwe. Fundza lelikhadi. *"Ali lotsandzekako, lutsandvo loluvela kuMake naBabe"* Cela ebafundzi kutsi bacabange kutsi kungani sinika emakhadi netipho.
- Nika umfundzi ngamunye likhasi lemsebenti bese ukhombisa bafundzi kutsi likhasi ligotjwa njani emachashatini emusho. Cela ebafundzi kutsi bacabange kutsi lesi sipho kubo. Bakhombise liphepha lekugoca kanye nelikhadi lesipho. Khuluma ngaleminye imibono. Banikete emaminiti lambalwa kucabanga ngesipho labangasitsandza.
- Tjela ebafundzi kutsi badwebe tipho tabo elihlangotsini lelingenalutfo leliphepha.
- Vumela ebafundzi kutsi bafake emaphepha etipho umbala. Ngalesikhatsi ebafundzi basachubeka, hamba ujikelete bese ubuta umfundzi ngamunye kutsi sipho sakhe sivela kubani. Bavumele babhale ligama ekhadini lesipho. Sibonelo: *"Siya kuLolo, lutsandvo loluvela kugogo"* nobe *"Siya kuBen, Lutsandvo loluvela kumalume"*
- Uma ebafundzi bacedzile, bahlalise ngababili bese utsi bakhombisane futsi batjelane ngetipho tabo.



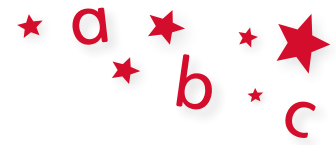
### Kuhlanganisa nekwehlukana (emalunga)

- Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **pe | nde**.
- Khetsa umfundzi eme embili agcumele lelo nalelo lungu: **pe** (zuba kanye) **nde** (zuba kanye). Cela umfundzi agcume futsi, ngalesi sikhatsi labanye ebafundzi kumele bashaye kugcuma ngakunye.
- Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bagcume uma balehlukana ngemalunga.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

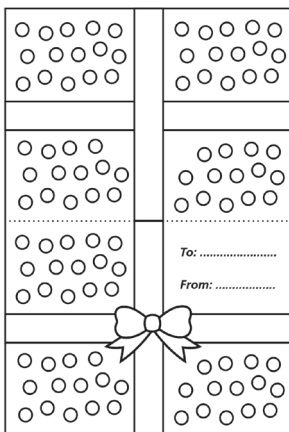
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: litafula, pende, sipho, sisu, likhabethe, liphepha, liphuti

## 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: **pe | nde**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pe** (one jump) **nde** (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.



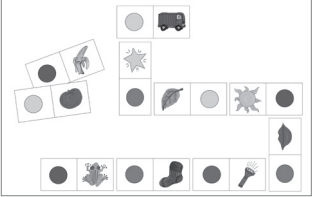

### Small group activities

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







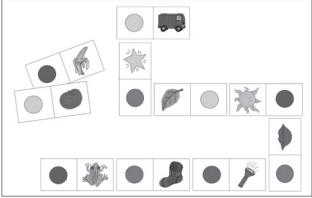

# Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Likhasi le-A4 lelingenalutfo lemfundzi ngamunye</li> <li>Emakhrayoni ewaksi lamakhulu</li> </ul>   <p>Uma bafundzi badzinga kucabanga kutsi badwwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</p>	<p><b>Umsebenti 1: Kudwweba kanye nekubhala lokusavela</b></p> <ol style="list-style-type: none"> <li>Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo.</li> <li>Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo.</li> <li>Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono njenge: <i>“Uyitsandzile yini lencenye ngalesikhatsi Ali agibela kuyewufinyelela ependeni?”</i></li> <li>Gcugcutela ebafundzi kutsi badwwebe incenye lebayitsandzako yenzaba.</li> <li>Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebwe wakhe.</li> <li>Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako.</li> <li>Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo. <i>“Ali ... wagibela ... kuyewufinyelela ... Nguliphi ligama lelilandzelako? Ependeni. Ngitawubhala ligama ‘ependeni’.”</i></li> <li>Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono.</li> <li>Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.</li> </ol>
<ul style="list-style-type: none"> <li>Isethi yemakhadi embala e-domino</li> </ul> 	<p><b>Umsebenti 2: Timpfica kanye nemidlalo</b></p> <ol style="list-style-type: none"> <li>Nika umfundzi ngamunye emakhadi lalinganako ngekwelinani.</li> <li>Umfundzi munye acale abeke emakhadi etafuleni. Umfundzi lolandzelako abuke abone kutsi unaso sitfombe lesihambisana nembala welichashati nobe lichashati lelihambisana nembala wesitfombe. Uma anako, ubeka likhadi lakhe edvute nesitfombe nobe lichashati. Uma angenako, akangeni ngalokutako, bese umfundzi lolandzelako uyachubeka.</li> </ol>
<ul style="list-style-type: none"> <li>Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana</li> </ul> 	<p><b>Umsebenti 3: Kufundza lokukhululekile</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi.</li> <li>Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza.</li> <li>Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza.</li> <li>Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.</li> </ol>

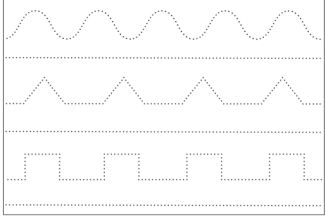





## Small group activities for Week 1

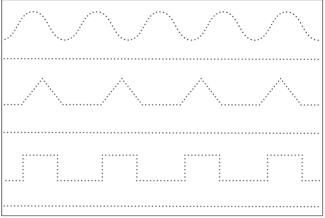

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>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?"</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>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.</li> <li>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'."</li> <li>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.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>A set of <b>Colour domino cards</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Give each learner the same number of cards.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>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.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>



Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Likhasi lelikopishiwe <b>lemsebenti weliphepha lekugocota</b> lemfundzi ngamunye</li> <li>Ematje, timbokojuwana, tinkinobho, buhlalu, kwekuhlanta emaphayiphi</li> </ul>	<p><b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Yandzisa emaphepha emsebenti lanemugca locondzile kanye nemigca lejikako ebafundzi ngamunye.</li> <li>Chazela ebafundzi kutsi kumele bakhutse ematje, ematjana, emakinobho, buhlalu kanye nemaphayiphi ekuhlanta labekwa etulu kwemigca kute ente umhlobiso lomuhle.</li> </ol> 
<ul style="list-style-type: none"> <li>Tinsita: emabhokisi lavalwe ngeliphepha lekugocota, tintfo tekusebenta tephathi njengemabhaloni nekwekusakata, titja temaphepha, tinkomishi temaphepha, emakhandlela elusuku lokutalwa, emabhodlela epulasitiki esinatfo lesibandzako, njll., liphepha emakhrayoni nesikelo, inhlama yekudlala</li> </ul> 	<p><b>Umsebenti 5: Umdlalo wekutentisa</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoneni lemdlalo wekutentisa ubahlalise phasi ngekushesha.</li> <li>Fundza imitsetfo yelikhona lemdlalo wekutentisa bese ubakhombisa tisetjentiswa letisha.</li> <li>Coca kutsi Musa na Ali baphiwa tipho ngumake wabo. Ingabe bantfwana bayatitfoli tipho letibuya emindenini yabo? Bantfu labanyenti baphana tipho uma kulisuku lekutalwa nobe kungukhisimusi kumbe Eid nobe Njimijane.</li> <li>Yisho: <i>Lamuhla nitawudlala "Ngumcimbi"</i></li> <li>Manje bacale ngekutsi: <i>"Kutawuba nemcimbi netivakashi titawufika masinyane. Kepha lomcimbi awusengakalungi! Ngabe kudla sekulungisiwe? Ngabe sekuhlotjisiwe? Tipho tiphi?"</i></li> <li>Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi. Njenge: ungafika wente shengatsi unconcotsa emnyango bese utsi: <i>"Sanibonani! Sengikhona! Ngibonga kungimema kulomcimbi lomuhle. Hawu! Maye, konkhe kubukeka kukuhle. Ngiletse siphu!"</i></li> </ol>





You will need	Activities
<ul style="list-style-type: none"> <li>• A photocopy of the <b>Wrapping paper activity page</b> for each learner</li> <li>• Stones, pebbles, buttons, beads, pipe cleaners</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Photocopy the activity page with straight and curvy lines for each learner.</li> <li>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.</li> </ol> 
<ul style="list-style-type: none"> <li>• 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</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and settle them down quickly.</li> <li>2 Read the rules for the pretend play corner and show them the new props.</li> <li>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.</li> <li>4 Say: <i>"Today you are going to play It's a party!"</i></li> <li>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></li> <li>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></li> </ol>



#### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

## Liviki 2 Lusuku 1

### Imisebenti yelikilasi lonkhe

#### Kulandzelaniswa kwetitfombe lokwengetiwe

- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini. Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: "Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?"
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati "kufundza" emabhukwana abo lamancane nebalingani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



#### Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "esitolo, ekhaya, nepende, esikhwameni, ekhatsi, emapende, ebhokisini, etulu, elikhaleni, esiswini, ekhaleni. Ungawuva umsindvo lohlosiwe: **esitolo, ekhaya, nepende?** Yebo ucinisile! Wonkhe anawo lomsindvo /e/."
- 2 "Lalela ngekuophelelisisa, nawa lamanye emagama nga /e/: eceleni, sigelekece, enwaya, emasi." (Gcizelela umsindvo wekucala usasho lamagama)
- 3 Shano umsindvo /e/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /e/: "e-e-e" Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

### Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





#### 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.
- 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: *esitolo, ekhaya, nepende, esikhwameni, ekhatsi, emapende, ebhokisini, etulu, elikhaleni, esiswini, ekhaleni*. Can you hear the focus sound: **esitolo, ekhaya, nepende**? Yes, you are right! They all have the sound /e/.
- 2 “Listen carefully, here are some more words with /e/: *eceleni, sigelekece, enwaya, emasi*.” (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.





#### Utawuzinga loku:

- Libhuku Lelikhulu: *Ali nepende*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

## Liviki 2 Lusuku 2

### Imisebenti yelikilasi lonkhe

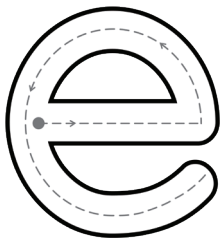
#### Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza. Phindza ufundze bese ucela ebafundzi kutsi bafundze kanye nawe.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekukuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futhi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



### Kubumba luhlavu

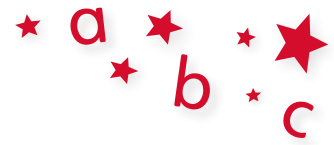
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /e/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /e/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi banganyakatisa inhloko bakhombe kuphika bese bayasho: “e-e”.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu e lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “Cala emkhatsini ucondze ngesekudla, khuphuka bese ushaya umjikeleto hfafu.”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

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

## Week 2 Day 2

### Whole class activities

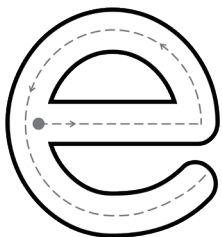
#### Shared reading – Big book

- 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 /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 shake their head to show they disagree with something while saying: “e-e”.
- 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 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.



#### Utawuzinga loku:

- Likhasi lelikopishiwe **leMsebenti weTimo** lemfundzi ngamunye
- Emakhrayoni embala lamatsatfu (bovu, luhlata kanye sibhakabhaka) emfundzi ngamunye
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **e** njengemsindvo ngco: emanti, pelepele, semende, pende, likhekhe, licembe, indlebe, inswephe, lithende, umnenkhe

## Liviki 2 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kufundza kulalela

- 1 Hlalisa ebafundzi ematafuleni bese uhlalisa bonkhe phasi kute likilasi litfule futsi liphole.
- 2 Cala ngemsebenti wekulalela walomuhla utsi: *“Asivaleni emehlo etfu, siphindze sitfule uma silalelisisa ngekucopehela lemisindvo lesitungeletile”*. Manje tjela ebafundzi bavule emehlo abo bakhulume ngemisindvo, lebayivile. Bakhulume ngekutsi nguyiphi misindvo lemadvute nobe lesondzelene nabo (lephasi) nekutsi nguyiphi lekhashane. Tjela ebafundzi kutsi batawenta umsebenti lapho kumele ngekunaka balalelise loko lokushoko.
- 3 Manje phakamisa lipensela lembala bese usho ligama lembala. Cela ebafundzi baphakamise lipensela lelifana nalo kulawo laphambi kwabo. Khuluma ngeliphimbo lelivakalako nalelingaphangisi.
- 4 Bese ukhomba sikwele futsi ukhumbuta ebafundzi kutsi sipho saMusa sasinesimo lesifana nesikwele. Bacele bakhombe simo lesiyindilinga njengelibhola la-Ali. Bese ubuta kutsi ukhona lowati kutsi ngusiphi simo lesingu ncantsatfu.
- 5 Khomba simo ngasinye usho ligama laso. Bese ubanika imiyalelo ngalokucacile nekungaphangisi:
  - ★ *“Phakamisa lipensela lakho lelibovu. Hlobisa indilinga yakho ibebovu”*.
  - ★ *“Phakamisa lipensela lakho leliluhlata kwetjani. Hlobisa ncantsatfu abeluhlata satjani”*.
  - ★ *“Phakamisa lipensela lakho leliluhlata kwesibhakabhaka. Hlobisa tikwele tibe liluhlata kwesibhakabhaka”*.

#### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *“Loluhlavu le/ lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.







### 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 **e**: emanti, pelepele, semende, pende, likhekhe, licembe, indlebe, inswephe, lithende, umnenkhe

## Week 2 Day 3

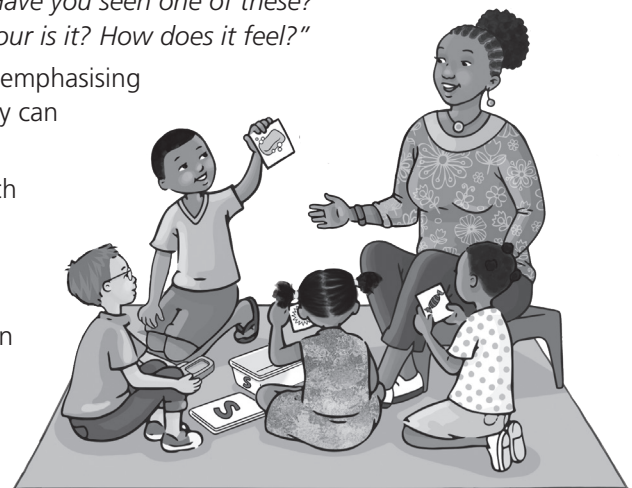
### Whole class activities

#### 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 yellow."

#### 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.



#### Utawuzinga loku:

- Ticephu letine letinkhulu telikhadibhodi lelimhlophe nobe liphepha lelibhalwe "bovu", "sibhakabhaka" kanye na "mtfubi" (bhala lamagama emakhadini embala lahambisanako), sitfombe sentfo salowo mbala esiceshini ngasinye selikhadibhodi
- Emaphephabhuku
- Sikelo
- Iglu

## Liviki 2 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Fundza wente

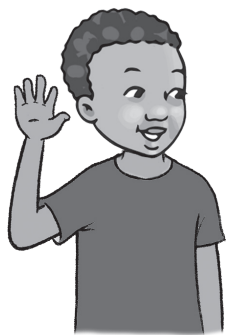
- 1 Khombisa ebafundzi emabhodi lamane bese ucela kutsi "bafundze" ligama lembala kuleyo naleyo bhodi. Hlanganisa imibala yepende endzabeni. Buta ebafundzi kutsi ngumuphi umbala losasele ebhokisini (loluphuti).
- 2 Khuluma ngetitfombe tesibonelo nekutsi tihambisana njani nembala.
- 3 Chaza kutsi umfundzi ngamunye kumele atfole sitfombe sinye sembala latsinamatsisela kulelo nalelo bhodi lembala.
- 4 Khombisa kutsi silibuka njani liphepha bhuku kutfole titfombe tekucondzanisa nalembala lemine.
- 5 Chaza kutsi uma ebafundzi bawutfolile umbala lohambanisa namunye walemibala, kumele bawusike bawukhiphe.
- 6 Uma babe nesikhatsi lesanele, cela bonkhe ebafundzi labenetitfombe letihambisana nembala lobovu kutsi baphakamise tandla tabo. Cela umfundzi kutsi acocela ndzawonye letitfombe nekutsi akusite kutinamatsisela ebhodini lehambisana nato. Khuluma ngalebhodi, usho emagama etintfo ubuye udvumise ebafundzi. Shano intfo lenjenge "Buka, imoto lebovu lecwebetelako! Ngubani lotfole lombala? Wentе kahle Sara!"
- 7 Chubeka ngayo lendlela ngaleminye imibala

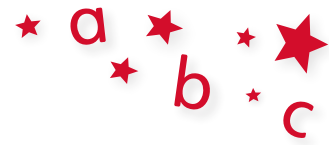
### Kulalela imisindvo lesemcoka

- 1 Cula leliculo ngendlela letsi "If you're happy and you know it".
  - ★ Uma ligama lakho licala nga /m/, sukuma ume;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume bese uyagoba;
  - ★ Uma ligama lakho licala nga /m/, sukuma ume.
- 2 Phindzaphindza ngemisindvo lehlukene neminyakato, njengeku "shaya tandla takho" "jikeleta," njalo njalo.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





#### 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

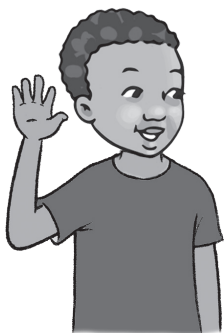
### Whole class activities

#### 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.



### Utawudzinga loku:

- Titfombe nobe emabhuku lakhombisa imishi yenkosazane lemihle
- Ticephu letinkhulu teliphepha lelimhlophe
- Ipende lenembala, titja temanti, emathawula
- Emagama lanemacoco etinhlavu lamanyenti lahlobene nendzaba: litafula, pende, siphu, sisu, likhabethe, liphepha, liphuti

### Stella utsi:



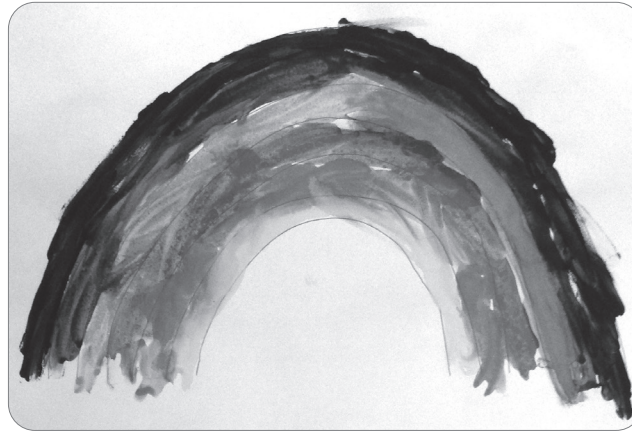
*Kupenda ngeminwe kugcugcutela kutifanisa nemlingiswa wa-Ali endzabeni. Kungaba ngumsebenti longcolile, ngako cinisekisa kutsi bafundzi basebenta endzaweni lefanele lapho bangakhona kufinyelela lula indzawo yekugeza.*

## Liviki 2 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- 1 Cela ebafundzi kutsi babuke imibala yelutsingo lwenkhosatana futsi bakhombe imibala yapende endzabeni.
- 2 Tjela ebafundzi kutsi batawupenda lutsingo lwenkhosatana ephepheni lelikhulu.
- 3 Khombisa ebafundzi kutsi batawupenda ngeminwe yabo, njengobe Ali entile endzabeni.
- 4 Khumbuta ebafundzi kutsi basebentise yonkhe imibala kwenta lutsingo lwenkhosatana, kungabi ngumbala munye.
- 5 Gcugcutela ebafundzi kusebentisa likhasi lonkhe kupenda lutsingo lwenkhosatana lelikhulu.



### Kuhlanganisa nekwehlukana (emalunga)

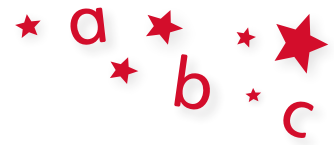
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **pe | nde**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lunga: **pe** (zuba kanye) **nde** (zuba kanye). Cela umfundzi agcume futsi, ngalesi sikhatsi labanye ebafundzi kumele bashaye kugcuma ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bagcume uma balehlukana ngemalunga.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### 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: litafula, pende, sipho, sisu, likhabethe, liphepha, liphuti

## Week 2 Day 5

### Whole class activities

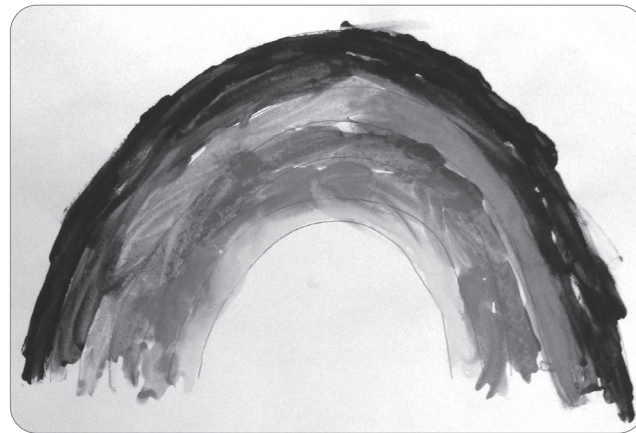
#### Make, draw and write

- 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: **pe | nde**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pe** (one jump) **nde** (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.


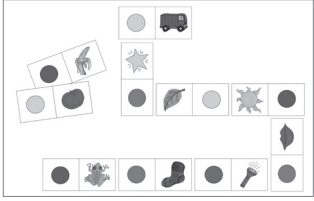

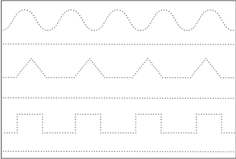



### Small group activities

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


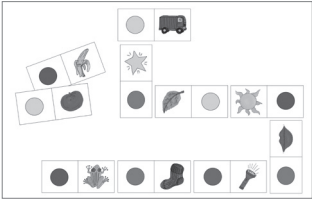

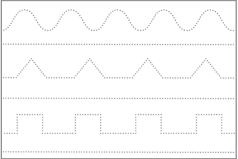



## Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Likhasi le-A4 lelingenalutfo lemfundzi ngamunye</li> <li>Emakhrayoni embala ewaksi lamakhulu</li> </ul>  <p><i>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</i></p>	<p><b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b></p> <ol style="list-style-type: none"> <li>Nika umfundzi ngamunye lipheshana kanye nemapensela emibala bese uchaza kutsi batawudvweba sitfombe sa-Ali.</li> <li>Cela ebfundzi kutsi basho nawe lomlotelo: Likhala/Impfumulo yakho iluhlata kwetjani sisu sakho sibovu, tintwane takho tiluhlata kwesibhakabhaka, futsi ngiyakutsandza.</li> <li>Babute kutsi basatikhumbula yini titfo temtimba letapendwa ngu Ali nemibala yato. Bangadvweba Ali.</li> <li>Uma bakhohlwa letitfo temtimba nemibala, bangasho lomlotelo. Uma bakhohlwa lomlotelo, bangabuka luhla lwekulandzelana kwetitfombe kute lubahole.</li> </ol>
<ul style="list-style-type: none"> <li>Isethi yemakhadi embala e-domino</li> </ul> 	<p><b>Umsebenti 2: Timpfica kanye nemidlalo</b></p> <ol style="list-style-type: none"> <li>Nika umfundzi ngamunye emakhadi lalinganako ngekwelinani.</li> <li>Umfundzi munye acale abeke emakhadi etafuleni. Umfundzi lolandzelako abuke abone kutsi unaso sitfombe lesihambisana nembala welichashati nobe lichashati lelihambisana nembala wesitfombe. Uma anako, ubeka likhadi lakhe edvute nesitfombe nobe lichashati. Uma angenako, akangeni ngalokutako, bese umfundzi lolandzelako uyachubeka.</li> </ol>
<ul style="list-style-type: none"> <li>Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana</li> </ul> 	<p><b>Umsebenti 3: Kufundza lokukhululekile</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi.</li> <li>Kwekucala, ungadzinga kusita ebfundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza.</li> <li>Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebfundzi letinye tetitfombe futsi ugcugcutele ebfundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza.</li> <li>Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.</li> </ol>
<ul style="list-style-type: none"> <li>Likhasi lelikopishiwe <b>lemsebenti weliphepha lekugocota</b> lemfundzi ngamunye</li> </ul> 	<p><b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Yandzisa emaphepha emsebenti lanemugca locondzile kanye nemigca lejikako ebfundzi ngamunye.</li> <li>Chazela ebfundzi kutsi kumele bakhetsa ematje, ematjana, emakinobho, buhlalu kanye nemaphayiphi ekuhlanta labekwa etulu kwemigca kute ente umhlobiso lomuhle.</li> </ol>
<ul style="list-style-type: none"> <li>Tinsita: emabhokisi lavalwe ngeliphepha lekugocota, tintfo tekusebenta tephathi njengemabhaloni nekwesakata, titja temaphepha, tinkomishi temaphepha, emakhandlela elusuku lokutalwa, emabhodlela epulasitiki esinatfo lesibandzako, njll., liphepha emakhrayoni nesikelo, inhlama yekudlala</li> </ul>	<p><b>Umsebenti 5: Umdlalo wekutentisa</b></p> <ol style="list-style-type: none"> <li>Khumbuta ebfundzi ngetisetjentiswa letisekhoneni lemdlalo wekutentisa bese ubagcugcutela kutsi bachubeke kusukela evikini 1 uma benta shangatsi banemcimbi futsi baniketane tipho. Vakashela ekhoneni kute ubone futsi ugcugcutele ebfundzi ngemdlalo wekutentisa.</li> </ol> 



## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali.</li> <li>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.</li> <li>Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>A set of colour domino cards</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Give each learner the same number of cards.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>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.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>wrapping paper activity page</b> for each learner</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Photocopy the activity page with straight and curvy lines for each learner.</li> <li>Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves.</li> </ol>
<ul style="list-style-type: none"> <li>Props: boxes covered in wrapping paper, balloons and streamers, paper plates, paper cups, birthday candles, cooldrink bottles, etc., paper, crayons and scissors, playdough</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> 



# ★ Lilanga lelihle

## Indzaba

Kusekuseni ngemgibelo lomuhle nemisebe yelilanga ishaya efasitelweni lelikamelo laNicholas. Nicholas uyavuka, uyatelula utsi, "Lilanga libalele lamuhla kantsi ke nginelicebo" Nicholas utfola make. Sewuyambuta: "Make singaya yini epikinikini lamuhla? Umngani wami Jakobe angeta yini naye? Inja yami Fluffy yena ke?" Make ubuta babe, babe wavuma. Make upaka tonkhe kubhasikidi babe utsi utawuphatsa libhasikidi.

Babe, make, dzadzewabo lomncane, Nicholas, Jakobe kanye na Fluffy inja, bonkhe behla intsatjana, baticocela, ngenjabulo ngemidlalo lebatayidlala nabefika emfuleni.

Nabefika emfuleni, babe utsi: "Asihlalani lapha kute sitawunibona uma nidlala emantini kanye nadzadzewenu uma akhasa lapha etjanini.

Nicholas, Jakobe naFluffy bagijima bangena emantini labandzako, *gcum, gcum, gcum*. "Asicoshaneni," kusho Jakobe.

Ngemuva kwekudlala sikhatsi lesidze, labafana baphuma emantini ngobe sebalambile. Bahlala engutjeni kanye namake nababe. Bonkhe badla emasangweji lentiwe ngashizi nelitamatsi kanye nabhanana nemahhabhula base banatsa ijuzi.

Make unika Fluffy, isangweji yakhe, naye ulambile! Dzadzewabo wetama kudla timbali. Babe utsi, "Cha sitsandwa sami, atidliwa timbali."



Seliyashona, bantfwana babe nelilanga lelimnandzi kantsi futsi bativa bakhatsele. Basita kukhweta tintfo. Bafana bagoca ingubo, make umema umntfwana base bayahamba bonkhe babuyela ekhaya. "Sala kahle, Nicholas. Ngiyabonga ngelilanga lelimnandzi," kusho Jakobe. "Hamba kahle, Jakobe!" kuphendvula Nicholas.

Sekuhwalele ngaphandle nesibhakabhaka sesigcwele tinkhanyeti. Sikhatsi semndeni kutsi ulale. Ngekuphatima kweliso Nicholas naFluffy sebalele babhudza ngelilanga lelimnandzi lekutikhipha.

**Lendzaba iphelela la.**





# ★ 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.***





## Liculo

Siyavakasha ngekujabula  
 Ngekujabula, ngekujabula  
 Siyavakasha, ngekujabula  
 Ngelilanga lelihle, libalele

Asipake imantji  
 Imantji, imantji  
 Asipake, imantji  
 Ngelilanga lelihle

Asigcumukele emfuleni  
 Emfuleni, emfuleni  
 Asigcumukele emfuleni  
 Kulelilanga lelihle njengaleli

Sidla sinkhwa nabholodzi  
 Nabholodzi, nabholodzi  
 Sidla sinkhwa nabholodzi  
 Kulelilanga lelihle njengaleli

Asisale sesibuyela ekhaya siyewulala  
 nyalo  
 Siyewulala nyalo, siyewulala nyalo  
 Asisale sesibuyela ekhaya siyewulala  
 nyalo

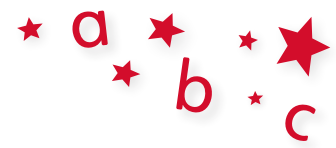
*(Usebentise indlela yakho.)*



## Emagama lavela endzabeni

Emagama lamcoka	pikiniki	imantji	indlala	umfula	ingubo	emasangweji
Lamanye emagama langetiwe:	sitselo	bhanana	lihhabhula	ijuzi	imbali	shizi
	gcum	zuba	bhukusha	paka	intsatjana	tsandzeka / mmandzi





## 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





### Utawuzinga loku:

- Indzaba: *Lilanga lelihle*
- Emaphaphethi: Make, Babe, Nicholas, Jakobe, imantji yepikiniki, umntwana longudzazewetfu kanye naFluffyinja
- Tinsita: imantji, sitselo nobe umfanekiso waso, imethi,inja yekudlala, timbali nobe umfanekiso wato
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

## Liviki 1 Lusuku 1

### Imisebenti yelikilasi lonkhe

Shano lomlotelo *Emehlo lamabili ekubona* kubitela ebafundzi emethini ngesikhatsi sendzaba.

### Kucoca indzaba kanye nekwakha silulumagama

#### 1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi. Hlanganisa indzaba nemphilo yebafundzi: Khuluma ngemindeni yebafundzi uphindze ucoce ngeminyaka yetelamani tabo.
- 1.2 Tsani “*Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba*”. Coca ngemagama lasemcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini, Sibonelo, khipha ingubo yepikiniki nemantji kanye nesitja lesinekudla.

#### 2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela bafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: “*Ucabanga kutsi batawentani ebantfwana nabefika emfuleni? Batawudlani njengekudla kwemini? Ucabanga kutsi batawentani uma befika ekhaya?*”.

#### 3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: “*Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?*”

### Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: “*ijuzi, gijima, Jakobe. Ungawuva umsindvo lohlosiwe: ijuzi, gijima, Jakobe? Yebo ucinisile! Wonkhe anawo lomsindvo /j/.*”
- 2 “*Lalela ngekuophelelisisa, nawa lamanye emagama nga /j/: lijezi, jantji, lijujo, lijiji, jamu, jova.*” (Gcizelela umsindvo wekucala usasho lamagama)
- 3 Shano umsindvo /j/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /j/: “*j-j-j*” Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

### Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





### 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. Do actions and make use of the puppets and props.
- 2.2 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: *"ijuzi, gijima, Jakobe. Can you hear the focus sound: ijuzi, gijima, Jakobe? Yes, you are right! They all have the sound /j/."*
- 2 *"Listen carefully, here are some more words with /j/: lijezi, jantji, lijujo, lijiji, jamu, jova."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /j/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /j/: *"j-j-j"*. 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!





### Utawudzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



## Liviki 1 Lusuku 2

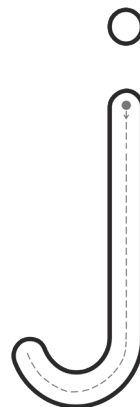
### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngencazelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoce lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lekutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumnandzi etilwimi letinyenti.

#### Kubumba luhlavu

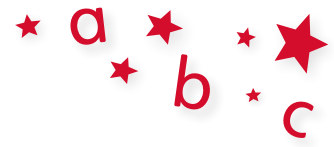
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /j/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /j/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangagijima bese bayajikela ngakulelinye lihlangotsi bese batsi: **“j-j-jika”**.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu ‘j’ lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *“Cala etulu wehle, yenta umsila ngesesancele, beka lichashati ngetulu kwalendvuku.”*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





#### You will need:

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



## Week 1 Day 2

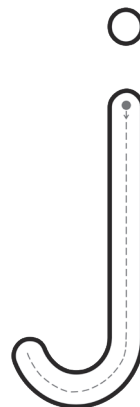
### Whole class activities

#### 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 /j/ or if they can think of any other words that start with the sound /j/.
- 2 Teach learners an action associated with the sound. For example: Learners can turn around in one direction and then turn around in the opposite direction while saying: "j-j-jika".
- 3 Show learners how to write the letter **j**. 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 and around. 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 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.



#### Utawuzinga loku:

- Emaphaphethi endzaba
- Tinsita: imantji, sitselo nobe umfanekiso waso, imethi,inja yekudlala, timbali nobe umfanekiso wato
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **j** njengemsindvo ngco: lijezi, jakalazi, jikanelilanga, jekamanzi, ijeli, ijini lijeke, lijazi, jamu



## Liviki 1 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama: Sibonelo: *"Ngalesikhatsi ebafundzi bazubela emfuleni, bente lokukhulu ku... Yebo, ligama litsi 'kucaphata'."*
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

#### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *"Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *"Loluhlavu **j** lubhalwa ngalendlela"*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.







### You will need:

- Puppets for the story
- 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 **j**: lijezi, jakalazi, jikanelilanga, jekamanzi, ijeli, ijini lijeke, lijazi, jamu



## Week 1 Day 3

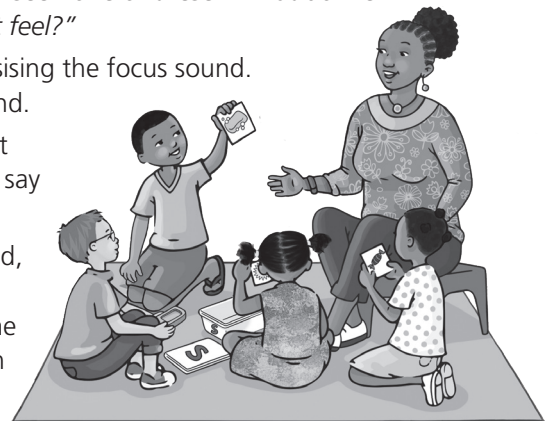
### Whole class activities

#### 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 **j**.”* 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.



### Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Emaphaphethi lavela endzabeni nobe tintfo nobe titfombe taletinye tintfo letivela endzabeni

### Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

## Liviki 1 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Yetfula emagama lamasha laphuma eluhlweni lvesilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



#### Kulalela imisindvo lesemcoka

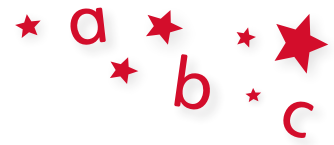
- 1 Chazela ebafundzi kutsi utawudlala "Ngibona..." ngemaphaphethi netinsita tendzaba "Lilanga Lelihle". Bavumele babuke emaphaphethi, tintfo netitfombe letikhonjisiwe.
- 2 Khetsa lokutsite endzabeni ngaphandle kwekutjela ebafundzi kutsi ucabangani. Bese, ngendlela levakalako, nika ebafundzi umsindvo wekucala weligama njengeluhala. Sibonelo Uma ucabanga nge "isangweji", tsani: "Ngibona ngeliso lami lokutsite lokunemsindvo Is!"
- 3 Ebafundzi kumele babuke tintfo letikhonjisiwe kutsi batfole tintfo letinawo lomsindvo. Uma bacagela "isangweji" kahle, litfuba labo lokubuka lokutsite bese batsi: "Ngibona ....".



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### 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 "isangweji", say: "I spy with my little eye something that starts with /s/."
- 3 Learners must look at the display for things that start with that sound. If they guess "isangweji" 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.



#### Utawuzinga loku:

- Sicephu seliphepha le-A4 semfundzi ngamunye NOBE likhasi lelikopishiwe **leMsebenti wemethi yepikiniki** kanye nelikhasi lelikopishiwe **leMsebenti wetidlephu tekuluka**
- Emakhrayoni ewaksi lamakhulu
- Sikelo kanye kanye iglu
- Emaphephabhuku nobe emabhukwana etitolo lanetitfombe tekudla
- Emagama lanemacoco letinhlamvu lamanyenti lahlobene nendzaba: lelihle, bhanana, litamatisi, isangweji, umfula, imbali, lilanga, ipikiniki, imantji, Fluffy

## Liviki 1 Lusuku 5

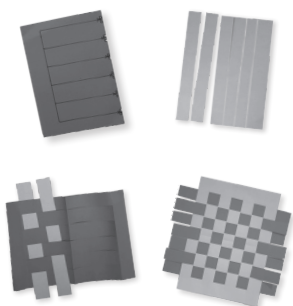
### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- 1 Phindza ucoce indzaba usebentise emaphaphethi.
- 2 Uma kwenteka, letsa imethi nobe ingubo kutewukhombisa likilasi, nobe ukhombise ebafundzi titfombe temamethi lahlukahlukene. Khuluma ngalamaphethini lahlukahlukene futsi/nobe ngemibala yemethi.
- 3 Chazela ebafundzi kutsi batawutentela imethi yabo yepikiniki ngokuyidvweba esiceshini seliphepha.
- 4 Uma ebafundzi bacedzile "imethi" yabo, bangadvweba nobe basike titfombe tekudla kwepikiniki emaphephabhukwini nobe kumabhukwana etitolo bese banamatselisa titfombe emethini yabo.

#### NOBE

- 1 Chazela ebafundzi kutsi batawuluka imethi yabo yepikiniki ngekusebentisa tidlephu temaphepha. Khombisa ebafundzi sibonelo futsi ukhulume ngekutsi tidlephu temibala leyahlukahlukene tenta njani iphethini yekuluka.
- 2 Nika umfundzi ngamunye likhasi leligociwe **leMsebenti wemethi yepikiniki** kanye nelikhasi **leMsebenti wetidlephu tekuluka**
- 3 Likhasi leMsebenti wemethi yepikiniki: Khombisa ebafundzi kutsi kusikwa njani emugceni lonemacashati ephepheni lemsebenti lisagociwe. Cinisekisa kutsi bagcina kusika emugceni locinile. Ebafundzi bavula lelikhasi uma sebecedzile kusika.
- 4 **Likhasi leMsebenti wetidlephu tekuluka:** Ebafundzi bafaka tidlephu umbala bese bayatisika.
- 5 Khombisa kutsi tidlephu letinembala tilukwa njani ngetulu nangephasi kwetikhala letisikiwe kulelikhasi leMsebenti wemethi yepikiniki. Sidlephu ngasinye sidzinga kulukwa sichushiswe ngekuphambana etikhaleni letisikiwe kuze kwenteke intfo lelukekile.
- 6 Uma ebafundzi sebecedzile "imethi" yabo yepikiniki, bangasika titfombe tekudla kwepikiniki emaphephabhukwini nobe kumabhukwana etitolo bese banamatselisa titfombe emethini yabo.



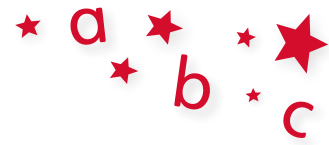
### Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukaniswa njani ngemalunga, sibonelo: **i | sa | ngwe | ji**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lunga: **i** (zuba kanye) **sa** (zuba kanye) **ngwe** (zuba kanye) **ji** (zuba kanye). Cela umfundzi agcume futsi, ngalesi sikhatsi labanye ebafundzi kumele bashaye kugcuma ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bagcume uma balehlukana ngemalunga.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

- An 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: lelihle, bhanana, litamatisi, isangweji, umfula, imbali, lilanga, ipikiniki, imantji, Fluffy

## Week 1 Day 5

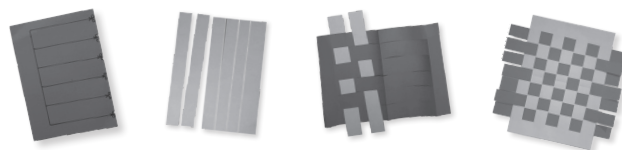
### Whole class activities

#### 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: **i | sa | ngwe | ji**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **sa** (one jump) **ngwe** (one jump) **ji** (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.









# Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Likhasi le-A4 lelingenalutfo lemfundzi ngamunye</li> <li>Emakhrayoni ewaksi lamakhulu</li> </ul> <div data-bbox="249 683 534 953" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ngifuna kudlala naFluffy.</p>  </div> <div data-bbox="192 1013 579 1218" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</p> </div>	<p><b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b></p> <ol style="list-style-type: none"> <li>Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo.</li> <li>Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo.</li> <li>Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Sibonelo: <i>“Uyitsandzile yini lencenye ngalesikhatsi Nicholas, Jakobe kanye naFluffy bazubela emantini?”</i></li> <li>Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba.</li> <li>Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe.</li> <li>Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako.</li> <li>Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo. <i>“Fluffy... wazubela... e ... Nguliphi ligama bewufuna kulisho lelilandzelako? ... O yebo, ‘emantini’.</i> Ngitavubhala ligama ‘emantini’.”</li> <li>Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono.</li> <li>Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.</li> </ol>
<ul style="list-style-type: none"> <li>Isethi yemakhadi etitfombe tembala lanetimpahla tasehlobo netasebusika</li> <li>Titja tepulasitiki letimbili- temajarini nobe teyogathi (sinye sifakwe ligama <b>‘Lihlobo’</b> nesitfombe semphahla yasehlobo sinamatseliswe ngembali; lesinye sitja sifakwe ligama <b>‘Busika’</b> nemphahla yasebusika inamatseliswe ngembali.)</li> </ul> <div data-bbox="215 1615 565 1753" style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p><b>Umsebenti 2: Timpahla kanye nemidlalo</b></p> <p>Beka emakhadi lanetifombe tetimpahla telihlobo netebusika uwabukise phasi etafuleni.</p> <p><b>Umdlalo wekuhlela</b></p> <ol style="list-style-type: none"> <li>Sitja sinye sifakwe ligama <b>Lihlobo</b> nesitfombe semphahla yasehlobo sinamatseliswe ngembali; lesinye sitja sifakwe ligama <b>Busika</b> nesitfombe semphahla yasebusika.</li> <li>Umfundzi ngamunye uba nelitfuba lokuphakamisa likhadi, abuke sitfombe, akhulume ligama abese ulifaka esitjeni lesifanele.</li> </ol> <p><b>Umdlalo wenkhumbulo</b></p> <ol style="list-style-type: none"> <li>Umfundzi ngamunye uba nelitfuba lekugucula emakhadi mabili. Uma titfombe tihambelana kulamakhadi omabili (timpahla totimbili tasehlobo nobe timpahla totimbili tasebusika), bayawagcina emakhadi.</li> <li>Uma tingahambisani (yinye yasehlobo lenye yasebusika), emakhadi atawubekwa abukiswe phasi etafuleni bese kunikwa umfundzi lolandzelako litfuba.</li> </ol>
<ul style="list-style-type: none"> <li>Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana</li> </ul> <div data-bbox="296 1921 496 2162" style="text-align: center; margin-top: 10px;">  </div>	<p><b>Umsebenti 3: Kufundza lokukhululekile</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi.</li> <li>Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza.</li> <li>Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza.</li> <li>Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.</li> </ol>



## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> <div data-bbox="227 645 552 929" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 936 562 1182" style="background-color: #f9cb9c; padding: 5px; margin: 10px 0;">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>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?"</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>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.</li> <li>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'."</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• A set of colour picture cards with summer and winter items of clothing</li> <li>• Two plastic containers – margarine or yoghurt tubs (One container has a label with the word <b>Summer</b> and a picture of a summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a winter item of clothing stuck on the front.)</li> </ul> <div data-bbox="210 1548 574 1692" style="display: flex; align-items: center; margin: 10px 0;">    </div>	<p><b>Activity 2: Puzzles and games</b></p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p><b>Sorting game</b></p> <ol style="list-style-type: none"> <li>1 One container has a label with the word <b>Summer</b> and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a picture of a Winter item of clothing stuck on the front.</li> <li>2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container.</li> </ol> <p><b>Memory game</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="249 1808 510 2126" style="text-align: center; margin: 10px 0;">  </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>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.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Utawudzinga loku

- Libumba nobe inhlama yekudlala kanye nebhodi nobe imethi



- Tinsita: imantji, kudla kwekudlala, tinkomishi netitja kwepulasitiki, imethi, tibuko telilanga, tigcoko, sambulela, emafutsa ekuvikela lilanga

### Imisebenti

#### **Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla**

- 1 Nika umfundzi ngamunye libhola lelibumba nobe inhlama yekudlala kanye nesifanekiso sencwadzi.
- 2 Ebafundzi kumele bente imantji lencane netitselo ngelibumba nobe ngenhlama yekudlala. Khombisa ebafundza kugicita tihlephu tenhlama yekudlala tibe ticu letincane bese utibeka lesinye etulu kwalesinye kwenta imantji, nobe ugicite libhola lelikhulu bese wenta umgodzi.
- 3 Ebafundzi bangagicita inhlama yekudlala kutsi bente simo lesifana nelibhanana, nobe bente libhola lelitawumela titselo letinjenge ma-apula nobe ema-orenji.

#### **Umsebenti 5: Umdlalo wekutentisa**

- 1 Holela licembu ekhoneni lemdlalo wekutentisa ubahlalise phasi ngekushesha.
- 2 Fundza imitsetfo yelikhona lemdlalo wekutentisa bese ubakhombisa tinsita letisha.
- 3 Chaza kutsi batawuba nepikiniki yekutentisa. Bangapaka kudla, batsatse luhambo, bendlale imethi bajabulele ipikiniki ndzawonye. Bangasahamba baye kulenye indzawo epikinikini: elwandle, epaki, engadzini ledvutane nobe edamini.
- 4 Vakashela lelikhona lokungenani kanye kuyobona futsi ugcugcutele umdlalo wekutentisa webafundzi. Sibonelo, Ungafika utsi: "Sawubona! Sengikhona! Ngiyabonga kungimema kutsi ngite kulepikiniki lehle kangaka. Yaze yaba yihle lendzawo yepikiniki. Yini leniyipakile emantjini?"
- 5 Tjela ebafundzi baletse epikinikini libhele lekudlala nobe lithoyi lelitambile labalitsandako evikini lelitako.







### You will need

- Clay or playdough and a board or mat



### Activities

#### 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 blanket, 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.





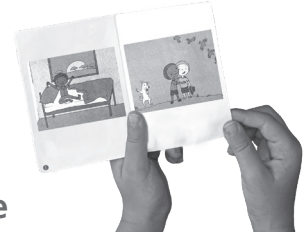
### Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

## Liviki 2 Lusuku 1

### Imisebenti yelikilasi lonkhe

#### Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: "Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?"
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati "kufundza" emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



### Stella utsi:



Ungagcila etinhlavini nasemisindweni nome kunini onkhe emalanga, kakhulukati ngetikhatsi tekudlala ngaphandle netengucuko (ludwendvwe ngephandle kwendlu lencane; kulungiselela kudla kwasemini njalonjalo). Sebentisa amatfuba ekukhomba tihlavu letikusimondzawo bese ubuta bafundzi kutsi ngutiphi tihlavu lebatibonako. Loku kusita bafundzi kubona kutsi sitisebentisa njani tihlavu njengelhala lekufundza tintfo letisitungeletile.

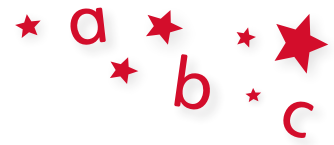
#### Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "ishaya,inja, intsatjana, ijuzi, isangweji, ingubo. Ungawuva umsindvo lohlosiwe: **inja, intsatjana, ijuzi, ingubo?** Yebo ucinisile! Wonkhe anawo lomsindvo **li!**"
- 2 "Lalela ngekuophelelisisa, nawa lamanye emagama nga **li!**: sipikili, ifiliji, sisini, sigici, liphilisi, liso, emafilikiki." (Gcizelela umsindvo wekucala usasho lamagama).
- 3 Shano umsindvo **li!** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo **li!**: "**i-i-i!**" Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

### Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





### 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. Encourage learners to take the books home to read with their families.
- 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: "ishaya, inja, intsatjana, ijuzi, isangweji, ingubo. Can you hear the focus sound: **inja**, **intsatjana**, **ijuzi**, **ingubo**? Yes, you are right! They have the sound **ii**."
- 2 "Listen carefully, here are some more words with **ii**: sipikili, ifiliji, sisini, sigici, liphilisi, liso, emafilikiki." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ii** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ii**: "**i-i-i**". 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.



#### Utawuzinga loku:

- Libhuku Lelikhulu: *Lilanga lelihle*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

## Liviki 2 Lusuku 2

### Imisebenti yelikilasi lonkhe

#### Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza. Phindza ufundze bese ucela ebafundzi kutsi bafundze kanye nawe.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulanzela.
- 5 Ngemuva kwekukuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futhi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



### Kubumba luhlavu

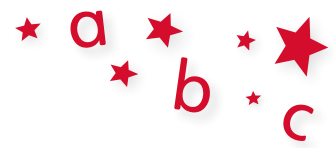
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /i/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /i/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo Sibonelo: Bafundzi bangabeka tandla totimbili esuswimi kulingisa kutsi sisu sibihlungu bese batsi: “i-i-i”.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu ‘i’ lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulanzelako: “Cala etulu wehle, beka lichashati ngetulu kwalendvuku.”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





### 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 /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 put both hands on their stomach and groan to show they are in pain while saying: “i-i-i”.
- 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.



#### Utawuzinga loku:

- Libhokisi letinhlavu leliphetse tintfo nobe titfombe tetintfo letina **i** njengemsindvo ngco: sipikili, sisini, liphilisi, iphiphi, tipikili, sitini, licici, likiki, shizi, sikhindi, ikhilikithi, sipinishi, indishi

#### Stella utsi:



Kungumbono lomuhle kuba netitfombe uma wenta lomsebenti kusita bafundzi kukhumbula tintfo bese ubanika imibono kutsi batsini.

## Liviki 2 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kufundza kulalela

- 1 Hlalisa ebafundzi ematafuleni bese uhlalisa bonkhe phasi kute likilasi litfule futsi liphole. Cala ngemsebenti wekulalela walomuhla utsi: "Asivaleni emehlo etfu, siphindze sitfule uma silalelisisa ngekucopehela lemisindvo lesitungeletile". Manje tjela ebafundzi bavule emehlo abo bakhulume ngemisindvo, lebayivile. Bakhulume ngekutsi nguyiphi misindvo lemadvute nobe lesondzelene nabo (lephasi) nekutsi nguyiphi lekhashane. Tjela ebafundzi kutsi batawenta umsebenti lapho kumele ngekunaka balalelise loko lokushoko.
- 2 Tsani kubafundzi: "Endzabeni yekuya epikinikini, Make upake kudla kwagcwala imantji yepikiniki. Sitawudlala umdlalo sicabange ngetintfo lesingatifaka emantjini yepikiniki. Lalela, ngitawucala ngekutsi: 'Siye epikinikini sapaka ema-apula emantjini yetfu.' Nyalo, sitawujikeleta ngalesiyingi bese wonkhe umuntfu utawutfole litfuba lekusho kutsi upakeni emantjini yepikiniki."
- 3 Uma wonkhe umfundzi alitfolele litfuba, ungachubekisa lomdlalo, kepha ngalesi sikhatsi ebafundzi kufanele betame kukhumbula loko lokupakiwe emantjini ngembi kwekwengeta lenye intfo. Chubeka ngalendlela wengete ngaletinye tintfo letisihlanu emantjini

**Ithiphu:** Uma ebafundzi batfole bumatima ngekuwabanga ngetintfo, nayi imibono: sinkhwa lesigcotjisiwe, li-orenji, emabhanana, sinatfo setitselo, emanti, ematamatisi, shizi, lubisi, emabhisikiti.

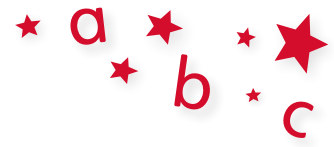
#### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: "Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcola uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: "Loluhlavu **i** lubhalwa ngalendlela". Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **i**: sipikili, sisini, liphilisi, iphiphi, tipikili, sitini, licici, likiki, shizi, sikhindi, ikhilikithi, sipinishi, indishi

### 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

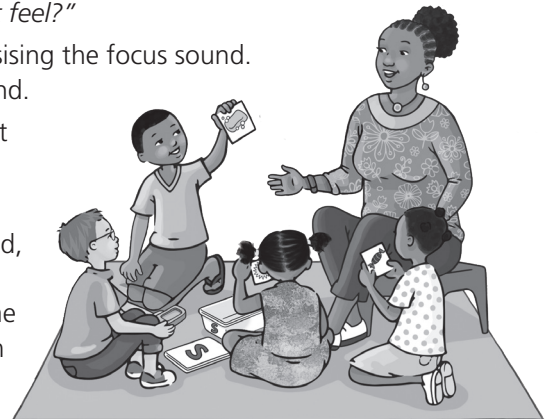
#### Learning to listen

- 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 **i**." 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.





#### Utawudzinga loku:

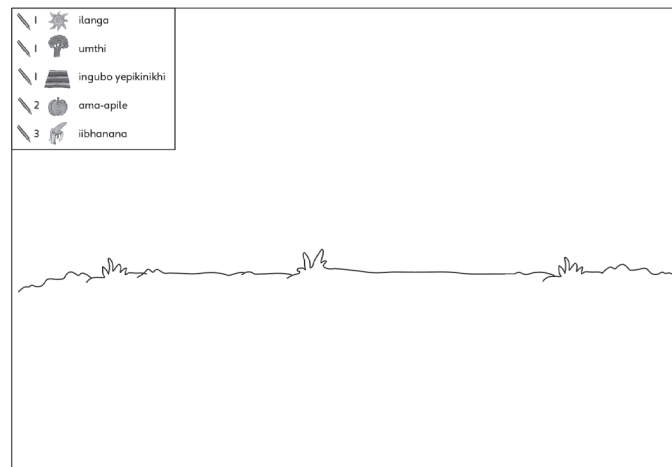
- **Likhasi lemsebenti lekuFundza nekwenza** lemfundzi ngamunye
- Emaphaphethi lavela endzabeni nobe tintfo nobe titfombe taletinye tintfo letivela endzabeni

## Liviki 2 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Fundza wente

- 1 Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, titfombe kanye nemagama).
- 2 Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- 3 Fundzani kanye umugca wekucala. Buta kutsi bakhona yini ebafundzi "labangafundza" kutsi yini lelandzelako eluhlwini lekumele yentiwe; kumele badwebe sihlahla sinye.
- 4 Chubeka ngalendlela ngayo yonkhe imilayeto.
- 5 Nyalo phindza ufundze yonkhe imilayeto bese utsi kubafundzi: *"Dvweba lilanga linye. Uma ucedzile, bese ufaka luphawu kuloko eluhlwini lwakho."*
- 6 Ebafundzi kumele bachubeke ngekudweba bafake luphawu kulemilayeto baze balucedze luhla.



### Kulalela imisindvo lesemcoka

- 1 Chazela ebafundzi kutsi utawudlala *"Ngibona..."* ngemaphaphethi netinsita tendzaba *"Lilanga Lelihle"*. Bavumele babuke emaphaphethi, tintfo netitfombe letikhonjisiwe.
- 2 Khetsa lokutsite endzabeni ngaphandle kwekutjela ebafundzi kutsi ucabangani. Bese, ngendlela levakalako, nika ebafundzi umsindvo wekucala weligama njengeluhala. Sibonelo: Uma ucabanga nge "isangweji", tsani: *"Ngibona ngeliso lami lokutsite lokunemsindvo Isl."*
- 3 Ebafundzi kumele babuke tintfo letikhonjisiwe kutsi batfole tintfo letinawo lomsindvo. Uma bacagela "isangweji" kahle, litfuba labo lokubuka lokutsite bese batsi: *"Ngibona ...."*.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.







### You will need:

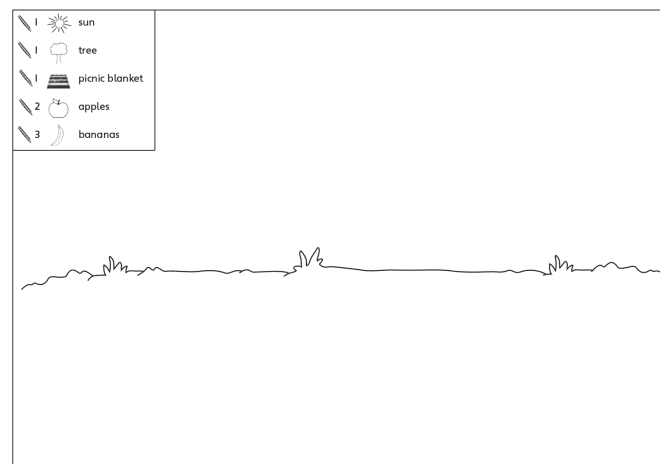
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

## 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 “isangweji”, say: “*I spy with my little eye something that starts with /s/*”.
- 3 Learners must look at the display for things that start with that sound. If they guess “isangweji” 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.



#### Utawudzinga loku:

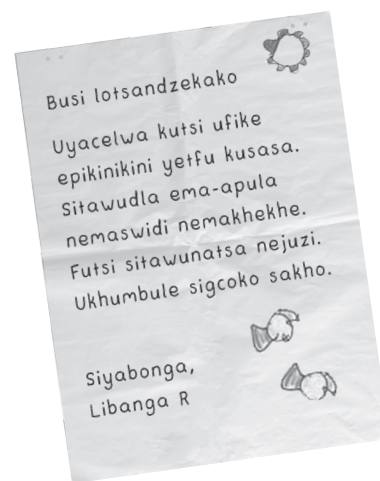
- Liphepha leflipushadi
- Emagama lanemacoco etinhlamvu lamanyenti lahlobene nendzaba: lelihle, bhanana, litamatisi, isangweji, umfula, imbali, lilanga, ipikiniki, imantji, Fluffy

## Liviki 2 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- 1 Tsani kubafundzi: *“Asihleleni ipikiniki yelikilasi bese simema likilasi lelinye nobe thishelanhloko nobe lesinye sisebenti kutawuhlanganyela natsi. Ningangisita kwenta simemo sekutsi ngibatise ngalepikiniki?”*
- 2 Sebentisa sicephu selishadi leliphencekako kubhala phasi imibono yebafundzi ngalesikhatsi nicocisana ngalesimemo. Cala ngekuchaza kutsi uma simema ebantfu, siyaye sitsi *“...lotsandzekako”*. Bese singasho sitsi: *“Uyacelwa kufika epikinikini yetfu.”*
- 3 Buta ebafundzi kutsi yini lenye lengabhalwa kulesimemo, bakubone uwabhala emagama abo labawashoko. Khulumani ngekutsi itawuba nini ipikiniki, sikhatsi nekutsi baphatseni.
- 4 Fikisa simemo kulomuntfu lesiya kuye bese uyamgcugcutela kutsi aphenzvule asho kutsi utawuhlanganyela kulepikiniki. Fundzela ebafundzi imphendvulo.
- 5 Hlela ipikiniki nebafundzi, ngalelo lilanga, bavumele batsatse kudla kwabo kwemini baye nako *“endzaweni yepikiniki”* bese baba nepikiniki.



### Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukeniswa njani ngemalunga, sibonelo: **i | sa | ngwe | ji**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lungu: **i** (zuba kanye) **sa** (zuba kanye) **ngwe** (zuba kanye) **ji** (zuba kanye). Cela umfundzi agcume futsi, ngalesi sikhatsi labanye ebafundzi kumele bashaye kugcuma ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bagcume uma balehlukana ngemalunga.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

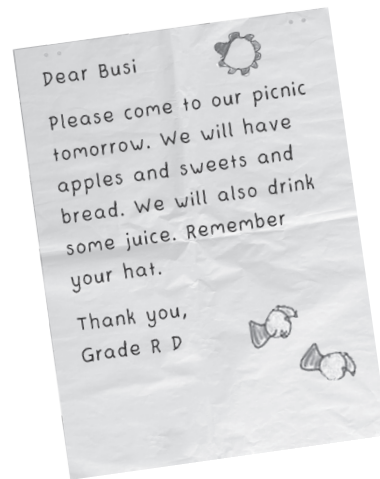
- Flipchart paper
- A list of multisyllabic words relating to the story: lelihle, bhanana, litamatisi, isangweji, umfula, imbali, lilanga, ipikiniki, imantji, Fluffy

## 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: **i | sa | ngwe | ji**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **sa** (one jump) **ngwe** (one jump) **ji** (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.









## Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe</li> <li>Dikherayone tse di mafura tsa jumb</li> </ul>  <p><i>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulanzelanisa kutsi tibanike imibono.</i></p>	<p><b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b></p> <ol style="list-style-type: none"> <li>Ebafundzi kumele badvwebe luhla lwekudla lebangatsandza kuya nako epikinikini.</li> <li>Phawula nobe ucele umfundzi ngamunye akutjele ngemdwebo wakhe.</li> <li>Buta ebafundzi kutsi bangatsandza yini kubhala emagama alokudla labakudvwebile nobe bangatsanda kutsi ubabhalele.</li> <li>Bhala njengobe ebafundzi basho, ligama ngeligama. Khumbula kubhala kubonakale nangebunono.</li> <li>Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe emagama.</li> <li>Khomba ligama ngalinye uma ufundza futsi ubonge imitamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>Isethi yemakhadi etitfombe tembala lanetimpahla tasehlobo netasebusika</li> <li>Titja tepulasitiki letimbili- temajarini nobe teyogathi (sinye sifakwe ligama <b>'Lihlobo'</b> nesitfombe semphahla yasehlobo sinamatseliswe ngembili; lesinye sitja sifakwe ligama <b>'Busika'</b> nemphahla yasebusika inamatseliswe ngembili.)</li> </ul> 	<p><b>Umsebenti 2: Timphica kanye nemidlalo</b></p> <p>Beka emakhadi lanetitfombe tetimpahla telihlobo netebusika uwabukise phasi etafuleni.</p> <p><b>Umdlalo wekuhlela</b></p> <ol style="list-style-type: none"> <li>Umfundzi ngamunye uba nelitfuba lokuphakamisa likhadi, abuke sitfombe, akhulume ligama abese ulifaka esitjeni lesifanele.</li> </ol> <p><b>Umdlalo wenkhumbulo</b></p> <ol style="list-style-type: none"> <li>Umfundzi ngamunye uba nelitfuba lekugucula emakhadi mabili. Uma titfombe tihambelana kulamakhadi omabili (timphahla totimbili tasehlobo nobe timphahla totimbili tasebusika), bayawagcina emakhadi.</li> <li>Uma tingahambisani (yinye yasehlobo lenye yasebusika), emakhadi atawubekwa abukiswe phasi etafuleni bese kunikwa umfundzi lolandzelako litfuba.</li> </ol> 
<ul style="list-style-type: none"> <li>Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana</li> </ul> 	<p><b>Umsebenti 3: Kufundza lokukhululekile</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi.</li> <li>Kwekucala, ungadzinga kusita ebafundzi kukhetha incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza.</li> <li>Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetha lokutsite lebangatfokotela kukufundza.</li> <li>Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.</li> </ol>

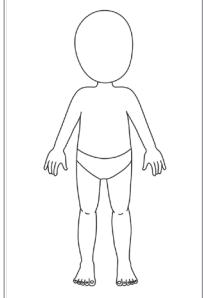
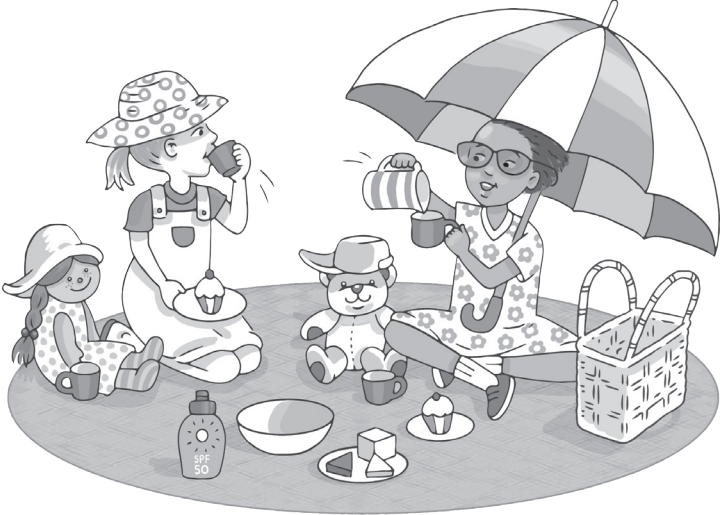


## Small group activities for Week 2

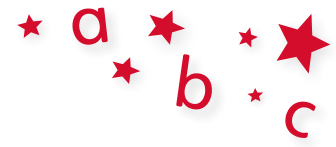
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Learners must draw a list of foods they would like to take on a picnic.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>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.</li> <li>Write exactly what learners tell you, word for word. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the words with you.</li> <li>Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>A set of colour picture cards with summer and winter items of clothing</li> <li>Two plastic containers – margarine or yoghurt tubs (One container has a label with the word <b>Summer</b> and a picture of a summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a winter item of clothing stuck on the front.)</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p><b>Sorting game</b></p> <ol style="list-style-type: none"> <li>Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container.</li> </ol> <p><b>Memory game</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>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.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>

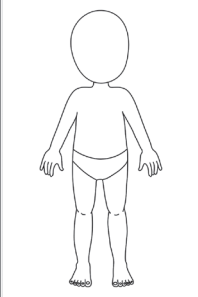
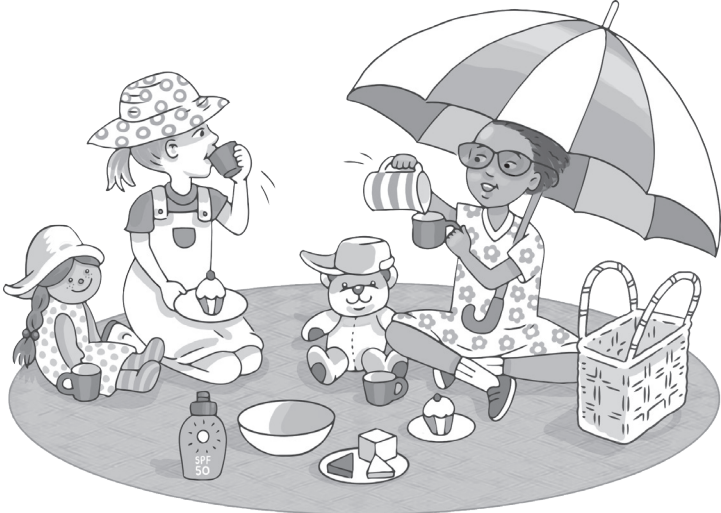




Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>• Ikhophi yemfundzi ngamunye ye<b>Likhasi lemsebenti weKugcoka</b></li> <li>• Ticephu tetinhlobo letahlukahlukene tendwangu nome ticephu temaphepha temibala lehlukahlukene, ticephu tentsambo</li> <li>• Sikelo</li> <li>• Iglu</li> </ul>	<p><b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundzi ngamunye liphepha lelinemncele wemtimba wemntwana bese ukhuluma ngetitfo temtimba letahlukahlukene.</li> <li>2 Chazela ebafundzi kutsi batawutigcokisa njengobe Nicholas entile endzabeni. Kumele basike ticephu letincane tendwangu (nobe liphepha lembala) bese banamatselisa ekhasini bente timphahla teLihlobo nobe teBusika.</li> <li>3 Bangadweba emehlo, tindlebe, likhala kanye nemlomo, bese banamatselisa intsambo bente tinwele.</li> </ol> 
<ul style="list-style-type: none"> <li>• Tinsita: imantji, kudla kwekudlala, tinkomishi netitja kwepulasitiki, imethi, tibuko telilanga, tigcoko, sambulela, emafutsa ekuvikela lilanga</li> </ul>	<p><b>Umsebenti 5: Umdlalo wekutentisa</b></p> <ol style="list-style-type: none"> <li>1 Khumbuta bafundzi ngetipropo letisekhoneni lekudlala bese ubagcugcutela kutsi bachubeke kusukela evikini 1 uma benta shengatsi banepikiniki. Vakashela ekhoneni kute ubone futsi ugcugcutele ebafundzi ngemdlalo wekutentisa.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• A photocopy of the <b>Getting dressed activity page</b> for each learner</li><li>• Pieces of different kinds of fabric or pieces of different coloured paper, pieces of string</li><li>• Scissors</li><li>• Glue</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Give each learner an activity sheet with an outline of a child's body and talk about the different parts of the body.</li><li>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.</li><li>3 They can draw eyes, ears, nose and a mouth, and stick on string for hair.</li></ol> 
<ul style="list-style-type: none"><li>• Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>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. Visit the corner to observe and encourage the learners' pretend play.</li></ol> 



# ★ Thishela Akinyi

## Indzaba



Ligama lami nginguMandisa, lona ngumngani wami, Thabo. Lona nguthishela wetfu. Ligama lakhe nguThishela Akinyi futsi usitsandza kakhulu. Kunetinfo letinyenti lehlukahlukene thishela Akinyi lasifundzisa tona.

NgeMsombuluko, sifundza emagama emibala leyehhlukahlukene kanye nabolobunjwa: “Lelikepisi liluphuti, lelibhudze liluhlata kwesibhakabhaka, lesiyingi siluhlata satjani, kanye neliwolintji lelisaliwolintji.” Sibuka sijikelete lelikamelo kutfole leminyane imibala nabolobunjwa.

NgaLesibili, Thishela Akinyi utsi, “Namuhla ngitanicocela tindzaba ngebantfu labamcoka nalabalulekile.” Site netitfombe lapha ekilasini kute sikhulume ngebantfu labamcoka futsi lababalulekile etimphilweni tetfu. Thabo ute nesitfombe sababe Mandela kantsi mine ngite nesitfombe sababe wami angifundzela indzaba lemnandzi.

NgaLesitsatfu, sifundza ngetinhlobo tetitfutsi bantfu labatisebentisako kuya etindzaweni letikhashane. Sifundza ngekutsi bantfu bafika njani emsebenzini nasesikolweni. Ngihamba ngelitekisi esikolweni. Thabo utsi, “Ngihamba ngebhasi nangiya kagogo ngemaholide.”

NgaLesine, Thishela Akinyi utsi, “Asambeni sonkhe siye ngaphandle siyofundza kulima nekuhlanyela ummbila.” Sigubha umgojana sifake umcuba bese sifaka inhlabu yemmbila. Ngitfwala libhakede lemanti kutewunisela sitjalo semmbila.

NgaLesihlanu, sicocela likilasi ngetindzaba tetfu. Thabo ucoca indzaba yakhe: “Bengineliwolintji esikhwameni sami, imbuti yetama kulintjontja.” Likilasi lonkhe laphubuka lahleka: “HAHAHAHAHA-HEHEHEHEE!”

Thishela Akinyi nguthishela lobendlula bonkhe bothishela emhlabeni. Ngimtsandza kakhulu. Uma ngikhula ngifisa kuba nguthishela lofana naye.

**Lendzaba iphelela la.**





# ★ 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.***





## Liculo

Emalanga lasikhombisa evikini

Emalanga lasikhombisa evikini

Asiwabaleni onkhe, asiwabaleni onkhe

Msombuluko, Lesibili, Lesitsatfu

Lesine, leSihlanu, uMgcibelo

Lisontfo lilanga lelimcoka

Emalanga lasikhombisa evikini

*(Hlabelela ngendlela "Emagundwane lamatsatfu langaboni" noma usebentise yakho.)*



## Emagama lavela endzabeni

Emagama lamcoka:	thishela	umngani	lomcoka	lababalulekile	titfutsi	kukhula
Lamanye emagama langetiwe:	liwolintji	liphuti	lebukhwebeleti	lokunsundvu	kulima	ngephandle
	libhakede	bunandzi	luhleko	sikhwama	Imbuti	lokubalulekile





## 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

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





### Utawuzinga loku:

- Indzaba: *Thishela Akinyi*
- Emaphaphethi: Mandisa, Thabo, iphosta yababe afundzela Mandisa, iphosta yaNelson Mandela, litekisi, ibhasi, sitjalo semmbila, libhakede
- Tinsita: Tintfo nobe titfombe te: likepisi lelimtfubi, libhudzi lelibubendze, siyongi lesibukhwebeletane nelibhakede leli-orenji, sitjalo lesincane lesisesitjeni, ibhasi yekudlalisa kanye nendizamshini
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

## Liviki 1 Lusuku 1

### Imisebenti yelikilasi lonkhe

Shano lomlololetelo *Emehlo lamabili ekubona* kubitela ebafundzi emethini ngesikhatsi sendzaba.

### Kucoca indzaba kanye nekwakha silulumagama

#### 1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi ngekubuta: *“Lomuhla nguliphi lilanga? Kusasa kutawuba nguliphi lilanga? Ngumaphi emalanga lesita ngawo esikolweni? Ufika njani esikolweni?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Ngaphambi kwesifundvo ungabuta labo losebenta nabo nobe ebatali kutsi abitwa njani lamanye emagama ngelulwimi lelikhulunywa bafundzi ekhaya. Loku kutawusita ebafundzi kuvisisa emagama lalukhuni njenga *“khetsekile/spesheli”*.

#### 2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela bafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi Thabo ufika njani esikolweni? Inhlanyelo idzingani kuze ikhule kahle? Ucabanga kutsi kungani sikhwama saThabo sidzabukile?”*

#### 3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?”*

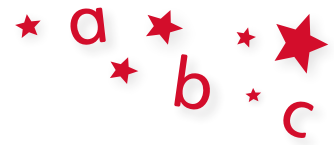
### Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“sigubha, umgojana, ligama, gogo. Ungawuva umsindvo lohlosiwe: umgojana, ligama, gogo? Yebo ucinisile! Wonkhe anawo lomsindvo /g/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /g/: galaza, ligagasi, ligala, ligiya, sigubhu, guca, gona, gabela, gijima.”* (Gcizelela umsindvo wekucala usasho lamagama).
- 3 Shano umsindvo /g/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /g/: *“g-g-g”* Kwente loku kubemnandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

### Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





### 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. Do actions and make use of the puppets and props.
- 2.2 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: "*sigubha, umgojana, ligama, gogo. Can you hear the focus sound: umgojana, ligama, gogo? Yes, you are right! They all have the sound /g/.*"
- 2 "*Listen carefully, here are some more words with /g/: galaza, ligagasi, ligala, ligiya, sigubhu, guca, gona, gabela, gijima.*" (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.

### 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.





### Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



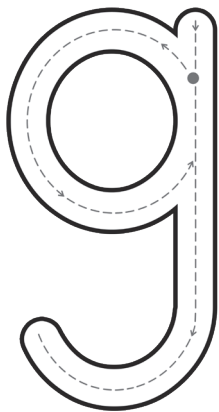
## Liviki 1 Lusuku 2

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngencazelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoce lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lekutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumnandzi etilwimi letinyenti.

#### Kubumba luhlavu



- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /g/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /g/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo Sibonelo: Bafundzi banga shaya tinyawo phasi batsi: **"gi-gi-gi gandza"**.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu **g** lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *"Cala etulu ushaye umjikeleto, khuphuka bese uyehla khona lapho wenta umsila ngesesancele."*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





#### You will need:

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



## Week 1 Day 2

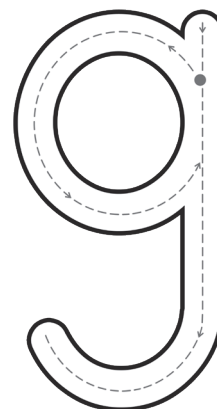
### Whole class activities

#### 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: "gi-gi-gi gandza."
- 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.



### Small group activities

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



#### Utawuzinga loku:

- Emaphaphethi endzaba
- Tinsita: Tintfo nobe titfombe te: likepisi lelimtfubi, libhudzi lelibubendze, siyingi lesibukhwebeletane nelibhakede leli-orenji, sitjalo lesincane lesisesitjeni, ibhasi yekudlalisa kanye nendizamshini
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **g** njengemsindvo ngco: igatali, gogo, ligede, igalufu, ligilavu, igandaganda, iglu, ligagasi, gona, gijima

## Liviki 1 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama: Sibonelo: *“Asishoni yonkhe imibala lesiyatiko. Li-orenji limbala lonjani? Ngubani longakhumbula kutsi libhudzi belimbala lonjani?”*.
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *“Loluhlavu **g** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.







### 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 **g**: igatali, gogo, ligede, igalufu, ligilavu, igandaganda, iglu, ligagasi, gona, gjijima

## Week 1 Day 3

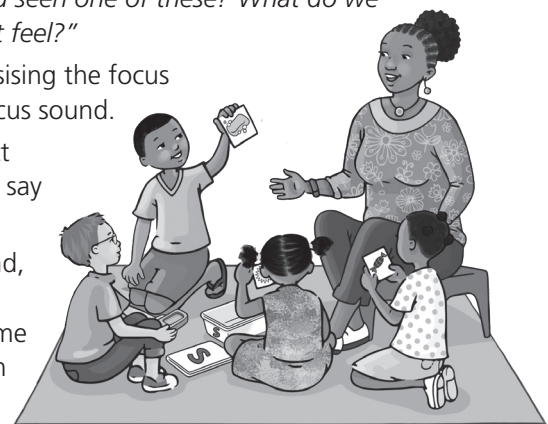
### Whole class activities

#### 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 **g**.”* 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.



### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Emaphaphethi lavela endzabeni nobe tintfo nobe titfombe taletinye tintfo letivela endzabeni

### Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

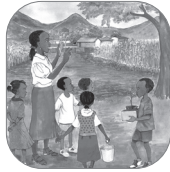
- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

## Liviki 1 Lusuku 4

### Imisebenti yelikilasi lonkhe

#### Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Yetfula emagama lamasha laphuma eluhlweni lvesilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



#### Kulalela imisindvo lesekcoka

- 1 Chazela ebafundzi kutsi utawudlala "Ngibona..." ngemaphaphethi netinsita tendzaba "Thishela Akinyi". Bavumele babuke emaphaphethi, tintfo netitfombe letikhonjisiwe.
- 2 Khetsa lokutsite endzabeni ngaphandle kwekutjela ebafundzi kutsi ucabangani. Bese, ngendlela levakalako, nika ebafundzi umsindvo wekucala weligama njengeluhala. Sibonelo Uma ucabanga nge "litekisi", tsani: "Ngibona ngeliso lami lokutsite lokunemsindvo **It!**."
- 3 Ebafundzi kumele babuke tintfo letikhonjisiwe kutsi batfole tintfo letinawo lomsindvo. Uma bacagela "litekisi" kahle, litfuba labo lokubuka lokutsite bese batsi: "Ngibona ....".
- 4 Uma uwudlalile lomdlalo ngemaphaphethi netinsita letisenzabeni, tsani kubafundzi: "Nyalo sitawudlala lomdlalo futsi, kepha calata kulo lonkhe ligumbi. Lalela ngekunakekela: Ngibona ngeliso lami lokutsite lokunemsindvo **It!**. Yebo, litafula!" Nika ebafundzi litfuba lokubuka lokutsite ekilasini bese batsi: "Ngibona...".

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### 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

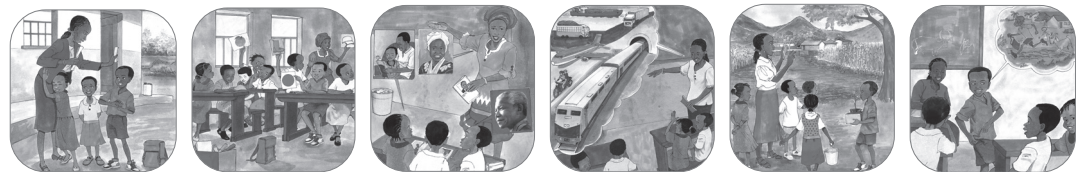
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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 "litekisi", say: "I spy with my little eye someone whose name starts with /t/."
- 3 Learners must look at the display for things that start with that sound. If they guess "Mr Mandela" 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 /t/. Yes, it's a litafula!" 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.



#### Utawuzinga loku:

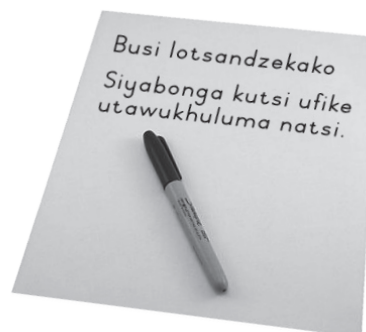
- Sicephu lesikhulu seliphepha lelishadi
- Emagama lanemacoco etinhlamvu lamanyenti lahlobene nendzaba: gogo, emaholide, kulima, Akinyi, thishela, li-apula, bunandzi, libhakede, fundza, tindzaba

## Liviki 1 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- 1 Mema lomunye umuntfu ete kutawunika ebafundzi inkhulumo lemfisha. (Ungacela lesinye sisebenti nobe thishelanhloko, nobe lomunye umuntfu emphakatsini.) Bacele bakhulume nebafundzi ngemuntfu lokhetsekile emphilweni yabo.
- 2 Ngemuva kwenkhulumo, bhalani kanye incwadzi yekubonga leya kulomuntfu.
- 3 Tsani kubafundzi: *"Asibhaleni likhadi lekubonga kuvakashelwa nekucocelelwa indzaba ngemuntfu lokhetsekile. Ningangisita kutsi ngente likhadi lekubonga ngisho kutsi sikujabulele njani kulalela indzaba?"*
- 4 Sebentisa sicephu selikhadi nobe liphepha kubhala phasi imibono yebafundzi ngalesikhatsi nicocisana ngekutsi nifakani ekhadini lekubonga. Cala ngekuchaza kutsi uma sibonga ebantfu, sivamise kutsi *"...lotsandzekako"*. Bese singatsi: *"Siyabonga kutsi ufike utawukhuluma natsi."*
- 5 Buta ebafundzi kutsi yini lenye lengabhalwa ekhadini, futsi bakubone ubhala emagama abo labawashoko. Babute kutsi yini labakujabulele kulenkuluma bese wenta tiphakamiso kubasita bavete imicondvo yabo.
- 6 Fundzani kanye likhadi leliphelile nebafundzi, ukhomba ligama ngalinye uma ufundza. Cela labanye ebafundzi kudweba titfombe tekuhlobisa likhadi basebentise emakhrayoni bese ubahlelela kutsi balifikise kulomuntfu.



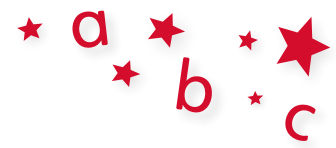
### Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukeniswa njani ngemalunga, sibonelo: **thi | she | la**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lungu: **the** (zuba kanye) **she** (zuba kanye) **la** (zuba kanye). Cela umfundzi agcume futsi, ngalesi sikhatsi labanye ebafundzi kumele bashaye kugcuma ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bagcume uma balehlukana ngemalunga.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





#### You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: gogo, emaholide, kulima, Akinyi, thishela, li-apula, bunandzi, libhakede, fundza, tindzaba

## 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: **thi | she | la**.
- 2 Choose a learner to stand up and jump for each of the syllables: **thi** (one jump) **she** (one jump) **la** (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.

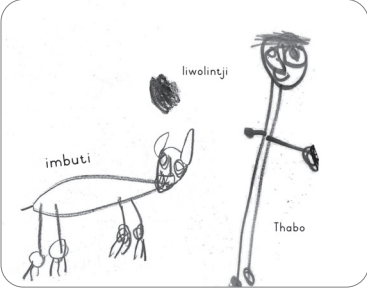




### Small group activities

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

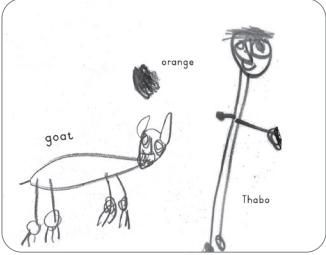





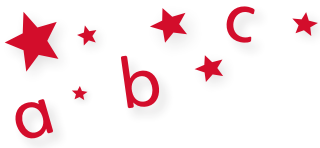
# Imisebenti yemacembu lamancane weliviki 1

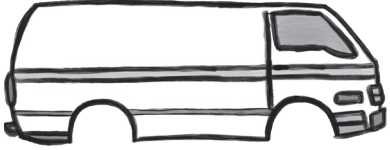

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Likhasi le-A4 lelingenalutfo lemfundzi ngamunye</li> <li>Emakhrayoni ewaksi lamakhulu</li> </ul>  <div data-bbox="192 1001 565 1237" style="background-color: #f9cb9c; padding: 5px;"> <p><i>Uma bafundzi badzinga kucabanga kutsi badwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</i></p> </div>	<p><b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b></p> <ol style="list-style-type: none"> <li>Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo.</li> <li>Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo.</li> <li>Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono njenge: <i>“Uyitsandzile yini incenye lapho imbuti beyetama kuntjontja li-orenji laThabo?”</i></li> <li>Gcugcutela ebafundzi kutsi badwebe incenye lebayitsandzako yenzaba.</li> <li>Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe.</li> <li>Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako.</li> <li>Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo. <i>“Imbuti .... Yetama ... kuntjontja ... Nguliphi ligama lelilandzelako bewufuna kulisho? ... Yebo, ‘li-orenji’.</i> Ngitawubhala ligama lelitsi ‘li-orenji’.”</li> <li>Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono.</li> <li>Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.</li> </ol>
<ul style="list-style-type: none"> <li>Emaphazili</li> </ul> <div data-bbox="192 1367 565 1647" style="background-color: #f9cb9c; padding: 5px;"> <p><i>Uma unesitfombe sephazeli lesingetulu kwasinye, kubalulekile kufaka lichashati lembala ngemuva kuze ebafundzi bakwati kutfolo sicephu lesifanele sesitfombe ngasinye.</i></p> </div>	<p><b>Umsebenti 2: Timpfica kanye nemidlalo</b></p> <ol style="list-style-type: none"> <li>Ebafundzi kumele bahlanganise ticephu temaphazeli bente sitfombe lesiphuma endzabeni. Bangabuka kulandzelana kwetitfombe kute batfole sitfombe bese basisebentisa njengemhlamlhandlela uma benta iphazeli.</li> </ol> 
<ul style="list-style-type: none"> <li>Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana</li> </ul> 	<p><b>Umsebenti 3: Kufundza lokukhululekile</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi.</li> <li>Kwekucala, ungadzinga kusita ebafundzi kukhetha incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza.</li> <li>Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetha lokutsite lebangatfokotela kukufundza.</li> <li>Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.</li> </ol>



## Small group activities for Week 1

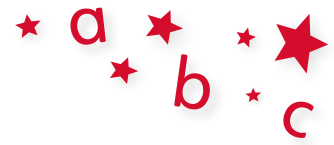
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>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?"</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>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.</li> <li>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'."</li> <li>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.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Puzzles</li> </ul>  <p><i>If you have more than one puzzle picture, it is useful to put a coloured dot on the back so that learners can find the correct pieces for each picture.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>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.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>

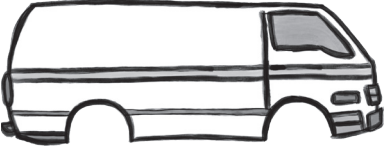



Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"><li>Likhasi lemsebenti leLitekisi laThabo</li></ul> 	<p><b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b></p> <ol style="list-style-type: none"><li>Umfundzi ngamunye utfola liphepha lemsebenti lelinebhasi lencane lete emasondvo nemafasitelo.</li><li>Ebafundzi kumele badvwebe emafasitelo lamane nemasondvo lamabili kulebhasi lencane kanye nesitfombe saThabo efasitelweni.</li></ol>
<ul style="list-style-type: none"><li>Tinsita: tintfo nobe titfombe te: likepisi lelimtfubi, libhudzi lelibubente, siyingi lesibukhwebeletane kanye neli-orenji</li></ul>	<p><b>Umsebenti 5: Umdlalo wekutentisa</b></p> <ol style="list-style-type: none"><li>Holela licembu ekhoneni lemdlalo wekutentisa ubahlalise phasi ngekushesha.</li><li>Fundza imitsetfo yelikhona lemdlalo wekutentisa bese ubakhombisa tinsita letisha.</li><li>Chazela ebafundzi kutsi kuleliviki batawudlala kuba ngubothishela. Bangatsatsa titulo batibeke tente imigca njengelikilasi. "Thishela" angasebentisa tinsita (tintfo letinemibala lehlukene) "kufundzisa" imibala. "Thishela" angenta shangatsi "ufundzela" likilasi indzaba.</li></ol> 







You will need	Activities
<ul style="list-style-type: none"><li>A photocopy of the <b>Taxi for Thabo activity page</b></li></ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>Each learner gets an activity sheet with a minibus without wheels and windows.</li><li>Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window.</li></ol>
<ul style="list-style-type: none"><li>Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>Lead the group to the pretend play corner and settle them down quickly.</li><li>Read the rules for the pretend play corner and show them the new props.</li><li>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.</li></ol> 





### Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

## Liviki 2 Lusuku 1

### Imisebenti yelikilasi lonkhe

#### Kulandzelaniswa kwetitfombe lokwengetiwe

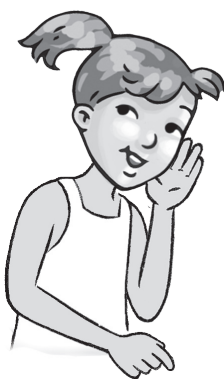


- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: "Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?"
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati "kufundza" emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeneni yabo.



#### Kwetfula umsindvo lophuma kulenzaba

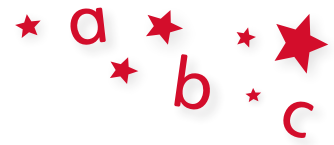
- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "usitsandza, utsi, ummbila, umcuba, ucoca. Ungawuva umsindvo lohlosiwe: **usitsandza, utsi, ummbila?** Yebo ucinisile! Wonkhe anawo lomsindvo **/u/**."
- 2 "Lalela ngekuophelisisa, nawa lamanye emagama nga **/u/**: lufudvu, luju, umculu, libululu, busuku, sithuthuthu." (Gcizelela umsindvo wekucala usasho lamagama)
- 3 Shano umsindvo **/u/** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo **/u/**: "**u-u-u**" Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.



### Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





#### 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. Encourage learners to take the books home to read with their families.
- 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. Say these words from the story: *"usitsandza, utsi, ummbila, umcuba, uoca. Can you hear the focus sound: usitsandza, utsi, ummbila? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words with /u/: lufudvu, luju, umculu, libululu, busuku, sithuthuthu."* (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.



#### Utawuzinga loku:

- Libhuku Lelikhulu: *Thishela Akinyi*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

## Liviki 2 Lusuku 2

### Imisebenti yelikilasi lonkhe

#### Kufundza ngekuhlanganyela – Libhuku Lelikhulu

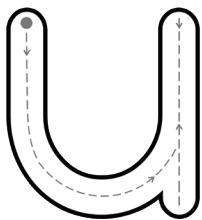


- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza. Phindza ufundze bese ucela ebafundzi kutsi bafundze kanye nawe.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekukuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futhi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



### Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /u/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /u/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo Sibonelo: Bafundzi balingisa kushayela sithuthuthu sebayasho kutsi: “sithuthuthu”.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu ‘u’ lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “Cala etulu wehle, jikela ngesekudla, khuphuka uphindze wehle khona lapho.”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

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

## Week 2 Day 2

### Whole class activities

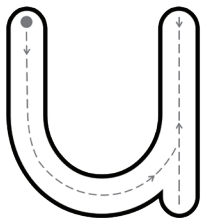
#### Shared reading – Big book

- 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.



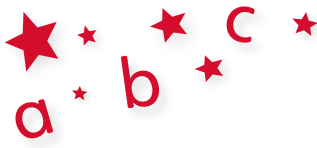
### Forming the letter

- 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 pretend to be riding a motorbike while saying: “sithuthuthu”.
- 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 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.



#### Utawudzinga loku:

- Tiyingi netikwele tebungako lobungalingani letisikwe ekhadibhodini kanye netitfombe tetintfo letinesimo sesiyingi nobe sesikwele
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **u** njengemsindvo ngco: lufudvu, luju, sithuthuthu, umsundvu, sipunu, ingculungculu, libhuku, sikulufu, libululu, busuku

## Liviki 2 Lusuku 3

### Imisebenti yelikilasi lonkhe

#### Kufundza kulalela

- 1 Hlalisa ebafundzi ematafuleni bese uhlalisa bonkhe phasi kute likilasi litfule futsi liphole.
- 2 Cala ngemsebenti wekulalela walomuhla utsi: *"Asivaleni emehlo etfu, siphindze sitfule uma silalelisa ngekucopehela lemisindvo lesitungeletile"*. Manje tjela ebafundzi bavule emehlo abo bakhulume ngemisindvo, lebayivile. Bakhulume ngekutsi nguyiphi misindvo lemadvute nobe lesondzelene nabo (lesetulu) nekutsi nguyiphi lekhashane (softer). Tjela ebafundzi kutsi batawenta umsebenti lapho kumele ngekunaka balalelise loko lokushoko.
- 3 Khumbuta ebafundzi ngesimo sesikwele. Bakhombise titfombe tetikwele letehlukile ngebungako futsi usho kutsi bafundzile ngetikwele endzabeni ya-Ali nepende. Bese ubakhombisa titfombe tetiyingi. Buta: *"Tihluke njani?"* (Sikwele sinemakhona lamane futsi siyingi site emakhona.) Cela ebafundzi kutsi bakhombe tikwele netiyingi egumbini. Bese khombisa kwenta siyingi ngemikhono yakho, nesikwele usebentisa tandla takho nemikhono yangentansi.
- 4 Tjela ebafundzi kutsi uma ubakhomba sitfombe sesiyingi nobe uma usho ligama *"siyingi"*, kumele bente siyingi ngetandla tabo. Uma utsi *"sikwele"* nobe ubakhomba sitfombe sesikwele, kumele bente simo sesikwele basebentisa tandla nemikhono yangentansi.

#### Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *"Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *"Loluhlavu u lubhalwa ngalendlela"*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.

### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





### 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**: lufudvu, luju, sithuthuthu, umsundvu, sipunu, ingculungculu, libhuku, sikulufu, libululu, busuku

## Week 2 Day 3

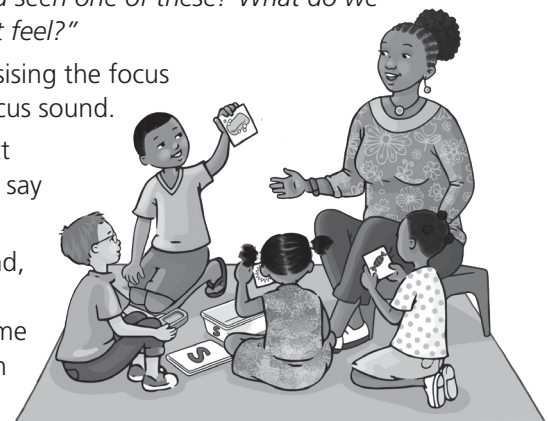
### Whole class activities

#### 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.





#### Utawudzinga loku:

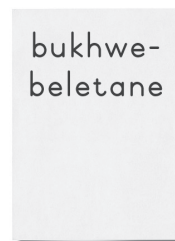
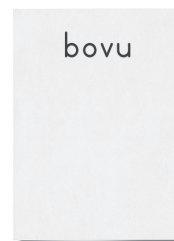
- Sicephu seliphepha lesineligama lembala lobhalwe ngalowo mbala
- Tintfo letimbala walamagama labhalwe ephepheni
- Emaphaphethi lavela endzabeni nobe tintfo nobe titfombe taletinye tintfo letivela endzabeni

## Liviki 2 Lusuku 4

### Imisebenti yelikilasi lonkhe

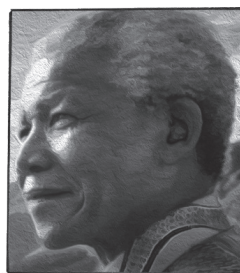
#### Fundza wente

- 1 Hlukanisa ebafundzi ngemacembu bese unika licembu sicephu seliphepha lesibhalwe ligama lembala. Kumele batfole tintfo letifana nalombala bese batibeka etululu kwelikhasi.
- 2 Cocani ngalemibala.



#### Kulalela imisindvo lesemcoka

- 1 Chazela ebafundzi kutsi utawudlala "Ngibona..." ngemaphaphethi netinsita tendzaba "Thishela Akinyi". Bavumele babuke emaphaphethi, tintfo netitfombe letikhonjisiwe.
- 2 Khetsa lokutsite endzabeni ngaphandle kwekutjela ebafundzi kutsi ucabangani. Bese, ngendlela levakalako, nika ebafundzi umsindvo wekucala weligama njengeluhala. Sibonelo Uma ucabanga nge "litekisi", tsani: "Ngibona ngeliso lami lokutsite lokunemsindvo /t/."
- 3 Ebafundzi kumele babuke tintfo letikhonjisiwe kutsi batfole tintfo letinawo lomsindvo. Uma bacagela "litekisi" kahle, litfuba labo lokubuka lokutsite bese batsi: "Ngibona ....".
- 4 Uma uwudlalile lomdlalo ngemaphaphethi netinsita letisenzabeni, tsani kubafundzi: "Nyalo sitawudlala lomdlalo futsi, kepha calata kulo lonkhe ligumbi. Lalela ngekunakekela: Ngibona ngeliso lami lokutsite lokunemsindvo /t/. Yebo, litafula!" Nika ebafundzi litfuba lokubuka lokutsite ekilasini bese batsi: "Ngibona...".



### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.







### You will need:

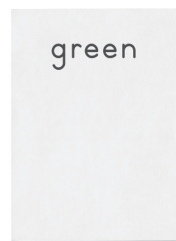
- Pieces of paper with the word of a colour written in that colour
- Objects in the colours of the words written on paper
- Puppets from the story or objects or pictures of some of the things from the story

## Week 2 Day 4

### Whole class activities

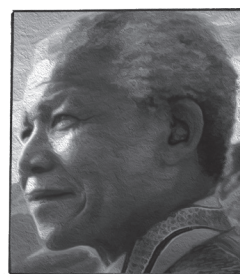
#### Read and do

- 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 "litekisi", say: "I spy with my little eye someone whose name starts with *lt*."
- 3 Learners must look at the display for things that start with that sound. If they guess "litekisi" 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 *lt*. Yes, it's a litafula!" 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.



### Utawudzinga loku:

- Emabhodo lamancane, umhlaba, emanti, tinhlanyelo (etafuleni lelicembu ngalinye)
- Liphepha leflipushadi
- Emagama lanemacoco etinhlamvu lamanyenti lahlobene nendzaba: gogo, emaholide, kulima, Akinyi, thishela, li-apula, bunandzi, libhakede, fundza, tindzaba

## Liviki 2 Lusuku 5

### Imisebenti yelikilasi lonkhe

#### Yenta, dvweba futsi ubhale

- 1 Cala ngekukhombisa kutsi kutjalwa njani inhlanyelo usebentisa sitja, inhlanyelo, umhlaba nemanti.
- 2 Ngalesikhatsi utjala lenhlanyelo, khuluma ngaleso naleso sinyatselo.
- 3 Hlukanisa ebafundzi ngemacembu elinani lesitfupha bese licembu ngalinye litjala inhlanyelo ebhodvweni.
- 4 Chazela ebafundzi kutsi ungatsandza kutsi bakusite ubhale luhla lwetinyatselo tekukhombisa kutjala inhlanyelo.
- 5 Bhala sihloko lesilandzelako eshadini leliphencekako: Kutjala inhlanyelo.
- 6 Buta ebafundzi kutsi benteni kucala, bese ubhala loku dvute nenombolo 1 ephepheni lelishadi leliphencekako. Khuluma kakhulu ngalesikhatsi futsi udvweba sitfombe lesilula dvute nesinyatselo lesibhaliwe.
- 7 Chubeka ngetinyatselo letinye bese nasewucedzile kubhala, cela ebafundzi "bafundze" letinyatselo kanye nawe.



#### Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **thi** | **she** | **la**.
- 2 Khetsa umfundzi eme embili agcumele lelo nalelo lunga: **thi** (zuba kanye) **she** (zuba kanye) **la** (zuba kanye). Cela umfundzi agcume futsi, ngalesi sikhatsi labanye ebafundzi kumele bashaye kugcuma ngakunye.
- 3 Vumela ebafundzi bantjintjane ngekulalela emagama laseluhlwini babuye bagcume uma balehlukana ngemalunga.

#### Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





### You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: gogo, emaholide, kulima, Akinyi, thishela, li-apula, bunandzi, libhakede, fundza, tindzaba

## 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)




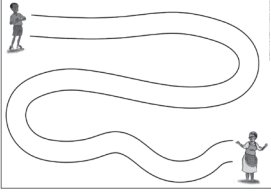

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **thi | she | la**.
- 2 Choose a learner to stand up and jump for each of the syllables: **thi** (one jump) **she** (one jump) **la** (one jump). Ask the 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.






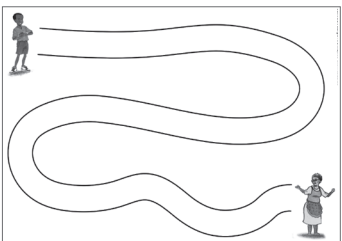

## Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> <li>Likhasi le-A4 lelingenalutfo lemfundzi ngamunye</li> <li>Emakhrayoni ewaksi lamakhulu</li> </ul>  <p><i>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</i></p>	<p><b>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</b></p> <ol style="list-style-type: none"> <li>Nika umfundzi ngamunye lipheshana kanye nemakhrayoni emibala bese uchaza kutsi batawudvweba sitfombe semuntfu lebacabanga kutsi ukhetsekile futsi ubalulekile-kungaba ngulomunye wemndeni, umngani nobe umuntfu labangamati kepha lebacabanga kutsi ukhetsekile futsi ubalulekile.</li> <li>Phawula nobe ucele umfundzi ngamunye akucocela ngemdwebwe wakhe futsi achaze kutsi kungani umuntfu labamdwebwe akhetsekile</li> <li>Cela ebafundzi balingete kubhala libito lalomuntfu. Uma umfundzi atfola bumatima kubhala libito, mbhalele lona</li> </ol>
<ul style="list-style-type: none"> <li>Emaphazili</li> </ul>	<p><b>Umsebenti 2: Timpfica kanye nemidlalo</b></p> <ol style="list-style-type: none"> <li>Ebafundzi kumele bahlanganise ticephu temaphazeli bente sitfombe lesiphuma endzabeni. Bangabuka kulandzelana kwetitfombe kute batfole sitfombe bese basisebentisa njengemhlanhlandlela uma benta iphazeli.</li> </ol> 
<ul style="list-style-type: none"> <li>Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana</li> </ul> 	<p><b>Umsebenti 3: Kufundza lokukhululekile</b></p> <ol style="list-style-type: none"> <li>Holela licembu ekhoni letincwadzi nobe unike lelicembu incwaba yetincwadzi.</li> <li>Kwekucala, ungadzinga kusita ebafundzi kukheta incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza.</li> <li>Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye kwetitfombe futsi ugucugutele ebafundzi kutsi bakhete lokutsite lebangatfokotela kukufundza.</li> <li>Vakashela lelikhona kute ubone futsi ugucugutele kufundza kwebafundzi.</li> </ol>
<ul style="list-style-type: none"> <li>Likhasi lemsebenti weMgwaco lotsandzelako</li> </ul> 	<p><b>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Umfundzi ngamunye utfole liphepha lemsebenti lemgwaco lotsandzelako kusukela kulinye likhona lelikhasi kuye kulelinye.</li> <li>Ebafundzi kumele balandzele umgwaco kusukela endlini yaThabo uye kagogo ngembala munye. Kumele basebentise umbala lohlukelele uma babuya ekhaya. Kemele bacaphele bangaphumi emgwaceni.</li> <li>Uma befika "ekhaya", bangadvweba titfombe tato tonkhe tintfo lebatinakile endleleni eceleni nemgwaco, njenge: tilwane, tihlahla, ebantfu.</li> </ol>
<ul style="list-style-type: none"> <li>Tinsita: tintfo nobe titfombe te: likepisi lelimtfubi, libhudzi lelibubente, siyingi lesibukhwebeletane kanye neli-orenji</li> </ul>	<p><b>Umsebenti 5: Umdlalo wekutentisa</b></p> <ol style="list-style-type: none"> <li>Khumbuta bafundzi ngetipropo letisekhoni lekudlala bese ubagucugutele kutsi bachubeke kusukela evikini 1 ngalesikhatsi badlala thishela-thishela.</li> </ol> 





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special.</li> <li>Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them.</li> </ol>
<ul style="list-style-type: none"> <li>Puzzles</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>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.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>Winding road activity page</b></li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Each learner gets an activity sheet of a road winding from one corner of the page to another.</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> 





# ★ Ithemu 1: Tinhlobo temalekhodi eluhlobo loluchumekako (luhla lwekuhlola)

	Kulalela kanye nekukhuluma	Imisindvo, kufundza nekubuka	Kubhala ngesandla nekubhala lekuvelako/kubhala lekuvelako
✓ Ufinyelele	Ulaela imitsetfo lemali aphindze ayente Ulaela tindzaba letimfihane ngentfokotto bese uhlanganyela emakhorasini ngesikhasti lesifanele Ucula emaculo lamafisha bese uyenta Ubuta imibuto Usebentisa lulwimi kucabanga nekunoma: umatanza tintfo lethambisanako aphindze acatsanise tintfo letehlukene	Ucala kubona kutshi emagama entiwa ngemisindvo: unika umsindvo Wekucala ligama lawo Wehlukanisa emagama lacofive emacoco etinhlamvu: usebentisa kushaya tandla kumbe kushaya tigu bhuh elicocweni ngalinye eligameni nobe akhetse emacoco. Etinhlamvu (kushaya) emagameni ebafundzi ekilasini Ubamba incwadzi ngendlela lefanele ngekuphakama agucule emakhasi ngemfanelo Wenta incenye yenzaba, liculo nobe umlotelo Ucaphela/ubona ligama lakhe nemagama alabanye bafundzi Ufundza ngekhululeka tincwadzi ngekujabula emtapeni wetincwadzi nobu eligunjinini lekufundza ekilasini Ufundza emagama lakhulisive njengeinkondlo, emabhuku lamakhulu kanye nemaphosta njengekilasi lonkhe nathishela (kufundza ngekhlanganyela)	Ukhulisa imisipha acondzise kusebentisa tikelo kusika imigca lejulle legega tiffombe netimo njll. Ubamba emapenseli emibala ngendlela lefanele nalevumlekile yekubamba ipensela. Ubumba tinhlamvu ngetindlela letehlukile asebentise umunwe wekudvweba, emabhulashi ekupenda, emapenseli emafutsa njll acale endzaweni lefanele aphindze alandzela indlela lefanele. Ucokela imibono ngemidvwebo nekucokela imisho esiceshini sekubhala selikilasi. Udvweba nobe apende tiffombe kutfumela imilayeto Utama kubhala tinhlamvu ngekusibentisa kuhlikihla, abuye afundze umhalo wakhe afundze kutshi kuhlikihla kutshini Ulingisa kubhala ngesimo sekudala: utsatsa umlayeto welilingo, ubhala sijeziso sekwephula umsetfo wemgwaco njll. Utsatsela imibhalo emangweni ngalesikhatsi adala.
• Akafinyeleli			
✗ Ciske			
Lusuku			
Emagama			



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

	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing																					
✓ 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.	Listens to 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.	Begins 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 1: Irubhriki 1 & 2 kulalela nekukhuluma

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
<b>1 Coca tindzaba utiphindze tindzaba ngemagama akho</b>	<p>Akakwati kucoca tindzaba nekutiphindza aticoce: ukwati kusho emagama lambalwa</p>	<p>Uoca lokulingene; ugcwalisa letinye tigateko: kulandzelana lokungakalungi: usebentisa imisho lemifishane nemagama lamalula</p>	<p>Ukwati kucoca cishe tonkhe tigateko tendzaba, ngesicalo, emkhatsini nesiphetho kepha ngemibandzela lembalwa: udzinga lusito njenga; "kwase" kwase kwentekani? Ucala kusebentisa imisho lemizanyana</p>	<p>Indzaba ilandzalana ngendlela lengiyo inesimalo, umkhatsi nesiphetho. Balingisi bakhombisa, bachaze imibandzela, tinhlolo nemiva yebalingisi iyachazwa, usebentisa imisho lemizze lelu khuni ahlanganise emagama lafana na "kwase" emva kwaloko usebentisa emagama lamasha laphuma endzabeni</p>
<b>2 Uhlela umculu wetitfombe ngendlela leyakha indzaba ngendlela lenemcondvo wekulandzelana kwetigateko nayentiwa ihlobane nendzaba leyakhekile</b>	<p>Akakwati kuhlela umculu wemakhadi ngekulandzelana lekufanele</p>	<p>Uyakwati kuhlela umculu wemakhadi ngekulandzelana lokufanele kepha akakwati kucoca indzaba.</p>	<p>Uhlela umculu wemakhadi ngekulandzelana lokufanele, uyakwati kucoca indzaba lemfishane.</p>	<p>Uhlela umculu wemakhadi ngekulandzelana lokufanele, uyakwati kucoca indzaba ngemibandzela lefanele.</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 1: Irubhrikhi 1-3 Imisindvo, kufundza nekubuka

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
<b>1 Ucaphela lokuphimsiwe abone labanye bongwaca nabonkhamisa</b>	Akakwati kucaphela abone noma ngutiphi tinhlamvu, asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 1-3 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 4-6 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 7-8 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu
<b>2 Ucala kubona kutsi emagama akhiwe ngemisindvo, ubona umsindvo wekucala weligama lakhe nakulamanye emagama</b>	Akakwati kubona kutsi emagama akhiwe ngemisindvo: akakwati kuniketa umsindvo wekucala weligama lakhe nakulamanye emagama	Uyakwati kuniketa umsindvo wekucala weligama lakhe kepha uyehluleka uma abutwa ngemisindvo wekucala walamanye emagama	Uyakwati kuniketa umsindvo wekucala weligama lakhe: uyakwati kuniketa umsindvo wekucala walamanye emagama	Ngekungagucucuki uyakwati kuniketa umsindvo wekucala weligama lakhe nakulamanye emagama
<b>3 Utakhela indzaba yakhe ngekufundza tiffombe</b>	Akakwati kusebentisa tiffombe nekuombela kutsi indzaba imayelana nani: uchaza tiffombe asebentise lulwimi lelinciphile	Usebentisa tiffombe kuombela nekuchaza kepha ngekusitwa	Usebentisa tiffombe kuombela nekuchaza kepha ngekusitwa	Usebentisa tiffombe kuombela kutsi indzaba imayelana nani, ukhombisa kuondza kutsi tiffombe nemagama kuhlobene, kepha kwehlukene: utitfolela "liphimbo lekufundza" ukhomba emagama uma afundza

# ★ 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%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	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.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	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.
<b>3 Makes up own story by reading the pictures</b>	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 1: Irubhrikhi 1-3 Kubhala lokuvallekile kanye nekubhala ngesandla lokusavela

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
1 Ukhulisa emakhono emisipha lemincane nemakhono emisipha lemincane	Unebumatima beku cedza imisebenti yemisipha lemincane ugwema imisebenti nobe akhungatseke	Uyakwati kucedza imisebenti yemisipha lemincane kepha utsatsa sikhatsi; umphumela awulingani	Uyakwati kucedza imisebenti yemisipha lemincane; unemba asebente kahle	Ucedza imisebenti yemisipha lemincane ngekutetsemba, lokucondzile nakalula
2 Udvweba tiffombe utfole umcondvo wenzaba	Imidvwebo ayibonakali nobe afake imiklwebho nobe tijingi nemigca	Imidvwebo iyabonakala ayihlobani nendzaba neliculo nemlototelo	Udvweba sitfombe semibala lesihambisana nendzaba imidvwebo yebalingisi labamcoka labanaloku lokulandzelako; imilente, imikhono, tandla, tinyawo, emehlo, likhala, umlomo, tindlebe	Udvweba sitfombe semibala lejulile lesihambisana nendzaba, ifaka balingisi labasemcoka nemibandzela lenjengetimphahla tekugcoka.
3 Ucondzisa kutsi kubhala nekudvweba kwehlukene; wenta kwangatsi ubhala umbhalo lomele kuklwebhana	Akakwati kuhlunga umcondvo ngekudvweba nobe kubhala	Ukwati kwetfula imibono ngekudvweba kepha kungekho bufakazi bekutentisa kubhala nobe kuhlukihla.	Ucondzisa kutsi kubhala nekudvweba akufani: kutentisa kubhala asebentisa kuhlukihla	Ucondzisa kutsi kubhala nekudvweba kwehlukene futsi ucala 'kubhala' asebentisa kuhianganisa kutsatsela tinhlamvu netinombolo eligumbini lekufundzela ngemitamo yabo yekubhala.

# ★ 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%)
<b>1 Develops small muscle skills and fine motor skills</b>	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.
<b>2 Draws pictures capturing main idea of a story</b>	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.
<b>3 Understands that writing and drawing are different: pretend writing represented using squiggles</b>	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.

# ★ Yenta inhlama yekudlala

## Utawudzinga loku

- ★ 1 inkomishi yafulawa
- ★ ¼ inkomishi yasawoti
- ★ ½ inkomishi yemanti lafutfulmalako
- ★ 5 ematfonsi embala wekudla



## Tinyatselo

- 1 Hlanganisa fulawa nasawoti.
- 2 Hlanganisa ½ inkomishi yemanti lafutfulmalako nematfonsi lambalwa embala wekudla.
- 3 Tsela kancane emanti kulenhlanganisela yefulawa, tamatisa uma utsela. Tamatisa kuze kuhlange, bhuca ngetandla takho ifulawa ite ihlangane. Uma ifulawa inamatsela kakhulu, ngeta lenye ifulawa ite ingasanamatseli nakancane.
- 4 Phindza letinyatselo nanobe ngabe ngumuphi umbala lofuna kuwenta.

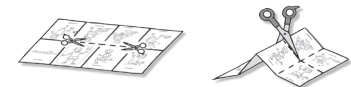
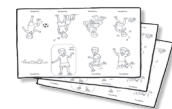
*Futfumeta inhlama yekudlala ngekuyifoca etandleni takho. Loku kutilongka lokukahle kwemisipha yetandla tebantfwana. Paka inhlama yekudlala emapulasitikini kuze ihlale iyisha bese uyigcina kusicandzisi, uma kufanele, nobe endzaweni lepholile.*



# ★ Yenta libhuku lelincane

## Tinyatselo

- 1 Yenta emakhophi lowadzingako elibhuku lelincane
- 2 Netitfombe tibheke etulu, Bhinca lelikhasi libe tigaba letisiphohlongo. Vula.
- 3 Bhinca likhasi libe hhafu, phasi emkhatsini.
- 4 Sika umbhinco losemkhatsini, njengobe bakhombisile kumdvwebo loseceleni futsi nasemushweni wemacashati ekhasini.
- 5 Bamba likhasi emkhatsini weminwe nesitfupha sakho kuwo omabili emacele elikhasi.
- 6 Letsa tandla takho phasi futsi kanyekanye.
- 7 Yenta umtapotincwadzi wemabhuku lamancane ngekugcina onkhe emabhuku akho ebhokisini lelincane- libhokisi lejeli lisebenta kahle!

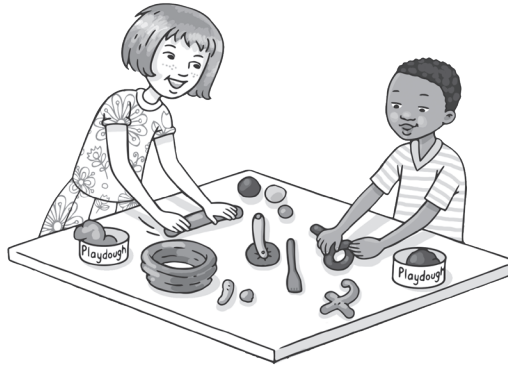




# ★ How to make playdough

## 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.

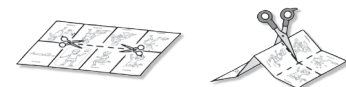
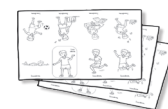
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

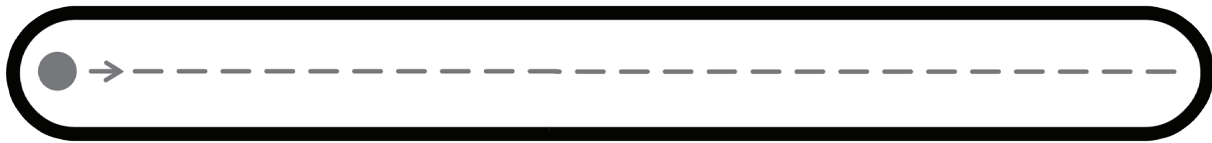
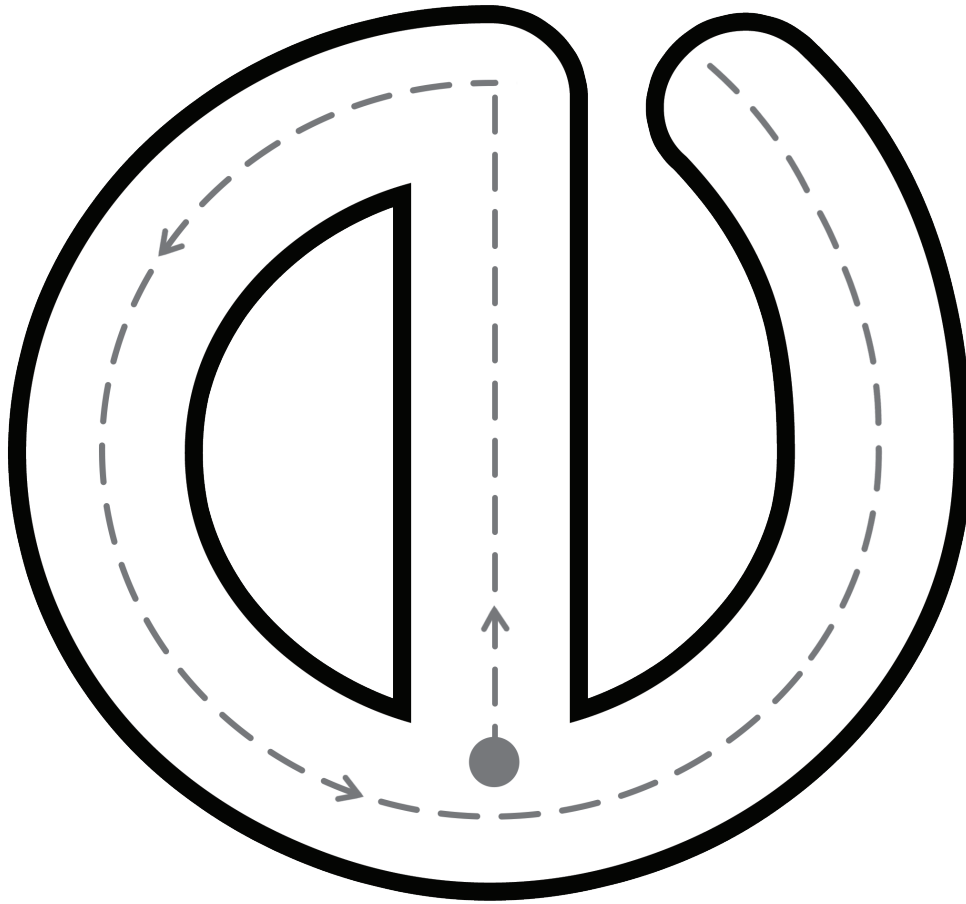


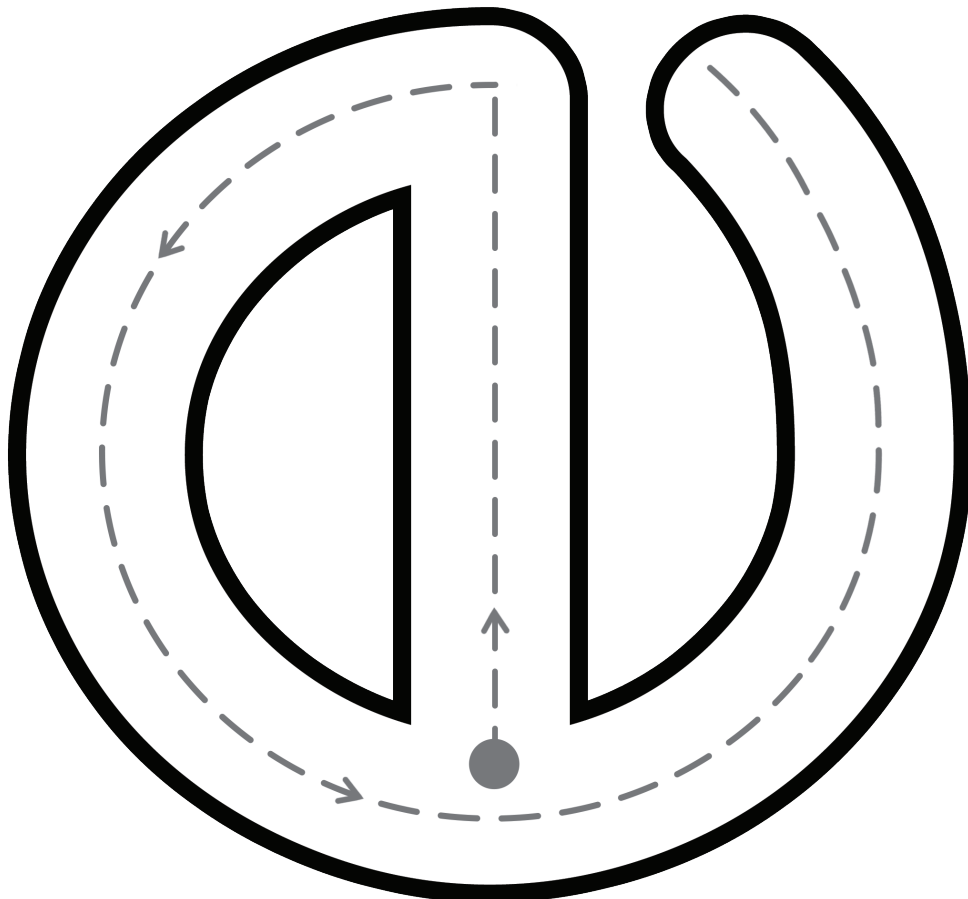
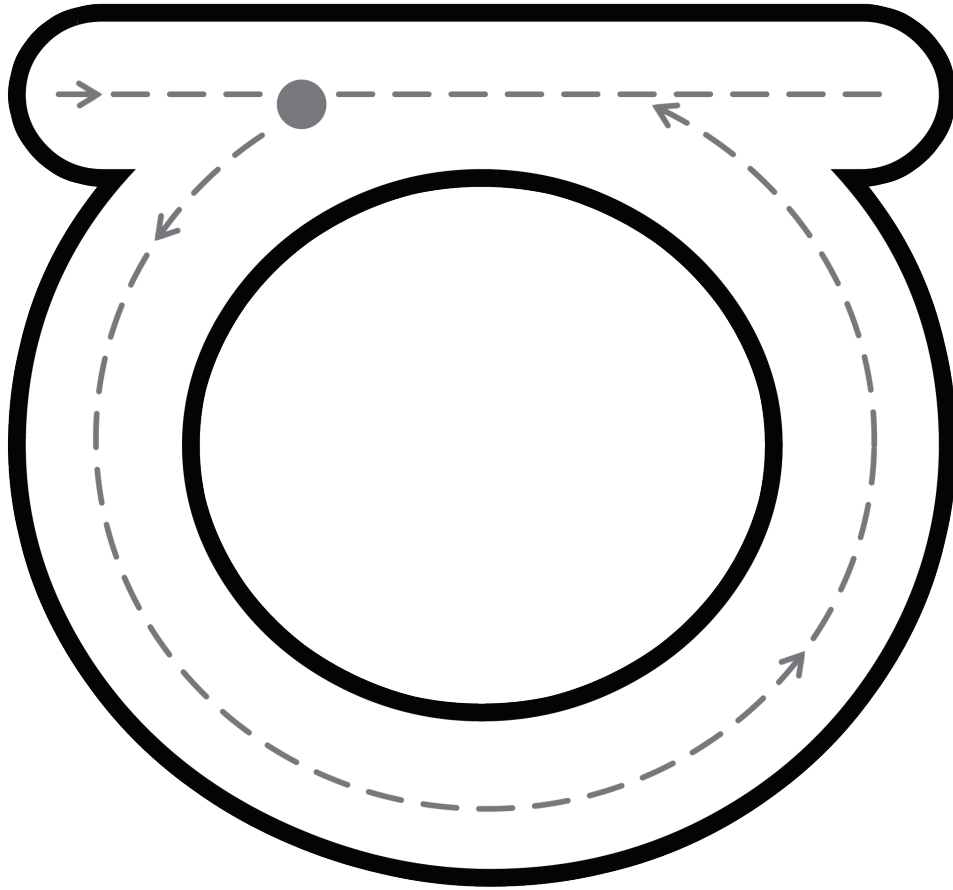
# ★ How to make a little book

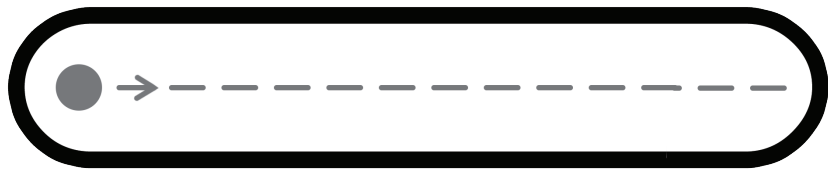
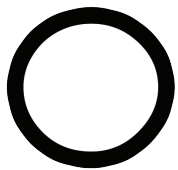
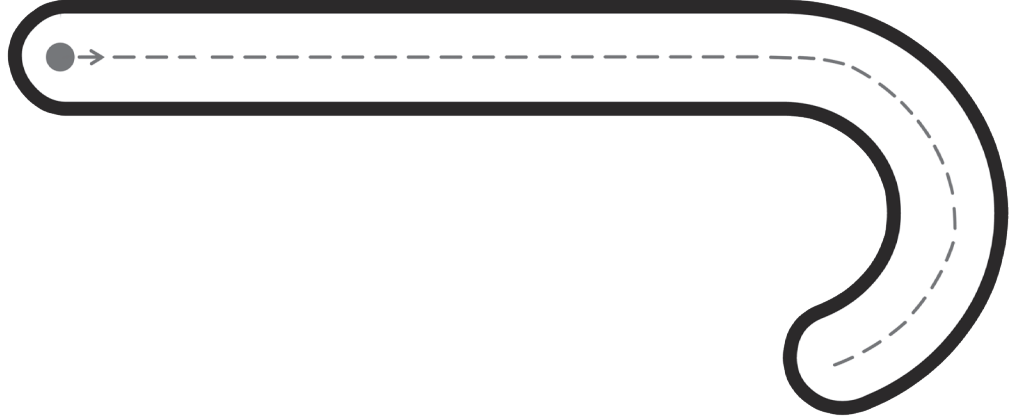
## Steps

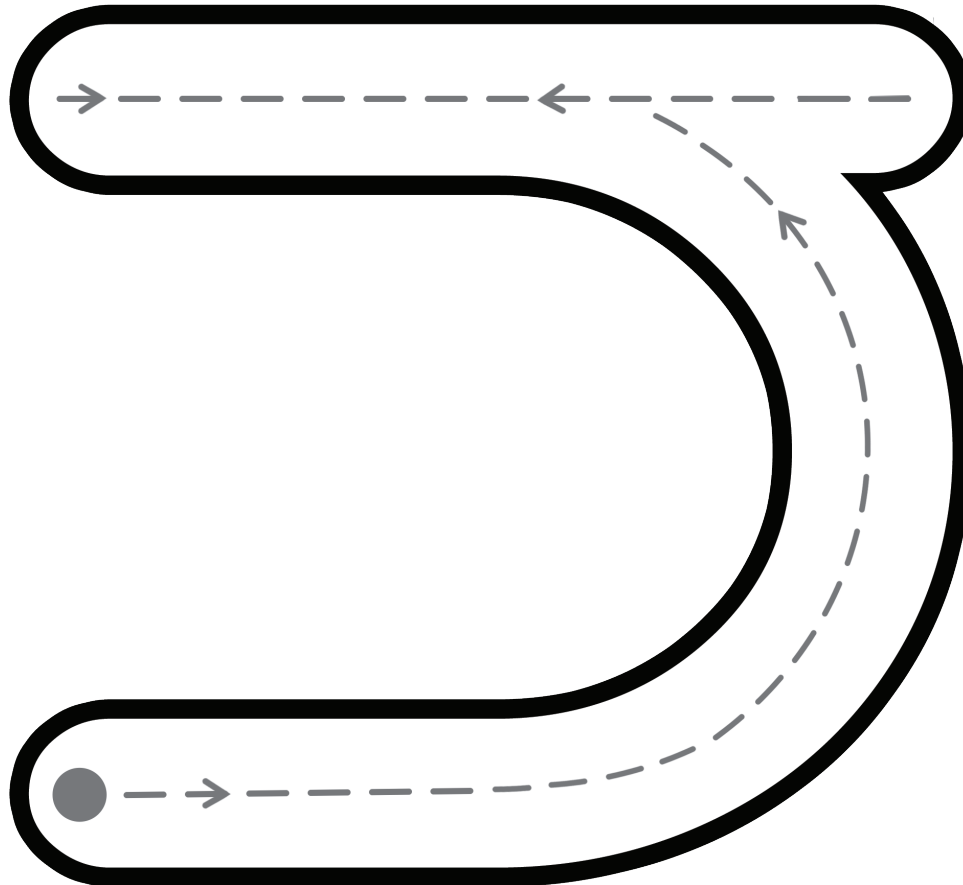
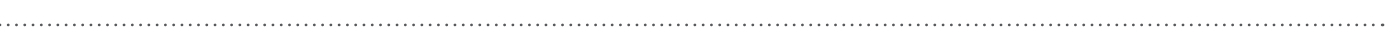
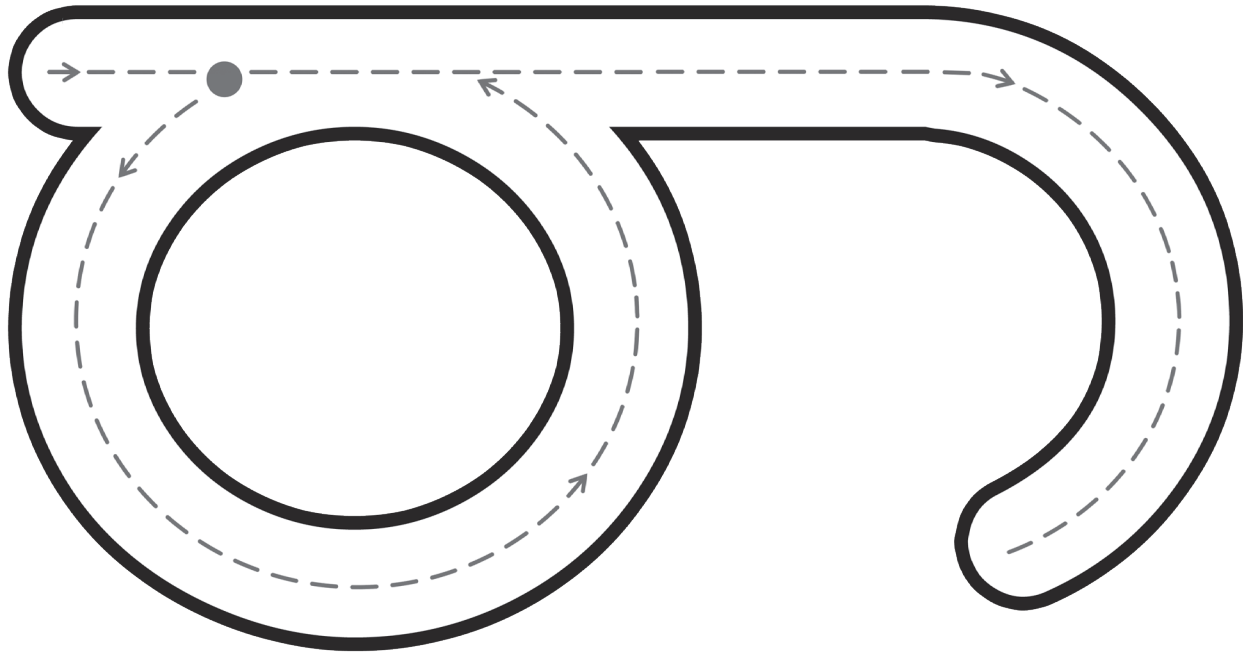
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between 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!









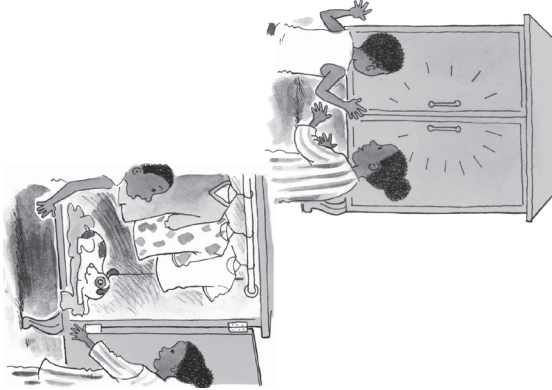




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2



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Lilogo leliuhlata kwetjani



Wordworks  
Creating Learning Moments

Lelibhuku la:

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3



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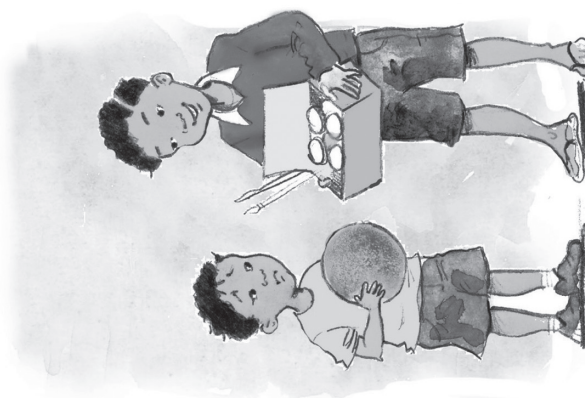


6

Gijjima, Lindi,  
gijjima



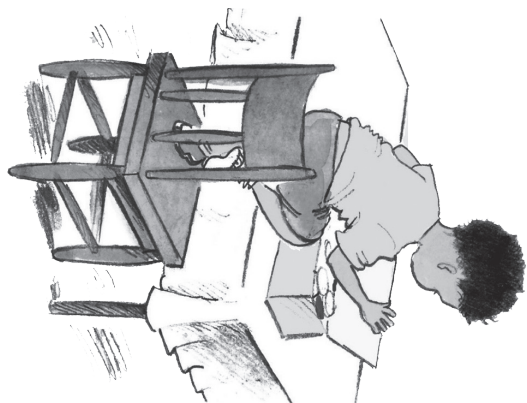

Lelibhuku la:  
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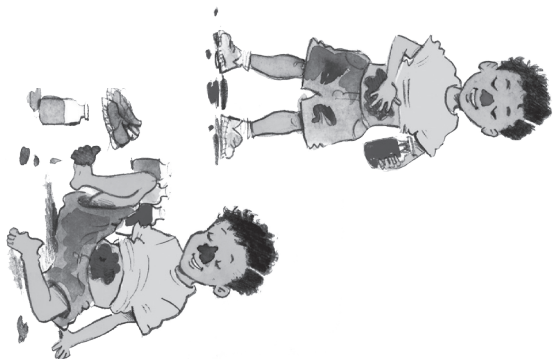
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Ali  
nepende



Wordworks  
Creating Literacy Through Literacy

Letibhuku la:

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2



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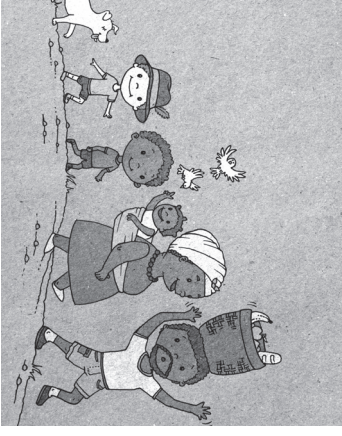
Lilanga  
lelihle

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Letibhuku la:

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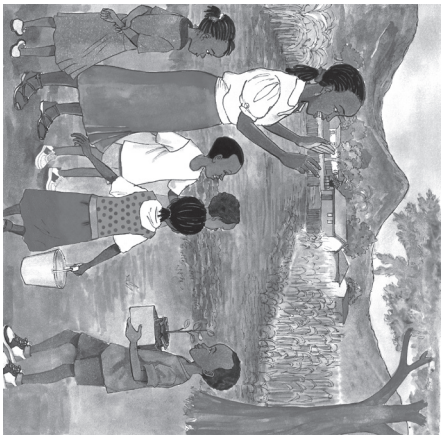


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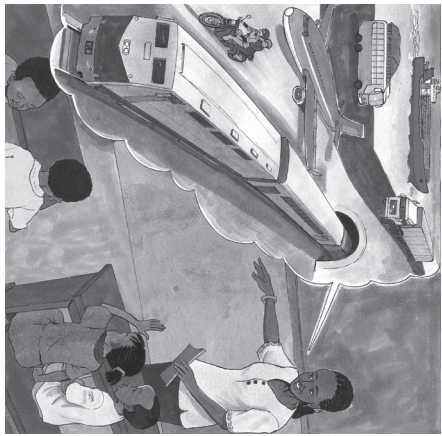




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Lelibhuku la:

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Thishela Akinyi

African Storybook.org



1



2



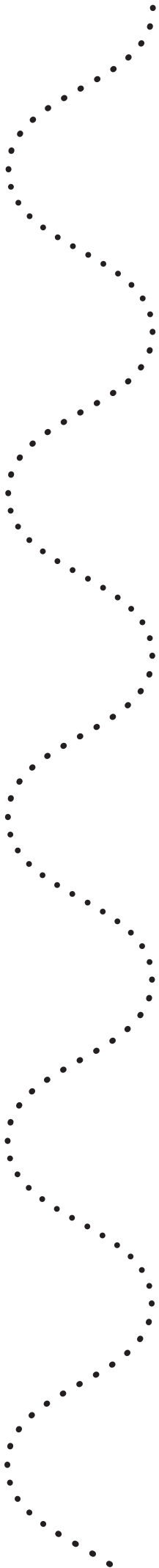
Ali nepende: Likhasi lemsebenti wesipho

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



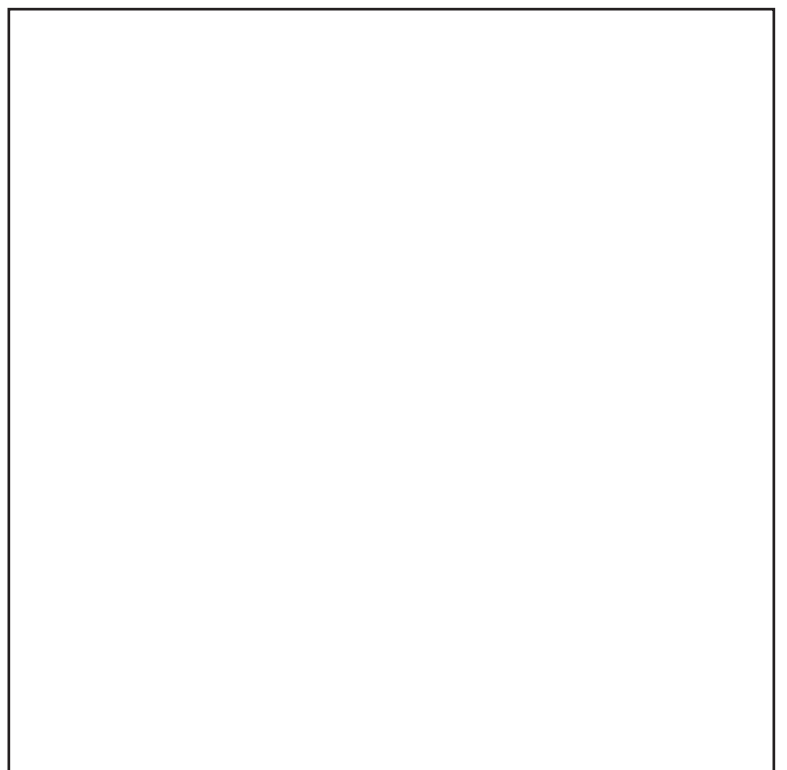
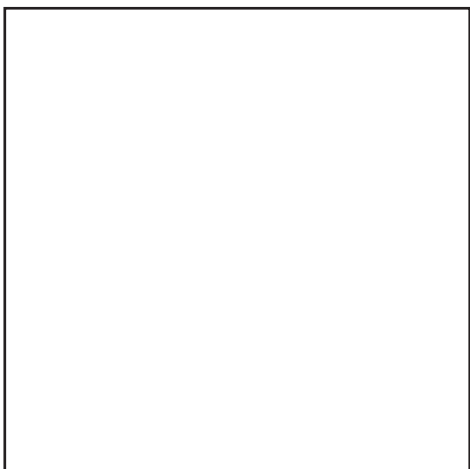
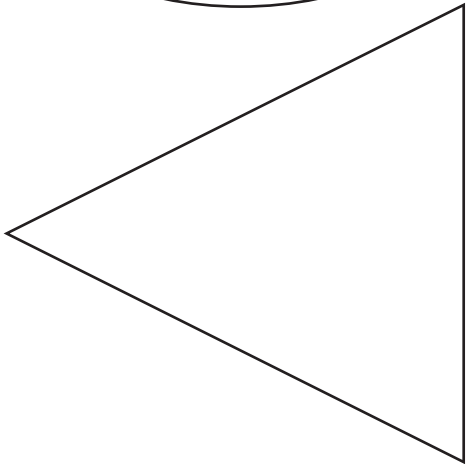
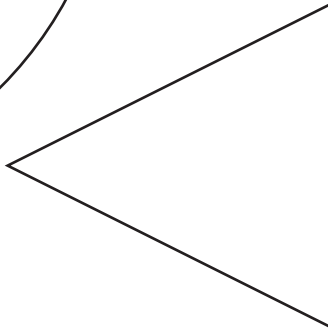
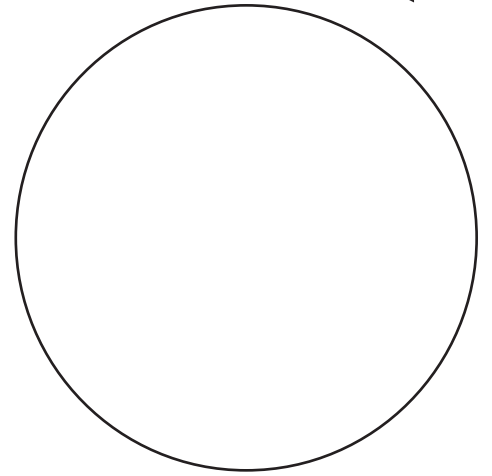
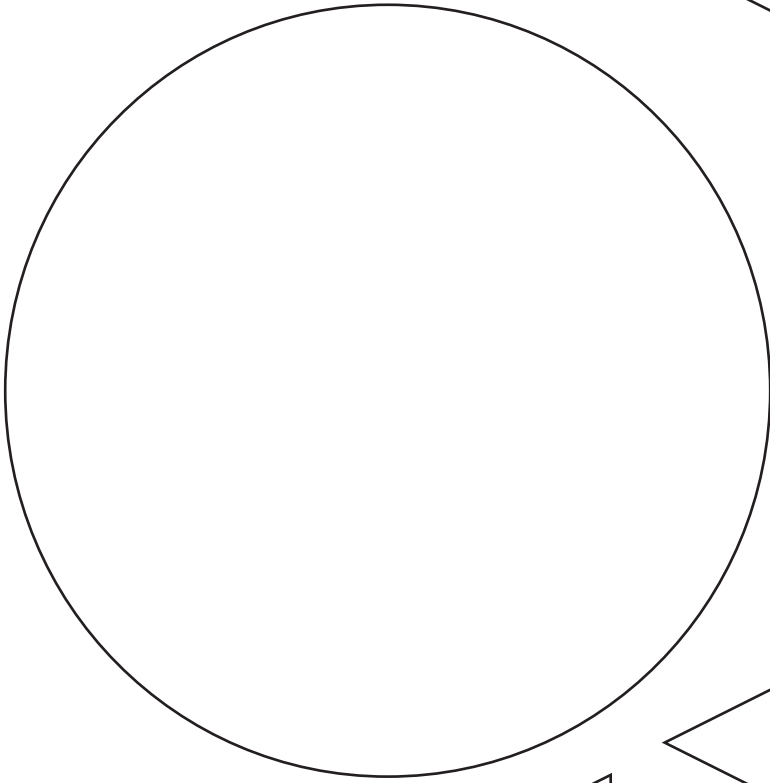
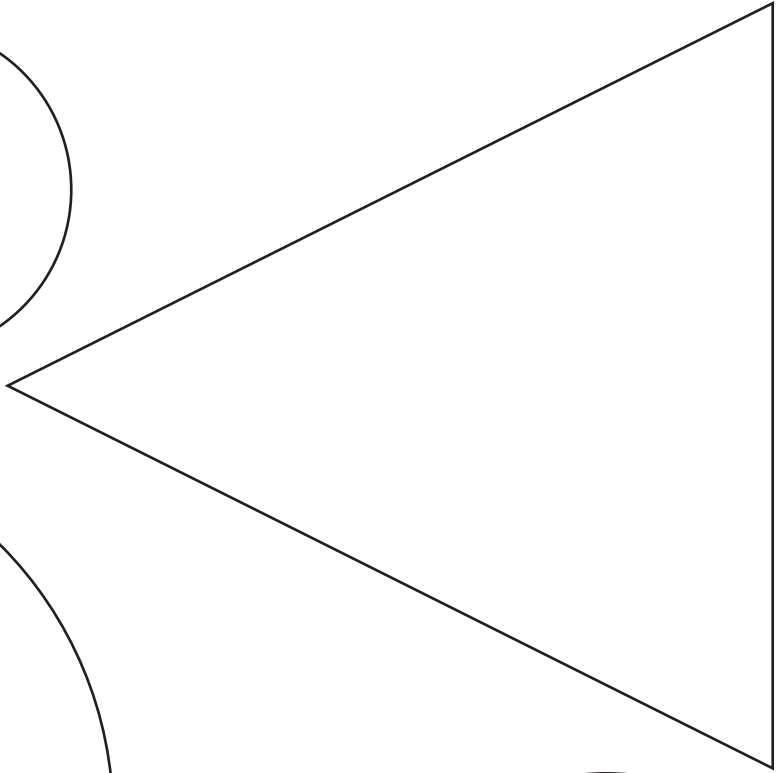
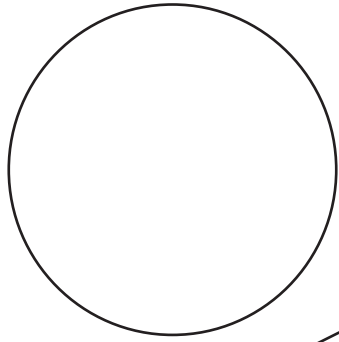
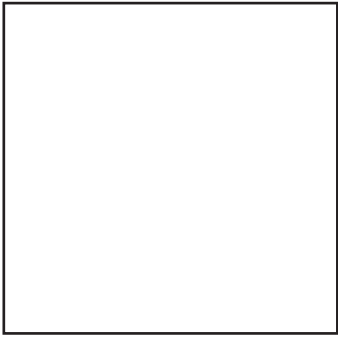


**Ali nepende:** Likhasi lemsebenti weliphepha lekugocota



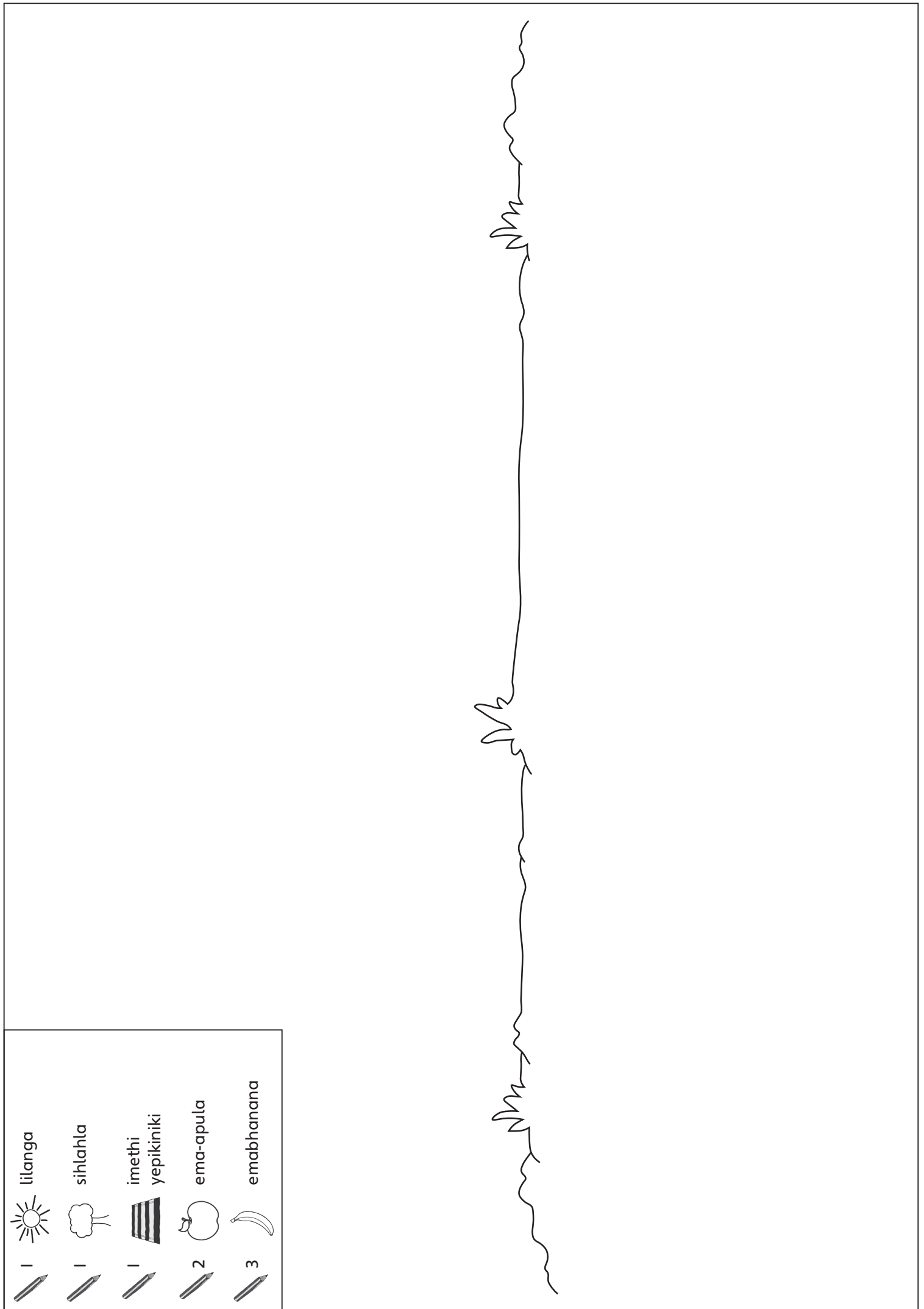












**Ali nepende:** Likhasi lemsebenti wetimo





**Ali nepende:** Likhasi lemsebenti lekuFundza nekwenta

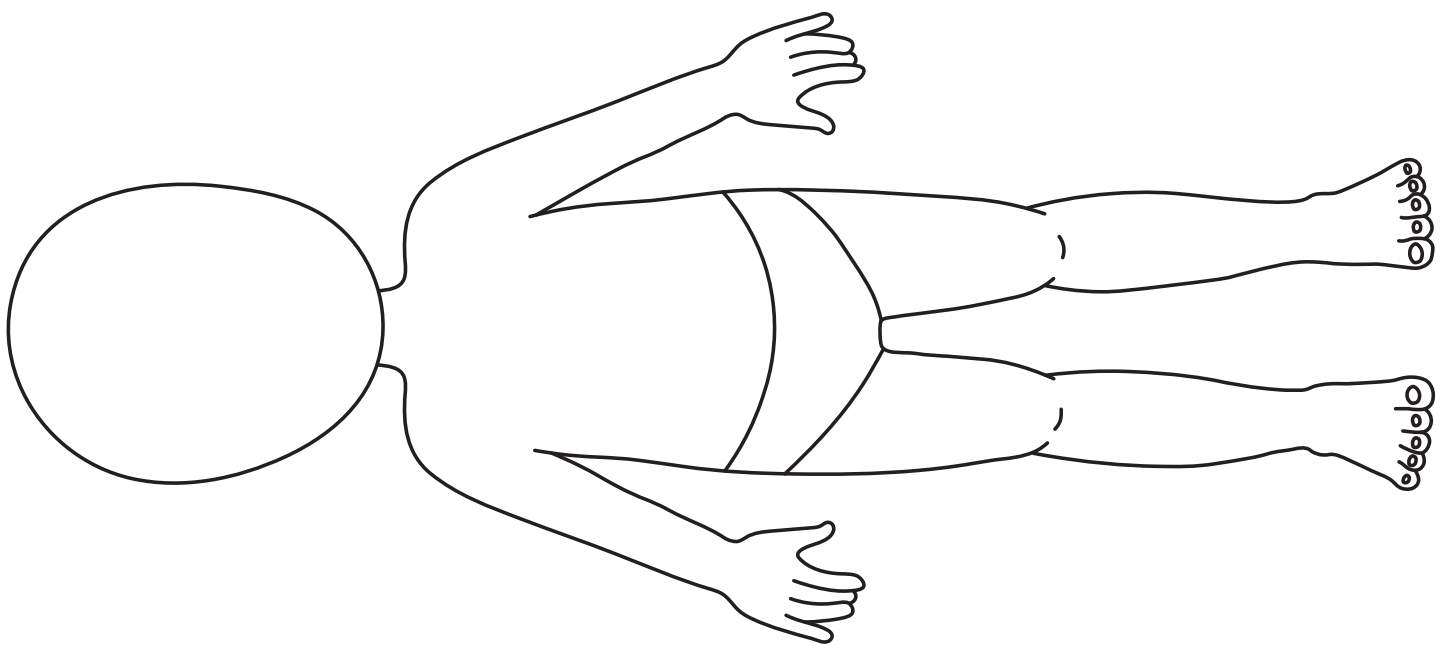
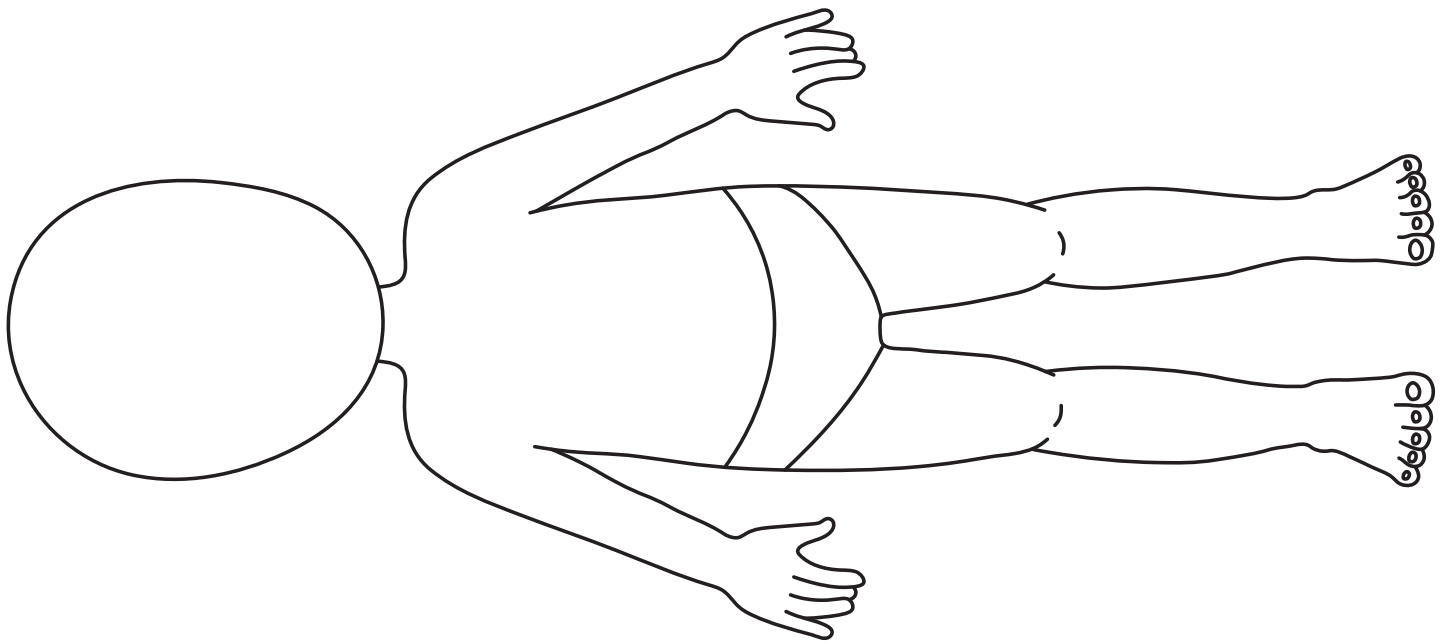


	1		lilanga
	1		sihlahla
	1		imethi yepikiniki
	2		ema-apula
	3		emabhanana





**Lilanga lelihle:** Likhasi lemsebenti weKugcoka





**Lilanga lelihle:** Likhasi lemsebenti wemethi yepikiniki



↓ Goca la ↓

↑ Gcina la kusika ↑







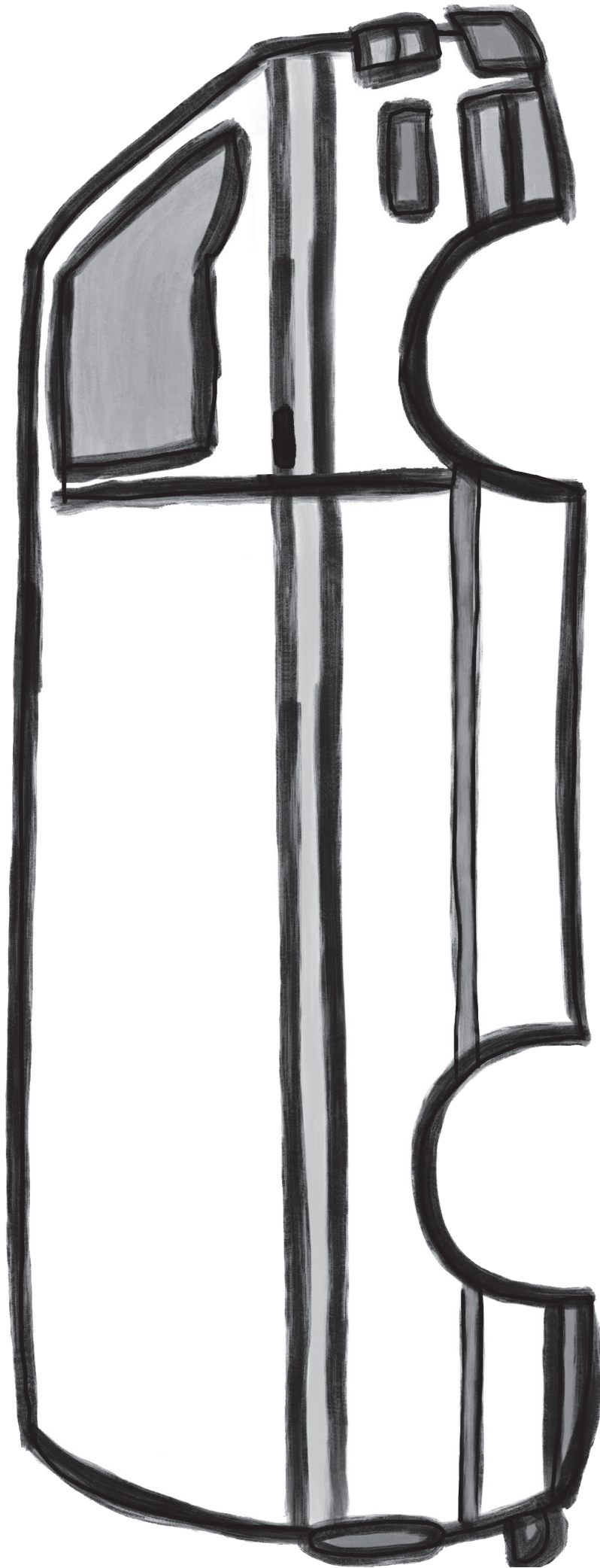
**Lilanga lelihle:** Likhasi lemsebenti wetidlephu tekuluka

Handwriting practice area consisting of 20 rows of dashed lines on a white background, designed for tracing or writing practice.





*Thishela Akinyi: Likhasi lemsebenti lelitekisi laThabo*





**Thishela Akinyi:** Likhasi lemsebenti weMgwaco lotsandzelako

