



# Nongonoko wa Antswiso wa Ririmi wa Giredi ya V

Grade R Language  
Improvement Programme

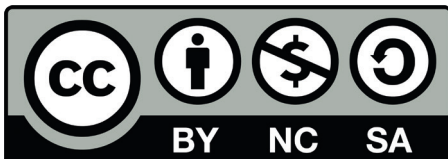
# Xiletelo xa Migingiriko Activity Guide

Kotara ya 1  
Term 1



Xitsonga | English





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Mpfumelelo lowu wu pfumelela vatirhisi-kambe ku va va hangalasa, ku pfallanganyisa na kambe, ku tekelela na ku aka ehenhla ka xitirhisiwa hi xihangalasa mahungu kumbe xivumbeko xin'wana na xin'wana ntsena ku nga ri hi xikongomelo xa ku endla mali, naswona ntsena nxiximo wu nyikiwa mutumbuluxi. Loko u pfallanganyisa nakambe, tekelela kumbe ku aka ehenhla ka xitirhisiwa, u fanele ku pasisa xitirhisiwa lexi antswisiweke ehansi ka swipimelo leswi fanaka.

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# ★ Rito ro rhanganga



**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.

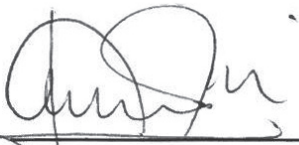
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

HUGU RO HUMA EKA NHLOKO YA NDZAWULO



## Kotara ya 1 Xiletelo xa Migingiriko

Xiletelo xa Migingiriko ya Ririmi ra le Kaya Kotara ya 1 xi nyika xivumbeko xa madyondziselo ya Ririmi ra le Kaya eka kotara yo sungula ya Giredi ya V. Migingiriko leyi simekiwe eka switori naswona yi vumbiwile ku ya hi mavhiki mambirhi yo dyondzisa xitori xin'wana na xin'wana.

Langutela leswi landzelaka:

- ★ Nongonoko wa leswi swi lavaka u swi lulamisa eka xitori xin'wana na xin'wana lexi nga ta teka mavhiki mambirhi
- ★ Nongonoko wa mavhiki mambirhi lama kombisaka mingingiriko ya siku rin'wana na rin'wana, ya mavhiki mambirhi
- ★ Pheji ra makambeleso ya nkarhi na nkarhi leri ri simekiweke eka migingiriko ya kotara naswona ri nga tirhisiwa ku rhekhoda ku humelela ka mudyondzi hi nkarhi wa kotara
- ★ Tirhuburiki ta makambeleso
- ★ Tipheji to kota ku kandziyisiwa ta nghingiriko, swibukwana na swikombiso swa mapapila

### Hlangana na Stella

U ta swi vona leswaku ku na mudyondzisi eka Xiletelo lexi hinkwaxo xa Mudyondzisi. U ta va na wena eka rendzo ra wena ro dyondza na a karhi a ku nyika switsundzuxo leswi sukelaka eka ntokoto wa malembe ya yena yo dyondzisa eka tlilasi ya Giredi ya R (V). Mudyondzisi loyi u na vito ro hlawuleka.



Strengthening the Teaching of Early Language and Literacy for All.

### Switirhisiwa

Hi lowu nkatsakanyo wa switori, minkongomelo leyi nga na vuxaka na maletere lama kongomisiweke eka Kotara ya 1.

Xitori	Nkongomelo	Marito yo kongoma/mimpfumawulo
Rhoko ya rihlaza	Mina; Exikolweni	–
Tsutsuma, Lindi, Tsutsuma!	Mina; Miri wa mina na mahanyelo lamanene	l na o
Ali na pende	Miri wa mina; Swivumbeko na mihlovo	w na i
Siku ro saseka	Ximumu; Miri wa mina na mahanyelo lamanene	s na u
Mudyondzisi Akinyi	Etlilasi; Mihlovo; Masiku ya vhiki	a na e

Swi ta lava u tiendlela switirhisiwa swa wena hi ku famba ka nkarhi ku kota ku dyondzisa phurogiremu. Swin'wana swi nyikiwile tanihi xiphemu xa phurogiremu, swin'wana mi ta fanela ku swi hlengeleta kumbe mi ti endlela n'wana vini. Hi ringanyeta leswaku u kunguhata tidyondzo ta wena eku sunguleni ka vhiki rin'wana na rin'wana na ku lulamisa switirhisiwa hinkwaswo leswi u nga ta swi lava ka ha ri na nkarhi. Tiyisisa leswaku hinkwaswo swi tshamisekile u nga si sungula tidyondzo, leswaku u ta tirhisa nkarhi wa wena wo tala na vadyondzi.

### Phaki ya Switirhisiwa swa Ririmi

Swin'we na Xiletelo xa Migingiriko xa Kotara yin'wana na yin'wana u ta amukela phaki ya switirhisiwa leyi yi nga ta va yi ri na:

- ★ tiphaphete ta xitori xin'wana na xin'wana
- ★ swifaniso swa ndzandzelelano swa xitori xin'wana na xin'wana
- ★ Buku Leyikulu ya xitori xin'wana na xin'wana
- ★ mintlangu na swiphazamiso (leswi swi nga ta lava ku tsemeleriwa na ku swi lulamisa).

# ★ Introduction

## The Term 1 Activity Guide

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

Look out for the following:

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

### Meet Stella

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



Strengthening the Teaching of Early Language and Literacy for All.

## Resources

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

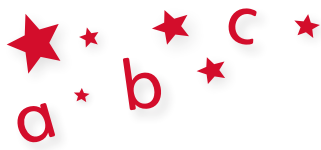
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	l a n e o
Ali and the paint	My body; Shapes and colours	w and i
A beautiful day	Summer; My body and healthy living	s and u
Teacher Akinyi	In the classroom; Colours; Days of the week	a and e

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.



## Switirhisiwa swo hlengeleta kumbe ku xava

- ★ tipuropo na swiambalo leswi nga na vuxaka na xitori ku tirhisa hi nkarhi wo rungula xitori, ntlangu wo endla onge na ntlangu wo encenyeta
- ★ switirhisiwa leswi tsariweke leswi fambelanaka na xitori xin'wana na xin'wana: tibuku ta swifaniso, swiphephana swa swo xavisa, timagazini na tiphositara
- ★ swilo kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito wa xitori xin'wana na xin'wana
- ★ swilo swa mabokisi ya maletere
- ★ tikhirayoni ta mhula, pende na tiburachi to penda, swikero, glilu, tikhirayoni na timakara ta bodo yo basa
- ★ maphepha ya A4, khadibodo na filipichati
- ★ swifaniso swa makaya yo hambana ya swiharhi na swirho swo hambana swa ndyangu
- ★ switirhisiwa swa swikirepe swa migingiriko ya vutshila na ku aka: maphepha ya swikirepe, byanyi, tinsiva, tirinhi, ritiyi, mabokisi ya matandza, swipfalo swa mabodlela, mabodlela ya pulasitiki, mabokisi ya mecisi, swiribyana, tipuleti ta maphepha, tiforoko ta mapulasitiki, ngoti and tintambu ta tintanghu, swisulanomo
- ★ minchumu kumbe swifaniso leswintsongo swa migingiriko ya xifaniso xa letere: phepha kumbe thixu, foyili, fomu, lapi, pende ya tintiho, rhiboni, swiribyana, vuhlalu, tinyawa, sava, timbilu, swihuku, misisi, folici, timakara, tilentele, swo phutsela swiwitsi, ngoti, matluka, swo basisa meno, thepi, swikirepe swa tibodo, pulangi, tindzoho ta kofi.

## Malulamiso ya xitori xin'wana na xin'wana

- ★ Lulamisa tiphaphete hi ku ti damarheta eka swimhandzana swo ntswontswa kumbe eka swo tsondzela phepha ra xihambukelo
- ★ Hlengeleta tipuropu to rungula xitori, ku encenyeta ntlangu na ntlangu wo endla onge.
- ★ Kandziyisa (fothokhopa) mapheji ya nghingiriko ya mudyondzi un'wana na un'wana.
- ★ Lulamisa mintlangu na swiphazamiso na ku swi hlayisa eka nkwama kumbe xibye.
- ★ Endla vumba byo tlangisa na timete ta vumba to tlangisa (rhisipi yi katsiwile swin'we na mapheji ya nghingiriko).
- ★ Kandziyisa (fothokhopa) na ku petsa xibukwana xa mudyondzi un'wana na un'wana (swiletelo swi le ka mapheji ya nghingiriko).
- ★ Endla mabokisi mambirhi ya maletere ya xitori xin'wana na xin'wana: Tata xibye xo va hava nchumu xa ayisikhirimi hi minchumu (kumbe swifaniso swa minchumu) leswi swi sungulaka hi mpfumawulo wa xiviri. Xikombiso, bokisi ra **s** ri ta va na minchumu leyi mavito ya yona ma sungulaka hi **/s/**. Tirhisa nongonoko wa marito ku ku pfuna ku hlawula minchumu ya le mabokisini. Lebula bokisi rin'wana na rin'wana ra maletere hi ku tirhisa swikombiso swa maletere. I vonelo ra kahle ku kandziyisa swikombiso eka leswi swi nga twiwaka, phepha ro olova kumbe phepha ro khwaxa leswaku vadyondzi va ta kota ku twa xivumbeko xa letere.

## Ku dyondzisa Ririmi ra le Kaya eka Giredi ya V nongonoko wa siku na siku

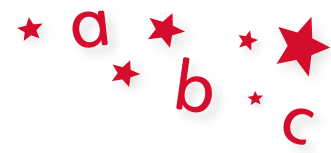
Nkarhi lowu kongomisiweke eka Ririmi ra le Kaya wu katsa migingiriko ya tlilasi hinkwayo na ya ntlawa lowuntsongo siku rin'wana na rin'wana. Migingiriko yi veketeriwe hi tindlela to hambana hambana:

- ★ Mudyondzisi u rhangela ku suka emahlweni ka tlilasi.
- ★ Mudyondzisi u tshama na ntlawa lowuntsongo ku va letela na ku tirha na vadyondzi hi vukheta.
- ★ Mudyondzisi u hlamusela nghingiriko na ku kombela vadyondzi ku tirha voxe hi mintlawa.

Nongonoko wa mavhiki mambirhi wu kombisa migingiriko ya masiku hinkwawo, wa mavhiki mambirhi. Migingiriko yi endleriwe ku tiyisisa ririmi ra le ka xitori, na ku hlulukisa minongoti ya nkoka ya litheresi endzeni ka xitori. Xivumbeko lexi xi vuyeleriwe eka nongonoko wa mavhiki mambirhi man'wana na man'wana. Ntolovelo lowu wu hundzuka lowu tolovelekaka na ku vuyerisa eka vadyondzisi na vadyondzi. Vadyondzisi va sungula ku titsheмба ku dyondzisa hi ndlela leyi na vadyondzi va twa va hlayisekile loko va tiva leswi swi languteriweke eka vona.







## Resources to collect or buy

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



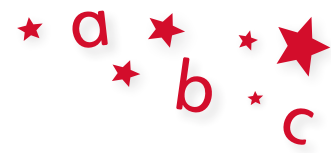


# Nongonoko wa mavhiki mambirhi ya Ririmi ra le Kaya

## Vhiki ra 1






Migingiriko ya tllasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
<b>Migingiriko leyi simekiweke eka xitori</b>	<b>Ku rungula xitori na ku aka ntivomarito</b> Vadyondzi va twa xitori ro sungula va karhi va dyondza ntivomarito lamantshwa.	<b>Ku rungula xitori na ku yimbelela</b> Vadyondzi va yingisela xitori nakambe na ku yimbelela risimu leri nga na vuxaka na xitori.	<b>Ku rungula xitori na ku encenyeta ntlangu</b> Vadyondzi va teka swiyenge swo hambana hambana na ku tirhisa ririmi ra xitori vona vini, loko xitori xi karhi xi runguriwa.	<b>Ku landzelerisa swifaniso</b> Vadyondzi va tlhela va rungula xitori hi ku tirhisa swifaniso.	<b>Ku endla, ku dirowa na ku tsala</b> Vadyondzi va humesela mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa xifaniso kumbe ku teka xiave eka ku tsala swin'we.
<b>Migingiriko ya letere na mpfumawulo</b>	<b>Ku tivisa mpfumawulo ku suka eka xitori</b> Vadyondzi va tivisiwa eka mpfumawulo lowu kongomisiweke na letere leri nga na vuxaka na marito lama humaka eka xitori.	<b>Mavumbelo ya letere</b> Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi.	<b>Mabokisi ya maletere</b> Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi sungulaka hi mpfumawulo lowu kongomisiweke.	<b>Ku yingisela mimpfumawulo leyi kongomisiweke</b> Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	<b>Go kopanya le go kgaoganya</b> Vadyondzi va twanansa mimpfumawulo ku endla marito na ku hambanisa marito ya va mimpfumawulo.
<b>Migingiriko ya ntlawa lowuntsongo</b>	<b>Musumbhunuku</b>	<b>Ravumbirhi</b>	<b>Ravunharhu</b>	<b>Ravumune</b>	<b>Ravuntlhanu</b>
Stella u kombisa leswaku hi yih migingiriko ya ntlawa lowuntsongo lowu leteriwaka hi mudyondzisi siku rin'wana na rin'wana.					
<b>Ntlawa wa wasi</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>
	Vadyondzi va rhekhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	Vadyondzi va hlaya hi voxu na ku tiphina hi tibuku na xitirhisiwa xa nkandziyiso wun'wana.	Vadyondzi va endla migingiriko ya minsiya leyintsongo na ko tolovela mavumbelo ya maletere.	Vadyondzi va akela eka ririmi xitori na nkongomelo hi ntlangu wo endla onge.
<b>Ntlawa wa rihlaza</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b>
<b>Ntlawa wa xitshopana</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>
<b>Ntlawa wo tshwuka</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>
<b>Ntlawa wa xivunguvungu</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 





# The Home Language two-week cycle






## Week 1

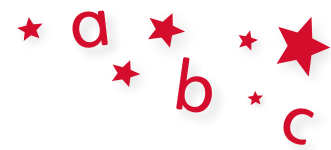
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b>	<b>Storytelling and singing</b>	<b>Storytelling and role play</b>	<b>Sequencing pictures</b>	<b>Make, draw and write</b>
	Learners hear the story for the first time 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> 










## Vhiki ra 2

Migingiriko ya tlilasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
<b>Migingiriko leyi simekiweke eka xitori</b>	<b>Ku landzelerisa swifaniso ko tala</b> Vadyondzi va katsakanya vutivi bya xitori hi ku landzelerisa swifaniso ko tala hi voxo.	<b>Ku hlaya swin'we – Buku Leyikulu</b> Vadyondzi va yingisela xitori xo tiveka xi karhi xi hlayiwa loko mudyondzisi a kombisa mahlayelo.	<b>Ku dyondza ku yingisela</b> Vadyondzi va yingisela hi vukheta na ku landzelela swileriso swa nomo.	<b>Ku hlaya na ku endla</b> Vadyondzi va hlamusela vuthala bya swo tsariwa na xifaniso.	<b>Ku endla, ku dirowa na ku tsala</b> Vadyondzi va humesa mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa kumbe ku hoxa xandla eka ku tsala swin'we.
<b>Migingiriko ya letere na mpfumawulo</b>	<b>Ku tivisa mpfumawulo ku suka eka xitori</b> Vadyondzi va tivisiwa mpfumawulo lowu kongomisiweke lowu fambaka na marito lama sukaka eka xitori.	<b>Mavumbelo ya letere</b> Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi loku fuweke.	<b>Mabokisi ya maletere</b> Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi swi sungulaka hi mpfumawulo lowu kongomisiweke.	<b>Ku yingisela mimpfumawulo leyi kongomisiweke</b> Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	<b>Ku twananisa na ku hambanisa</b> Vadyondzi va twananisa mimpfumawulo ku vumba marito na ku hambanisa marito hi mimpfumawulo.
<b>Migingiriko ya ntlawa lowuntsongo</b>	<b>Musumbhunuku</b>	<b>Ravumbirhi</b>	<b>Ravunharhu</b>	<b>Ravumune</b>	<b>Ravuntlhanu</b>
Stella u kombisa leswaku hi yihi migingiriko ya ntlawa lowuntsongo lowu leteriwaka hi mudyondzisi siku rin'wana na rin'wana.					
<b>Ntlawa wa wasi</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> Vadyondzi va rhekhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>  Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b> Vadyondzi va hlaya va ri voxo na ku ti phina hi tibuku na switirhisiwa swin'wana swo tsariwa.	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b> Vadyondzi va endla migingiriko ya mfambafambo wa swirho na ku ti toloveta ku vumba maletere.	<b>Nghingiriko 5: Ntlangu wo endla onge</b> Vadyondzi va aka ehenhla ka ririmi ra xitori na nkongomelo hi ntlangu wo endla onge.
<b>Ntlawa wa rihlaza</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>
<b>Ntlawa wa xitshopana</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>
<b>Ntlawa wo tshwuka</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 
<b>Ntlawa wa xivunguvungu</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</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>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.
<b>Letter and sound activities</b>					
<b>Small group activities</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	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>



## Nongonoko wa migingiriko wu fambisana na XIPHOKHAMA

Tafula leri ri kombisa hi laha migingiriko ya nongonoko wa mavhiki mambirhi wu vumbaka ha kona vuswikoti bya ririmi lebyi kongomeke bya XIPHOKHAMA, naswona ri komba hi laha u nga tirhisaka ha kona migingiriko ku kambela ku humelela ka mudyondzi hi ku langutisa eka swilaveko swa makambeleso ya XIPHOKHAMA.

Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
			(yi humesiwe eka swilaveko swa makambeleso ya XIPHOKHAMA)	
<b>Vhiki ra 1:</b> Musumbhunuku	Ku rungula xitori na ku aka ntvomarito	Ku yingisela na ku vulavula	U yingisela switori swo koma hi ku tiphina na ku nghenelela eka khorasi hi nkarhi lowu faneleke U vutisa swivutiso	
Ravumbirhi	Ku rungula xitori na ku yimbelela	Ku yingisela na ku vulavula	U yimbelela tinsimu to olova na ku encenyeta (hi ku pfuniwa)	
Ravunharhu	Ku rungula xitori na ku encenyeta ntlangu	Ku yingisela na ku vulavula	U encenyeta xiphemu xa xitori, risimu kumbe xinsin'wana	
Ravumune	Ku landzelerisa swifaniso	Ku yingisela na ku vulavula		<b>Ku yingisela na ku vulavula</b> <b>Rhubiriki 1:</b> U rungula switori na ku vuyelela switori hi marito ya yena n'wini
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tllasi U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	
<b>Vhiki ra 2:</b> Musumbhunuku	Ku landzelerisa swifaniso ko tala	Ku yingisela na ku vulavula Ku hlaya na ku langutisa		<b>Ku yingisela na ku vulavula</b> <b>Rhubiriki 2:</b> U longoloxa sete ya swifaniso hi ndlela leyi swi vumbaka xitori na ndzandzelelano lowu nga na lojiki wa swiendleko loko swi runguriwa na ku va na vuxaka na xitori lexi vumbiweke
Ravumbirhi	Ku hlaya swin'we – Buku Leyikulu	Ku hlaya na ku langutisa	U "hlaya" switshuriwa leswi kurisiweke swo fana na switlhokovetselo, tibuku letikulu na tiphositara tanihi tllasi hinkwayo na mudyondzi	
Ravunharhu	Yingisela u endla	Ku yingisela na ku vulavula	U yingisela swileriso swo olova na ku encenyeta	
Ravumune	Ku hlaya na ku endla	Ku hlaya na ku langutisa	U lemuka vito ra yena na man'wana mavito ya vadyondzi lavan'wana	
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tllasi U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	





## 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	



Nongonoko wa mavhiki mambirhi	Migingiriko ya tlilasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
<b>Vhiki ra 1 na 2:</b> Musumbhunuku	Ku tivisa mpfumawulo ku suka eka xitori	Mimpfumawulo		<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1:</b> U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravumbirhi	Mavumbelo ya letere	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawu leyi faneleke na ku landzelela tlhelo leri faneleke	<b>Ku tsala ko sungula na Ntivontsalo Rhubiriki 1:</b> U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravunharhu	Mabokisi ya maletere	Mimpfumawulo	U lemuka switatisi na switwari swin'wana swa masungula swo twiwa na swo voniwa ngopfu ngopfu eku sunguleni ka rito	<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1:</b> U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravumune	Ku yingisela mimpfumawulo leyi kongomisiweke	Mimpfumawulo		<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 2:</b> U sungula ku lemuka leswaku marito ma endlwe hi mimpfumawulo: u nyika mpfumawulo wo sungula wa vito ra yena
Ravuntlhanu	Ku twananisa na ku hambanisa	Mimpfumawulo	U avanyisa marito ya mapeletwananyingi hi mapeletwana: u tirhisa ku phokotela kumbe ku ba ka xigubu eka peletwana rin'wana na rin'wana eka rito kumbe ku tiva nhlayo ya mapeletwana (ku phokotela) eka mavito ya vadyondzi etlilasini	
Nongonoko wa mavhiki mambirhi	Migingiriko ya tlilasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
<b>Vhiki ra 1 na 2:</b> Musumbhunuku	Ku dirowa na ku tsala ko sungula	Ku tsala ko sungula	U ringeta ku tsala maletere hi ku tirhisa manyokanyokana, swikhokhonono, sw. na sw. na ku "hlaya" leswi a swi tsaleke: u "hlaya" leswi manyokanyokana ma vulaka swona  U khoma tikhirayoni kahle hi ku tirhisa makhomelo lamanene ya penisele	<b>Ku tsala ko sungula na Ntivontsalo Rhubiriki 2:</b> U dirowa swifaniso leswi humesaka vonelonkulu ra switori, tinsimu na swinsin'wana <b>Rhubiriki 3:</b> U twisisa leswaku ku tsala na ku dirowa swi hambanile: ku endla onge i wa tsala ku yimeriwa hi ku tirhisa manyokanyokana
Ravumbirhi	Swiphazamiso na mintlangu	Mimpfumawulo Ku yingisela na ku vulavula		<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1:</b> U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravunharhu	Ku hlaya ka munhu un'we	Ku hlaya na ku langutisa	U "hlaya" a ri yexe tibuku ku titsakisa elayiburari kumbe eka khona ro hlayela etlilasini  U khoma buku hi ndlela ya kahle na ku pfula tipheji hi mfanelo	<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 3:</b> U tiendlela xitori xa yena n'wini hi ku "hlaya" swifaniso
Ravumune	Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawu leyi faneleke na ku landzelela tlhelo leri faneleke  U kopunula maletere lama a ma tivaka eka vito ra yena ku yimela ku tsala: u kopunula vito ra yena  U hlulukisa vulawuri bya mimpfimi leyintsongo hi ku tirhisa xikero ku tsema swifaniso, swivumbeko, sw. na sw.	<b>Ku tsala ko sungula na Ntivontsalo Rhubiriki 1:</b> U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravuntlhanu	Ntlangu wo endla onge	Ku yingisela na ku vulavula Ku tsala ko sungula	U encenyeta ku tsala loko a ri le ku tlangeni: u teka mahungu ya riqingho, u tsala thikithi ra ndziho wa le patwini, sw. na sw.  U kopunula leswi tsariweke eka mbangu loko a karhi a tlanga	







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</b> <b>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</b> <b>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</b> <b>Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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	

# ★ Rhoko ya rihlaza

## Xitori

Xitori xa hina xa namuntlha xi mayelana na xinhwanyatana lexi vuriwaka Zinzi Madiswa. A ri na kwalomu ka malembe ya ntsevu. Loyi i boti wa yena Sam, yena u na khume ra malembe. Va tshama eka xiyindlwana na manana, tatana wa vona na ximbyanyana lexi vitaniwaka Spot. Adirese ya vona i 7 Pokela Road, Masiphumelele.

Sam na Zinzi va nghena eka xikolo xin'we. Mixo wun'wana na wun'wana manana u va endlela mukapu hi masi leswaku va fihlula. Endzhaku ka ku fihlula, va ya exikolweni. Xana u lava ku twa leswaku ku humelele yini siku rin'wana loko va karhi va ti lulamisela ku ya exikolweni?

Siku rin'wana Sam a ti lulamisela ku ya exikolweni loko manana a karhi a endla swo fihlula. Sam u ambale xiburukwana xa yena xo koma xa mpunga, hembhe yo basa, masokisi na tintangu ta ntima. Zinzi a ha ambale tipijama naswona a vilela swinene. Sam a n'wi languta a ku: "Zinzi, a wu nge yi exikolweni na tipijama! Yi kwihi rhoko ya wena ya xikolo? Hatlisa, handle ka swona hi ta hlwela."

"Ndza swi tiva," a vula. "Kambe a ndzi yi kumi rhoko ya mina ya rihlaza." Yi nga va yi ri kwihi? Va langute ehansi ka mubedo na le ndzhaku ka rivanti, kambe va nga ri kumi rhoko ya rihlaza.

Yoo minoo, mbuyangwana Zinzi! A vilela a twa onge a nga rila. Nkarhi wolowo, Zinzi na Sam va twe huwa. "Huu huu." A ku ri xiritwana xo olova na swona a va fanele ku yingisela hi vukheta. "I yini sweswo? Swi twala onge i spot. U le kwihi?" Zinzi a vutisa.



"Shh! A hi yingiseli nakambe," Zinzi a vula. Va yingisela hi vukheta kutani va twa: "Huu huu." Sam a vula: "I Spot! Kambe u kwihi?" Va yingiserile nakambe. "Huu huu." Mpfumawulo a wu huma ekhabodini hi le xikarhi ka yindlu. Zinzi u tsutsumele ekhabodini kutani a pfula rivanti. Yoo! U kume Spot endzeni ka khabodi naswona a etlele ehenhla ka rhoko ya yena.



Zinzi u tlakule Spot a ku: "Spot, xana u khiyeleke njhani laha khabodini? Yoo, languta rhoko ya mina!" Sam u tekile rhoko kutani a yi dzudza. Zinzi u langute rhoko ya yena kutani a sungula ku titwa a antswa swinene.

Zinzi u ambarile rhoko ya yena hi loko vana va dya swakudya swo fihlula hi ku hatlisa. Va hlambile mavoko ya vona, va ambala timasiki ta vona kutani va lela hi ku tlakusa mavoko. Zinzi na Sam va tsutsumele exikolweni hi rivilo hi laha va nga kotaka ha kona, kutani va fike hi nkarhi lowu nsimbhi ya xikolo a yi sungula ku ba leswaku vana va ya longoloka hi mintila. A va tsakile swinene hikuva va fikile hi nkarhi!

**Lawa hi wona makumu ya xitori.**

# ★ 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.***





## Risimu

Zinzi a nga yi kumi rhoko  
 Zinzi a nga yi kumi rhoko  
 Zinzi a nga yi kumi rhoko  
 U ehleketa yi nga va yi ri kwihi?

Yi le hansi ka mubedo?  
 Yi le hansi ka mubedo?  
 Yi le hansi ka mubedo?  
 U ehleketa yi nga va Yi ri kwihi?

Yi le ndzhaku ka rivanti?  
 Yi le ndzhaku ka rivanti?  
 Yi le ndzhaku ka rivanti?  
 U ehleketa yi nga va yi ri kwihi?

Shh, wa yi twa huwa yaleyo?  
 Shh, wa yi twa huwa yaleyo?  
 Shh, wa yi twa huwa yaleyo?  
 U ehleketa ku nga va yini?

A hi languteni khabodini  
 A hi languteni khabodini  
 A hi languteni khabodini  
 U ehleketa leswaku hi kume mani?

Hi kume Spot erhokweni  
 Hi kume Spot erhokweni  
 Hi kume Spot erhokweni  
 Zinzi na Sam va tsakile swinene!

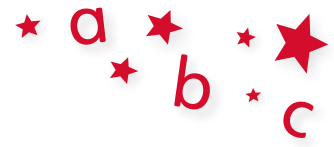


(Yimbelela hi chuni ya "Here we go loop-de-loop" kumbe tirhisa chuni ya wena.)

## Ntivomarito ku suka eka xitori

Marito ya nkoka	rhoko	rihlaza	vilela	hlwela	huwa	kuma
Marito yo engetela:	adiresi	tipijama	swo fihlula	khabodi	languta	yingisela
	mukapu	endzhaku	ehansi	olova	hatlisa	ambala





## 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-loop" 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





### U ta lava:

- Xitori: Rhoko ya rihlaza
- Tiphaphete: Zinzi, Sam, Tatana na Manana Madiswa, Spot, rhoko ya rihlaza, tipijama
- Tipuropo: rhoko ya rihlaza kumbe nguvu ya rihlaza, tipijama, bokisi ra khale ro endla khabodi
- Minchumu kumbe makhadi ya swifaniso swa marito lama nga le ka nongonoko wa ntivomarito

### Stella u ri:



Ti hlayeli xitori wena n'wini mikarhi yo hlayanyana. Ti toloveti ku rungula xitori ekaya u nga si ya hlaya emahlweni ka tlilasi. Loko u titshemba, swi ta olova swinene ku va u rungula xitori. U nga ti karhati hi ku dyondza marito ya xitori – u nga rungula xitori hi marito ya wena.

### U ta lava:

- Tiphaphete ta le ka xitori
- Vunanga na swifaniso swa tipuropo ta le ka risimu



## Vhiki ra 1 Siku 1

### Migingiriko ya tlilasi hinkwayo

Vula xinsin'wana *Mahlo mambirhi ku vona* ku yisa vadyondzi emetini eka nkarhi wa xitori.

### Ku rungula xitori na ku aka ntivomarito

#### 1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Vulavulani hi vukhale bya vona, loko va ri na vona vaboti kumbe vasesi, laha va tshamaka kona, leswi va yisaka swona exikolweni, leswi va swi ambalaka loko va ya exikolweni.
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, Endla xikandza xo vilela kutani u kombela vadyondzi ku ku komba leswaku va languteka njhani loko va vilela. Kombela vadyondzi ku vula rito hi ririmi ra vona loko va vulavula ririmi ro hambana ekaya.

#### 2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencenyeto na ku tirhisa tiphaphete na tipuropo.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Ndza tivutisa leswaku Zinzi a titwa njhani loko va ri le ndleleni yo ya exikolweni?"*

#### 3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xih xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

### Mahlo mambirhi ku vona

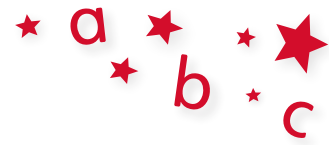
Nomo wun'we ku vulavula na ku yimbelela,  
Mahlo mambirhi ku vona,  
Tindleve timbirhi ku twa,  
Milenge yimbirhi ku famba na ku tsutsuma;  
Hi lawa mavoko ya mina  
Ndzi nyiki ya wena – i nkarhi wa switori hinkwenu!

## Vhiki ra 1 Siku 2

### Migingiriko ya tlilasi hinkwayo

### Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tihela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.



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

#### 3 After you tell the story

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

### 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.





### U ta lava:

- Tiphaphete ta le ka xitori
- Tipuopo: rhoko ya rihlaza kumbe xiphemu xa nguvu xa rihlaza, bokisi ra khale ku endla khabodo, tipijama



## Vhiki ra 1 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va nga tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: "I mani loyi a tsundzukaka leswaku xikandza xa yena xi languteka njhani loko u 'vilela'?"
- 3 Hlawula vadyondzi ku va va tlanga swimunhuhata swa le ka xitori.
- 4 Vulavula hi ximunhuhata xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuopo leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va movuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi ri karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

### Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhatawa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaha ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

## Vhiki ra 1 Siku 4

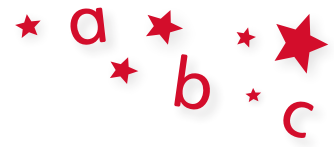
### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenelerile eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.







### 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

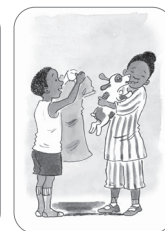
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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)





#### U ta lava:

- Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana leru nga na nhlokomhaka ya xitori leyi tsariweke ehenhla ka phepha
- Tikhirayoni ta mhula letikulu

## Vhiki ra 1 Siku 5

### Migingiriko ya tllasi hinkwayo

#### Ku endla, ku dirowa na ku tsala

- 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula.
- 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we.
- 3 Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori lexi va xi rhandzeke. Nyika swiringanyeto swin'wana. Xikombiso: "Xana mi xi rhandzile xiphemu xa loko Zinzi a kuma Spot ekhabodini?" Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi rhandzeke.
- 4 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidirowiwa xa yena.
- 5 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela.
- 6 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Zinzi ... u... kumile ... Spot ... e ... Xana hi rihi rito ro landzela leri a mi lava ku ri vula? Khabodo. Ndzi ta tsala rito 'khabodo'."
- 7 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi loko va pfumela u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka.
- 8 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.

Ndzi tsakela rhoko ra  
Zinzi ra rihlaza .





#### 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.





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Minkandziyiso na xibukwana lexi nga petsiwa xa mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 1

### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso ko tala

- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku va va yima emahlweni ka tllasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana i mani loyi a tsundzukaka leswi nga landzela ku humelela nakambe?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwini swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku va va ya hlaya na mindyangu ya vona.



### U ta lava:

- Buku Leyikulu: Rhoko ya rihlaza

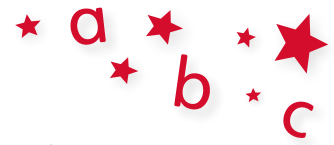
## Vhiki ra 2 Siku 2

### Migingiriko ya tllasi hinkwayo

#### Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tllasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi ri karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tthelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.





### 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.





### U ta lava:

- Vumba na bodo leyintsongo kumbe mete swa mudyondzi un'wana na un'wana



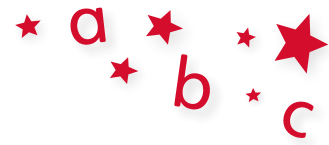
## Vhiki ra 2 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku dyondza ku yingisela

- 1 Tshamisisa vadyondzi ematafuleni na ku miyeta hinkwavo leswaku tllasi yi va leyi miyeleke na ku hola.
- 2 Sungula hi ku vula: *"Xana ma tsundzuka loko Zinzi na Sam va twa Spot a vukula a ri le ndzeni ka khabodo?"* Va fanele va yingiserile hi vukheta swinene ku va va n'wi twile. A hi pfaleni mahlo ya hina na ku miyela timinete ti nga ri tingani loko hi yingisela hi vukheta mimpfumawulo leyi hi rhendzeleke." Sweswi, byela vadyondzi ku pfula mahlo ya vona kutani na ku vulavula hi mimpfumawulo leyi va yi tweke. Vulavula hi mimpfumawulo leyi nga le kusuhi kumbe ekusuhana na vona (leyi tlakukeke) na leyi yi nga le kule (yo olovanyana). Byela vadyondzi leswaku va ta endla nghingiriko laha va faneleke va yingisela hi vukheta eka leswi u nga ta swi vula.
- 3 Sweswi tlakusa khirayoni yin'wana na yin'wana na ku vula vito ra muhlovo. Kombela vadyondzi ku hlawula khirayoni leyi yi yelanaka emahlweni ka vona. Vulavula hi rito leri hlantswekeke, ro tiya.
- 4 Kutani kombetela xikwere na ku va tsundzuxa leswaku nyiko ya Musa a yi ri na xivumbeko xa xikwere. Va kombeli ku komba xivumbeko lexi xi nga xirhendzevutana, ku fana na bolo ya Ali. Kutani vutisa loko un'wana a tiva xivumbeko lexi xi nga yinhlanharhu.
- 5 Kutani sweswi nyika swiletelo hi ku nonoka na hi vurhon'wana nasswona u kombisa hi xiphemu xa vumba bya wena. Yima swintsongo loko u ri karhi u nyika xiletelo xin'wana na xin'wana leswaku vadyondzi va nga ti twi va kahlurisiwa.
  - ★ Phema xiphemu xa vumba kutani u byi vumbuluxa ku endla miri.
  - ★ Phema xiphemu lexitsongonyana xa vumba, byi vumbuluxi byi endla bolo ku endla nhloko kutani u byi veka ehenhla ka miri.
  - ★ Kutani endla milenge yimbirhi kutani u yi veka hansa ka miri.
  - ★ Kutani endla mavoko mambirhi kutani u ma veka ematlhelweni ya miri.
  - ★ Vumba swibolwana swimbirhi swo engetela ku endla mahlo.
  - ★ Vumba xiphemu xa nomo. Engetela nhompfu na tindleve timbirhi.
- 6 Loko vadyondzi va landzelerile swiletelo swa wena na ku endla munhu wa vumba, pfumelela vadyondzi ku pfuva vumba va tlhela va sungula nakambe. Hi nkarhi lowu, va nga ringeta na ku endla hi ndlela ya vona, handle ka ku landzelela swiletelo swa wena.





#### 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.





### U ta lava:

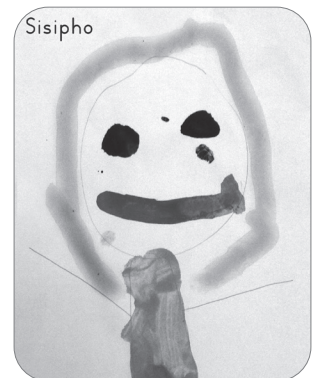
- Maphepha lamakulu yo basa lama nga na vito ra mudyondzi un'wana na un'wana leri tsariweke ehenhla eka khona ra voko ra ximatsi ra pheji
- Maphepha lamakulu yo basa lama nga na xifaniso xa Zinzi a ambale rhoko ya yena ya rihlaza na vito ra Zinzi ri tsariwile ehenhla eka khona ra voko ra ximatsi ra pheji
- Pende ya mihlovo, tiburachi na swibye
- Xivoni xa vunavi lebyi heheleke (loko swi koteka)

## Vhiki ra 2 Siku 4

### Migingiriko ya tlilasi hinkwayo

#### Ku hlaya na ku endla

- 1 Kombela vadyondzi ku suka va yima na ku landzela ku rhangela ka wena. Kombetela xirho xa miri wa wena, xikombiso, nhloko ya wena. Vutisa vadyondzi leswi xirho xa miri lexi hi xi vitanaka swona na ku vula rito "nhloko".
- 2 Endla leswi eka swirho swo hambana hambana swa miri ya vona: nhloko, misisi, tindleve, mahlo, nhompfu, nomu, xilepfu, nhamu, makatla, mavoko, swikokola, swandla, khwiri, milenge, matsolo, minkondzo.
- 3 Pfumelela vadyondzi ku khumba mavoko ya vona, milenge, nhloko, mahlo na ku twa leswaku swi twala njhani – swi lehile, i swa xirhendzevutana, swa olova kumbe swa nonoha?
- 4 Komba vadyondzi phepha lerikulu leri nga na xidirowiwa xa Zinzi a ambale rhoko ra yena ra rihlaza. Kombetela ehenhla ka pheji laha ku tsariweke vito ra Zinzi.
- 5 Komba vadyondzi maphepha lamakulu na ku va kondletela ku "hlaya" mavito ya vona. Seketela vadyondzi lava nga swi kotiki ku lemuka mavito ya vona.
- 6 Va vutisi leswaku va ehleketa i xifaniso xihle lexi nga ta va ehansi ka mavito ya vona: Nhlamulo i xifaniso vona vini, swi tano!
- 7 Va byeli leswaku va ta tirhisa phepha hinkwaro ku penda xifaniso xa vona vini na swiambalo leswi va swi ambaleke.
- 8 Pfumelela vadyondzi ku ti languta eka xivoni lexi nga na vunavi lebyi heheleke kumbe va languta munghana hi vukheta.



### U ta lava:

- Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Swikero
- Ntambhu yo leha (Leswi swi fanele ku hayekiwa etlilasini tanihi ngoti yo aneka tinguvu dyondzo yi nga si sungula.)
- Tiphekisi

## Vhiki ra 2 Siku 5

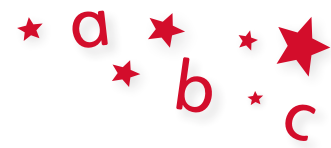
### Migingiriko ya tlilasi hinkwayo

#### Yingisela u endla

- 1 Kombela vadyondzi ku suka va yima na ku landzela ku rhangela ka wena. Kombetela eka xilo xo ambalo, xikombiso, hembhe ya wena.
- 2 Vutisa vadyondzi leswaku hi xi vitana yini xilo lexi xo ambala na ku vula rito "hembhe".
- 3 Endla leswi eka swilo swo hambana hambana swo ambalo: tintangu, masokisi, xikete, swiburukwana, hembhe, jesi.
- 4 Nyika mudyondzi un'wana na un'wana phepha ro va hava nchumu na ku tiyisisa leswaku ku na tikhirayoni ta mihlovo to ringanela leswaku ntlawa wu kota ku avelana.
- 5 Hlamusela leswaku va fanele ku dirowa nchumu lowu va wu rhandzaka wa swo ambala na ku wu khirayona hi muhlovo lowu faneleke.
- 6 Endzhaku ka ku khirayona tinguvu ta vona, va fanele va tsema va humesa xifaniso lexi va xi diroweke.
- 7 Loko hinkwavo va hetile, vadyondzi va fanele ku vula mavito ya minchumu ya swiambalo leyi va yi diroweke kutani va ku nyika ku swi hayeka eka ngoti yo aneka swiambalo.







#### 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.

# ★ Tsutsuma, Lindi, Tsutsuma!

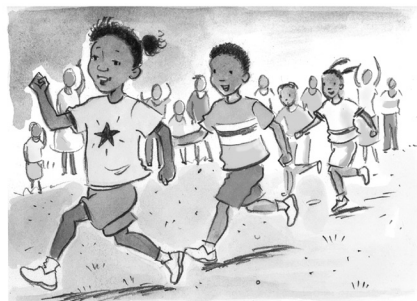
## Xitori

Khale ka khaleni, a ku ri na nhwanyana loyi a vuriwa Lindi loyi a tshama na manana, kokwana na boti lontsongo wa yena, Paul. Miri wa Lindi a wu hanye kahle na ku va na matimba, naswona a tsakela ku tlanga hinkwayo mintlangu yo hambana hambana, kambe eka yona hinkwayo, a rhandza ku tsutsuma. A tsutsuma ku suka ekaya a ya enambyeni. A tsutsuma ku suka enambyeni a ya evhengeleni. A tsutsuma ku suka evhengeleni a ya eka hahani wa yena wo rhandzeka. "Tsutsuma Lindi tsutsuma!" ku huwelela vanghana va yena hinkwavo. Lindi a tsutsuma no tlulela emubedweni madyambu man'wana na man'wana, endzhaku ko hlamba meno ya yena.



Siku rin'wana, manana wa Lindi u te: "Lindi, ndza swi tiva leswaku u rhandza ku tsutsuma. Mundzuku ku ta va na mphikizano lowu nga ta sungula evhengeleni ra Tatana Ibrahim. Xana u nga tsakela ku tsutsuma eka mphikizano?" Swi tano, Lindi a pfumela! A tsake swinene naswona u yile a ya etlela hi ku hatlisa leswaku a ta wisa kahle na ku va na matimba ya mphikizano. Na mixo, u pfuke ka ha ri na nkarhi a dya swakudya swo fihlula swa mukapu wo kufumela wu ri na masi. A ri ta va siku ro hisa, kutani Lindi a tsundzuka ku n'wa mati mphikizano wu nga si sungula.

Endzhaku ko fihlula, Lindi u yile evhengeleni ra Tatana Ibrahim ku ya hlangana na vana hinkwavo lava a va nkhsamele entileni, va lulamele mphikizano. Tatana Ibrahim u te: "Ehenhla ka mfungho, lunghekani, fambani!" Hi loko Lindi a tsutsuma! U tsutsume tanihi moya! U tsutsume no tsutsuma onge a nga si tshama a tsutsuma. "Tsutsuma Lindi tsutsuma!" ku huwelela Paul, a karhi a tlula a ya ehenhla na le hanshi.



Loko a yimile ku tsutsuma, Lindi u twe hinkwavo va tlangela. U twe a tsakile na ku va na matimba. Tatana Ibrahim u yile eka yena kutani a n'wi nyika mendlele. "U tirhe kahle Lindi! U tsutsume hi rivilo hi laha u nga kota ha kona! U vile mudyondzi wo sungula ku heta mpfhuka!"



Loko Lindi a tthelela ekaya endzhaku ka mphikizano, u ambarile mendlele ya yena leyintshwa yo vangama. "U tirhe kahle, Lindi, u tirhe kahle!" ku tlangela vandyangu wa yena. Kokwana u te: Lindi, ndza ti nyungubyisa hi wena. U ti toloveta ku tsutsuma masiku hinkwawo kutani sweswi u hlurile eka mphikizano!

Miri wa wena wu hanye kahle naswona u na matimba, naswona ku tsutsuma i nyiko ya wena yo hlawuleka"

**Lawa hi wona makumu ya xitori.**

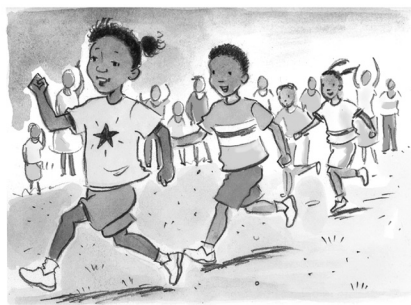
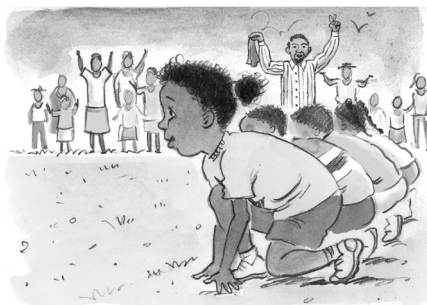
# ★ Run Lindi Run

## 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.***



## Risimu

Lindi u tsutsuma  
 hi rivilo a ya enambyeni,  
 a ya enambyeni, a ya enambyeni  
 Lindi u tsutsuma  
 hi rivilo eya enambyeni  
 Tsutsuma, Lindi, tsutsuma!

Lindi u tsutsuma  
 hi rivilo a ya evhengeleni,  
 a ya evhengeleni,  
 Lindi u tsutsuma  
 ndlela hinkwayo  
 yo ya evhengeleni  
 Tsutsuma, Lindi, tsutsuma!

Lindi u tsutsuma  
 hi rivilo a hlula eka mphikazano,  
 a hlula mphikazano  
 a hlula eka mphikazano,  
 Lindi u tsutsuma  
 hi rivilo a hlula  
 mphikazano  
 Tsutsuma, Lindi, tsutsuma!

Lindi u tsakile u na matimba,  
 u na matimba, u na matimba  
 na ku ringanela  
 Lindi u tsakile, matimba  
 na ku ringanela  
 Tsutsuma, Lindi, tsutsuma!

Lindi wa ti nyungubyisa  
 hi talenta ya yena, talenta ya yena,  
 talenta yo hlawuleka  
 Lindi wa ti nyungubyisa  
 hi talenta ya yena yo hlawuleka  
 Tsutsuma, Lindi, tsutsuma!

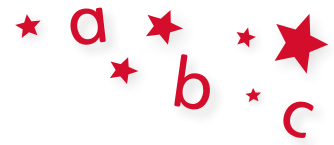


*(Yimbelela hi chuni ya "The Wheels of the bus" kumbe tirhisa chuni ya wena.)*

## Ntivomarito ku suka eka xitori

Marito ya nkoka	mphikizano	tsakile	heta	mendlele	wo sungula	tsutsuma
Marito yo engetela:	matimba	ti toloveta	mukapu	tirhe kahle	swo fihlula	vangama
	tsaka	masi	hlawuleka	nyiko	tinyungubyisa	tlangela





## 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





### U ta lava:

- Xitori: Tsutsuma, Lindi, Tsutsuma!
- Tiphaphete: Lindi, Paul, Tatana Ibrahim, Kokwana wa xisati wa Lindi, manana wa Lindi
- Tipuopo: hembhe yo basa ku va jasi ra n'wini wa vhengele, ntambhu kumbe ngoti ku va ntambhu yo komba laha va hetaka kona, mendlele
- Minchumu kumbe makhadi ya swifaniso swa marito lama nga le ka nongonoko wa ntvommarito

## Vhiki ra 1 Siku 1

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku aka ntvommarito

Vula xinsin'wana *Mahlo mambirhi ku vona* ku yisa vadyondzi emetini eka nkarhi wa xitori.

#### 1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi hi ku vutisa: *"I mani a rhandzaka ku tsutsuma? U tsutsuma kwihi? Xana u tshama u tsutsuma eka mphikizano?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntvommarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso: Kombela mudyondzi ku yima ekusuhi na wena na ku encenyeta ku tsutsuma mpfhuka swin'we (magoza ma nga ri mangani!) Vulavulani hi masungulo ya mphikizano, mahetelelo na leswaku muhluri ku vile mani.

#### 2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencenyeto na ku tirhisa tiphaphete na tipuopo.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana mi ehleketa leswaku Lindi a titwa njhani loko a forile a lava ku sungula mphikizano? Xana u ehleketa leswaku Lindi u titwe njhani loko a hlurile eka mphikizano?"*

#### 3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? Lindi a ri kahle eka ku tsutsuma. Xana wena u kahle eka yini?"*

#### Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"Lindi, loyi loko, laha, le, lontsongo, leswaku, lowu, lava, lulamele, lunghekani, leyintshwa, Xana ma wu twa mpfumawulo lowu kongomisiweke Lindi, lontsongo, leswaku, lulamele? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo //."*
- 2 Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi //: *Iala, loloha, leha, lofo, luka, luma.* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo // swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo //: *"I-I-I"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Stella u ri:



Eka marito man'wana  
*"Lindi, lontsongo, leswaku, lulamele," mpfumawulo lowu kongomiweke i // naswona lowu i mpfumawulo wo sungula eka rito. Eka tindzimi ta Xintima, mpfumawulo wo sungula eka rito hi xitalo i xitwari, tanihi laha maviti hinkwawo ma tsariwaka ma ri na xirhangi lexi nga xitwari. Eka phurogiremu leyi, hi teke xiboho xo tirhisa rito "mpfumawulo lowu kongomiweke" ku nga ri mpfumawulo wo sungula.*





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

#### 3 After you tell the story

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

### Stella says:



In the words "Lindi, lontsongo, leswaku, lulamele", the focus sound is // and this is also the beginning or first sound in the word. In African languages, the first sound in a word is often a vowel, as all nouns are written with an article that is a vowel. In this programme, we have decided to use the word "focus sound", rather than beginning sound.

### 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, loyi loko, laha, le, lontsongo, leswaku, lowu, lava, lulamele, lunghekani, leyintshwa. Can you hear the focus sound: **Lindi, lontsongo, leswaku, lulamele?** Yes, you are right! They all have the sound //."
  - 2 "Listen carefully, here are some more words with //: **Iala, loloha, leha, lofo, luka, luma.**" (Emphasise the focus sound as you say these words.)
  - 3 Say the sound // clearly and tell learners to watch your mouth.
  - 4 Ask learners to say the sound //: "**I-I-I**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### U ta lava:

- Tiphaphete ta le ka xitori
- Vunanga na swifaniso swa tipuropo ta le ka risimu

## Vhiki ra 1 Siku 2

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.



### Stella u ri:



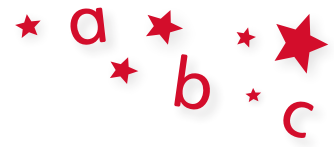
*Ku titoloveta ntvivontsalo wa ximfumo i xiphemu xa kharikhulamu ya Giredi ya 1; a xi fanelanga vadyondzi va Giredi ya V. Hambiswiritano, swi na nkoka ku va vadyondzi va dyondzisiwa leswaku maletere ma vumbiwa njhani hi mfanelo. U nga endla leswi hi ndlela yo ntshunxeka no tsakisa hi ku tirhisa vutumbuluxi, migingirikonyingi leyi tirhisaka switwi na ku kondletela vadyondzi ku tsala maletere ma va makulu hi laha va kotaka ha kona.*

### Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /I/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /I/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va fanele ku yima hi swikunhwana naswona va fikelela ehenhla va ri karhi va lava ku vona leswaku va nga leha ku fika kwihi.
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere **I**. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.







### 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 /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 stand on their toes and reach up as high as they can to see how tall they can be.
- 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."
- 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.





### U ta lava:

- Tiphaphete ta le ka xitori
- Tipuropo: hembhe yo basa ku va jasi ra n'wini wa vhengele, ntambhu kumbe ngoti ku va ntambhu yo komba laha va hetaka kona, mendlele
- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **I**: lamula, lori, lepula, luka, letasi, lofo, lego

## Vhiki ra 1 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va nga tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: *"Xana i mani loyi a nga tsundzukaka leswaku Lindi u kume yini loko a hlurile eka mphikizano? Ina, mendlele yo vangama."*
- 3 Hlawula vadyondzi ku va va tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi ri karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

#### Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **lamula, lepula, letasi**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *"Letere leri hi leswi hi tsarisaka xiswona I."* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.





#### 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 **l**: lamula, lori, lepula, luka, letasi, lofo, lego

## 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, for example: **l**amula, **l**epula, **l**etasi. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **l**."* Let some learners trace over the letter on the lid with their fingers.





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Binibege kumbe xitina

### Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

## Vhiki ra 1 Siku 4

### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenelerile eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

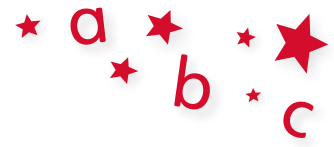


#### Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Byela vadyondzi leswaku va ta tshama eka xirhendzevutana na ku hundziselana bini bege.
- 2 Mudyondzi loyi a khomeke bini bege u fanele ku vula vito ra yena loko hinkwavo va yingiserile.
- 3 Vutisa vadyondzi leswaku vito rin'wana na rin'wana ri sungula hi mpfumawulo wihi. Loko vadyondzi va hlamurile, vuyelela vito na mpfumawulo wo sungula, xi leswi: "Ina, vito ra Sindi ri sungula hi mpfumawulo **Is!**" Mudyondzi a nga ha hundzisa bini bege.

**Ku hambanisa:** Tlanga vuyimbeleri byo hola hala ndzhaku. Yimisa vuyimbeleri nkarhi na nkarhi. Mudyondzi loyi a khomeke bini bege u fanele ku vula vito ra yena na mpfumawulo lowu ri sungulaka hi wona.





### 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.





### U ta lava:

- Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana leru nga na nhlokomhaka ya xitori leyi tsariweke ehenhla ka phepha
- Tikhirayoni ta mhula letikulu
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: mundzuku, tsundzuka, rhandziwa, Ibrahim, Kokwana wa xisati, nyanyuka, mixo, mukapu, mati, mendlele, hanyile, hlawuleka, talenta

## Vhiki ra 1 Siku 5

### Migingiriko ya tlilasi hinkwayo

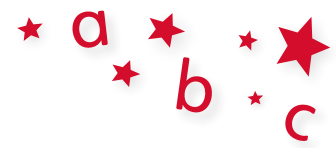
#### Ku endla, ku dirowa na ku tsala

- 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula.
- 2 Hlaya marito ya nhlokomhaka ehenhla ka pheji na ku kondletela vadyondzi ku hlaya na wena.
- 3 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi rhandzeke.
- 4 Kombela vadyondzi ku ku byela hi leswi va swi diroweke. Vula swo karhi kumbe u vutisa swivutiso
- 5 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela.
- 6 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi.
- 7 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito. Tsundzuka ku tsala swi basa swi vonaka.
- 8 Loko u hetile ku tsala, kondletela vadyondzi ku "hlaya" leswi tsariweke na wena u karhi u kombetela marito.

#### Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **me | ndle | le**.
- 2 Hlawula wun'we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin'wana na rin'wana: **me** (tlula kan'we) **ndle** (tlula kan'we) **la** (tlula kan'we). Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun'wana na kun'wana.
- 3 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.





#### 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: mundzuku, tsundzuka, rhandziwa, Ibrahim, Kokwana wa xisati, nyanyuka, mixo, mukapu, mati, mendlele, hanyile, hlawuleka, talenta

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





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Minkandziyiso na xibukwana lexi nga petsiwa xa mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 1

### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku va va yima emahlweni ka tllasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana i mani loyi a tsundzukaka leswi nga landzela ku humelela nakambe?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwini swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku va va ya hlaya na mindyangu ya vona.



#### Ku tivisa mpfumawulo ku suka eka xitori



- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"onge, loko, lontsongo. Xana ma wu twa mpfumawulo lowu kongomisiweke: lontsongo? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /o/".*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /o/: otsi, ovhene, oyili, omisa, foroko, bolo."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /o/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /o/: *"o-o-o"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.







#### 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: “**o**nge, **l**oko, **l**ont**o**ngo. Can you hear the focus sound: **lont**o**ngo**? Yes, you are right! The focus sound is **l**o****.”
- 2 “Listen carefully, here are some more words with **l**o****: **o**tsi, **o**vhene, **o**yili, **o**misa, **fo**rako, **bo**lo.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **l**o**** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **l**o****: “**o-o-o**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### U ta lava:

- Buku Leyikulu: Tsutsuma, Lindi, Tsutsuma!
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 2

### Migingiriko ya tllasi hinkwayo

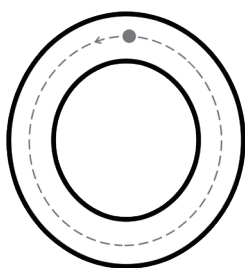
#### Ku hlaya swin'we – Buku Leyikulu

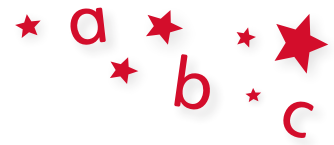
- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tllasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi ri karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tthelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



### Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /o/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /o/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va Vadyondzi va nga endla onge va hlamarile naswona va endla xivumbeko xa 'o' hi voko ra vona na ku ri veka emahlweni ka nomu lowu nga endla xirhendzevutani va ri karhi va ku "/o/".
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere o. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, rhendzeleka ku fika ethonsini."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.





**You will need:**

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

## Week 2 Day 2

### Whole class activities

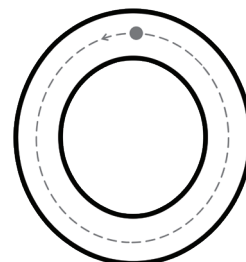
#### Shared reading – Big book

- 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 /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an ‘o’ shape with their hand and put it in front of a rounded mouth while saying “/o/”.
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 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.





### U ta lava:

- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **o**: otsi, ovhene, oyili, foroko, nomboro, fokolo, nkongotlo, mbhongolo

## Vhiki ra 2 Siku 3

### Migingiriko ya tlilasi hinkwayo

#### Ku dyondza ku yingisela

- 1 Tshamisisa vadyondzi ematafuleni na ku miyeta hinkwavo leswaku tlilasi yi va leyi miyeleke na ku hola.
- 2 Sungula nghingiriko wa ku yingisela wa namuntlha hi ku vula leswaku: *“A hi pfaleni mahlo ya hina na ku miyela timinete ti nga ri tingani loko hi yingisela hi vukheta mimpfumawulo leyi hi rhendzeleke.”* Sweswi, byela vadyondzi ku pfula mahlo ya vona kutani na ku vulavula hi mimpfumawulo leyi va yi tweke. Vulavula hi mimpfumawulo leyi nga le kusuhi kumbe ekusuhana na vona (leyi tlakukeke) na leyi yi nga le kule (yo olovanyana). Byela vadyondzi leswaku va ta endla nghingiriko laha va faneleke va yingisela hi vukheta eka leswi u nga ta swi vula.
- 3 Kombela vadyondzi ku pfumela hi tinhloko loko u endla xitatimende lexi nga xa ntiyiso. Sungula hi ku ringeta swikombiso swo hlayanyana swin'we: Lindi a nga tsutsuma (pfumela hi nhloko); Mbyana yi nga tsutsuma (pfumela hi nhloko).
- 4 Hlamusela vadyondzi leswaku loko va twa swin'wana leswi nga riki ntiyiso, va fanele ku ninginisa tinhloko ta vona ku suka eka tlhelo lerin'wana ku ya eka lerin'wana. Xikombiso: Lindi a nga haha (ninginisa nhloko); Tafula ri nga haha (ninginisa nhloko). Sweswi hlanganisela swikombiso na ku tsundzuxa vadyondzi ku pfumela ntsena eka switatimende swa ntiyiso.

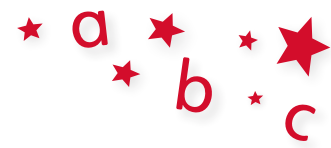


- |  |  |
|--|--|
| ★ Mufana a nga tsutsuma. (pfumela hi nhloko)   | ★ Nhongana yi nga haha. (pfumela hi nhloko)      |
| ★ Mbyana yi nga haha. (ninginisa nhloko)       | ★ Mbuti yi nga tsutsuma. (pfumela hi nhloko)     |
| ★ Homu yi nga haha. (ninginisa nhloko)         | ★ Buku yi nga tsutsuma. (ninginisa nhloko)       |
| ★ Nhwanyana a nga haha. (ninginisa nhloko)     | ★ Xikanyakanya xi nga haha. (ninginisa nhloko)   |
| ★ Nhlampfi yi nga tsutsuma. (ninginisa nhloko) | ★ Movha wu nga haha. (ninginisa nhloko)          |
|  | ★ Xihahampfhuka xi nga haha. (pfumela hi nhloko) |
|  | ★ ximanga xi nga haha (ninginisa nhloko)         |

#### Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *“Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?”*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **otsi**, **ovhene**, **oyili**, **omisa**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolvetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *“Letere leri hi leswi hi tsarisaka xiswona o.”* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.





### You will need:

- A letter box containing objects or pictures of objects that start with **o**: otsi, ovhene, oyili, foroko, nomboro, fokolo, nkongotlo, mbhongolo

## Week 2 Day 3

### Whole class activities

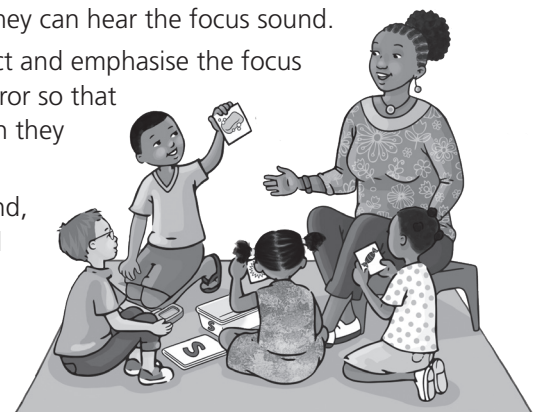
#### Learning to listen

- 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, for example: **otsi**, **ovhene**, **oyili**, **omisa**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **o**." Let some learners trace over the letter on the lid with their fingers.





### U ta lava:

- Ndyelo leyintsongo ya phepha kumbe khadibodo leri tsemiweke ri va xirhendzevutana ya mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu na/ kumbe pende
- Phancara yo endla timbhovo emakumu ka ndyelo ya phepha
- Ngoti
- Binibege kumbe xitina

## Vhiki ra 2 Siku 4

### Migingiriko ya tllasi hinkwayo

#### Ku hlaya na ku endla

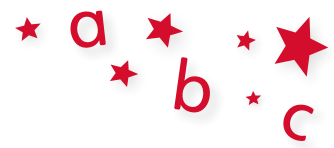
- 1 Tirhisa tindyelo letitsongo ta maphepha kumbe dirowa swirhendzevutana eka khadibodo na ku swi tsema u swi humesa. Tsala vito ra mudyondzi un'wana na un'wana eka khadibodo kumbe eka ndyelo ya phepha kutani u tirhisa phancara ku endla mbhovo lowuntsongo emakumu ya le henhla ka khadibodo kumbe ndyelo ya phepha.
- 2 Vutisa vadyondzi loko va tsundzuka leswi Lindi a ri kahle eka swona – ina, ku tsutsuma! Rhendzeleka na tllasi na ku vutisa mudyondzi un'wana na un'wana leswaku va kahle eka yini (Xana hi yihi talenta ya vona yo hlawuleka?)
- 3 Pfumelela mudyondzi un'wana na un'wana ku languta khadibodo kumbe ndyelo ya phepha leyi nga na vito ra yena. Exikarhi ka khadibodo kumbe ndyelo ya phepha, va fanele va dirowa xifaniso xa swin'wana leswi va nga kahle eka swona. Leyi yi ta va mendlele ya vona kumbe sagwadi.
- 4 Loko vadyondzi va ha khavisa mendlele ya vona kumbe sagwadi, hulela xiphemu xa ngoti embhoveni. Tiyisisa leswaku ngoti yi lehe ku ringana ku va yi rhendzela nhloko ya mudyondzi kutani u boha fundzu.
- 5 Emakumu ka nghingiriko, nyika mudyondzi un'wana na un'wana mendlele ya yena.

#### Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Byela vadyondzi leswaku va ta tshama eka xirhendzevutana na ku hundziselana bini bege.
- 2 Mudyondzi loyi a khomeke bini bege u fanele ku vula vito ra yena loko hinkwavo va yingiserile.
- 3 Vutisa vadyondzi leswaku vito rin'wana na rin'wana ri sungula hi mpfumawulo wihi. Loko vadyondzi va hlamurile, vuyelela vito na mpfumawulo wo sungula, xi leswi: *"Ina, vito ra Sindi ri sungula hi mpfumawulo /s/."* Mudyondzi a nga ha hundzisa bini bege.

**Ku hambanisa:** Tlanga vuyimbeleri byo hola hala ndzhaku. Yimisa vuyimbeleri nkarhi na nkarhi. Mudyondzi loyi a khomeke bini bege u fanele ku vula vito ra yena na mpfumawulo lowu ri sungulaka hi wona.





#### 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.





### U ta lava:

- Phepha lerikulu
- Tipene ta timakhara
- Tikhirayoni ta mhula letikulu
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: mundzuku, tsundzuka, rhandziwa, Ibrahim, Kokwana wa xisati, nyanyuka, mixo, mukapu, mati, mendlele, hanyile, hlawuleka, talenta

## Vhiki ra 2 Siku 5

### Migingiriko ya tllasi hinkwayo

#### Yingisela u endla

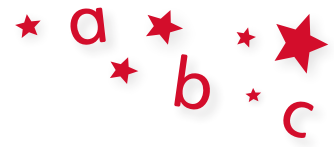
- 1 Byela vadyondzi leswaku u tsakile swinene: *"Hi ta va na mphikizano ku fana na Lindi! A hi rhambeni nhloko ya xikolo xa hina ku ta a ta vona mphikizano na ku nyika masagwadi."*
- 2 Vulavula hi hungu ra nkoka leri nga ta va eka xirhambo: vito ra nhloko ya xikolo; siku na nkarhi lowu mphikizano wu nga ta va ha wona, naswona, ndhawu leyi mphikizano wu nga ta humelela kona.
- 3 Adiresa xirhambo: *"Eka [tsala vito ra nhloko ya xikolo xa n'wina]"* eka xiphemu lexikulu xa phepha hi pene ya makhara yo dziva.
- 4 Swin'we na vadyondzi, pfumelelanani hi hungu lerin'wana leri mi faneleke ku ri tsala eka xirhambo: Siku, Nkarhi, Ndhawu.
- 5 Tsala mavonelo ehansi loko vadyondzi va endla swiringanyeto.
- 6 Vutisa vadyondzi: *"Xana hi rihungu rin'wana hi faneleke ku ri tsala eka xirhambo xa hina?"* U nga ringanyeta leswi landzelaka: *"Ha khensa ku va u tile eka mphikizano wa hina na ku nyika masagwadi."*
- 7 Hlaya xirhambo lexi heleleke swin'we na vadyondzi, u kombetela rito rin'wana na rin'wana loko mi ri karhi mi hlaya.
- 8 Kombela vadyondzi van'wana ku dirowa swifaniso ku khavisa xirhambo va tirhisa tikhirayoni kutani u va lulamisela ku ya nyika nhloko ya xikolo.
- 9 Tiyisisa leswaku mi va na mphikizano hi siku leri mi nga pfumelelana hi rona, na hi nkarhi lowu tsariweke eka xirhambo.

#### Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **me | ndle | le**.
- 2 Hlawula wun'we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin'wana na rin'wana: **me** (tlula kan'we) **ndle** (tlula kan'we) **le** (tlula kan'we).
- 3 Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun'wana na kun'wana.
- 4 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.







#### You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: mundzuku, tsundzuka, rhandziwa, Ibrahim, Kokwana wa xisati, nyanyuka, mixo, mukapu, mati, mendlele, hanyile, hlawuleka, talenta

## 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: **me | ndle | le**.
- 2 Choose a learner to stand up and jump for each of the syllables: **me** (one jump) **ndle** (one jump) **le** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



# ★ Ali na pende

## Xitori

Namuntlha ndzi lava mi hlangana na Manana na Tatana Ibrahim. I vini va vhengele leri xavisaka swilo swo tala swo tsakisa. (Xana ma tsundzuka mphikizano wa Lindi leswaku wu sungule evhengeleni ra Tatana Ibrahim?) Siku rin'wana Manana Ibrahim u vuyile ekaya na tinyiko ta vana va yena vambirhi, Musa na Ali.

U humesile nyiko ya Ali endzeni ka beke ya yena. A yi ri yikulu, yi ri na xivumbeko xa xirhendzevutana. Manana Ibrahim u hlayile khadi. A ri ku: "Eka Ali, hi rirhandzu ku suka eka Manana na Tatana." Xana u ehleketa leswaku a ku ri nyiko ya njhani? Ali u pfulile nyiko ya yena. A ku ri bolo yo rhandzeka yo tshwuka. Ali u te: "Ndza khensa, Manana!" kutani a teka bolo a humela ehandle ku ya tlanga.



Musa u langute nyiko ya yena. A ku ri bokisi ra xivumbeko xa xikwere. Manana Ibrahim u hlayile khadi.

A ri ku: "Eka Musa, hi rirhandzu ku suka eka Manana na Tatana." U tekile nyiko ya yena ya xivumbeko xa xikwere a yi pfula kutani u kumile leswi. A ku ri na burachi yo penda na mune wa swijekana swa pende – yo tshwuka, xitshopana, wasi na rihlaza. Musa u tsakile swinene hikuva a rhandza ku penda swifaniso. A ku: "Ndza khensa, Manana. Ndzi ta penda xifaniso xa wena na Tatana."

Loko a hetile ku penda, Musa u ttherisele tipende endzeni ka bokisi kutani a huma ku ya tlanga na vanghana va yena. Loko a ha ri le handle, ku humelele swin'wana. Ali u ngenile endlwini kutani a vonile bokisi ehenhla ka tafula. A lava ku vona leswi a swi ri le ndzeni ka bokisi hi loko a susumeta xitulu xi ya ekusuhi na tafula kutani ... xana u ehleketa leswaku u endle yini? Ali u khandziyile ehenhla ka xitulu kutani a khandziya etafuleni. Hi loko a pfula bokisi kutani a humesela tipende hinkwato.

Xana u ehleketa leswaku u endle yini leswi swi nga landzela? Ali u pfule pende ya rihlaza kutani a tota yin'wana enhomphini ya yena. Ndzi kombi leswi a nga totisa swona pende ya rihlaza enhomphini ya yena? Hi loko a pfula leyo tshwuka kutani a tota yin'wana ekhwirini ra yena. Ndzi kombi leswi u totisaka swona pende yo tshwuka ekhwirini ra wena? Hi loko a pfula pende ya wasi kutani a tota pende ya wasi eswikunwanini swa yena hinkwaswo. Xana u nga ninginisa swikunwana swa wena?

Sweswi ntsongwana Ali a ri na pende ya rihlaza eka... nhompfu; pende yo tshwuka e... khwirini; na pende ya wasi e... swikunwanini. Xana wa swi tiva leswaku a ku sale pende ya njhani bokisini? Ina! Pende ya xitshopana a yi sele ebokisini. Ali a nga yi tekanga pende ya xitshopana hikuva hi nkarhi wolowo Manana Ibrahim u ngenile kutani Ali u n'wi vonile.

Ali u hlekile a karhi a phokotela na mavoko. Manana Ibrahim u te: "Ali! U endla yini?" Hi loko a nwayitela kutani a ku: "Nhompfu ya wena i ya rihlaza. Khwiri ra wena i ro tshwuka. Swikunwana swa wena i swa wasi. Naswona ndza ku rhandza!"

Manana Ibrahim u humile na Ali va ya ehandle kutani a n'wi hlantswa nhompfu, khwiri na swikunwana. Hi loko a veka tipende endzeni ka khabodo leswaku Ali a nga ha ti kumi nakambe.



**Lawa hi wona makumu ya xitori.**

# ★ 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.***





## Risimu

Ali u penda nhompfu  
 yi va rihlaza, rihlaza, rihlaza,  
 Ali u penda nhompfu yi va rihlaza,  
 Yoo mbuyangwana, Ali!

Ali u penda khwiri i ro tshwuka,  
 ro tshwuka, ro tshwuka.  
 Ali u penda khwiri i ro tshwuka,  
 Yoo mbuyangwana, Ali!

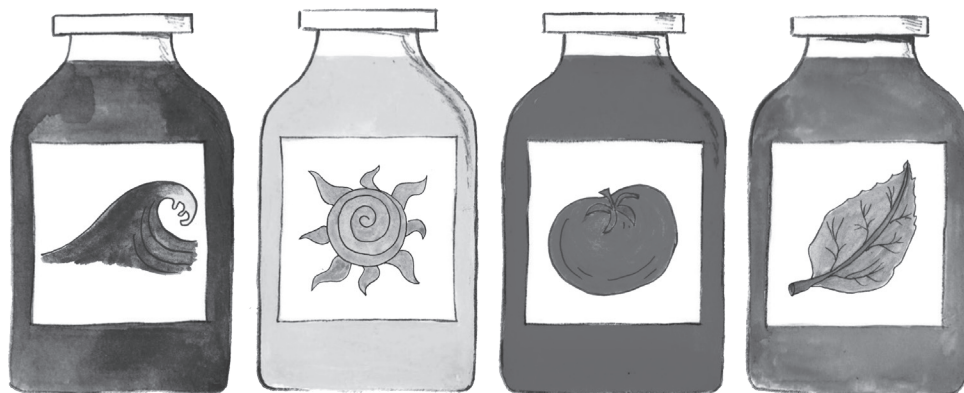
Ali u penda swikunwana i swa  
 wasi, wasi, wasi, wasi, wasi.  
 Ali u penda swikunwana i swa wasi.  
 Yoo mbuyangwana, Ali!

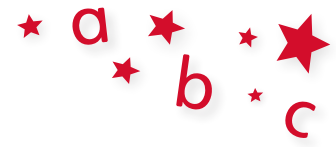
*(Yimbelela hi chuni ya "The Wheels of the bus" kumbe tirhisa chuni ya wena.)*



## Ntivomarito ku suka eka xitori

Marito ya nkoka	wasi	rihlaza	xitshopana	tshwuka	pende	nyiko
Marito yo engetela:	burachi yo penda	xirhendzevutana	xikwere	jeki	khwiri	nhompfu
	swikunwana	khandziya	pfula	ninginisa	endzeni	tota





## 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!

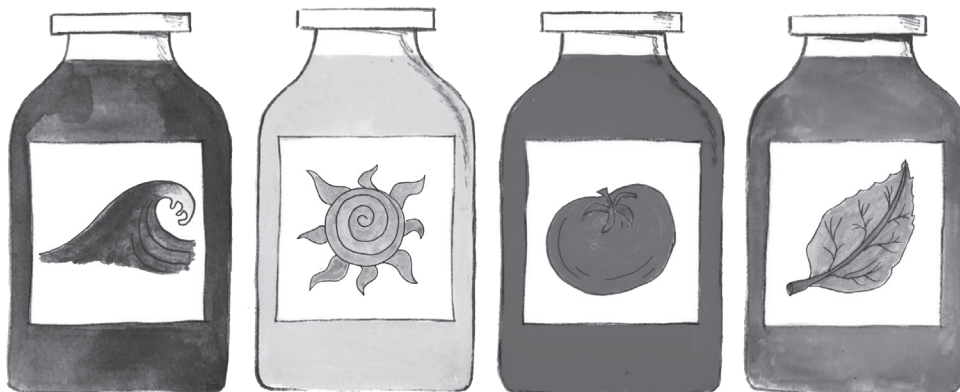
Ali paints his toes and they're blue, blue, blue,  
 blue, blue, blue,  
 blue, blue, blue.  
 Ali paints his toes and they're blue, blue, blue,  
 Oh dear, Ali!



*(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





### U ta lava:

- Xitori: Ali na pende
- Tiphaphete: Musa, Ali na Manana Ibrahim, mune wa tijeke ta pende
- Tipuropo: bolo yo tshwuka kumbe xifaniso xa bolo, bokisi ra xikwere leri phutseriweke tanihi nyiko, burachi yo penda, makhadi mambirhi ya vafana ku suka eka Manana na Tatana, xifaniso lexi Musa a xi pendeke, xik: xifaniso xo pendiwa xa nkwangulatilo
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito

## Vhiki ra 1 Siku 1

### Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Mahlo mambirhi ku vona* ku yisa vadyondzi emetini eka nkarhi wa xitori.

### Mahlo mambirhi ku vona

Nomo wun'we ku vulavula na ku yimbelela,  
Mahlo mambirhi ku vona,  
Tindleve timbirhi ku twa,  
Milenge yimbirhi ku famba na ku tsutsuma;  
Hi lawa mavoko ya mina  
Ndzi nyiki ya wena – i nkarhi wa switori hinkwenu!

### Ku rungula xitori na ku aka ntivomarito

#### 1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Vulavula hi mindyangu ya vadyondzi na ku kanerila hi malembe ya vamakwavo.
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, kombela vadyondzi ku hlulula tintangu ta vona kutani u komba un'wana na un'wana ku dzinginisa swikunwana swa vona.

#### 2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Ndza ti vutisa leswaku Manana wa Ali u ta endla yini loko a vona leswi a swi endlake."*

#### 3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

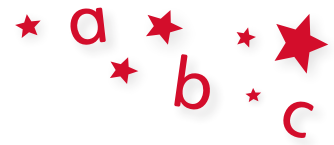
### Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"wa, wu, wasi, wena, wolowo. Xana ma wu twa mpfumawulo lowu kongomisiweke: wasi, wena, wolowo? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /w/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /w/: wa, wayere, wodiropo, weta, wachi, wukuwuku."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /w/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /w/: *"w-w-w"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





### You will need:

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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"wa, wu, wasi, wena, wolowo. Can you hear the focus sound: **wasi, wena, wolowo?** Yes, you are right! They all have the sound **/w/**."*
- 2 *"Listen carefully, here are some more words with /w/: **wa, wayere, wodiropo, weta, wachi, wukuwuku.**"* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/w/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/w/**: *"**w-w-w**".* 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.



### U ta lava:

- Tiphaphete ta le ka xitori
- Vunanga na swifaniso swa tipuropo ta le ka risimu

### Stella u ri:

*Tsundzuka ku vutisa vadyondzi loko va tiva leswi marito ya ntivomarito ma vurisiwaka swona hi ririmi ra vona loko va vulavula ririmi ro hambana ekaya.*



## Vhiki ra 1 Siku 2

### Migingiriko ya tllasi hinkwayo

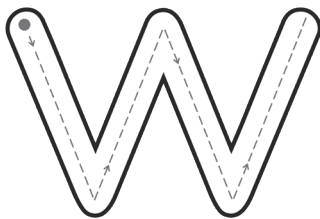
#### Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.



### Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /w/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /w/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga languta na ku khoma xinungu xa vona va endla onge va kamba nkarhi eka wachi.
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere **w**. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, henhla, ehansi na le henhla."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.

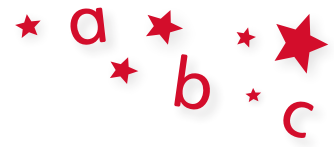


### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.







### 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.

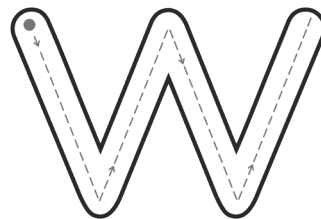


#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /w/ or if they can think of any other words that start with the sound /w/.
- 2 Teach learners an action associated with the sound. For example: Learners can look at their wrist and pretend to be checking the time on a watch.
- 3 Show learners how to write the letter **w**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, down and up."
- 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, 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.

### Small group activities

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





### U ta lava:

- Tiphaphete ta le ka xitori
- Tipuropo: bolo yo tshwuka kumbe xifaniso xa bolo, bokisi ra xikwere leri phutseriweke tanihi nyiko, burachi yo penda, makhadi mambirhi yo ya eka majaha yo huma eka Manana na Tatana, xifaniso xa Musa, xik. xifaniso xa nkwangula tilo
- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **w**: wolowo, wasi, wayere, wodiropo, weta, wachi, wukuwuku

## Vhiki ra 1 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va nga tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: Kombela mudyondzi ku veka pende endzeni ka bokisi; ku tlulela ehenhla ka xitulu.
- 3 Hlawula vadyondzi ku va va tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi ri karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

#### Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **wasi**, **wachi**, **wolowo**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolövetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *"Letere leri hi leswi hi tsarisaka xiswona **w**."* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### 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 **w**: wolowo, wasi, wayere, wodiropo, weta, wachi, wukuwuku

## Week 1 Day 3

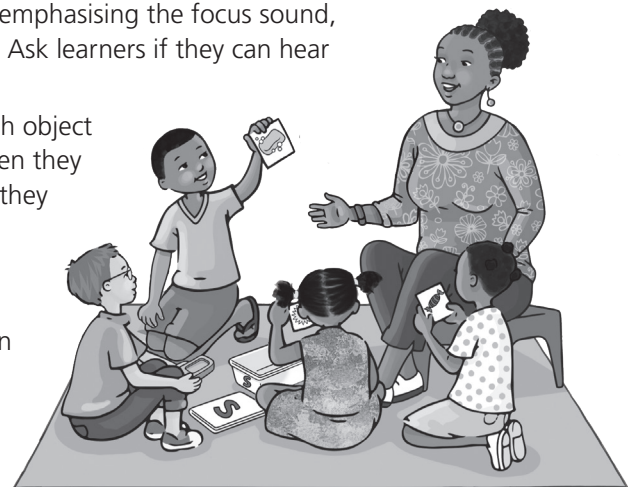
### Whole class activities

#### 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, for example: **w**asi, **w**achi, **w**olowo. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **w**."* 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.





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

### Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihl...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

## Vhiki ra 1 Siku 4

### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenelerile eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.



#### Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Yimbelela risimu leri landzelaka hi chuni ya "If you're happy and you know it".
  - ★ Loko vito ra wena ri sungula hi **ImI**, suka u yima;
  - ★ Loko vito ra wena ri sungula hi **ImI**, suka u yima;
  - ★ Loko vito ra wena ri sungula hi **ImI**, suka u yima na ku losa;
  - ★ Loko vito ra wena ri sungula hi **ImI**, suka u yima.
- 2 Vuyelela hi mimpfumawulo yo hambana na mfambamfambo, ku fana na ku "phokotela mavoko ya wena", "hundzuluka", na swin'wana na swin'wana.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.



### 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

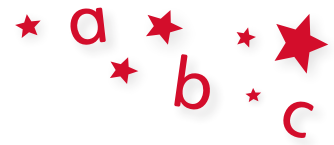
- 1 Sing the following song to the tune of "If you're happy and you know it".
  - ★ If your name begins with /m/, then stand up;
  - ★ If your name begins with /m/, then stand up;
  - ★ If your name begins with /m/, stand up and take a bow;
  - ★ If your name begins with /m/, then stand up.
- 2 Repeat 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.





### You will need:

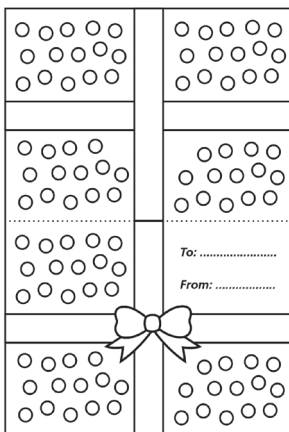
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: tafula, burachi yo penda, nyiko, khwirini, khabodini, pampiri, xitshopana

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







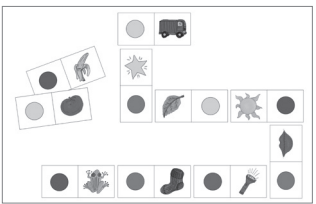
# Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> <li>• Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana</li> <li>• Tikhirayoni ta mhula letikulu</li> </ul> <div data-bbox="243 698 555 1131" style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p> </div>	<p><b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b></p> <ol style="list-style-type: none"> <li>1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula.</li> <li>2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we.</li> <li>3 Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori lexi va xi rhandzeke. Nyika swiringanyeto swin'wana. Xikombiso: "Xana u tsakele xiphemu lexi Ali a nga khandziya ehenhla ku fikelela pende?"</li> <li>4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi rhandzeke.</li> <li>5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena.</li> <li>6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela.</li> <li>7 Loko vadyondzi va nga tsakela wena ku va tsalela, va nghenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Ali ...u khandziye ...ehenhla ...ka ...Hi rihi rito leri a mi lava ku ri vula leri landzelaka? Xitulu. Ndzi ta tsala rito 'xitulu'."</li> <li>8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka.</li> <li>9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.</li> </ol> <div data-bbox="902 1468 1302 1721" style="text-align: center;"> </div>
<ul style="list-style-type: none"> <li>• Sete ya <b>Makhadi ya mihlovo ya domino</b></li> </ul> <div data-bbox="243 1842 555 2046" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> </div>	<p><b>Nghingiriko 2: Swiphazamiso na mintlangu</b></p> <ol style="list-style-type: none"> <li>1 Nyika vadyondzi nhlayo yo ringana ya makhadi.</li> <li>2 Mudyondzi un'we a sungula a veka khadi etafuleni. Mudyondzi loyi a landzelaka a languta ku vona loko va ri na muhlovo lowu yelanaka na muhlovo wa thonsi kumbe thonsi leri yelanaka na muhlovo wa xifaniso. Loko va swi kuma, va veka khadi ra vona ekusuhi na xifaniso lexi yelanaka kumbe thonsi. Loko va nga swi kumi, va nyiketa mudyondzi loyi a landzelaka a va na nkarhi wa ku ringeta.</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>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 Ali climbed up to reach the paint?"</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: "Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write the word 'chair'."</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 <b>Colour domino cards</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Give each learner the same number of cards.</li> <li>2 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>

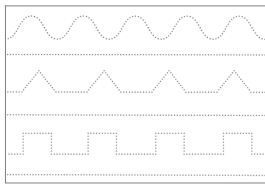


## U ta lava

- Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko



- Nkandziyiso wa pheji ra nghingiriko wa Phepha ro phutsela wa mudyondzi un'wana na un'wana
- Maribye, swiribyana, tikunupu, vuhlalu, swo basisa phayiphi



- Tipuropo: mabokisi lawa ya nga phutseriwa hi maphepha ya ku phutsela tinyiko, switirhisiwa swa le phatini swo tanihi tibaluni, tingoti, tindyelo ta maphepha na tikhapu ta maphepha, makhandlela ya siku ro velekiwa na mabodlhela ya namuneti naswin'wana swo tanihi maphepha, tikhirayoni, swikero na vumba byo tlangisa



## Migingiriko

### **Nghingiriko 3: Ku hlaya ka munhu un'we**

- Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku.
- Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya.
- Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya.
- Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

### **Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo**


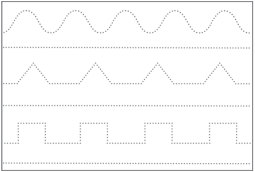

- Fothokhopa pheji ra nghingiriko leri nga na mintila yo ololoka na yo songana ra mudyondzi un'wana na un'wana.
- Hlamusela vadyondzi leswaku va fanele ku hlawula maribye, swiribyana, tikunupu, vuhlalu kumbe swo basisa pipi ku veka ehenhla ka mintila ku endla patironi yo saseka.

### **Nghingiriko 5: Ntlangu wo endla onge**

- Rhangela ntlawa ku ya eka khona ya ntlangu wo endla onge kutani u va tshamisisa ehansi hi xihatla.
- Hlaya milawu ya ntlangu wo endla onge ya khona na ku va komba tipuropo letintshwa.
- Kanelani leswaku Musa na Ali a va nyikiwe tinyiko hi manana wa vona. Xana vana va ti kuma tinyiko endyangwini wa vona? Vanhu vo tala va nyika tinyiko loko ku ri siku ro velekiwa kumbe loko ku ri Khisimusi kumbe Eid kumbe Lembe lerintshwa.
- Vula leswi: "Namuntlha mi ta tlanga: Ku na ku tlangela!"
- Sweswi va sunguli hi ku vula: "Ku ta va na ku tlangela naswona vaendzi va ta fika ku nga ri khale. Kambe langutani, ku tlangela a ku si lulamisiwa! Xana swakudya swi vekiwile hinkwaswo? Xana ku sasekisiwile ehenhla? Ti kwihhi nyiko?"
- Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: U nga fika u endla onge wa gogondza enyangweni kutani u ku: "Avuxeni! Ndzi fikile! Ndza khensa ku rhambiwa eka ntlangu lowo tsakisa. Yoo, hinkwaswo swi languteka swi sasekile. Ndzi tile na nyiko!"





You will need	Activities
<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>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>
<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: "Today you are going to play It's a party!"</li> <li>5 Now start them off by saying: "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?"</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: "Hello! Here I am! Thank you for inviting me to this lovely party. Oh, wow, everything looks beautiful. I have brought a present!"</li> </ol>





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Minkandziyiso na xibukwana lexi nga petsiwa xa mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 1

### Migingiriko ya tlilasi hinkwayo

#### Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku va va yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana i mani loyi a tsundzukaka leswi nga landzela ku humelela nakambe?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwinu swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku va va ya hlaya na mindyangu ya vona.



#### Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"i, Ibrahim, vini, yini, khwirini. Xana ma wu twa mpfumawulo lowu kongomisiweke: Ibrahim, vini? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /i/".*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /i/: xipikiri, misisi, ririmi, inki, xisibi."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /i/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /i/: *"i-i-i"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### 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: *"i, Ibrahim, vini, yini, khvirini. Can you hear the focus sound: Ibrahim, vini? Yes, you are right! They all have the sound /i/."*
- 2 *"Listen carefully, here are some more words with /i/: xipikiri, misisi, ririmi, inki, xisibi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /i/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /i/: *"i-i-i"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### 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.





### U ta lava:

- Buku Leyikulu: Ali na pende
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 2

### Migingiriko ya tlilasi hinkwayo

#### Ku hlaya swin'we – Buku Leyikulu



- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi ri karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



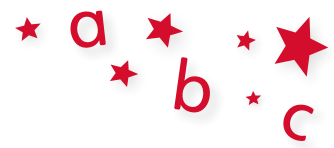
### Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /i/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /i/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha ninginisa nhloko va ri karhi va vula "i-i-ina".
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere **i**. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi. Tlakusa voko kutani u vekela thonsi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### 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 /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can nod their heads while saying “i-i-ina”.
- 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 carpet, on each other’s backs or on their hands.
- 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.



### U ta lava:

- Nkandziyiso wa pheji ya nghingiriko wa swivumbeko wa mudyondzi un'wana na un'wana
- Tikhirayoni tinharhu ta mihlovo (wo tshwuka, wa rihlaza na wa wasi) ta mudyondzi un'wana na un'wana
- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi i: xipikiri, misisi, ririmi, inki, xisibi, firiji, bikiri, pinki, sili

## Vhiki ra 2 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku dyondza ku yingisela

- 1 Tshamisisa vadyondzi ematafuleni na ku miyeta hinkwavo leswaku tllasi yi va leyi miyeleke na ku hola.
- 2 Sungula nghingiriko wa ku yingisela wa namuntlha hi ku vula leswaku: *"A hi pfaleni mahlo ya hina na ku miyela timinete ti nga ri tingani loko hi yingisela hi vukheta mimpfumawulo leyi hi rhendzeleke."* Sweswi, byela vadyondzi ku pfula mahlo ya vona kutani na ku vulavula hi mimpfumawulo leyi va yi tweke. Vulavula hi mimpfumawulo leyi nga le kusuhi kumbe ekusuhana na vona (leyi tlakukeke) na leyi yi nga le kule (yo olovanyana). Byela vadyondzi leswaku va ta endla nghingiriko laha va faneleke va yingisela hi vukheta eka leswi u nga ta swi vula.
- 3 Sweswi tlakusa khirayoni yin'wana na yin'wana na ku vula vito ra muhlovo. Kombela vadyondzi ku hlawula khirayoni leyi yi yelanaka emahlweni ka vona. Vulavula hi rito leri hlantswekeke, ro tiya.
- 4 Kutani kombetela xikwere na ku va tsundzuxa leswaku nyiko ya Musa a yi ri na xivumbeko xa xikwere. Va kombeli ku komba xivumbeko lexi xi nga xirhendzevutana, ku fana na bolo ya Ali. Kutani vutisa loko un'wana a tiva xivumbeko lexi xi nga yinhlanharhu.
- 5 Kombetela xivumbeko xin'wana na xin'wana kutani u vula vito ra xivumbeko. Kutani nyika swiletelelo hi ku nonoka na ku basa:
  - ★ *"Tekha khirayoni ya wena yo tshwuka. Hlovohata swirhendzevutana swi va swo tshwuka."*
  - ★ *"Tekha khirayoni ya wena ya rihlaza. Hlovohata tinhlanharhu ti va rihlaza."*
  - ★ *"Tekha khirayoni ya wena ya wasi. Hlovohata swikwere swi va xitshopana."*

#### Mabokisi ya maletere

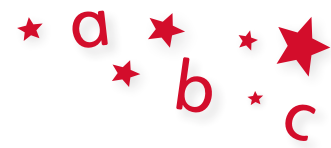
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **xipikiri, misisi, ririmi, inki.**
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *"Letere leri hi leswi hi tsarisaka xiswona i."* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

#### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.







### 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 **i**: xipikiri, misisi, ririmi, inki, xisibi, firiji, bikiri, pinki, sili

## Week 2 Day 3

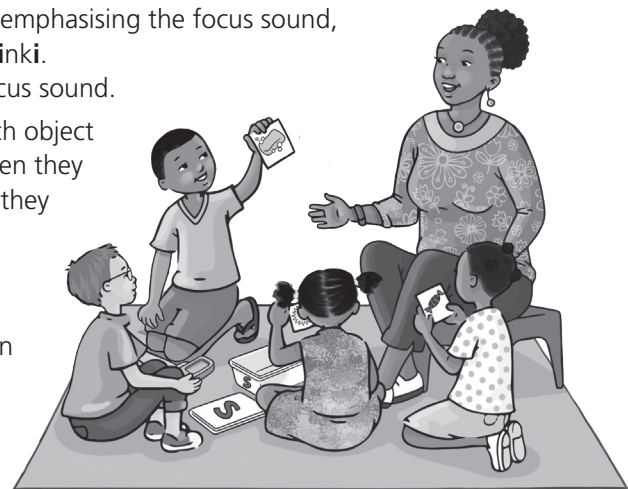
### Whole class activities

#### Learning to listen

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

#### Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound, for example: **xipikiri, misisi, ririmi, inki**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 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.





### U ta lava:

- Mune wa tikhadibodo letikulu to basa kumbe phepha leri lebuliweke "tshwuka", "wasi", "rihlaza" na "xitshopana" (tsala marito lava eka muhlovo lowu pfumelelanaka na makhadi), xifaniso xa nchumu wa muhlovo wolowo eka xiphemu xa khadibodo
- Timagazini
- Swikero
- Dlilu

## Vhiki ra 2 Siku 4

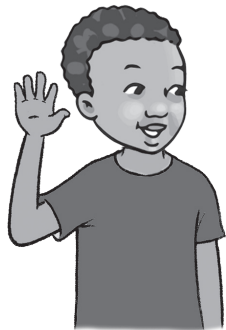
### Migingiriko ya tllasi hinkwayo

#### Ku hlaya na ku endla

- 1 Komba vadyondzi tibodo ta mune na ku va kombela "ku hlaya" rito ra muhlovo eka bodo yin'wana na yin'wana. Endla vuhlanganisi na mihlovo ya pende eka xitori. Vutisa vadyondzi muhlovo lowu wa ha saleke ebokisini (xitshopana).
- 2 Vulavula hi swifaniso swa xikombiso na hi laha swi yelanaka ha kona na muhlovo.
- 3 Hlamusela leswaku mudyondzi un'wana na un'wana u fanele ku kuma xifaniso xin'we xa muhlovo ku damarheta eka tibodo tin'wana na tin'wana ta muhlovo.
- 4 Endla nkombiso wa ku languta eka timagazini ku kuma swifaniso ku yelanisa na mihlovo leyi ya mune.
- 5 Hlamusela leswaku loko mudyondzi a kumile xifaniso lexi xi yelanaka na wun'we wa mihlovo, va fanela ku xi tsema.
- 6 Loko va kumile nkarhi wo ringanela, kombela vadyondzi hinkwavo lava va nga na swifaniso leswi swi yelanaka na muhlovo wo tshwuka ku tlakusa mavoko ya vona. Kombela mudyondzi ku hlengeleta swifaniso leswi na ku ku pfuna ku swi damarheta eka bodo leyi yelanaka. Vulavula hi bodo, vula mavito ya minchumu na ku ndhundhuzela vadyondzi. Vula swin'wana swo fana na: "Languta, movha wo tshwuka wo vangama! I mani a nga kuma xifaniso lexi? U tirhe kahle, Sara!"
- 7 Endlisa xisweswo ni le ka mihlovo leyin'wana.

#### Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Yimbelela risimu leri landzelaka hi chuni ya "If you're happy and you know it".
  - ★ Loko vito ra wena ri sungula hi /m/, suka u yima;
  - ★ Loko vito ra wena ri sungula hi /m/, suka u yima;
  - ★ Loko vito ra wena ri sungula hi /m/, suka u yima na ku losa;
  - ★ Loko vito ra wena ri sungula hi /m/, suka u yima.
- 2 Vuyeleda hi mimpfumawulo yo hambana na mfambamfambo, ku fana na ku "phokotela mavoko ya wena", "hundzuluka", na swin'wana na swin'wana.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### 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.



### U ta lava:

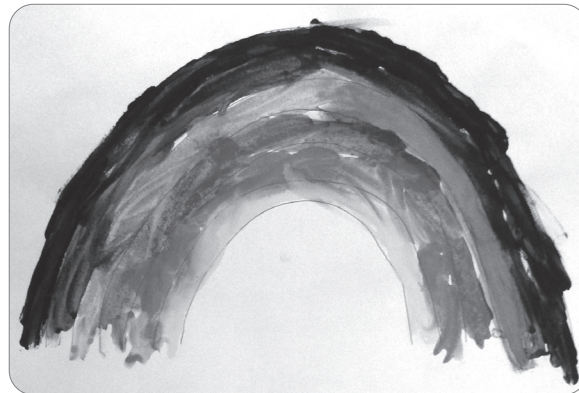
- Swifaniso kumbe tibuku leti kombisaka minkwangulatio yo saseka
- Swiphemu leswikulu swa phepha ro basa
- Pende ya mihlovo, swibye swa mati, mathawula
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: tafula, burachi ya pende, nyiko, khwiri, khabodo, phepha, rihlaza

## Vhiki ra 2 Siku 5

### Migingiriko ya tllasi hinkwayo

#### Ku endla, ku dirowa na ku tsala

- 1 Kombela vadyondzi ku languta eka swifaniso swa minkwangulatio na ku kombetela mihlovo ya pende leyi yi nga le ka xitori.
- 2 Byela vadyondzi leswaku va ta penda nkwangulatio eka xiphemu lexikulu xa phepha.
- 3 Komba vadyondzi leswaku va ta penda hi tintiho ta vona, ku fana na leswi Ali a swi endleke exitorini.
- 4 Tsundzuxa vadyondzi ku tirhisa mihlovo hinkwayo ku endla nkwangulatio, ku nga ri muhlovo wun'we ntsena.
- 5 Kondletela vadyondzi ku tirhisa phepha hinkwaro na ku penda nkwangulatio lowukulu.



### Stella u ri:



*Tintiho to pendiwa ti kondletela vadyondzi ku lemuka vumunhu bya Ali exitorini. Wu nga va nghingiriko wo hlangahlangana, kutani tiyisisa leswaku vadyondzi va tirha eka ndhawu leyi faneleke laha va nga ta fikelela vukorhokeri bya swo hlamba.*

### Ku twananisa na ku hambanisa (mapeletwana)

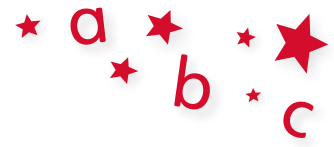
- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **ri | hla | za**.
- 2 Hlawula wun'we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin'wana na rin'wana: **ri** (tlula kan'we) **hla** (tlula kan'we) **za** (tlula kan'we). Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun'wana na kun'wana.
- 3 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### You will need:

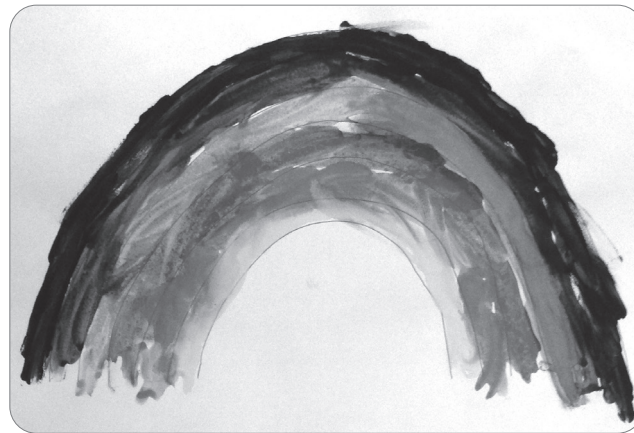
- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: tafula, burachi ya pende, nyiko, khwiri, khabodo, phepha, rihlaza

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


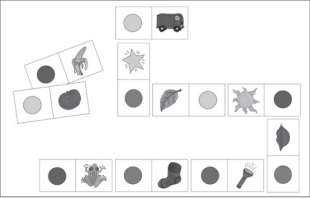

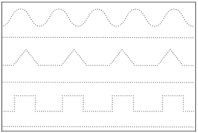



### Small group activities

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


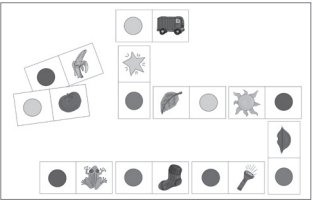

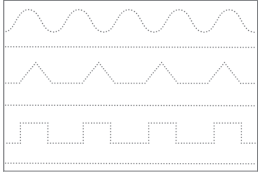



## Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> <li>Maphepha ya A4 ya mudyondzi u n'wana na u n'wana</li> <li>Tikhirayoni ta mhula letikulu</li> </ul>  <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p>	<p><b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b></p> <ol style="list-style-type: none"> <li>Nyika mudyondzi un'wana na un'wana phepha na tikhirayoni ta mihlovohlovo u hlamusela leswaku va ta dirowa xifaniso xa Ali.</li> <li>Kombela vadyondzi ku vula xinsin'wana swin'we na wena: Nhompfu ya wena i ya rihlaza, khwiri ra wena i ro tshwuka, swikunwana swa wena i swa wasi, Naswona ndza ku rhandza.</li> <li>Va vutisi loko va tsundzukile leswaku i swirho swihi leswi Ali a swi pendeke na mihlovo ya kona. Kutani va nga dirowa Ali.</li> <li>Loko va rivala swirho swa miri na mihlovo, va nga vula xinsin'wana, va nga languta eka ndzandzelelano wa swifaniso ku va letela.</li> </ol>
<ul style="list-style-type: none"> <li>Sete ya <b>Makhadi ya mihlovo ya domino</b></li> </ul> 	<p><b>Nghingiriko 2: Swiphazamiso na mintlangu</b></p> <ol style="list-style-type: none"> <li>Nyika vadyondzi nhlayo yo ringana ya makhadi.</li> <li>Mudyondzi un'we a sungula a veka khadi etafuleni. Mudyondzi loyi a landzelaka a languta ku vona loko va ri na muhlovo lowu yelanaka na muhlovo wa thonsi kumbe thonsi leri yelanaka na muhlovo wa xifaniso. Loko va swi kuma, va veka khadi ra vona ekusuhi na xifaniso lexi yelanaka kumbe thonsi. Loko va nga swi kumi, va nyiketa mudyondzi loyi a landzelaka a va na nkarhi wa ku ringeta.</li> </ol>
<ul style="list-style-type: none"> <li>Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko</li> </ul> 	<p><b>Nghingiriko 3: Ku hlaya ka munhu un'we</b></p> <ol style="list-style-type: none"> <li>Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku.</li> <li>Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya.</li> <li>Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya.</li> <li>Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.</li> </ol>
<ul style="list-style-type: none"> <li>Fothokhopi ya pheji ya nghingiriko wa ku phutsela/khavhara nyiko ya mudyondzi un'wana na un'wana</li> </ul> 	<p><b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b></p> <ol style="list-style-type: none"> <li>Fothokhopa pheji ra nghingiriko leri nga na mintila yo ololoka na yo songana ra mudyondzi un'wana na un'wana.</li> <li>Hlamusela vadyondzi leswaku va fanele ku hlawula maribye, swiribyana, tikunupu, vuhlalu kumbe swo basisa pipi ku veka ehenhla ka mintila ku endla patironi yo saseka.</li> </ol>
<ul style="list-style-type: none"> <li>Tipuropo: mabokisi lawa ya nga phutseriwa hi maphepha ya tinyiko, tibaluni na tingoti ta kona, tindyelo ta maphepha, tikhapu ta maphepha, makhandlela ya siku ro velekiwa, mabodlhela ya tinamuneti</li> </ul>	<p><b>Nghingiriko 5: Ntlangu wo endla onge</b></p> <ol style="list-style-type: none"> <li>Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra1 laha va endleke onge a va ri na ku tlangela na ku nyika tinyiko. Endzela khona ku xiya na ku kondletela vadyondzi hi ntlangu wo endla onge.</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 <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>
<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</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> 



# ★ Siku ro saseka

## Xitori

I mixo wo saseka hi Mugqivela na dyambu ra tlhava hi le fasitereni ra Nicholas. Nicholas a pfuka, a tiolola a ku: "I siku ro hisa namuntlha, naswona ndzi na kungu!" Nicholas u kuma manana wa yena kutani a n'wi vutisa a ku: "Manana, xana hi nga ya eka pikiniki namuntlha? Na swona munghana wa mina Jacob a nga ta na yena? Na swona mbyana ya mina, Fluffy ke? Manana u vutisa Tatana kutani yena a pfumela. Manana u paka swakudya leswi tsakeriwaka swinene hi ndyangu eka basikiti ya pikiniki kutani Tatana a ku u ta tlakula.

Tatana, manana, sesi lontsongo, Nicholas, Jacob na Fluffy n'wambyana va rhelele hi xintshabyana. Va vulavula hi ku ntsako hi mintlangu leyi va nga ta yi tlanga enambyeni.

Loko va fika enambyeni, Tatana a ku: "A hi tshameni laha leswaku hi ta mi vona loko mi tlangela ematini na sesi wa wena a nga kasa ebyanyini."

Nicholas, Jacob na Fluffy va tsutsuma na ku tlulela eka mati yo hola. Dlomu, dlomu, dlomu! "A hi tsutsumisani," ku vula Jacob.



Endzhaku ka ku tlanga swinene, vafana va huma ematini hikuva va twa ndlala. Va tshama enkumbeni na Manana na Tatana. Hinkwavo va dya tisangweji ta matamatisi na chizi na mabanana na maapula na ku nwa juzi ya mihandzu. Manana u nyika Fluffy yin'we ya tisangweji ta yena, na yena u twa ndlala! Sesi lontsongo u ringeta ku dya swiluva. Tatana a ku: "E-e murhandziwa, u nga dyi swiluva!"

Ri sungula ku perile. Vana va vile na siku ra kahle naswona va titwa va karhele. I nkarhi wo ya ekaya. Hinkwavo va pfuneta ku basisa. Vafana va petsa nkumba, Manana a bebula n'wana kutani hinkwavo va ya ekaya.

"Sala kahle, Nicholas. Ndzi khensa siku ro tsakisa," ku vula Jacob.

"Famba kahle, Jacob," ku hlamula Nicholas.

I ka ntima hala handle na xibakabaka xi tele hi tinyeleti, i nkarhi wo va ndyangu wu etlela. Hi xihatla Nicholas na Fluffy a va etlele na ku lorha hi siku ra vona ro tsakisa.

**Lawa hi wona makumu ya xitori.**





# ★ 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.***





## Risimu

Vonani dyambu ri humilee!  
 Vonani dyambu ri humilee!  
 I siku ro saseka, I siku ro saseka

Pakani basikiti leyi  
 Pakani basikiti leyi  
 Hi ya eka pikiniki  
 Hi ya eka pikiniki

A hi ngheneni nambyeni lowu!  
 A hi ngheneni nambyeni lowu!  
 Hi khida ematini,  
 Hi khida ematini

Hi fika hi dya tisangweji leni!  
 Hi fika hi dya tisangweji leni!  
 I pikiniki yo saseka  
 I pikiniki yo saseka

Vonani dyambu riperilee!  
 Vonani dyambu riperilee!  
 A hi yeni ekaya, a hi yeni ekaya.

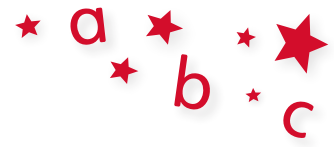


(Yimbelela hi chuni ya "Vonani dyanbu ra huma" kumbe tirhisa chuni ya wena.)

## Ntivomarito ku suka eka xitori

Marito ya nkoka	pikiniki	basikiti	ndlala	nambu	nkumba	tisangweji
Marito yo engetela:	mihandzu	banana	apula	juzi	xiluva	tsutsumisa
	dlomu	tlula	hlambela	paka	xintshabyana	tsakela swinene





## 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





### U ta lava:

- Xitori: Siku ro saseka
- Tiphaphete: Manana, Tatana, Nicholas, Jacob, basikiti ya pikiniki, xisesana na n'wambyana Fluffy
- Tipuropo: basikiti, mihandzu ya ntiyiso kumbe yo encenyetiwa, nkumba wa voya, xitlangiso xa mbyana, swiluva swa ntiyiso kumbe swo encenyetiwa
- Minchumu kumbe makhadi ya swifaniso swa marito lama nga le ka nongonoko wa ntiyisomari

## Vhiki ra 1 Siku 1

### Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Mahlo mambirhi ku vona* ku yisa vadyondzi emetini eka nkarhi wa xitori.

### Mahlo mambirhi ku vona

Nomo wun'we ku vulavula na ku yimbelela,  
Mahlo mambirhi ku vona,  
Tindleve timbirhi ku twa,  
Milenge yimbirhi ku famba na ku tsutsuma;  
Hi lawa mavoko ya mina  
Ndzi nyiki ya wena – i nkarhi wa switori hinkwenu!

### Ku rungula xitori na ku aka ntiyisomari

#### 1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Vulavula hi mindyangu ya vadyondzi na ku kanerila hi malembe ya vama kwavo.
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntiyisomari, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, humesa nkumba wa pikiniki na basikiti na ndyelo leyi nga na swakudya.

#### 2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencenyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku vana va ta endla yini loko va fika enambyeni? Xana va ta dya yini eka swakudya swa na nhlikanhi? Xana u ehleketa leswaku va ta endla yini loko va fika ekaya?"*

#### 3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

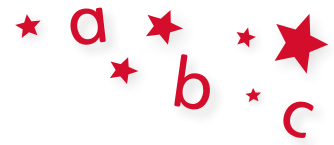
### Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"siku, saseka, sesi, sungula. Xana ma wu twa mpfumawulo lowu kongomisiweke: siku, saseka, sesi, sungula? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /s/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /s/: Sonto, sala, saka, sekwa, sokisi, sava."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /s/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /s/: *"s-s-s"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





### 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: "siku, saseka, sesi, sungula. Can you hear the focus sound: **siku, saseka, sesi, sungula?** Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: **Sonto, sala, saka, sekwa, sokisi, sava.**" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: "**s-s-s**". 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!





### U ta lava:

- Tiphaphete ta le ka xitori
- Vunanga na swifaniso swa tipuropo ta le ka risimu



## Vhiki ra 1 Siku 2

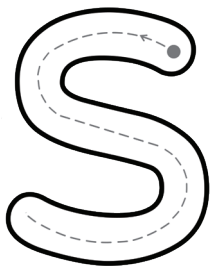
### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

#### Mavumbelo ya letere

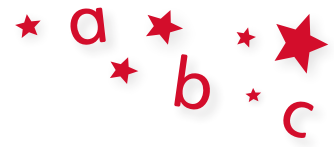
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /s/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /s/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va tirhisa saha ku va va tsema nsinya va ri va vula "sa-ha, sa-ha, sa-ha".
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere **s**. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana etlhelo, yana ehansi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### You will need:

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



## Week 1 Day 2

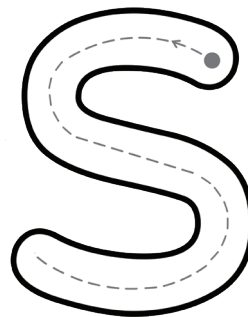
### Whole class activities

#### 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 /s/ or if they can think of any other words that start with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to use a saw to cut down a tree while saying "sa-ha, sa-ha, sa-ha".
- 3 Show learners how to write the letter **s**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, over the top, turn, across the middle, turn and go back."
- 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, 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.



### Small group activities

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



### U ta lava:

- Tiphaphete ta le ka xitori
- Tipuropo: basikiti, mihandzu ya ntiyiso kumbe yo encenyetiwa, nkumba wa voya, xitlangiso xa mbyana, swiluva swa ntiyiso kumbe swo encenyetiwa
- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **s**: sekwa, sokisi, saha, sava, supu, senga, selifoni, saka



## Vhiki ra 1 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va nga tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: "Loko vadyondzi va tlulela enambyeni, va endle ... ina, rito ra kona i 'dlomu'."
- 3 Hlawula vadyondzi ku va va tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi ri karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

#### Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **sekwa**, **sokisi**, **saka**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: "Letere leri hi leswi hi tsarisaka xiswona **s**." Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

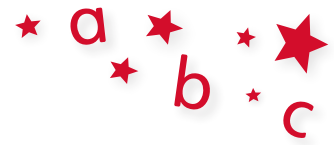


### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.







### 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 **s**: sekwa, sokisi, saha, sava, supu, senga, selifoni, saka



## Week 1 Day 3

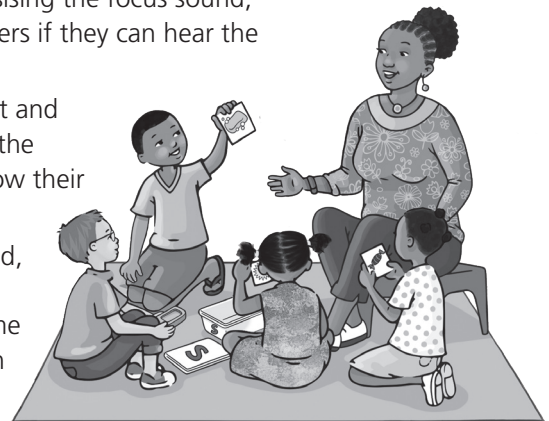
### Whole class activities

#### 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, for example: **sekwa**, **sokisi**, **saka**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **s**."* 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.





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Tiphaphete ku suka exitorini kumbe minchumu kumbe swifaniso swa swin'wana swilo ku suka exitorini

## Vhiki ra 1 Siku 4

### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenelerile eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

### Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihhi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)



#### Ku yingisela mimpfumawulo leyi kongomisiweke

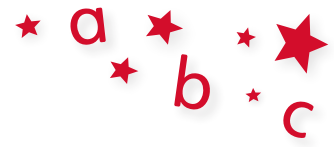
- 1 Hlamusela vadyondzi leswaku u ta tlanga "Ndzi hlometela..." hi tiphaphete na tipuropu ku suka eka xitori xa Siku ro saseka. Va pfumeleli ku languta eka tiphaphete, minchumu na swifaniso leswi kombisiweke.
- 2 Hlawula swin'wana ku suka eka xitori u nga va byelanga leswaku u ehleketa yini. Kutani, swi twala kahle, nyika vadyondzi mpfumawulo wo sungula wa rito tanihi vuthala. Xikombiso: Loko u ehleketa "banana", vula: "Ndzi hlometela hi xitihlwana xa mina xin'wana lexi sungulaka hi /b/."
- 3 Vadyondzi va fanele va languta eka nkombiso va lava xilo lexi sungulaka hi mpfumawulo wolowo. Loko va bvumba "banana" swona, i nkarhi wa vona ku languta swin'wana na ku vula: "Ndzi hlometela ..."



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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



### U ta lava:

- Phepha ra A4 ra mudyondzi un'wana na un'wana KUMBE nkandziyiso wa **pheji ya nghingiriko wa nkumba wa voya wa pikiniki** na **pheji ya nghingiriko wa swicupucupu swo luka** wa mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Swikero, glilu
- Timagazini kumbe swiphephana swo xavisa leswi nga na swifaniso swa swakudya
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: tafula, burachi yo penda, nyiko, khwirini, khabodini, pampiri, xitshopana

## Vhiki ra 1 Siku 5

### Migingiriko ya tlilasi hinkwayo

#### Ku endla, ku dirowa na ku tsala

- 1 Tlhela u rungula xitori hi ku tirhisa tiphaphete.
- 2 Loko swi koteka, tana na nkumba wa voya kumbe nkumba ku ta komba tlilasi, kumbe komba vadyondzi swifaniso swa minkumba ya voya yo hambana hambana. Vulavula hi tipatironi to hambana hambana na/ kumbe mihlovo leyi nga enkumbeni wa voya.
- 3 Hlamusela vadyondzi leswaku va ta tivumbela nkumba wa vona wa voya wa pikiniki hi ku wu dirowa eka xiphemu xa phepha.
- 4 Loko vadyondzi va hetile "nkumba wa vona wa voya", va nga dirowa kumbe ku tsema swifaniso swa swakudya swa pikiniki ku suka eka timagazini kumbe swiphephana swo xavisa na ku damarheta swifaniso eka nkumba wa vona wa voya.

#### KUMBE

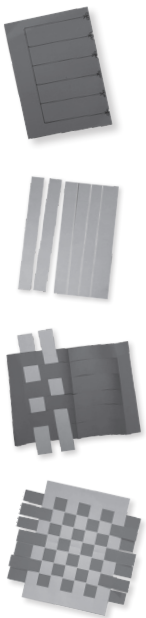
- 1 Hlamusela vadyondzi leswaku va ta luka "nkumba wa voya wa pikiniki" hi ku tirhisa swicupucupu swa phepha. Komba vadyondzi xikombiso na ku vulavula hi laha swicupucupu swa mihlovo swi nga ta endla patironi ha kona.
- 2 Nyika mudyondzi un'wana na un'wana pheji leyi petsiweke **ya nghingiriko wa nkumba wa pikiniki** na **pheji ya nghingiriko wa swicupucupu swo luka**.
- 3 **Pheji ya nghingiriko wa nkumba wa pikiniki:** Komba vadyondzi ku tsema eka mintila ya mathonsi eka phepha ra nghingiriko loko ra ha petsekile. Tiyisisa leswaku va yima ku tsema eka ntilo lowo tiya. Vadyondzi va pfula pheji leyi ntsena loko va hetile ku tsema.
- 4 **Pheji ya nghingiriko wa swicupucupu swo luka:** Vadyondzi va khirayona swicupucupu kutani va swi tsema.
- 5 Kombisa ku luka hi swicupucupu swo khirayoniwa ehenhla na le hansi ka timbhovo leti tsemiweke eka pheji ya nghingiriko wa nkumba wa pikiniki. Xicupu xin'wana na xin'wana xi fanele ku lukiwa xi huma eka mbhovo wo hambana ku vumba xo lukiwa.
- 6 Loko vadyondzi va hetile "nkumba wa vona wa pikiniki", va nga tsema swifaniso swa swakudya swa pikiniki eka timagazini kumbe swinavetiso kutani va damarheta swifaniso enkumbeni wa vona.

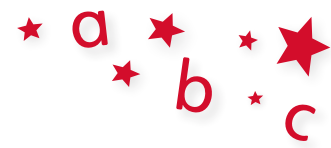
#### Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **pi | ki | ni | ki**.
- 2 Hlawula wun'we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin'wana na rin'wana: **pi** (tlula kan'we) **ki** (tlula kan'we) **ni** (tlula kan'we) **ki** (tlula kan'we). Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun'wana na kun'wana.
- 3 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### 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: tafula, burachi yo penda, nyiko, khwirini, khabodini, pampiri, xitshopana

## Week 1 Day 5

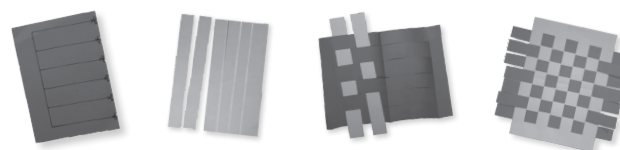
### Whole class activities

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

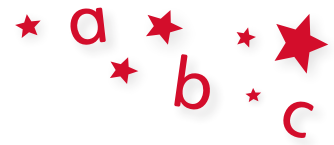
### Small group activities

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



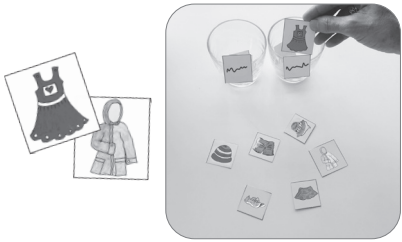


## Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> <li>• Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana</li> <li>• Tikhirayoni ta mhula letikulu</li> </ul> <div data-bbox="217 710 569 1066" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Ndzi lava ku tlanga na Fluffy.</p>  </div> <div data-bbox="227 1110 548 1406" style="background-color: #f9d5e5; padding: 10px; margin: 10px 0;">  <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p> </div>	<p><b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b></p> <ol style="list-style-type: none"> <li>1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula.</li> <li>2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we.</li> <li>3 Vutisa vadyondzi leswaku hi xihi xiphemu xa xitori lexi va xi rhandzeke. Nyika swiringanyeto swin'wana. Xikombiso: "Xana mi xi tsakerile xiphemu lexi Nicholas, Jacob na Fluffy a va tlulela ematini?"</li> <li>4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi rhandzeke.</li> <li>5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena.</li> <li>6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela.</li> <li>7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Fluffy ... u ... tlulele ... e ... Xana hi rihhi rito ro landzela leri a mi lava ku ri vula? ... Oho ina, 'matini'. Ndzi ta tsala rito 'matini'."</li> <li>8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka.</li> <li>9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.</li> </ol>
<ul style="list-style-type: none"> <li>• Sete ya makhadi ya swifaniso swa mihlovo leswi nga na swiambalo swa xixika na ximumu</li> <li>• Dswibye swimbirhi swa pulasitiki - xa majarini kumbe xa yogati (xibye xin'we xi na lebulu leyi tsariweke <b>Ximumu</b> na xifaniso xa xiambalo xa ximumu xidamarhewiwile emahlweni; xibye xa xibye lexin'wana xi na lebulu leyi tsariweke <b>Xixika</b> na xiambalo xa xixika xi damarhewiwile emahlweni</li> </ul> <div data-bbox="239 1873 543 2179" style="border: 1px solid gray; padding: 10px; margin: 10px 0;">  </div>	<p><b>Nghingiriko 2: Swiphazamiso na mintlangu</b></p> <p>Veka makhadi lama nga na swifaniso swa swiambalo swa xixika na ximumu ma langute hansi etafuleni.</p> <p><b>Ntlangu wo ntlawahata</b></p> <ol style="list-style-type: none"> <li>1 Xibye xin'we xi na lebulu leyi nga na rito <b>Ximumu</b> na xifaniso xa xiambalo xa Ximumu lexi damarhewiwile emahlweni, xibye lexin'wana xi na lebulu leyi nga na rito <b>Xixika</b> na xifaniso xa xiambalo xa Xixika.</li> <li>2 Mudyondzi un'wana na un'wana u kuma nkarhi wo hlawula khadi, a languta xifaniso, a vula vito ra xona na ku veka eka xibye lexi nga fanela.</li> </ol> <p><b>Ntlangu wo tsundzuka</b></p> <ol style="list-style-type: none"> <li>1 Mudyondzi un'wana na un'wana u kuma nkarhi wo pfula makhadi mambirhi. Loko swifaniso swa makhadi ha mambirhi swi fana (swiambalo ha swimbirhi swi ri swa ximumu kumbe swiambalo ha swimbirhi swi ri swa xixika), va tshama na makhadi.</li> <li>2 Loko swi nga fani (xin'we xi ri xa ximumu na xin'we xa xixika), u ttherisela makhadi etafuleni ma langute hansi kutani mudyondzi loyi a landzelaka u kuma nkarhi.</li> </ol> <div data-bbox="951 1993 1164 2179" style="text-align: right; margin-top: 20px;">  </div>



## 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="236 633 567 958" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 975 562 1223" style="background-color: #f8d7da; padding: 10px; 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="187 1584 586 1825" style="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>



### U ta lava

- Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko



### Migingiriko

#### **Nghingiriko 3: Ku hlaya ka munhu un'we**

- Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku.
- Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya.
- Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya.
- Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

- Vumba kumbe vumba byo tlangisa na bodo kumbe mete



#### **Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo**

- Nyika mudyondzi un'wana na un'wana bolo ya vumba kumbe vumba byo tlangisa na xikombiso xa letere.
- Vadyondzi va fanele va endla basikiti leyintsongo na mihandzu hi vumba kumbe vumba byo tlangisa. Kombisa vadyondzi ku vumbuluxa swiphemu swa vumba byo tlangisa byi va hi swiphemu swo lala na ku byi veka ehenhla ka byin'wana ku endla basikiti, kumbe u endla bolo leyikulu u endla mbhovo exikarhi.
- Vadyondzi va nga vumbuluxa vumba ku endla xivumbeko xo fana na banana, kumbe bolo ku yimela mihandzu yo fana na maapula kumbe malamula.

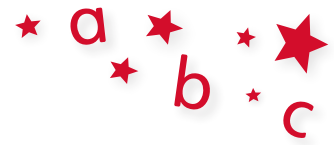
- Tipuropo: basikiti, swakudya swo encenyetiwa, tikhapu ta pulasitiki na tindyelo, nkumba wa voya, manghilazi ya dyambu, swihuku, xambhulela, mafurha yo sivele dyambu

#### **Nghingiriko 5: Ntlangu wo endla onge**

- Rhangela ntlawa ku ya eka khona ya ntlangu wo endla onge kutani u va tshamisisa ehansi hi xihatla.
- Hlaya milawu ya ntlangu wo endla onge ya khona na ku va komba tipuropo letintshwa.
- Hlamusela leswaku va ta encenyeta ku va na pikiniki. Va nga paka swakudya, va famba, va andlala nkumba wa voya kutani va tiphina hi pikiniki swin'we. Va nga ha endzela kun'wana ku ya va na pikiniki ya vona: eribuweni ra lwandle, ephakini, exirhapeni kumbe eka xidziva xa kwala kusuhi.
- Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso, U nga ha fika u ku: "Avuxeni! Ndzi fikile! Ndza khensa ku va mi ndzi rhambile eka pikiniki leyo tsakisa. I ndhawu yo saseka ku va na pikiniki eka yona. Xana mi rhwale yini eka basikiti ya n'wina?"
- Kombela vadyondzi ku ta na thedi bere kumbe xitlangiso lexi va xi rhandzaka swinene xo olova ku ta hlangana na vona eka pikiniki vhiki leri taka.







### You will need

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



### Activities

#### Activity 3: Independent reading

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

- Clay or playdough and a board or mat



#### Activity 4: Fine motor skills and handwriting

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

- Props: basket, pretend food, plastic mugs and plates, a 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.





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Minkandziyiso na xibukwana lexi nga petsiwa xa mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 1

### Migingiriko ya tlilasi hinkwayo

#### Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku va va yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana i mani loyi a tsundzukaka leswi nga landzela ku humelela nakambe?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwinu swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku va va ya hlaya na mindyangu ya vona.

### Stella u ri:



U nga kongomisa eka maletere na mimpfumawulo nkarhi wun'wana na wun'wana siku rin'wana na rin'wana hi nkarhi wa endlelo ra ntolovelu, ngopfu ngopfu hi nkarhi wa ntlangu wa le handle na hi minkarhi yo cinca (ku yima hi ntila ehandle ka xihambukelo; ku tilulamisela swakudya swa nhlikanhi na swin'wana). Tirhisa minkarhi ku komba maletere lama nga eka mbangu kutani u vutisa vadyondzi leswaku va vona maletere wahi ematlhelweni ya vona. Leswi swi pfuna vadyondzi ku tiva leswaku maletere hi ma tirhisa njhani tanihi vuthala byo hlaya swilo leswi hi rhendzeleke.



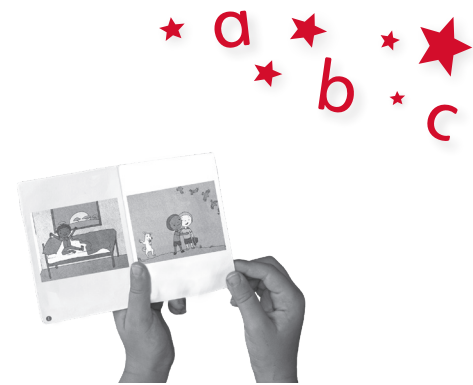
#### Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"u, kungu, wu, ku. Xana ma wu twa mpfumawulo lowu kongomisiweke: kungu, wu, ku? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /u/".*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /u/: Musumbhunuku, nkulu, kunupu, buruku, xithuthuthu, vuluvulu."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /u/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /u/: *"u-u-u"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### 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. Say these words from the story: "u, kungu, wu, ku. Can you hear the focus sound: **kungu, wu, ku**? Yes, you are right! They all have the sound /u/."
- 2 "Listen carefully, here are some more words with /u/: Musumbhunuku, nkulu, kunupu, buruku, xithuthuthu, vuluvulu." (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.



### U ta lava:

- Buku Leyikulu: Siku ro saseka
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 2

### Migingiriko ya tllasi hinkwayo

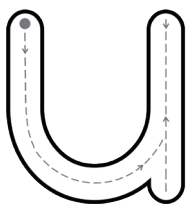
#### Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tllasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi ri karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku hlaya na wena.



### Mavumbelo ya letere

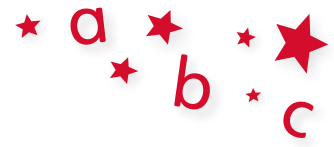
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /u/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /u/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va fambisa xithuthuthu va ri karhi va vula "xithuthuthu".
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere u. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, rhendzeleka, henhla na le hansii."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### You will need:

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

## Week 2 Day 2

### Whole class activities

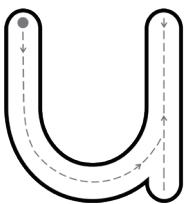
#### Shared reading – Big book

- 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 /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 “xithuthuthu”.
- 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 carpet, on each other’s backs or on their hands.
- 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.



### U ta lava:

- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **u**: kunupu, buruku, xithuthuthu, xivuluvulu, buku, munyu, wukuwuku, mukhukhu

## Vhiki ra 2 Siku 3

### Migingiriko ya tlilasi hinkwayo

#### Ku dyondza ku yingisela

- 1 Tshamisisa vadyondzi ematafuleni na ku miyeta hinkwavo leswaku tlilasi yi va leyi miyeleke na ku hola.
- 2 Sungula nghingiriko wa ku yingisela wa namuntlha hi ku vula leswaku: *"A hi pfaleni mahlo ya hina na ku miyela timinete ti nga ri tingani loko hi yingisela hi vukheta mimpfumawulo leyi hi rhendzeleke."* Sweswi, byela vadyondzi ku pfula mahlo ya vona kutani na ku vulavula hi mimpfumawulo leyi va yi tweke. Vulavula hi mimpfumawulo leyi nga le kusuhi kumbe ekusuhana na vona (leyi tlakukeke) na leyi yi nga le kule (yo olovanyana). Byela vadyondzi leswaku va ta endla nghingiriko laha va faneleke va yingisela hi vukheta eka leswi u nga ta swi vula. Vula eka vadyondzi: *"Eka xitori xo ya eka pikiniki, Manana u pakile basikiti ya pikiniki yi tala hi swakudya. Hi ta tlanga ntlangu na ku ehleketa hi swilo leswi hi nga ta swi paka eka basikiti ya pikiniki. Yingiselani, ndzi ta sungula hi ku vula leswi: 'Hi yile eka pikiniki naswona hi pakile maapula eka basikiti ya hina.' Sweswi hi ta famba hi xirhendzevutana naswona un'wana na un'wana u ta kuma nkarhi wo vula leswaku u pakele yini eka basikiti ya pikiniki."*
- 3 Loko mudyondzi u'nwana na un'wana a kumile nkarhi, mi nga ya emahlweni na ntlangu, kambe sweswi vadyondzi va fanele ku tsundzuka leswaku ku pakeriwe yini eka basikiti va nga si engetela swin'wana. Yana emahlweni na ku endla leswi eka ntlhanu wa swilo ebasikitini.

### Stella u ri:



*I vonelo ra kahle ku va na swifaniso loko u endla nghingiriko lowu ku pfuna vadyondzi ku tsundzuka minchumu na ku va nyika mavonelo ya swo swi vula.*

**Xitsundzuxo:** Loko vadyondzi va karhateka ku ehleketa swilo, hi leyi miehleketo yin'wana: *tsangweji, lamula, mabanana, juzi ya mihandzu, mati, matamatisi, chizi, masi, mabisikiti.*

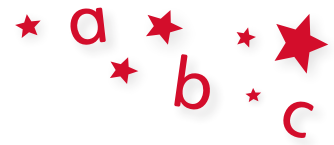
### Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisele eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **kunupu, buruku, xithuthuthu, buku, vuluvulu**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *"Letere leri hi leswi hi tsarisaka xiswona u."* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: kunupu, buruku, xithuthuthu, xivuluvulu, buku, munyu, wukuwuku, mukhukhu

## Week 2 Day 3

### Whole class activities

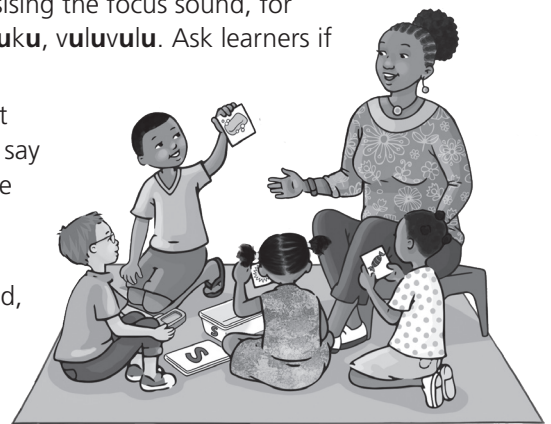
#### Learning to listen

- 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. 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, for example: **kunupu**, **buruku**, **xithuthuthu**, **buku**, **vuluvulu**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 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.



### 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.

### Small group activities

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



### U ta lava:

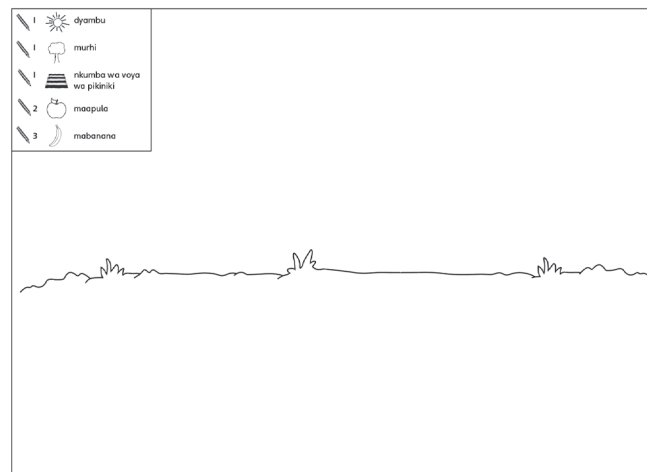
- Nkandziyiso wa **Pheji ra nghingiriko wa Hlaya u endla** wa mudyondzi un'wana na un'wana
- Tiphaphete ku suka exitorini kumbe minchumu kumbe swifaniso swa swin'wana swilo ku suka exitorini

## Vhiki ra 2 Siku 4

### Migingiriko ya tllasi hinkwayo

#### Ku hlaya na ku endla

- 1 Byela vadyondzi ku languta eka nongonoko eka pheji ya nghingiriko na ku vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito).
- 2 Byela vadyondzi leswaku sweswi va ta endla nghingiriko wo hungasa lowu vuriwaka "hlaya u endla". Va fanele va hlaya ntila wun'wana na wun'wana kutani va endla leswi wu vulaka swona va tirhisa ndhawu yo va hava nchumu eka pheji.
- 3 Hlayani ntila wo sungula swin'we. Vutisa loko vadyondzi va nga kota ku "hlaya" leswi faneleke ku landzela ku endliwa eka nongonoko; va fanele va dirowa murhi wun'we.
- 4 Yisa xisweswo emahlweni hi xileriso xin'wana na xin'wana.
- 5 Sweswi hlaya xileriso xin'wana na xin'wana nakambe kutani u vula leswi eka vadyondzi: "*Dirowa dyambu rin'we. Loko u hetile, gwajula xexo eka nongonoko wa wena.*"
- 6 Vadyondzi va fanele va ya emahlweni va dirowa na ku gwajula xileriso xin'wana na xin'wana ku fikela emakumu ya nongonoko.



#### Ku yingisela mimpfumawulo leyi kongomisiweke

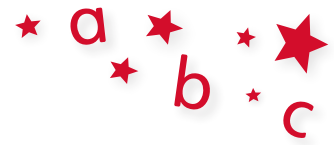
- 1 Hlamusela vadyondzi leswaku u ta tlanga "*Ndzi hlometela...*" hi tiphaphete na tipuropu ku suka eka xitori xa *Siku ro saseka*. Va pfumeleli ku languta eka tiphaphete, minchumu na swifaniso leswi kombisiweke.
- 2 Hlawula swin'wana ku suka eka xitori u nga va byelanga leswaku u ehleketa yini. Kutani, swi twala kahle, nyika vadyondzi mpfumawulo wo sungula wa rito tanihi vuthala. Xikombiso: Loko u ehleketa "banana", vula: "*Ndzi hlometela hi xitihlwana xa mina xin'wana lexi sungulaka hi /b/.*"
- 3 Vadyondzi va fanele va languta eka nkombiso va lava xilo lexi sungulaka hi mpfumawulo wolowo. Loko va bvumba "banana" swona, i nkarhi wa vona ku languta swin'wana na ku vula: "*Ndzi hlometela ...*"

#### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.







#### You will need:

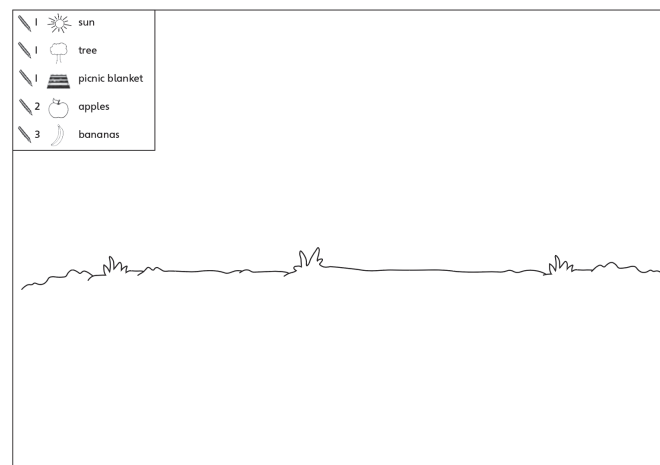
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

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





### U ta lava:

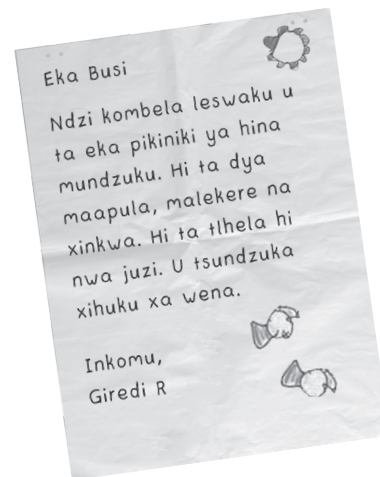
- Maphepha ya filipichati
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: saseka, tibanana, nambu, swiluva, lelana, pikiniki, basikiti, Fluffy

## Vhiki ra 2 Siku 5

### Migingiriko ya tllasi hinkwayo

#### Ku endla, ku dirowa na ku tsala

- 1 Vula eka vadyondzi: *“A hi kunguhateni pikiniki ya tllasi kutani hi rhamba tllasi leyin’wana kumbe nhloko ya xikolo kumbe xirho xin’wana xa vadyondzisi ku ta hlangana na hina. Mi nga ndzi pfuna ku endla xirhambo ku va byela hi pikiniki?”*
- 2 Tirhisa phepha ra chati ku tsala ehansi mavonelo ya vadyondzi loko mi ri karhi mi kana hi xirhambo. Sungula hi ku hlamusela leswaku loko hi rhamba vanhu, hi xi talo hi ri *“Eka ...”*. Kutani hi vula swin’wana swo fana na: *“Hi kombela u ta eka pikiniki ya hina.”*
- 3 Vutisa vadyondzi swin’wana leswi mi nga swi tsalaka eka xirhambo, naswona va ku vona loko u tsala marito ya vona, vulavulani hi leswaku mi ta va na pikiniki rihi, hi nkarhi muni na leswi va faneleke ku ta na swona.
- 4 Nyika munhu wa kona xirhambo na ku n’wi kondletela ku hlamula ku vula leswaku u ta ta eka pikiniki. Hlayela vadyondzi nhlamulo.
- 5 Kunguhata pikiniki na vadyondzi, hi siku ra kona, va pfumelele ku teka swakudya swa vona swa nhlikanhi leswi va swi pakeke va ya eka *“ndhawu ya pikiniki”* va va na pikiniki.



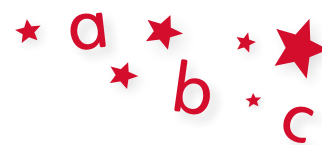
### Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin’we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **pi | ki | ni | ki**.
- 2 Hlawula wun’we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin’wana na rin’wana: **pi** (tlula kan’we) **ki** (tlula kan’we) **ni** (tlula kan’we) **ki** (tlula kan’we). Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun’wana na kun’wana.
- 3 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun’wana na wun’wana na maendlelo yo basisa.





### You will need:

- Flipchart paper
- A list of multisyllabic words relating to the story: saseka, tibanana, nambu, swiluva, lelana, pikiniki, basikiti, 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: **pi | ki | ni | ki**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pi** (one jump) **ki** (one jump) **ni** (one jump) **ki** (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.

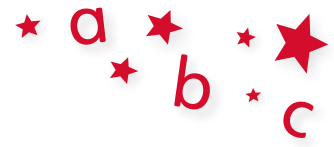
### Small group activities

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







## Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> <li>Maphepha ya A4 ya mudyondzi u n'wana na u n'wana</li> <li>Tikhirayoni ta mhula letikulu</li> </ul>  <p><i>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</i></p>	<p><b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b></p> <ol style="list-style-type: none"> <li>Vadyondzi va fanele ku va va dirowa nongonoko wa swakudya leswi va nga rhandzaka ku ya na swona eka pikiniki.</li> <li>Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi leswi a swi diroweke.</li> <li>Vutisa vadyondzi loko va nga tsakela ku tsala tilebulu eka swakudya leswi va swi diroweke kumbe loko va nga tsakela leswaku wena u va tsalela.</li> <li>Tsala kwatsa leswi vadyondzi va ku bylaka swona, rito hi rito. Tsundzuka ku tsala swi basa swi vonaka.</li> <li>Loko u hetile ku tsala, kondletela vadyondzi ku hlaya marito na wena.</li> <li>Kombetela rito rin'wana na rin'wana loko u ri karhi u hlaya na ku amukela ku ringeta ka vona.</li> </ol>
<ul style="list-style-type: none"> <li>Seti ya makhadi ya mihlovo lama nga na swiambalo swa ximumu na swa xixika</li> <li>Swibye swimbirhi swa pulasitiki – swa majarini kumbe swa yogati (xin'we xibye xi ri na lebulu ya rito <b>Ximumu</b> na xifaniso xa xiambalo xa ximumu xi damarhetiwile emahlweni; lexin'wana xibye xi ri na lebulu ya rito <b>Xixika</b> na xifaniso xa xiambalo xa xixika xi damarhetiwile emahlweni.)</li> </ul> 	<p><b>Nghingiriko 2: Swiphazamiso na mintlangu</b></p> <p>Veka makhadi lama nga na swifaniso swa swiambalo swa xixika na ximumu ma langute hansi etafuleni.</p> <p><b>Ntlangu wo ntlawahata</b></p> <ol style="list-style-type: none"> <li>Mudyondzi un'wana na un'wana u kuma nkarhi wo hlawula khadi, a languta xifaniso, a vula vito ra xona na ku veka eka xibye lexi nga fanela.</li> </ol> <p><b>Ntlangu wo tsundzuka</b></p> <ol style="list-style-type: none"> <li>Mudyondzi un'wana na un'wana u kuma nkarhi wo pfula makhadi mambirhi. Loko swifaniso swa makhadi ha mambirhi swi fana (swiambalo ha swimbirhi swi ri swa ximumu kumbe swiambalo ha swimbirhi swi ri swa xixika), va tshama na makhadi.</li> <li>Loko swi nga fani (xin'we xi ri xa ximumu na xin'we xa xixika), u ttherisela makhadi etafuleni ma langute hansi kutani mudyondzi loyi a landzelaka u kuma nkarhi.</li> </ol> 
<ul style="list-style-type: none"> <li>Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko</li> </ul> 	<p><b>Nghingiriko 3: Ku hlaya ka munhu un'we</b></p> <ol style="list-style-type: none"> <li>Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku.</li> <li>Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya.</li> <li>Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya.</li> <li>Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.</li> </ol>



## Small group activities for Week 2

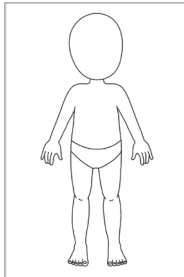
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></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>





### U ta lava

- Nkandziyiso wa **pheji ra ngingiriko wa Ku ambala** ra mudyondzi un'wana na un'wana
- Swiphemu swa tinguvu to hambana kumbe swiphemu swa phepha ro hlovohatiwa swo hambana, swiphemu swa ngoti
- Dikere
- Glilu



### Migingiriko

#### ***Ngingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo***

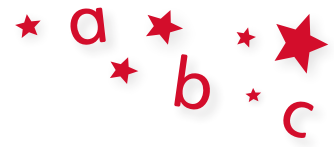
- 1 Nyika mudyondzi un'wana na un'wana phepha ra ngingiriko leri nga na rimba ra miri wa n'wana kutani mi bula hi swirho swo hambana swa miri.
- 2 Hlamusela vadyondzi leswaku va ta tiambexa ku fana na leswi Nicholas a swi endleke exitorini. Va fanele va tsema swiphemu leswitsongo swa nguvu (kumbe phepha ra mihlovo) kutani va swi damarheta eka phepha ku endla swiambalo swa xixika na swa ximumu.
- 3 Va nga ha diriwa mahlo, tindleve, nhompfu na nomo, va damarheta ngoti ku endla misisi.

- Tipuropo: basikiti, swakudya swo encenyetiwa, tikhapu ta pulasitiki na tindyelo, nkumba wa voya, manghilazi ya dyambu, swihuku, xambhulela, mafurha yo sivela dyambu

#### ***Ngingiriko 5: Ntlangu wo endla onge***

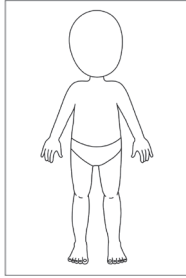
- 1 Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra1 loko va endla onge va na pikiniki. Endzela khona ku xiya na ku kondletela vadyondzi hi ntlangu wo endla onge.





### You will need

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



### Activities

#### Activity 4: Fine motor skills and handwriting

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

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

#### Activity 5: Pretend play

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



# ★ Mudyondzisi Akinyi

## Xitori

Hi mina Mandisa na swona loyi i munghana wa mina, Thabo. Loyi i mudyondzisi wa hina. Vito ra yena i Mudyondzisi Akinyi na swona u hi rhandza swinene. Ku na swilo swo tala swo hambana leswi Mudyondzisi Akinyi a hi dyondzisaka swona.

Hi Musumbhunuku, hi dyondza mavito ya mihlovo yo hambana na swivumbeko: “Kepisi leyi i ya xitshopana, ntangu i ya wasi, xirhendzevutana i xa rihlaza na lamula ra xilamula.” Hi languta ematlhelo ya tlilasi hi languta mihlovo leyi na swivumbeko.

Hi Ravumbirhi, Mudyondzisi Akinyi u ri: “Namuntlha ndzi ta mi byela switori swa vanhu vo hlawuleka na nkoka.” Hi tile na swifaniso etlilasini kutani hi nga vulavula hi vanhu vo hlawuleka na nkoka evuton’wini bya hina. Thabo u tile na xifaniso xa Tatana Mandela na mina ndzi tile na xifaniso xa tatana wa mina a ri karhi a ndzi hlayela xitori xo tsakisa.

Hi Ravunharhu, hi dyondza hi tinxaka ta swo famba leswi vanhu va swi tirhisaka ku endzela eka tindhawu ta le kule. Hi dyondza hi leswi vanhu va yisaka swona entirhweni kumbe exikolweni. Ndzi khandziya thekisi ku ya exikolweni. Thabo u ri: “Ndzi khandziya bazi loko ndzi ya eka kokwana wa mina wa xisati hi nkarhi wo endzela.”



Hi Ravumune, Mudyondzisi Akinyi u ri: “A hi humeni hinkwerhu hi ya ehandle hi ya dyondza hi vurimi na ku byala swifaki.” Hi cela xigojana, hi chela manyoro kutani hi byala mbewu ya xifaki. Ndzi rhwala bakiti ra mati ku ya cheleta ximilana xa xifaki.

Hi Ravuntlanu, hi byela tlilasi switori swa hina vini. Thabo u vula xitori xa yena: “A ndzi ri na apula enkwameni wa mina kutani mbuti yi ringeta ku ndzi yivela rona!” Tlilasi hinkwayo yi buluka hi ku hleka: “Hahahahaha-heeheehee!”

Mudyondzisi Akinyi i mudyondzisi wo saseka ku tlurisa emisaveni hinkwayo. Ndza n’wi rhandza swinene. Loko ndzi kula, ndzi lava ku va mudyondzisi ku fana na yena.

**Lawa hi wona makumu ya xitori.**



# ★ 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.***





## Risimu

Masiku ya nkombo ya vhiki  
 Masiku ya nkombo ya vhiki,  
 Masiku ya nkombo ya vhiki  
 A hi wa hlayeni hinkwawo

Ku sungula Msumbhunuku,  
 Ku ta Ravumbhiri, ku ta Ravunharhu,  
 Ravumune na Ravuntlhanu

Mugqivela wona I siku ra vuntsevu.  
 Siku ra sonto I ro hlawuleka.

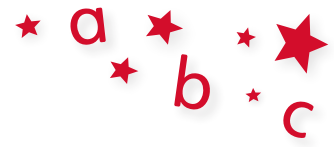
*(Yimbelela hi chuni ya "Here we go loop de loop" kumbe tirhisa chuni ya wena.)*



## Ntivomarito ku suka eka xitori

Marito ya nkoka	mudyondzisi	munghana	hlawuleka	nkoka	vutleketli	kula
Marito yo engetela:	xilamula	xitshopana	xivunguvungu	buraweni	Ku rima	ehandle
	bakiti	hlelisa	hleka	nkwama	mbuti	saseka ku tlurisa





## 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





### U ta lava:

- Xitori: *Mudyondzisi Akinyi*
- Tiphaphete: Mandisa, Thabo, phositara ya Tatana a hlayela Mandisa, phositara ya Nelson Mandela, thekisi, bazi, ximilana xa xifaki, bakiti
- Tipuropo: minchumu kumbe swifaniso swa kepisi ya xitshopana, ntangu ya buraweni, xirhendzevutana xa xivunguvungu na bakiti ra xilamula, ximilana lexisongo exibyeni, xitlangiso xa bazi na xihahampfhuka
- Minchumu kumbe makhadi ya swifaniso swa marito lama nga le ka nongonoko wa ntvommarito

## Vhiki ra 1 Siku 1

### Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Mahlo mambirhi ku vona* ku yisa vadyondzi emetini eka nkarhi wa xitori.

### Mahlo mambirhi ku vona

Nomo wun'we ku vulavula na ku yimbelela,  
Mahlo mambirhi ku vona,  
Tindleve timbirhi ku twa,  
Milenge yimbirhi ku famba na ku tsutsuma;  
Hi lava mavoko ya mina  
Ndzi nyiki ya wena – i nkarhi wa switori hinkwenu!

### Ku rungula xitori na ku aka ntvommarito

#### 1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi hi ku vutisa: *"Xana namuntlha i siku rihi? Xana ku ta va siku rihi mundzuku? Xana hi wahi masiku lawa hi taka exikolweni? Xana u yisa ku yini exikolweni?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela nhlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Loko dyondzo yi nga si sungula u nga ha vutisa vatirhikuloni kumbe vatswari leswaku marito man'wana ma vurisiwa ku yini hi ririmi leri vadyondzi va vulavulaka rona ekaya. Leswi swi ta pfuna vadyondzi ku twisisa marito man'wana ya swiakanyiwa ku fana na "hlawuleka".

#### 2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va nghenelerisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku Thabo u yisa ku yini exikolweni? Xana mbewu yi lava yini leswaku yi kota ku kula kahle? Hikokwalaho ka yini u ehleketa leswaku xikhwama xa Thabo xi boxekile?"*

#### 3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xih xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

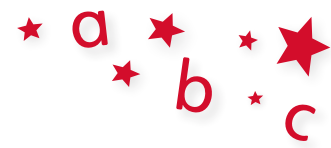
### Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"a, Akinyi, apula. Xana ma wu tva mpfumawulo lowu kongomisiweke: Akinyi, apula? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /a/."*
- 2 *"Yingiselani hi vukheta, hi lava marito man'wana yo tala lama sungulaka hi /a/: ayisi, aka, adirese, alifabete, anama, avela, awara, ayina."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /a/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /a/: *"a-a-a"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





### You will need:

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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*a, Akinyi, apula. Can you hear the focus sound: **A**kinyi, **a**pula? Yes, you are right! They all have the sound /a/.*"
- 2 "*Listen carefully, here are some more words with /a/: **a**yisi, **a**ka, **a**direse, **a**lifabete, **a**nama, **a**vela, **a**wara, **a**yina.*" (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.





### U ta lava:

- Tiphaphete ta le ka xitori
- Vunanga na swifaniso swa tipuropo ta le ka risimu



## Vhiki ra 1 Siku 2

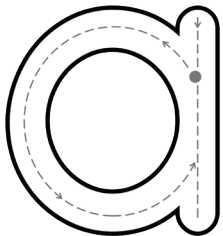
### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku va u pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

#### Mavumbelo ya letere

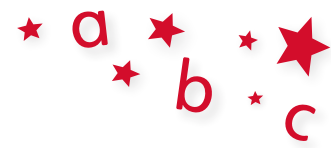
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /a/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /a/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha khondla xibakele naswona va endla onge i apula. Va nga vula /a/ nkarhi wun'wana na wun'wana loko va luma.
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere **a**. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: *"Sungula ethonsini, rhendzeleka, yana ehenhla na le hansi."*
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va ri karhi va tsala letere.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### You will need:

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



## Week 1 Day 2

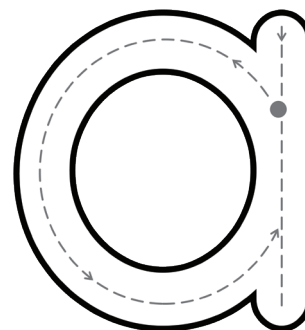
### Whole class activities

#### 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.

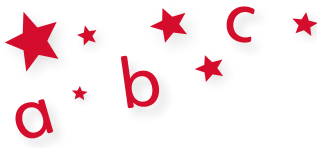
#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 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.



### Small group activities

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



### U ta lava:

- Tiphaphete ta le ka xitori
- Tipuropo: minchumu kumbe swifaniso swa kepisi ya xitshopana, ntangu ya buraweni, xirhendzevutana xa xivunguvungu na bakiti ra xilamula, ximilana lexisongo exibyeni, xitlangiso xa bazi kumbe xihahampfhuka
- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **a**: apula, ayisi, katara, papawa, xawara, kalavatla

## Vhiki ra 1 Siku 3

### Migingiriko ya tllasi hinkwayo

#### Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va nga tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: *"A hi vuleni mihlovo hinkwayo leyi hi yi tivaka. Lamula i ra muhlovo wa njhani? I mani a nga tsundzukaka leswaku ntangu a yi ri ya muhlovo wa njhani?"*
- 3 Hlawula vadyondzi ku va va tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va movuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi ri karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

#### Mabokisi ya maletere

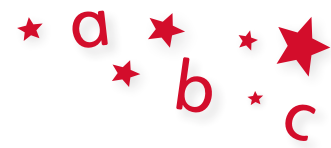
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **apula**, **ayisi**, **katara**, **papawa**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *"Letere leri hi leswi hi tsarisaka xiswona a."* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

#### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.







#### 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 **a**: apula, ayisi, katara, papawa, xawara, kalavatla

## Week 1 Day 3

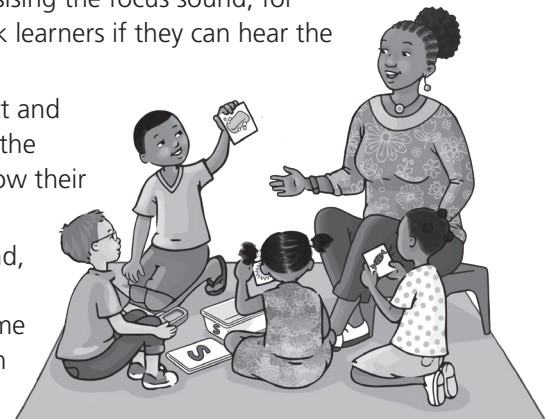
### Whole class activities

#### 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, for example: **apula**, **ayisi**, **katara**, **papawa**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 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.



### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Tiphaphete ku suka exitorini kumbe minchumu kumbe swifaniso swa swin'wana swilo ku suka exitorini

## Vhiki ra 1 Siku 4

### Migingiriko ya tllasi hinkwayo

#### Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: *"Xana swifaniso swi hi nongonoko lowu faneleke?"*
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenelerile eka maendlelo lawa. Vutisa swivutiso swo fana na: *"Xana ku landzelela yini, nakambe ku humelela yini ? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"*
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

### Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- *"Xana mi vona va mani?"* (swimunhuhatwa)
- *"Xana u/ xi endla yini?"* (maendli na swiendlo)
- *"Xana mi vona yini swin'wana?"* (ku languta nakambe)
- *"Xana xi kwihhi ...?"* (ku vula ndhawu/ xiyimo)
- *"Hikokwalaho ka yini u ehleketa...?"* (miehleketo ya vutumbuluxi, ku humesela mavonelo)



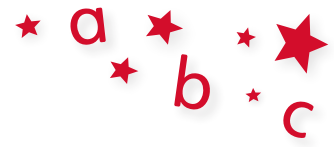
#### Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlamusela vadyondzi leswaku u ta tlanga *"Ndzi hlometela..."* hi tiphaphete na tipuropu ku suka eka xitori xa Mudyondzisi Akinyi. Va pfumeleli ku languta eka tiphaphete, minchumu na swifaniso leswi kombisiweke.
- 2 Hlawula swin'wana ku suka eka xitori u nga va byelanga leswaku u ehleketa yini. Kutani, swi twala kahle, nyika vadyondzi mpfumawulo wo sungula wa rito tanihi vuthala. Xikombiso: Loko u ehleketa *"apula"*, vula: *"Ndzi hlometela hi xitihlwana xa mina xin'wana lexi sungulaka hi la!"*
- 3 Vadyondzi va fanele va languta eka nkombiso va lava xilo lexi sungulaka hi mpfumawulo wolowo. Loko va bvumba *"apula"* swona, i nkarhi wa vona ku languta swin'wana na ku vula: *"Ndzi hlometela ..."*
- 4 Loko u hetile ku tlanga ntlangu lowu hi tiphaphete na tipuropo ku suka eka xitori, vula eka vadyondzi: *"Sweswi hi ta tlhela hi tlanga ntlangu lowu nakambe, kambe langutani la ndzeni ka tllasi. Yingisela hi vukheta: Ndzi hlometela hi xitihlwana xa mina xin'wana lexi sungulaka hi /d/. Ina, i desiki!"* Nyika vadyondzi nkarhi wa ku languta xin'wana etlilasini kutani va ku: *"Ndzi hlometela..."*.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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



### U ta lava:

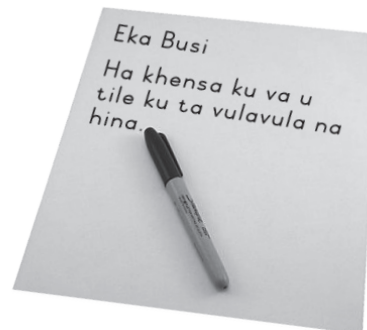
- Xiphemu lexi kulu xa phepha ra filipichati
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: kokwana wa xisati, masiku yo wisa, vurimi, Akinyi, mudyondzisi, apula, hlekisa, bakiti, hlayeni, switori

## Vhiki ra 1 Siku 5

### Migingiriko ya tllasi hinkwayo

#### Ku endla, ku dirowa na ku tsala

- 1 Rhamba un'wana ku ta va na mbulavulo wo koma na vadyondzi. (U nga ha kombela mutirhikuloni kumbe nhloko ya xikolo, kumbe un'wana wa vaaka-tiko.) Va kombeli ku vulavula na vadyondzi hi un'wana loyi a nga hlawuleka evuton'wini bya vona.
- 2 Endzhaku ka mbulavulo, tsalani papila ro khensa swin'we mi tsalela munhu yoloye.
- 3 Vula eka vadyondzi: *"A hi tsaleni khadi ro khensa ro vula leswaku hi khensa ku endzeriwa na ku hi rungulela xitori hi munhu wo hlawuleka. Xana mi nga ndzi pfuna ku endla khadi ro khensa ku vula hi laha hi tiphineke ha kona ku yingisela xitori?"*
- 4 Tirhisa xiphemu xa khadi kumbe phepha ku tsala ehansi mavonelo ya vadyondzi loko mi ri karhi mi kanerisana hi leswi mi nga ta swi tsala eka khadi ro khensa. Sungula hi ku hlamusela leswaku loko hi khensa vanhu, hi tala ku vula *"Eka ..."* Kutani hi vula swin'wana swo fana na: *"Ha khensa ku va u tile ku ta vulavula na hina."*
- 5 Vutisa vadyondzi leswaku ku nga tsariwa yini swin'wana eka khadi, na ku ku vona u tsala marito ya vona. Va vutisi leswi va swi tsakeleke hi mbulavulo na ku endla swiringanyeto ku va pfuna ku vula mavonelo ya vona.
- 6 Hlayani khadi leri nga helela swin'we na vadyondzi, u kombetela rito rin'wana na rin'wana loko mi ri karhi mi hlaya. Kombela vadyondzi ku dirowa swifaniso ku khavisa khadi hi ku tirhisa tikhirayoni na ku va lulamisela ku ya nyika munhu yoloye.



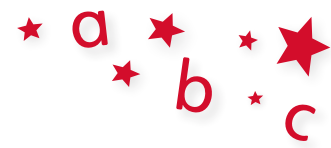
#### Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **a | pu | la**.
- 2 Hlawula wun'we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin'wana na rin'wana: **a** (tlula kan'we) **pu** (tlula kan'we) **la** (tlula kan'we). Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun'wana na kun'wana.
- 3 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.

#### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: kokwana wa xisati, masiku yo wisa, vurimi, Akinyi, mudyondzisi, apula, hlekisa, bakiti, hlayeni, switori

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



# Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

## U ta lava

- Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

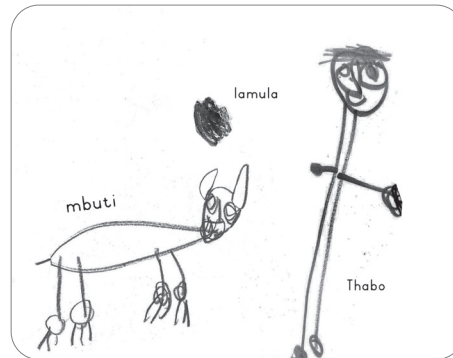


Loko vadyondzi va sungula ku twisisa ndlela ya matsalelo, va nga tsakela ku tsala mavonelo ya vona. Swi tolovelekile ku va ku tsala ka vona ku katsa manyokanyokana, maletere, tinomoro kumbe swivumbeko. Loko mudyondzi a tsala manyokanyokana kumbe a ringeta ku tsala, va kombeli ku ku byela leswi va swi tsaleke na ku tiyisisa ku ringeta ka vona.

## Migingiriko

### Nghingiriko 1: Ku dirowa na ku tsala ko sungula

- 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula.
- 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we.
- 3 Vutisa vadyondzi leswaku hi xihi xiphemu xa xitori lexi va xi rhandzeke. Nyika swiringanyeto swin'wana. Xikombiso: "Xana u xi tsakerile xiphemu lexi mbuti yi nga ringeta ku yiva apula ra Thabo?"
- 4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi rhandzeke.
- 5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena.
- 6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela.
- 7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Mbuti ... yi...ringetile ... ku ... yiva ... A mi lava ku vula rito rihi ro landzela? ... Oho ina, 'apula'. Ndzi ta tsala rito 'apula'."
- 8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka.
- 9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.



## Swiphazamiso

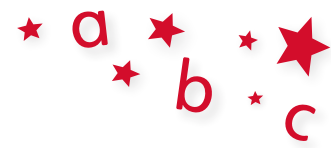


Loko u ri na ku tlula xifaniso xin'we xa xiphazamiso, i swa nkoka ku vekela thonsi ra ya muhlovo endzhaku leswaku vadyondzi va ta kota ku kuma swiphemu leswi faneleke swa xifaniso xin'wana na xin'wana.


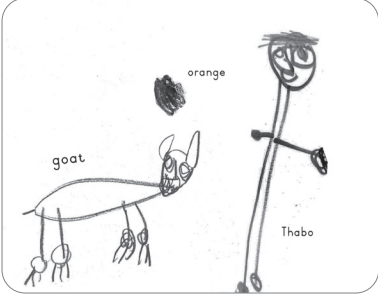


### Nghingiriko 2: Swiphazamiso na mintlangu

- 1 Vadyondzi va fanela ku veketela swiphemu swa xiphazamiso swin'we ku endla xifaniso xa le ka xitori. Va nga ha languta eka ndzandzelelano wa swifaniso ku kuma xifaniso na ku swi tirhisa leswi tanihi xiletelo loko va endla xiphazamiso.





## 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>As learners begin to understand the writing process, they may be more willing to write their own ideas. It is normal for their writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts.</i></p>	<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 where the goat tried to steal Thabo's orange?"</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: "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>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>• 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>1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.</li> </ol> 



### U ta lava

- Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko

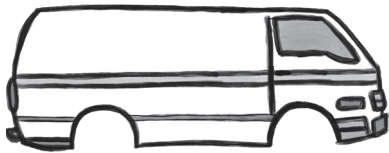


### Migingiriko

#### ***Nghingiriko 3: Ku hlaya ka munhu un'we***

- Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku.
- Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya.
- Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya.
- Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

- Nkandziyiso wa pheji ra nghingiriko wa thekisi ya Thabo



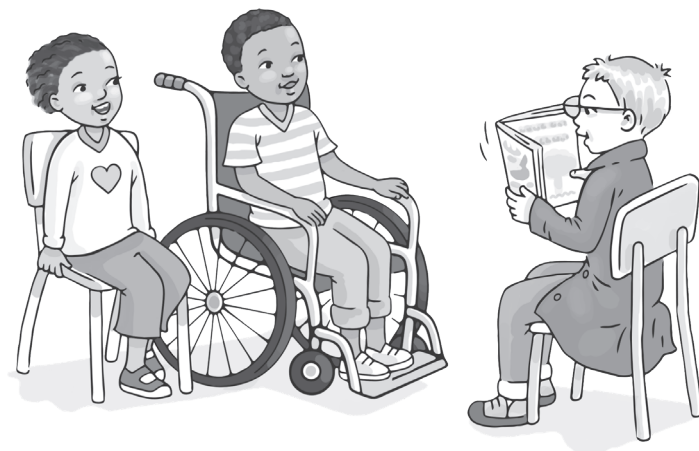
#### ***Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo***

- Mudyondzi un'wana na un'wana u kuma phepha ra nghingiriko leri nga na xibazana xo pfumala mavhilwa na mafasitere.
- Vadyondzi va fanela ku dirowa mune wa mafasitere na mavhilwa mambirhi exibazanini kutani va dirowa xifaniso xa Thabo efasitereni.

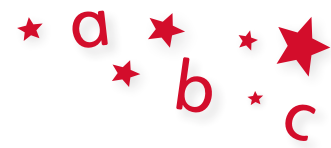
- Tipuropo: minchumu kumbe swifaniso swa kepisi ya xitshopana, ntangu ya buraweni, xirhendzevutana xa xivunguvungu na lamula


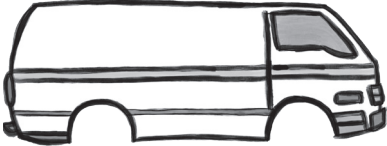

#### ***Nghingiriko 5: Ntlangu wo endla onge***

- Rhangela ntlawa ku ya eka khona ya ntlangu wo endla onge kutani u va tshamisisa ehansi hi xihatla
- Hlaya milawu ya ntlangu wo endla onge ya khona na ku va komba tipuropo letintshwa.
- Hlamusela vadyondzi leswaku namuntlha va ta tlanga mudyondzisi - mudyondzisi. "Mudyondzisi" a nga tirhisa tipuropu (minchumu leyi nga na mihlovo yo hambana) ku "dyondzisa" mihlovo. "Mudyondzisi" a nga tlhela a endla onge u "hlaya" xitori a hlayela tlilasi.







You will need	Activities
<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>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> 





### U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Minkandziyiso na xibukwana lexi nga petsiwa xa mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 1

### Migingiriko ya tlilasi hinkwayo

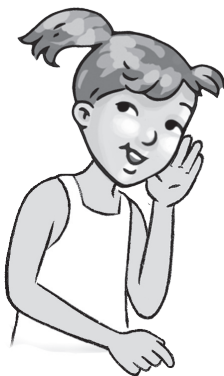
#### Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku va va yima emahlweni ka tlilasi, Un'wana na Un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana i mani loyi a tsundzukaka leswi nga landzela ku humelela nakambe?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwinu swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku va va ya hlaya na mindyangu ya vona.



#### Ku tivisa mpfumawulo ku suka eka xitori

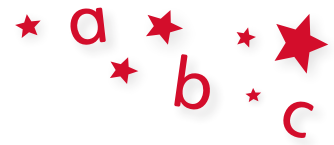


- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"ematlhelo, endza, eka, entirhweni, exikolweni, ehandle, enkwameni, emisaveni. Xana ma wu twa mpfumawulo lowu kongomisiweke: ematlhelo, endza, ehandle? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /e/".*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /e/: endla, etlela, enta, emahlweni, ehenhla, ehansi, exikarhi."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /e/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /e/: *"e-e-e"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

### Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





#### 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: *"ematlhelo, endza, eka, entirhweni, exikolweni, ehandle, enkwameni, emisaveni.* Can you hear the focus sound: **ematlhelo, endza, ehandle**? Yes, you are right! They all have the sound **/e/**."
- 2 *"Listen carefully, here are some more words with /e/: endla, etlela, enta, emahlweni, ehenhla, ehansi, exikarhi."* (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.



### U ta lava:

- Buku Leyikulu: Mudyondzisi Akinyi
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

## Vhiki ra 2 Siku 2

### Migingiriko ya tlilasi hinkwayo

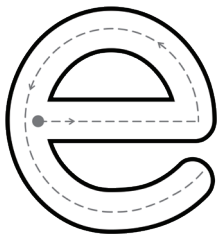
#### Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi ri karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



### Mavumbelo ya letere

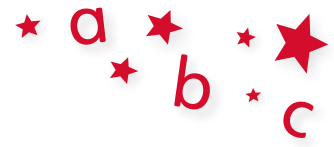
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /e/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /e/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va badama ehansi naswona va etlela.
- 3 Vutisa vadyondzi loko va tsundzuka matsalelo ya letere **e**. Bumabumela vadyondzi eka ku ringeta ka vona, kutani tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: *"Sungula ethonsini, ololoka thwixi, yana ehenhla kutani u rhendzeleka."*
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### You will need:

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

## Week 2 Day 2

### Whole class activities

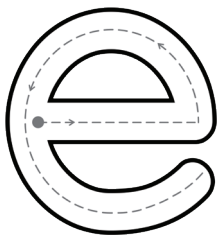
#### Shared reading – Big book

- 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 /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 pretend to lie down and sleep.
- 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 carpet, on each other’s backs or on their hands.
- 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.



### U ta lava:

- Swirhendzevutana swa tisayizi to hambana na swikwere leswi tsemiweke eka khadibodo na swifaniso swa minchumu leyi nga ya xivumbeko xa xikwere kumbe xirhendzevutana
- Bokisi ra maletere leri nga na minchumu kumbe swifaniso swa minchumu leyi sungulaka hi **e**: etlela, ehenhla, lekere, pepere, ketele, teredere

## Vhiki ra 2 Siku 3

### Migingiriko ya tlilasi hinkwayo

#### Ku dyondza ku yingisela

- 1 Tshamisisa vadyondzi ematafuleni na ku miyeta hinkwavo leswaku tlilasi yi va leyi miyeleke na ku hola.
- 2 Sungula nghingiriko wa ku yingisela wa namuntlha hi ku vula leswaku: *"A hi pfaleni mahlo ya hina na ku miyela timinete ti nga ri tingani loko hi yingisela hi vukheta mimpfumawulo leyi hi rhendzeleke."* Sweswi, byela vadyondzi ku pfula mahlo ya vona kutani na ku vulavula hi mimpfumawulo leyi va yi tweke. Vulavula hi mimpfumawulo leyi nga le kusuhi kumbe ekusuhana na vona (leyi tlakukeke) na leyi yi nga le kule (yo olovanyana). Byela vadyondzi leswaku va ta endla nghingiriko laha va faneleke va yingisela hi vukheta eka leswi u nga ta swi vula.
- 3 Tsundzuxa vadyondzi xivumbeko xa xikwere. Va kombi swifaniso swa tisayizi to hambana ta swikwere na ku vula leswaku va dyondzile hi swikwere eka xitori xa Ali na pende. Kutani va kombi swifaniso swa swirhendzevutana. Vutisa: *"Xana swi hambane njhani?"* (Xikwere xi na mune wa tikhona naswona xirhendzevutana a xi na tikhona.) Kombela vadyondzi ku komba swirhendzevutana na swikwere etlilasini. Kutani kombisa ku endla xikwere hi mavoko ya wena, na ku endla xikwere hi ku tirhisa swandla na mavoko.
- 4 Byela vadyondzi leswaku loko u va komba xifaniso xa xirhendzevutana kumbe u vula rito *"xirhendzevutana"*, va fanele va endla xirhendzevutana hi mavoko ya vona. Loko u ku *"xikwere"*, kumbe u va komba xifaniso xa xikwere, va fanele va endla xikwere hi swandla na mavoko.

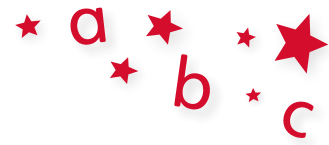
#### Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va kombi minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke, xikombiso: **etlela, lekere, ketele**. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito. Tirhisa xivoni leswaku va ta vona leswi milomo ya vona yi fambisaka swona loko va endla mpfumawulo.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere u ku: *"Letere leri hi leswi hi tsarisaka xiswona e."* Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





#### 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 **e**: etlela, ehenhla, lekere, pepere, ketele, teredere

## Week 2 Day 3

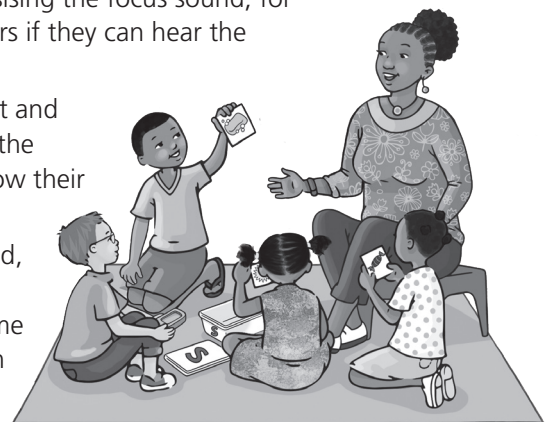
### Whole class activities

#### 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, for example: **e**tlela, **l**ekere, **k**etele. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 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.



### U ta lava:

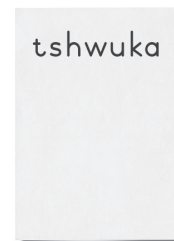
- Swiphephana leswi nga na rito ra muhlovo lowu tsariweke hi muhlovo wolowo
- Minchumu hi mihlovo ya marito lama tsariweke ephephehi
- Tiphaphete ku suka exitorini kumbe minchumu kumbe swifaniso swa swin'wana swilo ku suka exitorini

## Vhiki ra 2 Siku 4

### Migingiriko ya tllasi hinkwayo

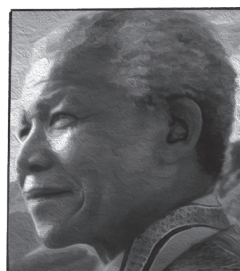
#### Ku hlaya na ku endla

- 1 Avanyisa vadyondzi hi mintlawwa kutani u nyika ntlawa wun'wana na wun'wana xiphephana lexi nga na vito ra muhlovo lowu tsariweke eka phepha. Va fanela ku kuma minchumu leyi yelanaka na muhlovo kutani va yi veka eka pheji.
- 2 Kanelani hi mihlovo.



#### Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlamusela vadyondzi leswaku u ta tlanga "Ndzi hlometela..." hi tiphaphete na tipuropu ku suka eka xitori xa "Mudyondzisi Akinyi". Va pfumeleli ku languta eka tiphaphete, minchumu na swifaniso leswi kombisiweke.
- 2 Hlawula swin'wana ku suka eka xitori u nga va byelanga leswaku u ehleketa yini. Kutani, swi twala kahle, nyika vadyondzi mpfumawulo wo sungula wa rito tanihi vuthala. Xikombiso: Loko u ehleketa "lamula", vula: "Ndzi hlometela hi xitihlwana xa mina xin'wana lexi sungulaka hi II."
- 3 Vadyondzi va fanele va languta eka nkombiso va lava xilo lexi sungulaka hi mpfumawulo wolowo. Loko va bvumba "lamula" swona, i nkarhi wa vona ku languta swin'wana na ku vula: "Ndzi hlometela ..."
- 4 Loko u hetile ku tlanga ntlangu lowu hi tiphaphete na tipuropo ku suka eka xitori, vula eka vadyondzi: "Sweswi hi ta tlhela hi tlanga ntlangu lowu nakambe, kambe langutani la ndzeni ka tllasi. Yingisela hi vukheta: Ndzi hlometela hi xitihlwana xa mina xin'wana lexi sungulaka hi I. Ina, i desiki!" Nyika vadyondzi nkarhi wa ku languta xin'wana etlilasini kutani va ku: "Ndzi hlometela...".

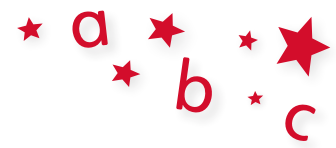


### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.







### 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

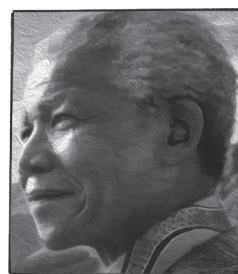
#### Read and do

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



### U ta lava:

- Swipotwana, misava, mati, timbewu (ku ya hi ntlawa wa tafula)
- Maphepha ya filipichati
- Marito ya mapeletwananyingi lama nga na vuxaka na xitori: saseka, tibanana, nambu, swiluva, lelana, pikiniki, basikiti, Fluffy

## Vhiki ra 2 Siku 5

### Migingiriko ya tllasi hinkwayo

#### Ku endla, ku dirowa na ku tsala

- 1 Sungula hi ku kombisa leswaku ku byariwa njhani mbewu hi ku tirhisa xibye, mbewu, misava na mati.
- 2 Loko u ri karhi u byala, vulavula hi goza rin'wana na rin'wana.
- 3 Avanyisa vadyondzi hi mintlawa ya ntsevu kutani ntlawa wun'wana na wun'wana wu byala mbewu epotweni.
- 4 Hlamusela vadyondzi leswaku u ta tsakela leswaku va ku pfuna ku tsala nongonoko wa magoza lama kombaka leswaku mbewu yi byariwa njhani.
- 5 Tsala nhlokomhaka leyi landzelaka eka phepha ra chati: Mabyalelo ya mbewu.
- 6 Vutisa vadyondzi leswi va swi endleke eku sunguleni, kutani u swi tsala ekusuhi na nomboro ya 1 eka phepha ra chati. Vulavulela ehenhla loko u ri karhi u tsala na ku dirowa xifaniso xo olova ekusuhi na goza leri u ri tsaleke.
- 7 Yana emahlweni na magoza laman'wana naswona loko u hetile ku tsala, kombela vadyondzi ku "hlaya" magoza na wena.



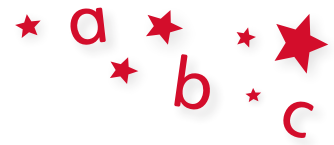
#### Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **a | pu | la**.
- 2 Hlawula wun'we wa vadyondzi ku suka a yima na ku tlula eka peletwana rin'wana na rin'wana: **a** (tlula kan'we) **pu** (tlula kan'we) **la** (tlula kan'we). Kombela mudyondzi ku tlula nakambe, sweswi vadyondzi va fanela ku phokotela eka ku tlula kun'wana na kun'wana.
- 3 Pfumelela vadyondzi ku cincana ku yingisela rito eka nongonoko na ku tlula loko va karhi va hambanisa hi mapeletwana.

### Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





### You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: saseka, tibanana, nambu, swiluva, lelana, pikiniki, basikiti, Fluffy

## 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)




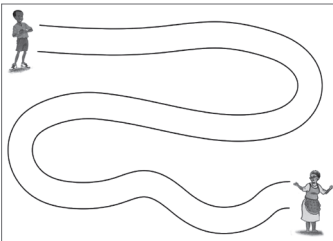

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **a | pu | la**.
- 2 Choose a learner to stand up and jump for each of the syllables: **a** (one jump) **pu** (one jump) **la** (one jump). Ask the learner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

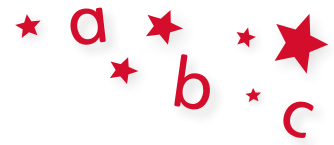
#### Small group activities

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




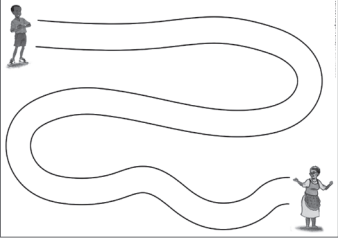



## Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> <li>Phepha ra A4 ro va hava nchumu ra mudyondzi un'wana na un'wana</li> <li>Tikhirayoni ta mhula letikulu</li> </ul>  <p><i>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</i></p>	<p><b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b></p> <ol style="list-style-type: none"> <li>Nyika mudyondzi un'wana na un'wana phepha na tikhirayoni ta mihlovo u hlamusela leswaku va ta dirowa xifaniso xa un'wana loyi va ehleketaka leswaku u hlawulekile swinene na ku va wa nkoka – ku nga ha va un'wana endyangwini wa ka vona, munghana kumbe un'wana loyi va nga n'wi tiviki kambe a ri loyi va ehleketaka leswaku u hlawulekile swinene na ku va wa nkoka.</li> <li>Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi leswi va swi diroweke na ku hlamusela leswaku hikokwalaho ka yini munhu loyi va n'wi diroweke a hlawulekile swinene. Kombela vadyondzi ku ringeta ku tsala vito ra munhu wa kona. Loko mudyondzi a nga swi koti ku tsala vito ra kona, n'wi tsalele rona.</li> </ol>
<ul style="list-style-type: none"> <li>Swiphazamiso</li> </ul>	<p><b>Nghingiriko 2: Swiphazamiso na mintlangu</b></p> <ol style="list-style-type: none"> <li>Vadyondzi va fanela ku veketela swiphemu swa xiphazamiso swin'we ku endla xifaniso xa le ka xitori. Va nga ha languta eka ndzandzelelano wa swifaniso ku kuma xifaniso na ku swi tirhisa leswi tanihi xiletelo loko va endla xiphazamiso.</li> </ol> 
<ul style="list-style-type: none"> <li>Tibuku, timagazini, tibuku letintsongo, to petsiwa, Tibuku letikulu na, swiphephana leswi nga na vuxokoxoko</li> </ul> 	<p><b>Nghingiriko 3: Ku hlaya ka munhu un'we</b></p> <ol style="list-style-type: none"> <li>Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku.</li> <li>Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya.</li> <li>Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya.</li> <li>Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.</li> </ol>
<ul style="list-style-type: none"> <li>Nkandziyiso wa pheji ra nghingiriko wa Patu ro gombonyoka</li> </ul> 	<p><b>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</b></p> <ol style="list-style-type: none"> <li>Mudyondzi un'wana na un'wana u kuma phepha ra nghingiriko wa patu ro rhendzeleka rhendzeleka ku suka eka khona yin'we ya pheji ku ya eka leyin'wana.</li> <li>Vadyondzi va fanela ku landzelela patu ku suka eka Thabo ku ya endlwini ya kokwana wa xisati hi muhlovo wun'we. Va fanela ku tirhisa muhlovo wo hambana loko va tilhelela ekaya. Va fanele ku va na vukheta leswaku a va suki eka patu leri ro rhendzeleka.</li> <li>Loko va fika "ekaya", va nga dirowa swifaniso swa swilo leswi va swi lemukeke etihelo ka patu, ku fana na swiharhi, mirhi, vanhu.</li> </ol>
<ul style="list-style-type: none"> <li>Tipuropo: minchumu kumbe swifaniso swa kepisi ya xitshopana, buntsu ra buraweni, xirhendzevutani xa xivunguvungu na lamula</li> </ul>	<p><b>Nghingiriko 5: Ntlangu wo endla onge</b></p> <ol style="list-style-type: none"> <li>Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra1 loko va endla onge vatlanga mudyondzisi-mudyondzisi. Endzela khona ku xiya na ku kondletela vadyondzi hi ntlangu wo endla onge.</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> 







# ★ Kotara ya 1: Xikombiso xa rhekhodi ya makambeleo yo yisa emahlweni (nongonoko wo kambela)

	Ku yingisela na ku vulavula	Mimpfumawulo, Ku hlala na ku Langutisa	Ntivotso na Ku tsala ko sungula / Ku tsala ko sungula
✓ U swi kotile	U yingisela swileriso swo olova na ku swi encenyeta	U sungula ku lemuka leswaku marito ma endlwe hi mimpfumawulo: u nyika mpfumawulo wo sungula wa vito ra yena	U ndlandlamuxa ku lawula mimpfimi le yintsongo hi ku tirhisa xikero ku tsema swifaniso na swivumbeko leswi nga na rimba ro anama, swi. na swi.
• U le kusuhi	U yingisela switori swo koma hi ku tiphina na ku nghenelela eka mbyelelo hi nkarhi lowu faneleke	U avanyisa marito ya mapelwetwananyingi hi mapelwetwana: u tirhisa ku phokotela kumbe ku ba ka xigubu eka pelwetwana (ku phokotela) eka mavito rito kumbe ku lemuka nhlayo ya mapelwetwana (ku phokotela) eka mavito ya vadyondzi lava nga le tllasi	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tinti, tiburachi, tikhirayoni ta mhula, swi. na swi. ku suka eka ndhawu leyi faneleke na ku landzelela thelo kahle.
✗ A wu si swi kota	U yimbela tinsimu to olova na ku encenyeta (hi ku pfuniwa)	U khoma buku hi ndlela ya kahle na ku pfula mapheji hi mfanelo U encenyeta xiphemu xa xitori, risimu kumbe xinsin'wana	U dirwa kumbe ku penda xifaniso ku hundzisa mahungu.
	U vutisa switutiso	U lemuka vito ra yena na mavito ya vadyondzi van'wana	U teka xiave hi mavonelo hi ku dirwa na ku va na xiave eka xivulwa xa xiphemu xa ku tsala xa tllasi.
	Ku tirhisa ka ririmi eka ku ehleketa: Ku fambelanisa swilo leswi fambaka swin'we na ku fananisa swilo swo hambana.	U hlala tibuku hi yexe ku ti tsakisa elayiburari kumbe eka khona ro hlalela etllasi	U ringeta ku tsala marito hi ku tirhisa manyokanyokana, swikhokhonono na ku 'hlala' leswi a swi tsaleke : a 'hlala' leswi manyokanyokana ma vulaka swona
			U encenyeta ku tsala loko a ri le ku tlangeni: u teka hungu ra riqingho, u tsala thikitlhi ra ndzihlo wa le patwini, swi. na swi. U kopunula leswi tsariveke eka mbangu loko a karhi a tlanga.

Siku

Mavito





# ★ Kotara ya 1: Rhubiriki 1 & 2 Ku yingisela na ku vulavula

Swipimelo swa makambebelelo	Level 1 A nga fikelelanga	Level 2 Vuswikoti byo enelanyana	Level 3 Vuswikoti byo enela	Level 4 Vuswikoti bya le henhla ngopfu
<p><b>U rungula switori na ku vuyelela switori hi marito ya yena n'wini</b></p>	<p>A nga swi koti ku rungula switori na ku vuyelela switori; u kota ku vula marito ma nga ri mangani</p>	<p>Ku vuyelela swi pimekile; u katsa swindleko swin'wana; nongonoko wu nga va wu hoxekile; u tirhisa swivulwa swo koma na ntivomarito wo olova</p>	<p>U kota ku vuyelela swindleko swo tala exitorini xi ri na masungulo, xikarhi na mahetelelo kambe ku ri na vuxokoxoko byi nga ri byi ngani; u lava ku thonthiwa hi swivutiso swo fana na: 'kutani ...'; 'ku landzele yini ku humelela?; u sungula ku tirhisa swivulwa swo leha.</p>	<p>Xitori xi na ndzandzelelano lowu twisekaka naswona xi na masungulo, xikarhi na mahetelelo; swimunhuhatwa na mbangu swi hlamuseriwe hi ku nyika vuxokoxoko; swikongomelo na matitwelo ya swimunhuhatwa swi hlamuseriwile; u tirhisa swivulwa swo leha swo tika na ku hlanganisa marito yo fana na 'kutani'; 'endzhaku ka sweswo'; u tirhisa ntivomarito wuntshwa wo suka eka xitori.</p>
<p><b>U longoloxa sete ya swifaniso hi ndlela leyi yi vumbaka xitori na ndzandzelelano lowu twalaka wa swindleko loko swi runguriwa naswona swi na vuxaka na xitori lexi vumbiweke</b></p>	<p>A nga swi koti ku longoloxa sete ya makhadi hi ndzandzelelano lowunene</p>	<p>U longoloxa sete ya makhadi hi ndzandzelelano lowunene kambe a nga swi koti ku rungula xitori.</p>	<p>U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xitori xo olova.</p>	<p>U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xitori xi ri na vuxokoxoko lebyi yelanaka.</p>

# ★ Term 1: Listening and speaking rubric 1 and 2

Assessment criteria	Level 1 Not achieved	Level 2 Moderate achievement	Level 3 Adequate achievement	Level 4 Outstanding achievement
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.
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.

# ★ Kotara ya 1: Rhubiriki 1-3 Mimpfumawulo, Ku hlaya na ku Langutisa

	<b>Level 1</b> <b>A nga fikelelanga</b>	<b>Level 2</b> <b>Vuswikoti byo enelanyana</b>	<b>Level 3</b> <b>Vuswikoti byo enela</b>	<b>Level 4</b> <b>Vuswikoti bya le henhla ngopfu</b>
<b>Swipimelo swa makambelelo</b>				
<b>U lemuka switatisi na switwari swin'wana swo twiwa na ku voniwa</b>	A nga swi koti ku lemuka maletere man'wana na man'wana na ku vula mimpfumawulo ya wona.	U kota ku lemuka 1-3 wa maletere na ku vula mimpfumawulo ya wona.	U kota ku lemuka 4-6 wa maletere na ku vula mimpfumawulo ya wona.	U kota ku lemuka 7-8 wa maletere na ku vula mimpfumawulo ya wona.
<b>U sungula ku lemuka leswaku marito ma endliwe hi mimpfumawulo; a nga swi koti ku nyika mpfumawulo wo sungula wa vito ra yena na marito man'wana</b>	A nga swi koti ku lemuka leswaku marito ma endliwe hi mimpfumawulo; a nga swi koti ku nyika mpfumawulo wo sungula wa vito ra yena kumbe wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena kambe wa tikeriwa loko a vutisiwa mpfumawulo wo sungula wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena; u kota ku nyika mpfumawulo wo sungula wa marito man'wana.	Minkarhi hinkwayo wa swi kota ku nyika mpfumawulo wo sungula wa vito ra yena na wa marito man'wana.
<b>U tiendlela xitori xa yena hi ku hlaya swifaniso</b>	A nga swi koti ku tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u hlamusela swifaniso hi ku tirhisa ririmi leri pimiweke.	U tirhisa swifaniso ku bvumba na ku hlamusela xitori kambe hi ku pfuniwa.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; a nga ha tirhisa 'rito ro hlaya'.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u komba ku twisisa leswaku swifaniso na marito swi na vuxaka, kambe swi hambanile; a nga ha tirhisa 'rito ro hlaya'; wa kombetela eka tsalwa loko a karhi a 'hlaya'.

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

Assessment criteria	Level 1 Not achieved	Level 2 Moderate achievement	Level 3 Adequate achievement	Level 4 Outstanding achievement
<b>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>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>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”.

# ★ Kotara ya 1: Rhubiriki 1-3 Ku tsala ko sungula na Ntivotnsalo

	Level 1 A nga fikelelanga	Level 2 Vuswikoti byo enelanyana	Level 3 Vuswikoti byo enela	Level 4 Vuswikoti bya le henhla ngopfu
<b>Swipimelo swa makambeleo</b> <b>U hluvukisa vuswikoti bya mipfimbileyintsongo na vuswikoti bya mfambamfambo wa swirho.</b>	Mudyondzi wa karhateka ku heta migingiriko ya mipfimbileyintsongo; u papalata mintirho kumbe a twa a siveleka.	U kota ku heta yin'wana migingiriko ya mipfimbileyintsongo kambe swi teka nkarhi; leswi a swi tsaleke a swi na nkhaqato.	U kota ku heta migingiriko ya mipfimbileyintsongo; swi ya swi va na nkhaqato na ku tirha hi matimba.	U heta migingiriko ya mipfimbileyintsongo hi vutitshembi, hi nkhaqato na hi ku vevuka.
<b>U dirowa swifaniso ku humesa vonelonkulu ra xitori</b>	Xifaniso a xi twakali kumbe xi katsa ntsena manyokanyokana kumbe swirhendzevutana leswi nga na mintila.	Xifaniso xa twakala kambe a xi na vuxaka na xitori, risimu kumbe xinsin'wana.	U dirowa xifaniso lexi nga hlovohatiwa lexi nga na vuxaka na xitori; swifaniso swa swimunhuhatwankulu swi na swin'wana swa leswi landzelaka: milenge, mavoko, swandla, minkondzo, mahlo, nhompfu, nomo, tindleve.	U dirowa xifaniso lexi nga hlovohatiwa, xi ri na vuxokoxoko lebyi nga na vuxaka na xitori, xi katsa swimunhuhatwankulu leswi swi nga na vuxokoxoko byo fana na swiambalo.
<b>U twisisa leswaku ku tsala na ku dirowa swi hambanile: u encenyeta ku tsala leswi yimelaka hi ku tirhisa manyokanyokana</b>	A nga swi koti ku humelerisa mavonelo hi xifaniso kumbe ku tsala.	U humelerisa mavonelo hi xifaniso kambe a ku na vumbhoni byo encenyeta ku tsala kumbe manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile: u encenyeta ku tsala hi ku tirhisa manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile naswona u sungula ku 'tsala' hi ku tirhisa nhlngano wa maletere na manyokanyokana; a nga kopunula maletere na tinomboro ku suka eka mbangu wa tilasi eka ku ringeta ka yena n'wini ka ku tsala.

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

Assessment criteria	Level 1 Not achieved	Level 2 Moderate achievement	Level 3 Adequate achievement	Level 4 Outstanding achievement
<b>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>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>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.

# ★ U endla njhani vumba byo tlangisa

## U ta lava

- ★ 1 rin'we ra fulawuri
- ★ ¼ ya bikiri ra munyu
- ★ ½ ya bikiri ra mati ya ku kufumela
- ★ 5 wa mathosi ya ku penda swakudya



## Magoza

- 1 Hlanganisa fulawuri na munyu swin'we
- 2 Hlanganisa kota ya bikiri ra mati ya ku kufumela na mathosi yo hlaya nyana ya ku penda swakudya.
- 3 Chela mati hi ku nonoka laha u nga hlanganisela fulawuri, u hakasela u karhi u chela. Hakasela ku fikela swikhomana, u pfuwa hi mavoko ku fikela fulawuri yi hlangana. Loko vumba byi damarhela chela fulawuri yo tala ku fikela yi nga ha damarheli.
- 4 Vuyelela magoza lawa hi muhlovo lowu u wu lavaka.

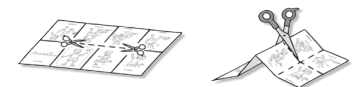
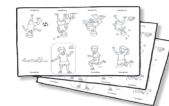
*Kufumeta vumba byo tlangisa hi ku byi pfuwa hi mavoko ya wena. Lebyi i vutiolori bya kahle bya mavoko eka vadyondzi. Paka vumba byo tlanga epulasitikini leswaku byi tshama by ri kahle kutani u byi veka eka xigwitsirisi loko swi koteka, kumbe ndhawu yo titimela.*



# ★ Xana u endla njhani xibukwani

## Magoza

- 1 Endla tikhopi ta xibukwani lexi i xi lavaka.
- 2 Xi na swinepe leswi nga langutisa ehenhla, petsa mapheji ya va na swiphemu swa nhungu. Petsunula.
- 3 Petsa pheji ri va hafu, ehansi na lexikarhi
- 4 Tsema exikarhi laha ku nga petsiwa, tanihi leswi swi kombisiwile ematlhelo na laha ku nga na tilayini ta mathosi ephejini.
- 5 Khoma phepha hi le xikarhi ka tintiho ta wena na rikhudzu hi matlhelo mambirhi ya pheji.
- 6 Chichela mavoko ya wena ehansi naswona xikan'we.
- 7 Endla layiburari ya Buku Leyintsongo hi ku veka tibuku ta wena hinkwato exibokisanini – bokisi ra jeli ri nga va 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.

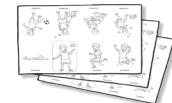
*Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.*

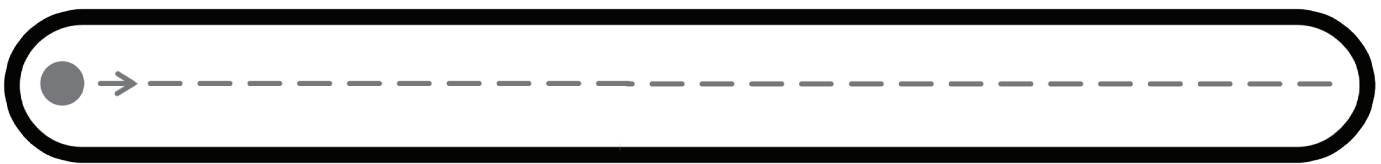
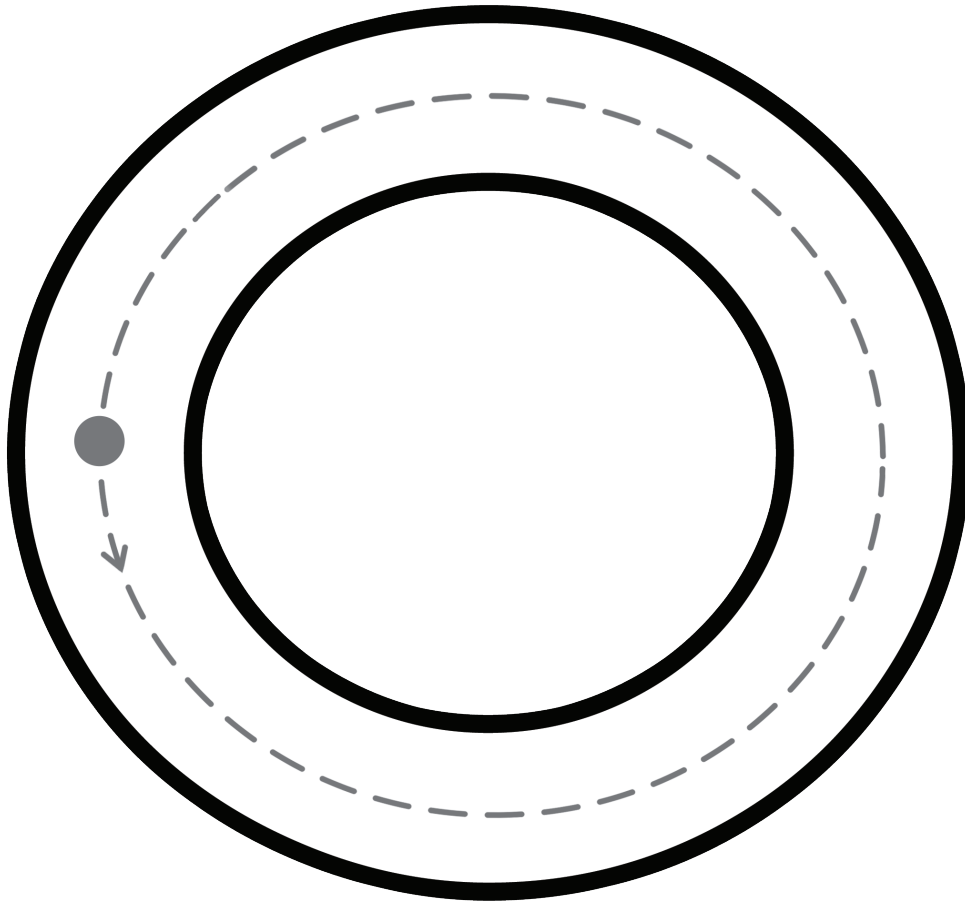


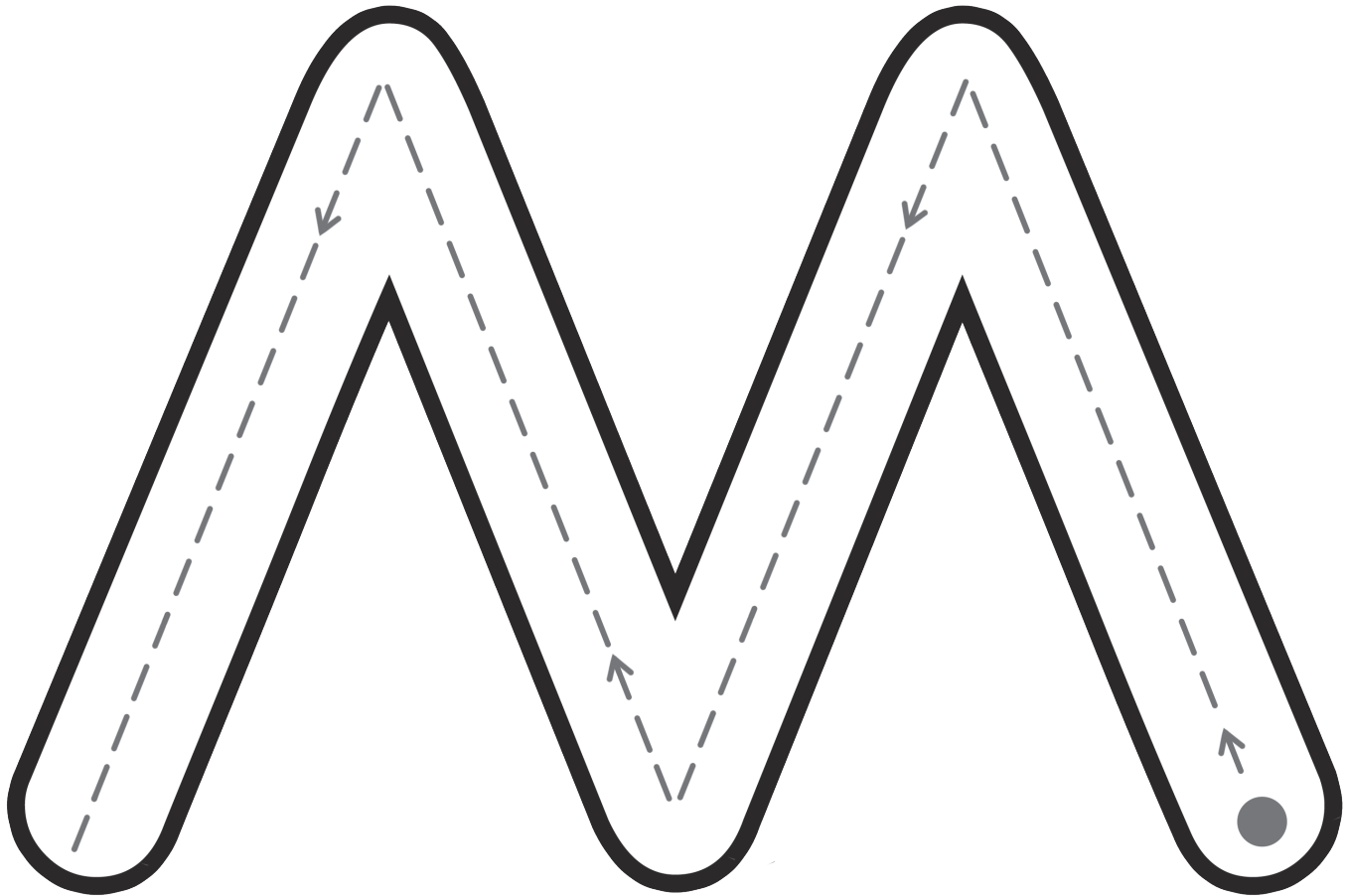
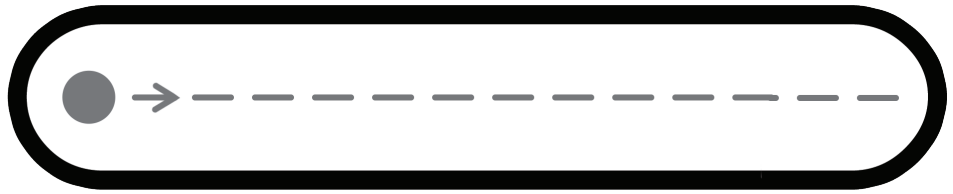
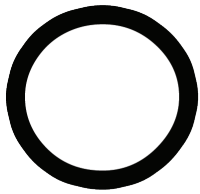
# ★ How to make a little book

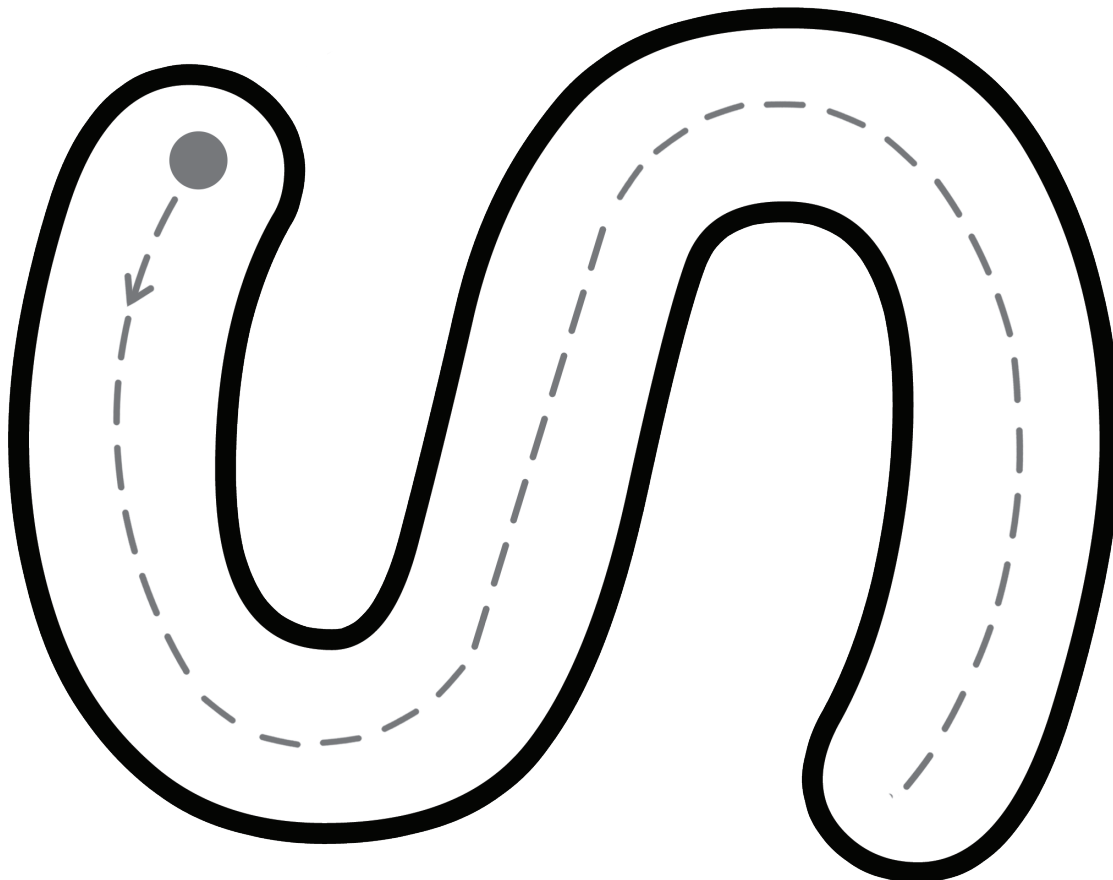
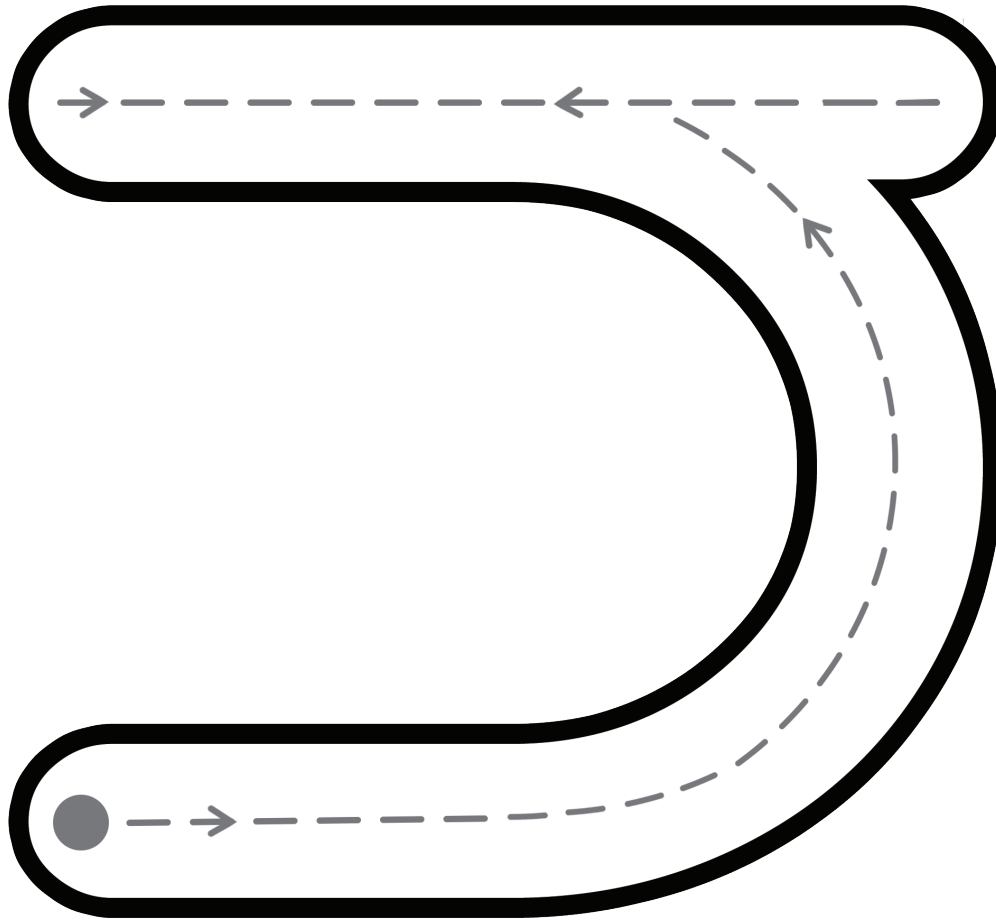
## Steps

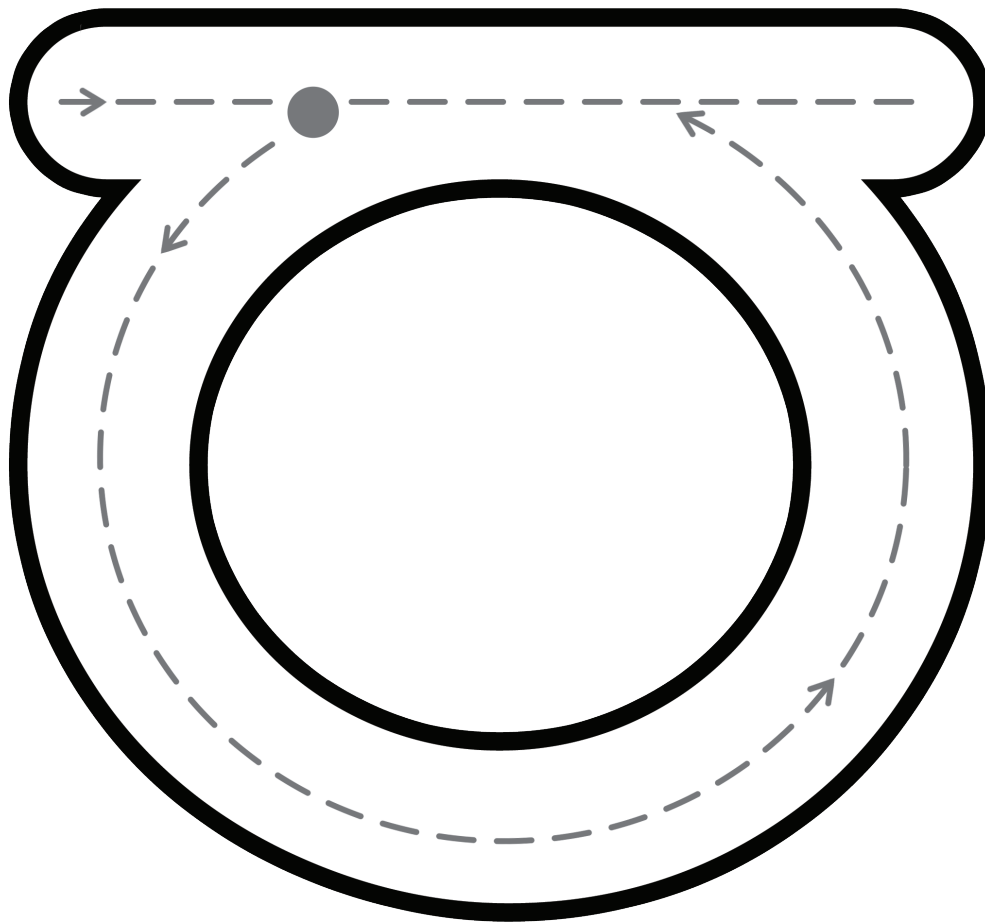
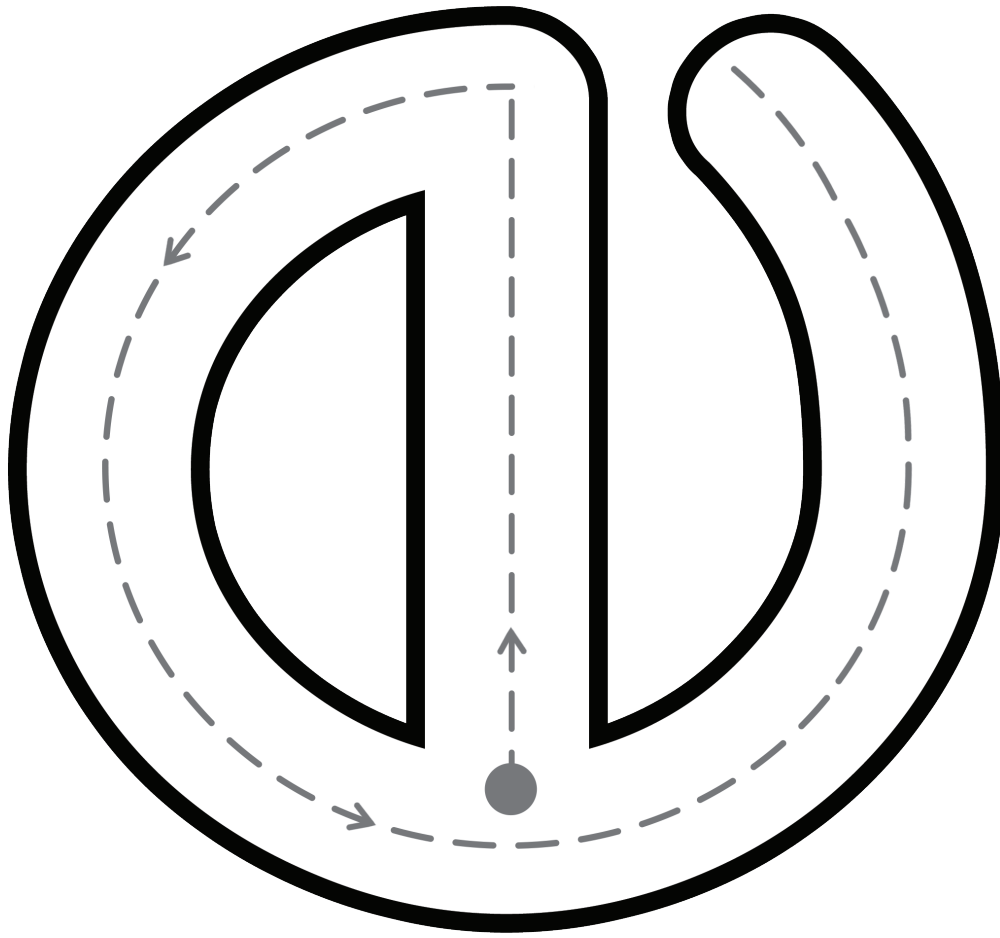
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









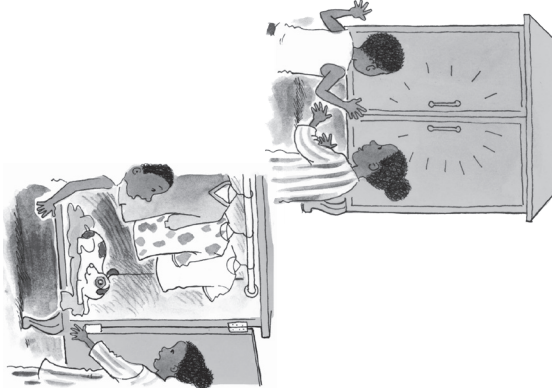




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9



2



1



Rhoko ya rihlaza



Wordworks  
Changing the way we think

Buku leyi i ya:

.....





9



5



4



3



9

Buku leyi i ya:  
.....

Tsutsuma, Lindi,  
Tsutsuma!



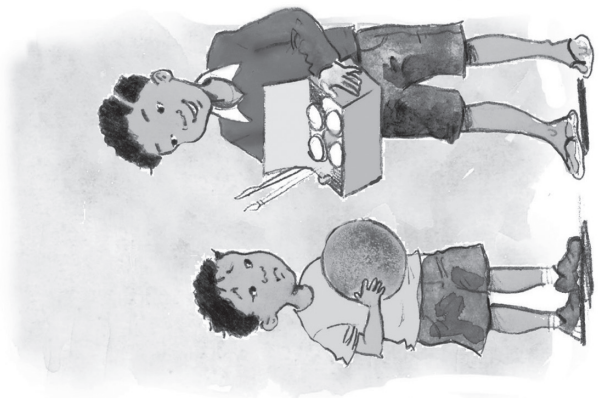
**Wordworks**  
Changing lives through literacy

1



2

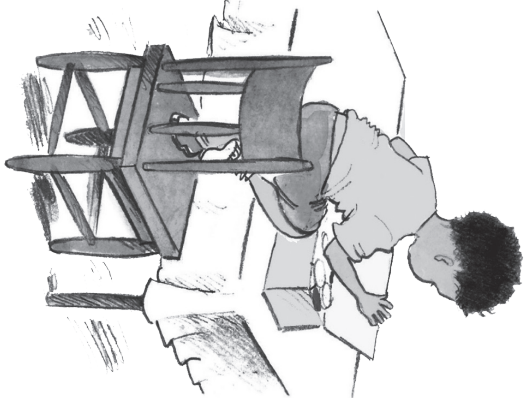




2



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9

Ali na pende



Wordworks  
Creating Literacy Through Play

Buku ley i ya:

.....







2



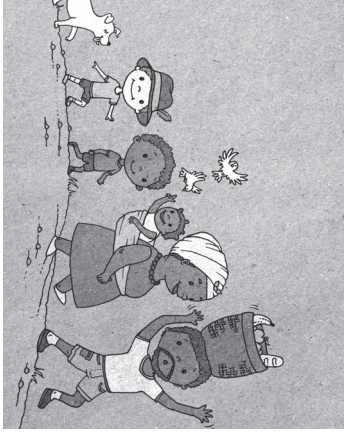
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Siku ro saseka

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d	a	s
h		

Buku leyi i ya:

.....



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4



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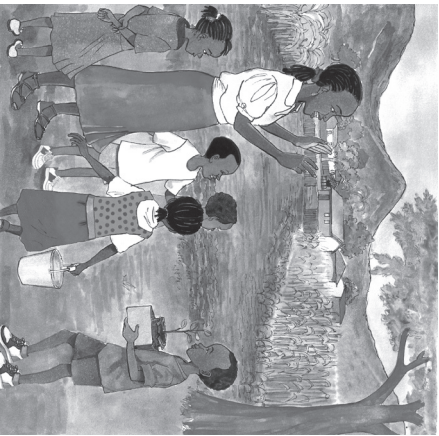
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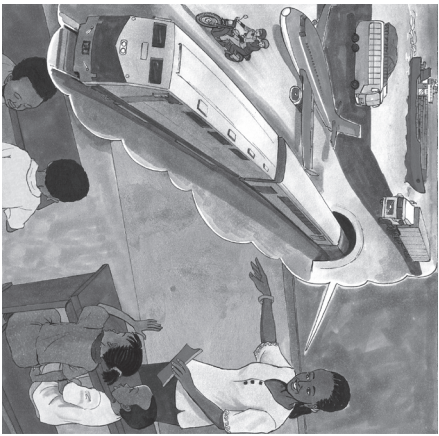
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5



7



3



1



2



**Mudyondzisi Akinyi**

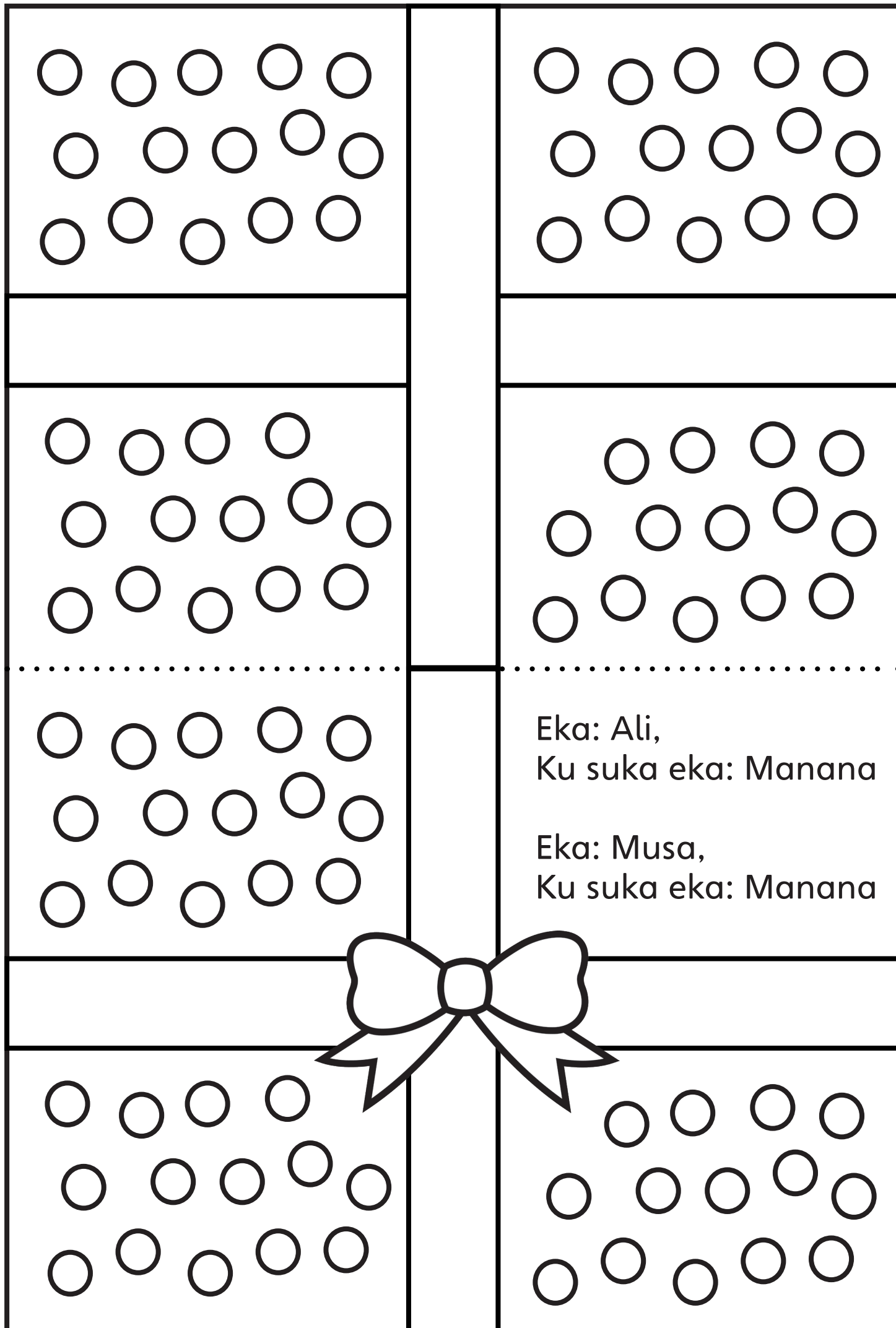
African Storybook.org

**Buku leyi i ya:**

.....

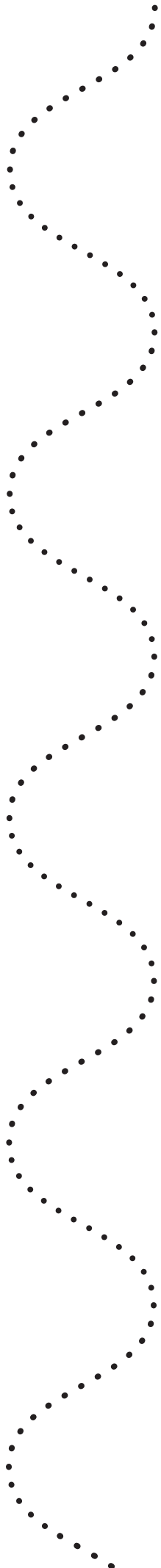


Ali na pende: Pheji ra nghingiriko wa Nyiko



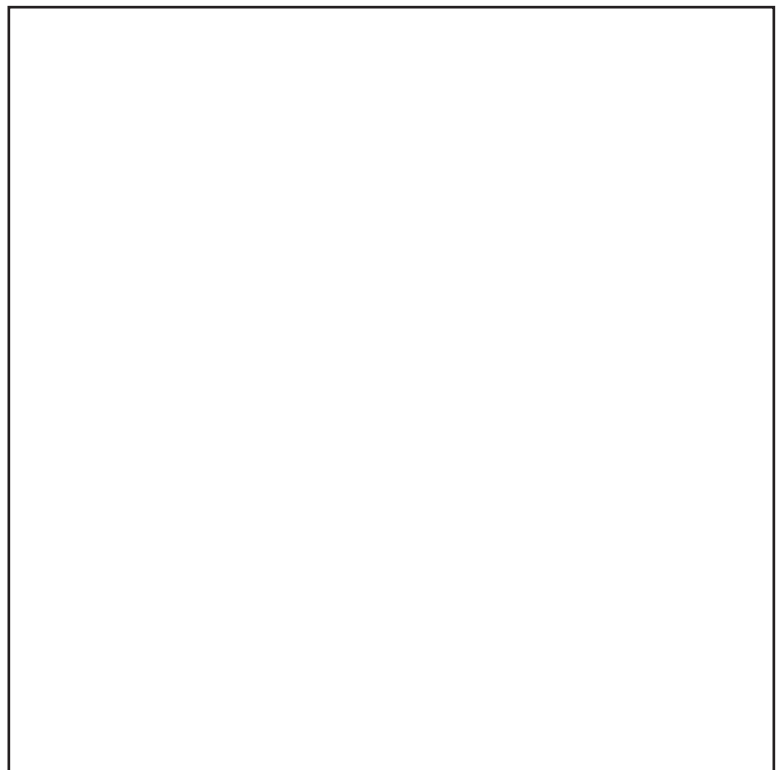
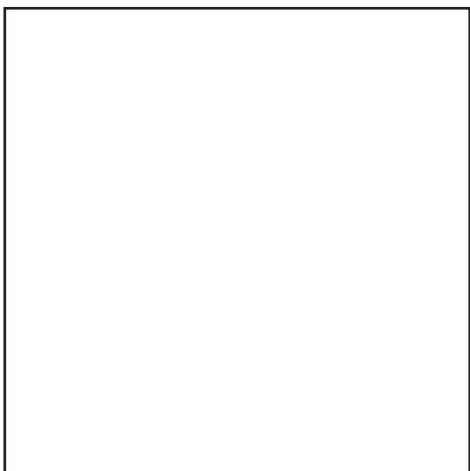
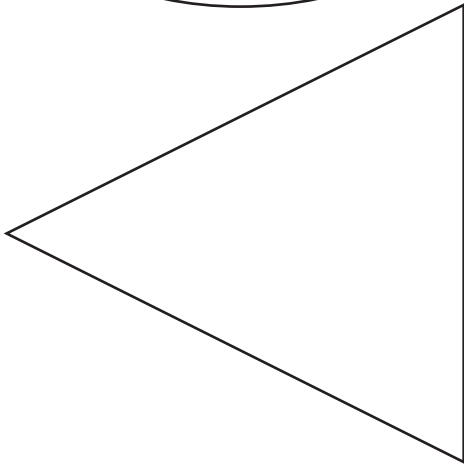
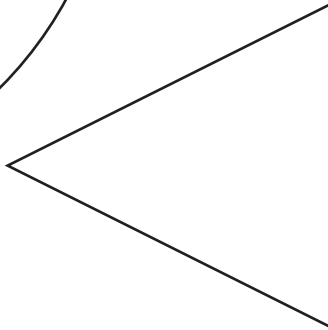
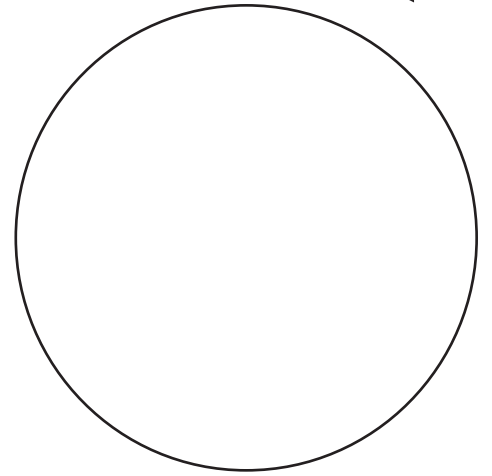
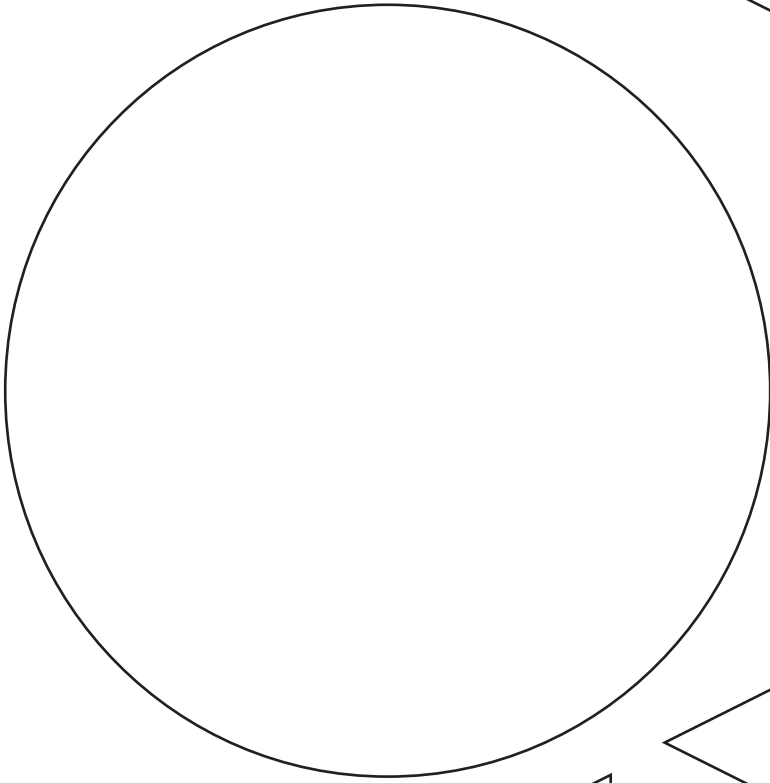
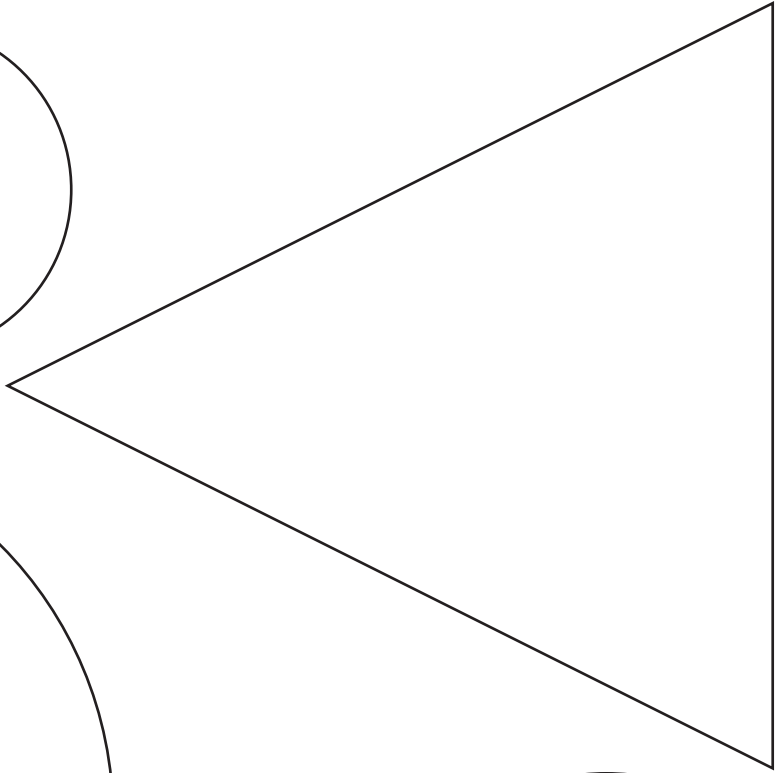
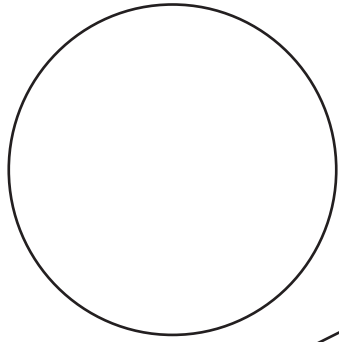
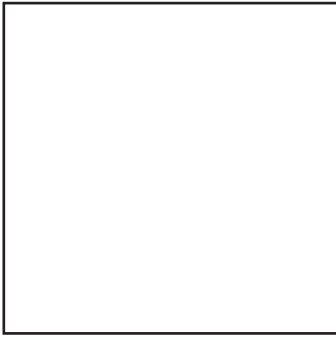


**Ali na pende:** Pheji ra ngingiriko wa Phepha ro phutsela



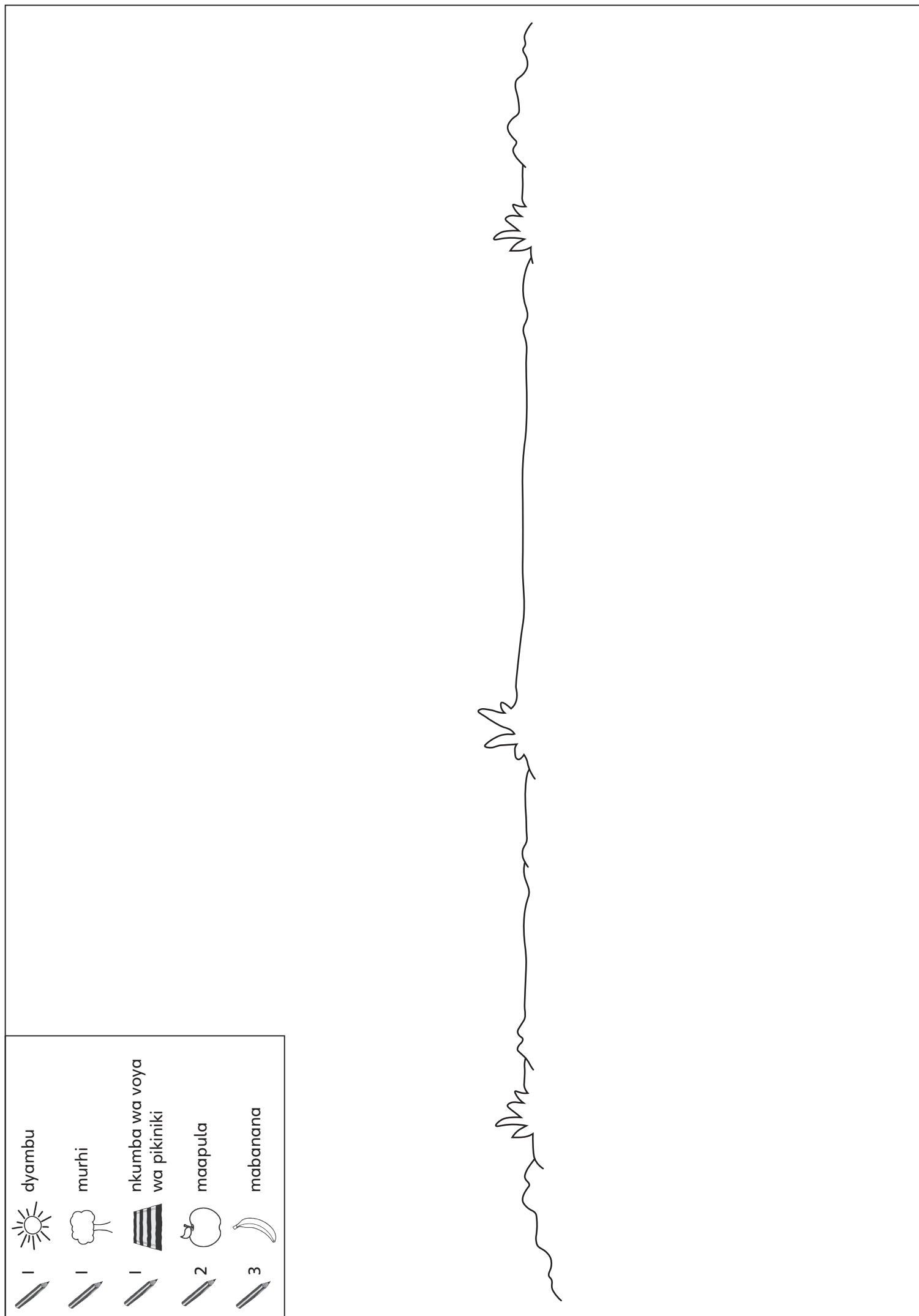












**Ali na pende:** Pheji ra nghingiriko wa swivumbeko





Ali na pende: Pheji ra ngingiriko wa Hlaya u endla

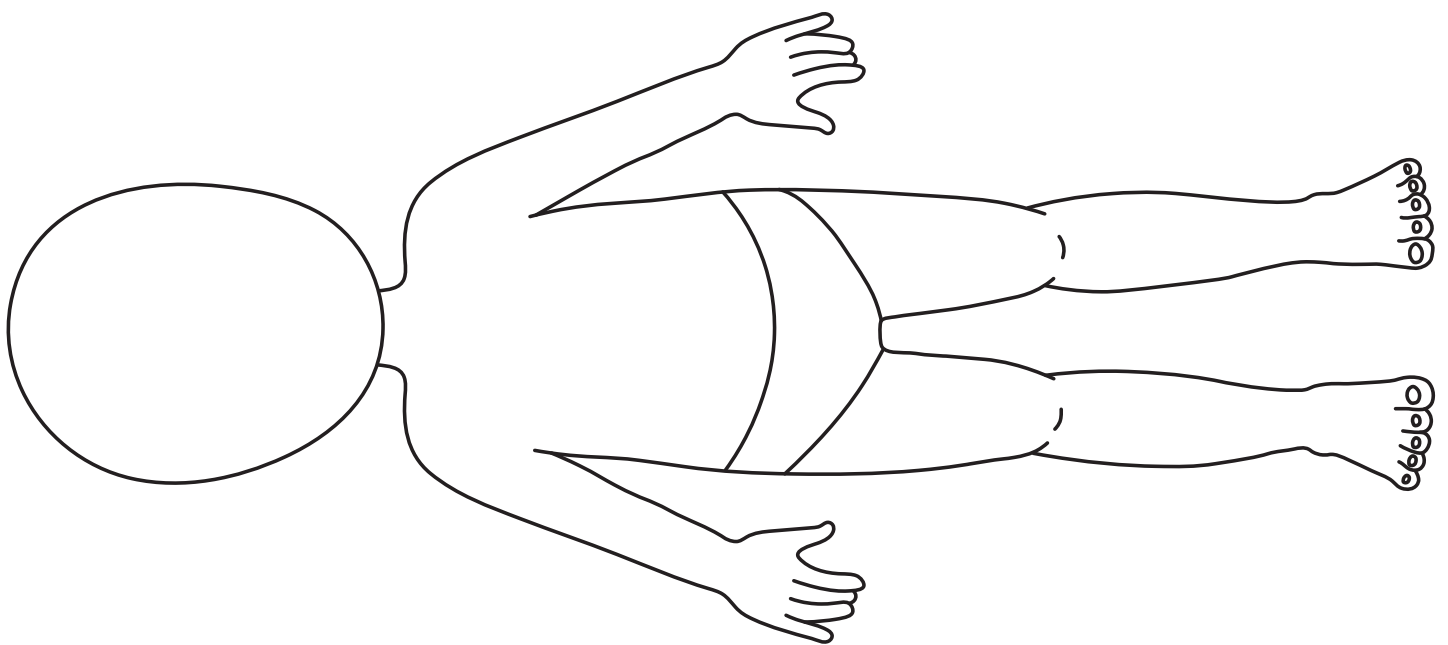
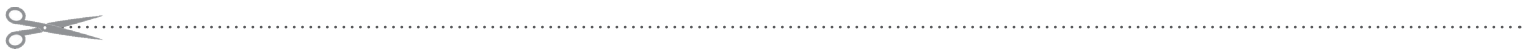
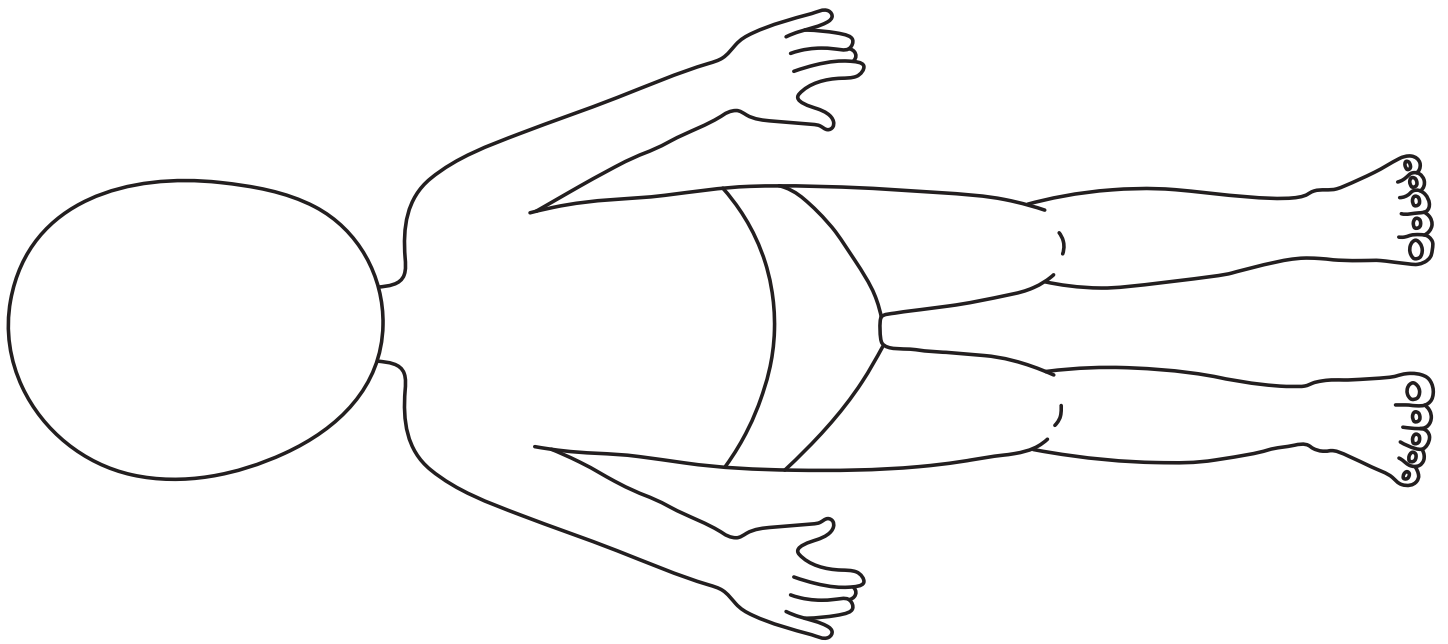


	1		dyambu
	1		murhi
	1		nkumba wa voya wa pikiniki
	2		maapula
	3		mabanana





*Siku ro saseka: Pheji ra nghingiriko wa Ku ambala*





**Siku ro saseka:** Pheji ya nghingiriko wa nkumba wa voya wa pikiniki



↓ Peta laha ↓

↑ Yima ku tsema laha ↑

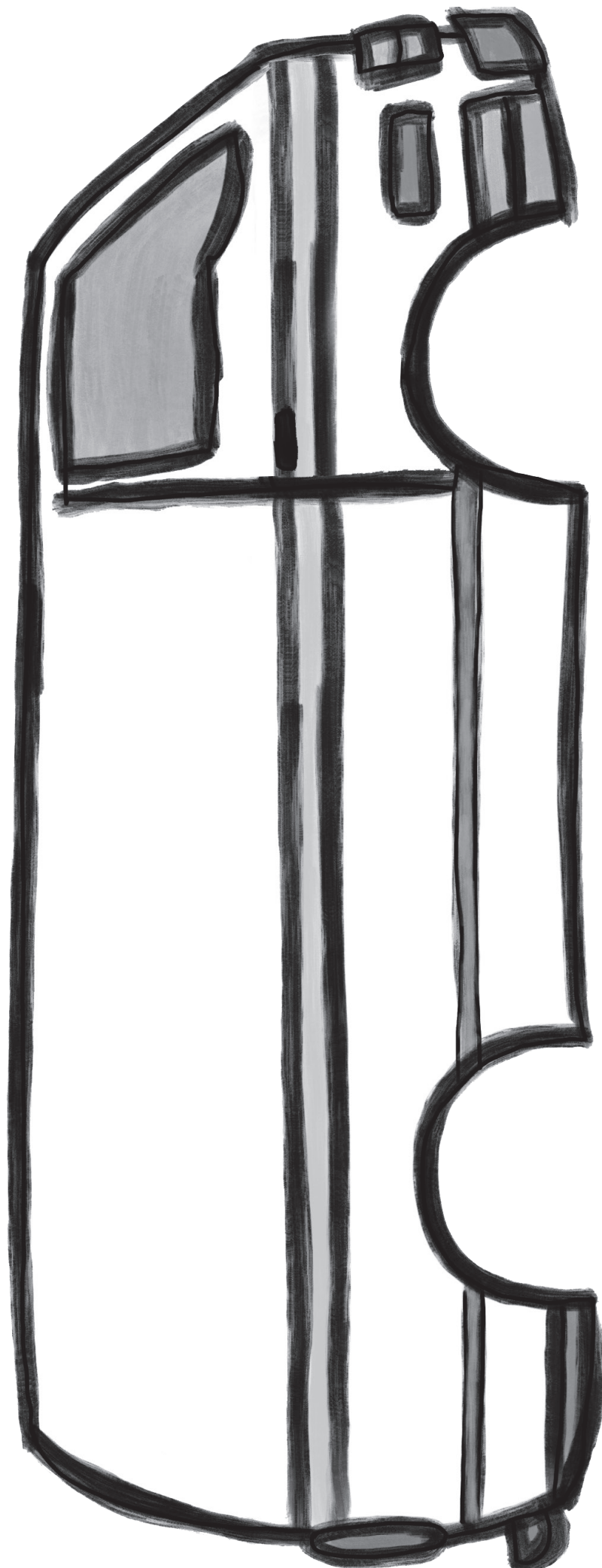








**Mudyondzisi Akinyi:** Tsebe ya tirwana yaga Thabo





**Mudyondzisi Akinyi:** Pheji ra nghingiriko wa Patu ro rhendzeleka rhendzeleka

