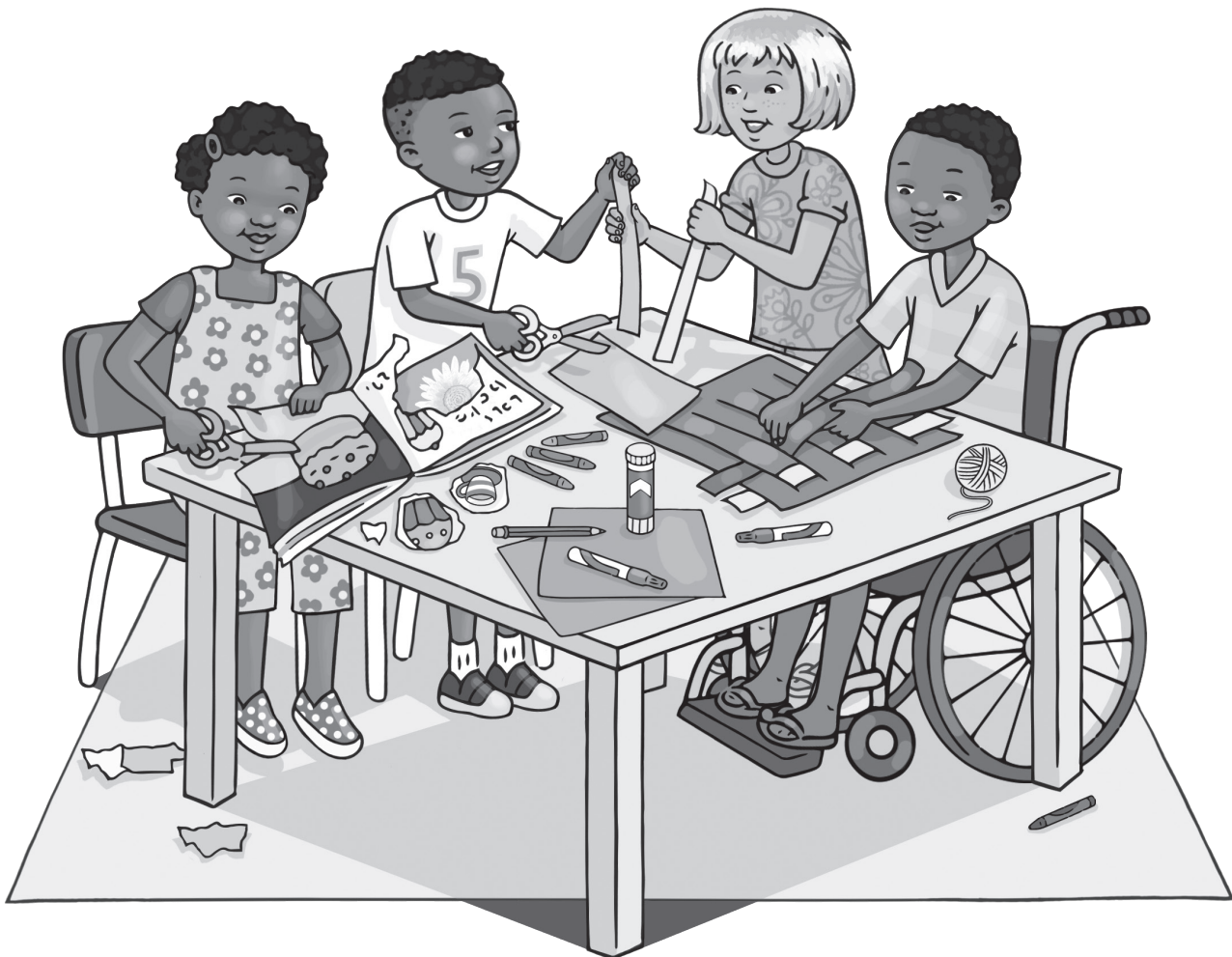


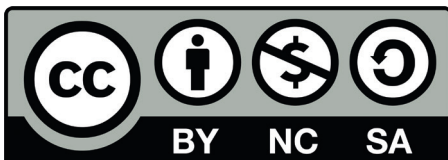
Uhlelo Lokwenza Ngcono Ulimi Ebangeni R
Grade R Language Improvement Programme

Umhlahlandlela Wemisebenzi Activity Guide

Ithemu 1
Term 1



IsiZulu | English



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Le layisensi ivumela abasebenzisi kabusha ukusabalalisa, ukuxuba kabusha, ukuvumelanisa, nokwakha phezu kokuqukethwe kunoma iyiphi indlela noma ifomethi ngenjongo okungeyona eyentengiso, futhi uma uzonikezwa umsunguli. Uma uxubanisa kabusha, ushitsha, noma wakhela kokuqukethwe, kufanele unikeze ilayisense enemigomo efanayo.

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★ Okuqukethwe

Umlayezo ovela Kumphathi womnyango	5
ISINGENISO	
Umhlahlandlela Womsebenzi weThemu 1	6
Uhlelo Lwansuku Zonke Lokufundisa Ulimi Lwasekhaya Ebangeni R	8
Uhlelo lwamasonto amabili olimini lwasekhaya	10
Uhlelo lwemisebenzi yokwenziwa olulungiswe ngokwe-CAPS	14
INGUBO ESATSHANI	
Indaba	18
Iculo no Amagama amasha endabeni	20
Isonto 1	22
Isonto 2	28
GIJIMA, SINDI, GIJIMA!	
Indaba	34
Iculo no Amagama amasha endabeni	36
Isonto 1	38
Isonto 2	48
U-ALI NOPENDE	
Indaba	58
Iculo no Amagama amasha endabeni	60
Isonto 1	62
Isonto 2	76
USUKU OLUHLE	
Indaba	88
Iculo no Amagama amasha endabeni	90
Isonto 1	92
Isonto 2	106
UTHISHA U-AKINYI	
Indaba	120
Iculo no Amagama amasha endabeni	122
Isonto 1	124
Isonto 2	138
Ukuhlola	
Ithemu 1: Isibonelo serekhodi lokuhlola okuqhubekayo (uhla lokuzoqinisekiswa)	153
Ithemu 1: Ukulalela nokukhuluma Irubhrikhi 1 & 2	155
Ithemu 1: Imisindo, Ukufunda Nokubuka Irubhrikhi 1–3	157
Ithemu 1: Ukubhala kahle ngesandla kokuqala Irubhrikhi 1–3	159
Ungayenza kanjani inhlama yokudlala nencwadi encane	160
Amakhasi omsebenzi	162

★ Contents

Foreword from the Head of Department	5
INTRODUCTION	
The Term 1 Activity Guide	7
Teaching Home Language in the Grade R daily programme	9
The Home Language two-week cycle	11
Programme activities are CAPS aligned	15
THE GREEN DRESS	
Story	19
Song and vocabulary from the story	21
Week 1	23
Week 2	29
RUN LINDI RUN	
Story	35
Song and vocabulary from the story	37
Week 1	39
Week 2	49
ALI AND THE PAINT	
Story	59
Song and vocabulary from the story	61
Week 1	63
Week 2	77
A BEAUTIFUL DAY	
Story	89
Song and vocabulary from the story	91
Week 1	93
Week 2	107
TEACHER AKINYI	
Story	121
Song and vocabulary from the story	123
Week 1	125
Week 2	139
ASSESSMENTS	
Term 1: Exemplar record of continuous assessment (checklist)	152
Term 1: Listening and speaking Rubric 1 and 2	154
Term 1: Phonics, reading and viewing Rubric 1 to 3	156
Term 1: Emergent writing and handwriting Rubric 1 to 3	158
How to make playdough and a little book	161
Activity pages	162

★ Umlayezo Ovela KuMphathi Womnyango



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.

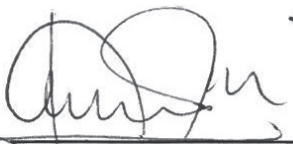
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

Umlahlandlela Womsebenzi weThemu 1

Umlahlandlela Womsebenzi weThemu 1 wethula uhlaka lokufundisa ulimi lwasekhaya ebangeni R. Imisebenzi yokwenziwa kuwo isuselwa ezindabeni kanti ihlelwe ngokohlelo lokufundisa lwamasonto amabili endabeni ngayinye.

Qaphela lokhu okulandelayo:

- ★ uhla lwezinto odinga ukuzilungiselela kulokhu kufundisa indaba emasontweni amabili
- ★ uhlelo lwamasonto amabili olunemisebenzi yokwenziwa usuku nosuku aze aphele amasonto
- ★ ikhasi lokuhlola okuqhubekayo eliqukethe imisebenzi yokwenziwa yethemu elilungele ukusetshenziselwa ukuqopha inqubekela phambili kule themu
- ★ irubhrikhi yokuhlola
- ★ amakhasi akopishekayo omsebenzi wokwenziwa, izincwadi ezincane kanye nohlaka lwezinhlamvu.

Ukwazana noStella

Uzobona ukuthi kukhona uthisha kuwo wonke lo Mlahlandlela Kathisha. Uzoba nawe kulolu hambo lokufunda, alokhu ekubonisa ngokolwazi lwakhe lweminyaka esekilasini leBanga R. Lo thisha unegama elikhethekile.



Strengthening the Teaching of Early Language and Literacy for All.

Imithombo

Nansi imibono yezindaba, izindikimba zazo, kanye nezinhlamvu zokuqashelwa kuThemu 1.

Indaba	Indikimba	Imisindo okuzogxilwa kuyo
Ingubo esatshani	Mina; Ngisesikoleni	–
Gijima, Sindi, Gijima	Mina; Umzimba wami kanye Nokuhlala ngiphilile	s no- i
U-Ali nopende	Umzimba wami; Izimo nemibala	m no- o
Usuku oluhle	Ihlobo; Umzimba wami Nokuhlala ngiphilile	f no- u
UThisha u-Akinyi	Ekilasini; Imibala; Izinsuku zesonto	z no- a

Kuzodingeka uzakhele imithombo yakho ngokuhamba kwesikhathi ukuze ube nohlelo lokufundisa. Eminye imithombo inikezwe njengenxenyehlelo lokufundisa, eminye uzoziqoqela yona, kanti eminye uzoyenza wena qobo lwakho. Siphakamisa ukuthi ulungiselele isifundo sakho lisaqala isonto, ulungise izinto ozozidinga ngaphambi kwesikhathi. Kuqinisekise lokho konke kumi ngomumo ngaphambi kokuthi isifundo siqale, ukuze usisebenzise kahle isikhathi sakho uma sewunabafundi.

Izinto Ozozidingela Isifundo Solimi

Kumlahlandlela Womsebenzi weThemu ngayinye uzothola izinto ozozidinga ezifana nalokhu:

- ★ amaphaphethi endaba ngayinye
- ★ izithombe zokulandelana kwendaba ngayinye
- ★ Incwadi Enkulu yendaba ngayinye
- ★ Imidlalo namaphazili (*ngakunye kuzodinga ukusikwa kulungiswe*).

★ Introduction

The Term 1 Activity Guide

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

Look out for the following:

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

Meet Stella

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



Strengthening the Teaching of Early Language and Literacy for All.

Resources

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

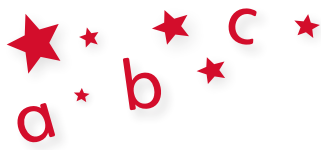
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	s and i
Ali and the paint	My body; Shapes and colours	m and o
A beautiful day	Summer; My body and healthy living	f and u
Teacher Akinyi	In the classroom; Colours; Days of the week	z and a

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

Language resource pack

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

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



Izinsiza ozozisoqqa noma uzithenge

- ★ izinto okumele ziqoqwe ezihambisana nendaba ezizosetshenziswa uma kuxoxwa indaba, ukudlala ngokuzenzisa kanye nokulingisa
- ★ izinto ebesezilahlwe zobuciko kanye nezokwakha
- ★ izinto ezishicilelwe ezimayelana nendaba ngayinye: izincwadi zezithombe, amapheshana okuthenga, amaphephabhuku kanye namaphosta
- ★ inhlanguyisela yamakhrayoni asamafutha, upende, kanye namabhulashi okupenda
- ★ isikele, iglu nokotini
- ★ iphepha eliyi-A4, ikhadibhodi kanye nephepha leshadi elipheqekayo
- ★ isibuko esincane
- ★ amaphephabhuku kanye namapheshana okuthenga
- ★ izikhwama eziyiplastiki (izitsha zeyogathi, zemajarini kanye neze-ayisikhilimu)
- ★ isaka likabhontshisi noma ibhokisi
- ★ amabhojwana ezitshalo kanye nembewu yokutshalwa.

Ukulungiselela indaba ngayinye

- ★ Hlela amaphaphethi ngokuwanamathisela ezindukwini zamaswidi noma kumarolo ephepha lasendlini encane.
- ★ Qoqa izinto zokusiza ukuxoxa indaba, zokulingisa kanye nezokudlala ukuzenzisa.
- ★ Enza ikhophi yamakhosi omsebenzi womfundi ngamunye.
- ★ Lungisa imidlalo kanye namaphazili ngokukufaka esikhwameni noma esitsheni
- ★ Yenza inhlama yokudlala uyibeke kumata wayo (indlela yokwenza ifakwe nayo emakhasini omsebenzi wokwenziwa).
- ★ Enza ikhophi bese ugoqa incwadi encane yomfundi ngamunye (imiyalelo ikhona emakhasini omsebenzi wokwenziwa).
- ★ Yakha amabhokisi amabili ezinhlamvu zendaba ngayinye: Gcwalisa isitsha sika ayisikhilimu ngezinto (ezifana nezithombe zezinto) ezinomsindo othile. Isibonelo, ibhokisi elinohlamvu **s** luzoba nezinto ezinamagama agcizelela umsindo /s/. Sebenzisa izinhlamvu zamagama ukuze kube lula ukukhetha izinto ezizongena emabhokisini. Bhala amagama ngaphandle kwamabhokisi usizwa yizihlaka zezinhlamvu. Kuwumbono omuhle ukuthungatha izinhlaka lezi endwangwini, esiponjini noma kusaniphepha ukuze abantwana bakwazi ukusizwa ngokusithinta isimo sohlamvu.

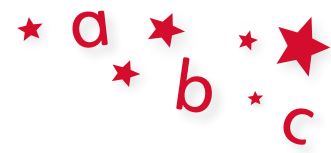
Uhlelo Lwansuku Zonke Lokufundisa Ulimi Lwasekhaya Ebangeni R

Isikhathi sokuqaphela izinto ezibalulekile Olimini Lwasekhaya sidingeka ekilasini lonke kanye nasemisebenzini eyenziwa ngamaqenjana amancane nsuku zonke. Imisebenzi yokwenziwa ingahlelwa ngezindlela ezahlukahlukeni:

- ★ Uthisha angahola ikilasi emi phambi kwalo.
- ★ Uthisha angahlala neqenjana elincane alisize ukuze abafundi basebenze ngokucophelela.
- ★ Uthisha uchaza umsebenzi wokwenziwa bese ecela abafundi ukuthi basebenze ngokuzimisela bengamaqenjana.

Indlela yokusebenza ngokwamasonto amabili yethula imisebenzi yokwenziwa yansuku zonke emasontweni amabili. Leyo misebenzi yenziwe ngendlela yokuthi yakha iphinde ifake umfutho olimini lwendaba, bese ithuthukisa ukufunda ngokucaphuna kokushiwo yindaba. Lolu hlelo luyaphindaphindeka kulo msebenzi wamasonto amabili. Ukulandela lolu hlelo kugcina sekujwayeleka bese kusiza uthisha kanye nabafundi ngokufanayo. Othisha baba nomdlandla wokufundisa ngale ndlela, abafundi bona bazizwe beneqholo ngesizathu sokwazi ukuthi yini elindeleke kubo.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ 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.

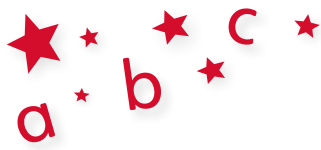
Teaching Home Language in the Grade R daily programme

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.





Uhlelo lwamasonto amabili olimini lwasekhaya






Isonto 1

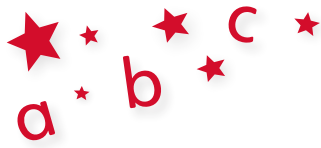
Umsebenzi wekilasi lonke	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	Ukuxoxa indaba nokwakha uhlu lwagama amasha	Ukuxoxa indaba kanye nokucula	Ukuxoxa indaba kanye nokuyidlala	Ukulandelanisa izithombe	Yakha, udwebe bese uyabhala
	Abafundi indaba bayizwa okokuqala ngenkathi befunda amagama amasha.	Abafundi baphinda balalele indaba futhi, bacule iculo elihambisana nendaba.	Abafundi badlala izindawo ezahlukahlukene besebenzisa ulimi lwendaba ngokwabo, ngenkathi ixoxwa indaba.	Abafundi bayayixoxa futhi indaba besebenzisa izithombe.	Abafundi bayayimela imibono yabo ngendaba ngokwenza utho, umdwebo, isithombe noma ngokuzibandakanya ekubhaleni bebambisene.
Imisebenzi yokwenziwa ngohlamvu nangemisindo	Ukwethula umsindo othathwe endabeni	Ukwakha uhlamvu	Amabhokisi ezinhlamvu	Ukulalela imisindo okugxilwe kuyo	Ukuhlanganisa nokuhlukanisa (amalunga)
	Abafundi bethulelwa umsindo okuzogxilwa kuwo kanye nohlamvu oluxhumene namagama asuselwa endabeni.	Abafundi bakha uhlamvu okugxilwe kulo besebenzisa izinto ezahlukahlukene, okubasiza ukukhulisa izinzwa zabo zomzimba.	Abafundi babona, babamba baphinde bakhulume ngezinto nangezithombe ezinohlamvu okugxilwe kulo.	Abafundi bahlonza imisindo okugxilwe kuyo emagameni.	Abafundi baxuba imisindo ukwenza amagama bese behlukanisa imisindo yamagama.
Imisebenzi yokwenziwa ngamaqembu amancane	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
	UStella uyakhomba ukuthi yimiphi imisebenzi yamaqenjana abafundi azosizwa nguthisha usuku ngalunye.				
Iqembu elisasibhakabhaka	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa
	Abafundi baqopha imibono yabo ngokudweba kanye nangokubhala okuvelayo.	Abafundi benza amaphazili bese bedlala imidlalo ebandakanya ulimi.	Abafundi bafunda ngokuzimela bathokozele izincwadi kanye nokunye okuphrintive.	Abafundi benza imisebenzi edinga imizimba yabo bazijwayeze nokwakha izinhlamvu.	Abafundi bakhela phezu kolimi lwendaba bese benza sengathi bayadlala.
Iqembu elisatshani	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla
Iqembu eliphuzi	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela
Iqembu elibomvu	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo
Iqembu elibukhwebezane	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 



The Home Language two-week cycle

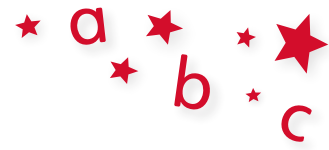
Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary	Storytelling and singing	Storytelling and role play	Sequencing pictures	Make, draw and write
	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.
Letter and sound activities	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting
	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.					
The blue group	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 








Isonto 2

Umsebenzi wekilasi lonke	UMsombuluko	ULwesibili	ULwesithathu	ULwesine	ULwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	Okunye ukulandelanisa izithombe	Ukufunda ngokubambisana – Incwadi Enkulu	Ukuzejwayeza ukulalela	Funda bese wenza	Yakha, udwebe bese uyabhala
	Abafundi bahlanganisa ulwazi lwabo lwezindaba ngokulandelanisa izithombe ngokuzimela	Abafundi balalela indaba abayaziyo lapho ifundwa ngenkathi uthisha enza isibonelo sokuthi kufundwa kanjani	Abafundi balalela ngokucophelela baphinde balandele imiyalelo eyenziwayo	Abafundi bahumusha izifanekiso zezithombe kanye nezokushicilelwe	Abafundi bayayimela imibono yabo ngendaba ngokwenza utho, umdwebo, isithombe noma ngokuzibandakanya ekubhaleni bebambisene.
Imisebenzi yokwenziwa ngohlamvu nangemisindo	Ukwethula umsindo othathwe endabeni	Ukwakha uhlamvu	Amabhokisi ezinhlamvu	Ukulalela imisindo okugxilwe kuyo	Ukuhlanganisa nokuhlukanisa (amalunga)
	Abafundi bethulelwa umsindo okuzogxilwa kuwo kanye nohlamvu oluxhumene namagama asuselwa endabeni.	Abafundi bakha uhlamvu okugxilwe kulo besebenzisa izinto ezahlukahlukene, okubasiza ukukhulisa izinzwa zabo zomzimba.	Abafundi babona, babamba baphinde bakhulume ngezinto nangezithombe ezinohlamvu okugxilwe kulo.	Abafundi bahlonza imisindo okugxilwe kuyo emagameni.	Abafundi baxuba imisindo ukwenza amagama bese behlukanisa imisindo yamagama.
Imisebenzi yokwenziwa ngamaqembu amancane	UMsombuluko	ULwesibili	ULwesithathu	ULwesine	ULwesihlanu
	UStella uyakhomba ukuthi yimiphi imisebenzi yamaqenjana abafundi azosizwa nguthisha usuku ngalunye.				
Iqembu elisasibhakabhaka	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa
	Abafundi baqopha imibono yabo ngokudweba kanye nangokubhala okuvelayo.	Abafundi benza amaphazili bese bedlala imidlalo ebandakanya ulimi.	Abafundi bafunda ngokuzimela bathokozele izincwadi kanye nokunye okuphrintiwe	Abafundi benza imisebenzi edinga imizimba yabo bazijwayeze nokwakha izinhlamvu.	Abafundi bakhela phezu kolimi lwendaba bese benza sengathi bayadlala.
Iqembu elisatshani	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla
Iqembu eliphuzi	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela
Iqembu elibomvu	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo
Iqembu elibukhwebezane	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo



Week 2

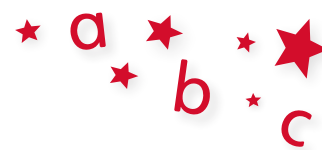
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently.	Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading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



Uhlelo Lwemisebenzi Yokwenziwa olulungiswe ngokwe-CAPS

Leli thebhula likhombisa imisebenzi yokwenziwa ngokwakha amakhono olimi ku-CAPS ohlelweni lwamasonto amabili, kanti luyakhombisa ukuthi ungayisebenzisa kanjani lemisebenzi yokwenziwa ukuhlola inqubekela phambili yabafundi ngokwesesekelo sokuhlola nge-CAPS.

Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
			(kwakhelwe esesekelweni sokuhlola nge-CAPS)	
Isonto 1: UMsombuluko	Ukuxoxa indaba nokwakha uhlu lwamagama amasha	Ukulalela nokukhuluma	Ulalalela izindaba ezimfushane azenamele bese ehlanganyela emculweni ngesikhathi esifanele Uyayibuza imibuzo	
ULwesibili	Ukuxoxa indaba kanye nokucula	Ukulalela nokukhuluma	Uyawacula amaculo alula awanyakazele (ngokusizwa)	
ULwesithathu	Ukuxoxa indaba kanye nokuyidlala	Ukulalela nokukhuluma	Wenza okusendabeni ngokwenza iminyakazo kanye nemisebenzi esamidlalo	
ULwesine	Ukulandelanisa izithombe	Ukulalela nokukhuluma		Irubhriki 1 Ukulalela nokukhuluma: Uyazixoxa izindaba aziphindaphinde ngamazwi akhe
ULwesihlanu	Yakha, udwebe bese uyabhala	Ukulalela nokukhuluma Ngesandla kokuqala	Uyayifaka imibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala Uyadweba noma appende izithombe ukudlulisa imilayezo	
Isonto 2: UMsombuluko	Okunye ukulandelanisa izithombe	Ukulalela nokukhuluma Ukufunda nokubuka		Irubhriki 2 Ukulalela nokukhuluma: Uyazihlela izithombe ezithile ngendlela yokuthi ziyakhe indaba kube nokulandelana okunomqondo ezehlakalweni uma zixoxwa endabeni eyakhekile
ULwesibili	Ukufunda ngokubambisana – Incwadi Enkulu	Ukufunda nokubuka	Uyayifunda imibhalo ekhuliswe njengezinkondlo, izincwadi ezinkulu namaphosta nekilasi lonke	
ULwesithathu	Ukuzewayeza uku lalela	Ukulalela nokukhuluma	Uyayilalela imiyalelo elula bese enza okufanele	
ULwesine	Funda bese wenza	Ukufunda nokubuka	Uyalibona igama lakhe kanye namagama abanye abafundi	
ULwesihlanu	Yakha, udwebe bese uyabhala	Ukulalela nokukhuluma Ngesandla kokuqala	Ufaka imibono ngemibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala Uyadweba noma appende izithombe ukudlulisa imilayezo	



Programme activities are CAPS aligned

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

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





Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
Isonto 1 no-2: UMsombuluko	Ukwethula umsindo othathwe endabeni	Imisindo		Irubhriki 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesibili	Ukwakha uhlamvu	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele	Irubhriki 1 Ukubhala kahle ngesandla kokuqala: Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesithathu	Amabhokisi ezinhlamvu	Imisindo	Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo ikakhulu abangasekuqaleni kwegama	Irubhriki 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesine	Ukulalela imisindo okugxilwe kuyo	Imisindo		Irubhriki 2 Imisindo, Ukufunda Nokubuka: Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe
ULwesihlanu	Ukuhlanganisa nokuhlukanisa	Imisindo	Uyakwazi ukwehlukanisa amalunga emagameni amalunga-maningi: uyakusebenzisa ukushaya izandla noma isigubhu elungeni ngalinye egameni noma ahlonze inani lamalunga (eshaya izandla) uma ekilasini kusetshenziswa amagama abafundi	
Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
Isonto 1 no-2: UMsombuluko	Ukudweba nokubhala okuvelayo	Ngesandla kokuqala	Wenza sengathi uyabhala wenza imidwebo engewona amagama. 'Bafunda' imibhalo yabo ' bafunda' abakubhale noma kanjani ngemidwebo Amakhrayoni uwabamba ngendlela efanele esebenzisa indlela elibanjwa ngayo ipensela	Irubhriki 2 Ukubhala kahle ngesandla kokuqala: Uyazidweba izithombe eziveza umqondo oqavile ezindabeni, emaculweni noma emilolozelweni Irubhriki 3: Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: ukwenza sengathi uyabhala uyakwenza ngemigqa egobile
ULwesibili	Amaphazili nemidlalo	Imisindo Ukulalela nokukhuluma	Sebenzisa ulimi ukucabanga nokuthola isisusa: ifanisa izinto ezihamba ndawonye bese iqhathanise izinto ezahlukene	Irubhriki 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesithathu	Ukufunda ngokuzimela	Ukufunda nokubuka	"Ufunda" izincwadi ukuzijabulisa ngokuzimela kumtapo wezincwadi noma kwikhona lokufunda ekilasini Ubamba incwadi ngendlela efanele bese uphenya amakhasi ngendlela efanele	Irubhriki 3 Imisindo, Ukufunda Nokubuka: Uyakwazi ukwakha indaba yakhe "ngokufunda" izithombe
ULwesine	Amakhono omzimba nokubhala ngesandla	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele Uyazikopisha izinhlamvu azaziyo ezisegameni lakhe emsebenzini wokubhala: uyalikopisha igama lakhe Uthuthukisa ukulawula izicubu ezincane, esebenzisa isikelo ukusika amaphepha, imifanekiso, izimo, njll.	Irubhriki 1 Ukubhala kahle ngesandla kokuqala: Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesihlanu	Ukulingisa kokuzenzisa	Ukulalela nokukhuluma Ngesandla kokuqala	Uyakulingisa ukubhala emidlalweni: uyayithatha imilayezo yocingo, abhale ithikithi lomgwaqo, njll. Uyakukopisha okushicilelwe okuseduze kwakhe ngenkathi edlala.	





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

★ Ingubo esatshani

Indaba

Indaba yethu namuhla imayelana nentombazanyanaegama layo nguZinzi Madiswa. UZinzi abe seminyakeni eyisithupha ubudala. Lona ngumfowabo, uSam, kanti yena uneminyaka elishumi ubudala. Bahlala endlini encane nomama nobaba kanye nenja egama layo nguSipoti. Ikheli labo lithi, 7 Pokela Road, eMasiphumelele.

USam noZinzi bafunda esikoleni esisodwa. Njalo ekuseni umama ubenzela iphalishi elinobisi njengesidlo sasekuseni. Emuva kwesidlo sasekuseni, bese behamba ngezinyawo baye esikoleni. Ngabe uyafisa ukuzwa ukuthi kwenzekani ngelinye ilanga belungiselela ukuya esikoleni?

Ngelinye ilanga ekuseni uSam wayegqokela ukuya esikoleni, ngenkathi umama ematasatasa elungisa isidlo sasekuseni. USam wagqoka isikhindi sakhe esinombala ompunga, ihembe elimhlophe, amasokisi ampunga kanye nezicathulo ezimnyama. UZinzi wayesagqoke izingubo zokulala ekhathazeke kakhulu. USam wambuka wayesethi: "Zinzi, awuvumelekile ukuya esikoleni ugqoke izingubo zokulala. Iphi ingubo yakho yesikole? Shesha, sizoshiywa yisikhathi!"

"Ngiyazi sesihambile isikhathi," kusho yena. "Angiyitholi ingubo yami eluhlaza satshani. Ngabe ikuphi?" bafuna ngaphansi kombhede kanye nangemva kwesivalo, kodwa abangayithola ingubo lihlaza satshani.

Hawu bantu, uZinzi bandla! Wayephatheke kabi sekuthi makakhale. Ngaleso sikhathi, uZinzi noSam bezwa umsindo. "Wu wu." Lowomsindo wawusholo phansi, balalela ngokucophelela. "Yini leyo? Kuzwakala sengathi uSipoti. Ukuphi?" kubuza uZinzi.

"Shh! Masilalele futhi," kusho uZinzi. Balalela ngokucophelela, bezwa kuthi "Wu wu." USam wathi, "USipoti lowo! Ukuphi kodwa?" balalela futhi. "Wu wu." Lelo zwi lalivela ekhabetheni ephasishini. UZinzi wagijima waya ekhabetheni, wafika wavula isivalo. Wathola uSipoti ekhabetheni, ngeshwa, elele phezu kwengubo yakhe!



UZinzi waphakamisa uSipoti, ethi: "Sipoti, ukhiyeleke kanjani ekhabetheni? Awu, hhayi cha, bona ingubo yami!" USam wayithatha ingubo wayithintitha. Wayibuka uZinzi ingubo yakhe, wezwa ukuthi usethanda ukuphatheka kahle.

Wayigqoka ingubo yakhe uZinzi, base bedla isidlo sabo sasekuseni masinyana/ngokushesha bobabili. Bageza izandla, bafaka izifonyo zabo, bavalelisa ngokuphakamisa izandla. UZinzi noSam bagijima beya esikoleni, bafika lapho kukhala insimbi lapho abantwana bema khona umugqa.

Bajabula kakhulu ukuthi abafikanga emva kwesikhathi.

Iphela lapho indaba.



★ 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.





Iculo

UZinzi akayitholi ingubo yakhe
 UZinzi akayitholi ingubo yakhe
 UZinzi akayitholi ingubo yakhe
 Ucabanga ukuthi ikuphi?

Ngabe ingaphansi kombhede?
 Ngabe ingaphansi kombhede?
 Ngabe ingaphansi kombhede?
 Ucabanga ukuthi ikuphi?

Ngabe isemva kwesivalo?
 Ngabe isemva kwesivalo?
 Ngabe isemva kwesivalo?
 Ucabanga ukuthi ikuphi?

Shh, uyawuzwa lowo msindo?
 Shh, uyawuzwa lowo msindo?
 Shh, uyawuzwa lowo msindo?
 Ucabanga ukuthi ikuphi?

Masiyifune ekhabetheni
 Masiyifune ekhabetheni
 Masiyifune ekhabetheni
 Ucabanga ukuthi ikuphi?

Sithole uSipoti engubeni
 Sithole uSipoti engubeni
 Sithole uSipoti engubeni
 UZinzi noSam bajabule kakhulu!

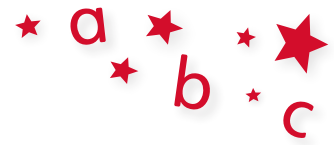


(Cula ulingise iculo elithi, "Here we go loop-de-loop" noma usebenzise elakho iculo.)

Amagama amasha endabeni

Amagama awukhiye	ingubo	satshani	uphatheke kabi	emva kwesikhathi	umsindo	thola
Amagama ongeziwe:	ikheli	amaphijama	isidlo sasekuseni	ikhabethe	funa	lalela
	iphalishi	emva	ngaphansi	thambile	masinya	gqoka





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





Nakhu ozokudinga:

- Indaba: *Ingubo esatshani*
- Amaphaphethi: uZinzi, uSam, Mnum. noNkk. Madiswa, uSpoti, ingubo eluhlaza satshani, amaphijama
- Okudingeka eshashalazini: ingubo eluhlaza satshani noma impahla eluhlaza satshani, amaphijama, ibhokisi elidala elizoba ikhabethe
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha.

UStella uthi:



Zifundele wena indaba izikhashana eziningana. Zilungiselele ukuxoxa indaba usasekhaya ngaphambi kokuba uyixoxe phambi kwabafundi. Uma usuzizwa unokuzethemba, kuzokwenza lula ukuthi uxoxe indaba ngendlela ejwayelekile. Akuphoqekekile ukuthi ufunde amagama ase ndabeni, ungayixoxa indaba ngendlela yakho.

Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Amehlo amabili okubona* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Amehlo amabili okubona

Umlomo owodwa wokukhuluma nokucula,
Amehlo amabili okubona,
Izindlebe ezimbili zokuzwa,
Imilenze emibili yokuhamba nokugijima;
Nazi izandla zami

Nginike ezakho – kinina nonke, yisikhathi sezindaba!

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *Khuluma ngokuthi baneminyaka emingakhi, ngabe banabo abafowabo noma odadewabo, bahlala kuphi, bafika kanjani esikoleni, bagqokani esikoleni.*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunitshela ukuthi yimaphi amagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Yenza ubuso kube sengathi bukhathazekile bese ucela abafundi ukuthi bakukhombise ukuthi babukeka kanjani uma bekhathazekile. Cela abafundi basho igama ngolimi lwabo uma kungukuthi bakhuluma olunye ulimi ekhaya.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni, ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpundo eziningi, efana nokuthi: *“Kazi uZinzi wazizwa enjani ngenkathi besendleleni beya esikoleni?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?”*

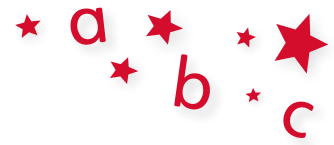
Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.





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.





Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Okudingeka eshashalazini: ingubo eluhlaza satshani noma impahla eluhlaza satshani, ibhokisi elidala elizoba ikhabethe, amaphijama

Isono 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *"Ubani okhumbulayo ukuthi ubuso bakho bubukeka kanjani uma 'ukhathazekile'?"*
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo

Isono 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

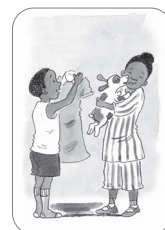
- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: *"Ngabe izithombe zilandelana ngokwamukelekile na?"*
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: *"Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"*
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezihlakalo.

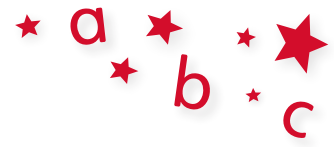
UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- *"Ngabe ubona bani?"* (abalingiswa)
- *"Ngabe wenzani?"* (izenzo neminyakazo)
- *"Yini enye oyibonayo?"* (ukubheka futhi)
- *"Ikuphi i...?"* (ukusho izindawo)
- *"Kungani ucabanga ukuthi ...?"* (Ukucabanga okunokuqamba, ukuveza imibono)





You will need:

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



Week 1 Day 3

Whole class activities

Storytelling and role play

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

You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

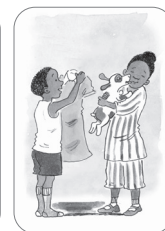
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures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

Stella says:



These are useful questions to ask about each picture:

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





Nakhu ozokudinga:

- Iphepha elingenalutho eliwu A4 lizonikwa umfundi ngamunye libe nesihloko sendaba esibhalwe ngaphezulu ekhasini
- Inhlanguisela yamakhrayoni asamafutha

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi siqale isifundo.
- 2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda.
- 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. Isibonelo: *"Uyithandile yini lendima lapho uZinzi ethola uSipoti ekhabetheni?"*. Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.
- 4 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.
- 5 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.
- 6 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela bawasho ngokungasheshi amagama ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: *"Zinzi ... uthole ... uSipoti... e... iliphi igama obufuna ukulisho? Ekhabetheni. Ngizobhala igama 'ikhabethe'."*
- 7 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.
- 8 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.

Ngiyayithanda ingubo
kaZinzi enhle esatshani.





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.





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Incwajana ekhophiwe yagoqwa izonikwa umfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe

- 1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Nakhu ozokudinga:

- Incwadi Enkulu: *Ingubo esatshani*

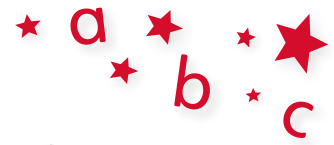
Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



You will need:

- Big Book: *The green dress*

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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





Nakhu ozokudinga:

- Ubumba lokudlala nebhodi elincane noma umata kuzotholwa umfundi ngamunye



Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- 1 Hlalisa abafundi ematafuleni ubatshela bazinze ukuze ikilasi lithobe lithule umsindo.
- 2 Qala umsebenzi wokulalela namuhla ngokuthi: *“Uyakhumbula ngesikhathi uZinzi noSam bezwa uSipoti ekhonkotha ngaphakathi kwekhabethe?” Okungezeka babelalele ngokucophelela ukuze bamuzwe. Masivaleni amehlo, sithule du imizuzwana embalwa ngenkathi silalele ngokucophelela imisindo esizungezile.”* Tshela abafundi ukuthi bavule amehlo manje bese bexoxa ngayo imisindo abayizwile. Xoxa nawe ngemisindo eseduzane nabo ezwakala iphakeme, usho nokuthi yimiphi ezwakalela phansi echaza ukuthi ikude. Tshela abafundi ukuthi bazokwenza umsebenzi lapho bezolalela khona ngokucophelela lokhu ozokusho.
- 3 Nikeza umfundi ngamunye isihlephu sobumba lokudlala bese umtshela ukuthi uzokwenza abantu ngobumba lokudlala.
- 4 Buza abafundi ukuthi iziphi izitho zomzimba ezizodingwa abantu babo: ikhanda, umzimba, izingalo ezimbili, izandla ezimbili, imilenze emibili, izinyawo ezimbili, amadlebe amabili, ikhala, umlomo nezinye. Khomba izitho zakho zomzimba ngesikhathi uzibiza.
- 5 Manje-ke banikeze imiyalo ungasheshi futhi ucacise uphinde ubakhombise ngesakho isihlephu sobumba lokudlala. Nika abafundi isikhathi kumyalo ngamunye ukuze bengeke bezizwe sengathi uyabajaha .
 - ★ Hlephula ucezu lobumba lokudlala bese uyaligingqa ukuze wenze umzimba.
 - ★ Hlephula ucezwana lobumba lokudlala, lugingqo sakulenza ibhola ukuze uzokwazi ukwenza ikhanda bese ulibeka phezu komzimba.
 - ★ Bese wenza imilenze emibili uyifake ngaphansi komzimba.
 - ★ Uphinde wenze nezingalo ezimbili uzifake emaceleni omzimba.
 - ★ Gingqa futhi amabhola amancane amabili ukuze ukwazi ukwenza amehlo.
 - ★ Gingqa ucezwana ozokwenza ngalo umlomo. Wengeze ngokufaka ikhala namadlebe amabili.
- 6 Uma abafundi sebeyilandelile imiyalo yakho baphinda benza umuntu wobumba lokudlala, bavumele bahlikize umuntu wabo wobumba lokudlala, baqale phansi futhi. Kulokhu, bengazama ukuzakhela ngendlela yabo ngaphandle kokulandela imiyalo.





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.





Nakhu ozokudinga:

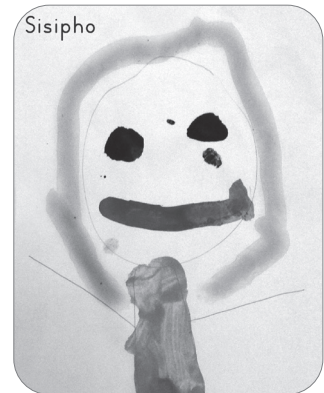
- Amaphepha amakhulu amhlophe abhalwe igama lomfundi ngaphezulu ngakwesobunxele ekhloneni lekhasi
- Amaphepha amakhulu nesithombe esidwetshiwe sika Zinzi egqoke ingubo yakhe eluhlaza satshani abhalwe igama lika Zinzi ngaphezulu ngakwesobunxele ekhloneni lekhasi
- Upende onemibala, ibhulashi kanye namashubhu
- Isibuko eside esiphelele (uma kungenzeka)

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Cela abafundi ukuthi basukume bese beyakulandela. Khomba indawo emzimbeni wakho, isibonelo, ikhanda lakho. Buza abafundi ukuthi siyibiza ngani lendawo eyisitho somzimba wethu bese usho igama "ikhanda".
- 2 Yenza lokhu ngokwezitho ezahlukahlukene zemizimba yabo: ikhanda, izinwele, amadlebe, amehlo, ikhala, umlomo, isilevu, intamo, amahlombe, izingalo, izindololwane, izandla, isisu, imilenze, amadolo, izinyawo.
- 3 Bavumele bathinte izingalo zabo, imilenze, ikhanda, izindlebe bese uyababheka ukuthi bazizwa kanjani-. Ngabe zinde, ziyi ndilinga, zithambile noma ziqinile?
- 4 Khombisa abafundi iphepha elinomdwebo kaZinzi egqoke ingubo yakhe eluhlaza satshani. Khomba ngaphezu kwekhasi lapho okubhalwe khona igama lika Zinzi.
- 5 Bonisa abafundi amaphepha amakhulu bese uyabagquguzela ukuthi "bafunde" amagama abo. Siza abafundi abangawaboni amagama abo.
- 6 Babuze ukuthi bacabanga ukuthi isiphi isithombe esingaba ngaphansi kwamagama abo: Impendulo isithombe somuntu, yena uqobo!
- 7 Bazise ukuthi bazosebenzisa ikhasi lonke ukupenda umfanekiso wabo nezingubo abagqokile.
- 8 Bavumele ukuthi bazibuke esibukweni esikhulu noma babukisise abangani babo.



Nakhu ozokudinga:

- Iphepha elingenalutho lomfundi ngamunye
- Inhlanganisela yamakhrayoni asamafutha
- Isikele
- Intambo ende (Kuzofanele ilengiswe ekilasini njengo layini wokuneka izingubo zokugqoka ngaphambi kwesifundo.)
- Izikhonkwane zezingubo

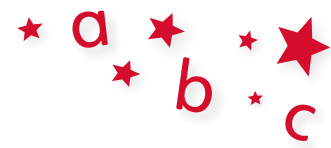
Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Cela abafundi ukuthi basukume bese beyakulandela. Khomba ingubo yokugqoka, isibonelo, ishethi lakho.
- 2 Buza abafundi ukuthi yini igama lale ngubo yokugqoka bese usho igama "ishethi".
- 3 Kwenze lokhu ngezinhlobo-nhlobo zezingubo zokugqoka: izicathulo, amasokisi, isiketi, isikhindi, ishethi, ijezi.
- 4 Nikeza umfundi ngamunye iphepha elingenalutho bese uyaqinisekisa ukuthi kunamakhrayoni enele ukuze iqembu labafundi likwazi ukuwasebenzisa.
- 5 Bachazele ukuthi kuzofanele bedwebe ingubo yokugqoka abayithandayo bese beyifaka umbala ofanele.
- 6 Emva kokuba sebewufakile umbala kumdwebo wezingubo zokugqoka, kufanele besike isithombe somdwebo abawudwebile.
- 7 Uma wonke umuntu eseqedile, abafundi kufanele basho igama lento yokugqoka abayidwebile bese beyinika wena ukuze uyichaye emgqeni wokuneka izingubo.





You will need:

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

Week 2 Day 4

Whole class activities

Read and do

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



You will need:

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

Week 2 Day 5

Whole class activities

Make, draw and write

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

★ Gijima, Sindi, Gijima!

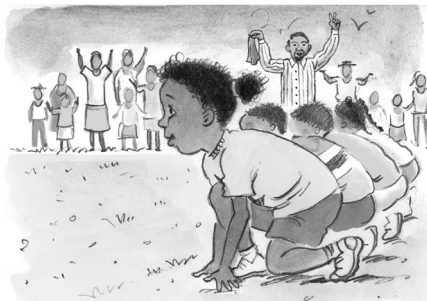
Indaba

Kwesukesukela, kwakunentombazane eyayibizwa ngokuthi nguSindi, eyayihlala nomama wayo, nogogo kanye nomfowabo omncane, uPaul. Umzimba kaSindi wawuphilile futhi uqinile, kanti wayethanda ukudlala zonke izinhlobo zemidlalo, kodwa ethanda kakhulu ukugijima. Wayeye agijime esuka ekhaya aye emfuleni. Agijime esuka emfuleni aye esitolo. Agijime esuka esitolo aye kwamamncane wakhe ayemthanda. "Gijima, Sindi, gijima!" kumemeza abangane bakhe. Wayegijima noma eyongena embhedeni njalo ebusuku, emva kokuxubha amazinyo.



Ngelinye ilanga, umama kaSindi wathi kuye: "Sindi, ngiyazi ukuthi uthanda kangakanani ukugijima. Kusasa kuzoba nomjaho ozosuka esitolo sikaMnu Ibrahim. Uzothanda ukungenela umjaho?" nempela uSindi wavuma! Wayejabule kakhulu ngalokhu, wasuka wayolala ngaphambi kwesikhathi ukuze alale kahle aphumule, abe namandla emjahweni wangakusasa. Ekuseni, wavuka kusesekuseni kakhulu, wadla iphalishi elalisendishini elifudumele elinobisi, njengesidlo sasekuseni. Kwakuwusuku oluzoshisa, uSindi wakhumbula ukuphuza amanzi ngaphambi kokuya emjahweni.

Emva kwesidlo sasekuseni, uSindi waya esitolo sikaMnu Ibrahim wafica abantwana abaningi befolele emgqeni, sebekulungele ukugijima. UMnu Ibrahim wathi: "Guqani manje! Lungani, Sukani-ke!" Wasuka uSindi ngejubane! Waphephuka njengomoya! Wagijima sengathi uyaqala. "Gijima, Sindi, gijima!" kumemeza uPaul, egxuma eya phansi eya phezulu.



Kuthe uma ema, uSindi, wezwa wonke umuntu emmemeza. Wazizwa ejabule enomfutho. UMnu Ibrahim weza kuye wafika wamnika indondo. "Usebenzile, Sindi! Ugijime ngawo wonke amandla akho! Ufike kuqala entanjeni!"



USindi wabuyela ekhaya emva komjaho esegqoke indondo yakhe entsha ecwebezelayo. "Usebenzile, Sindi, usebenzile!" kubabaza umndeni wakhe. UGogo wathi: "Sindi, ngiyaziqhenya ngawe. Uhlala uziqeqesha ngokugijima zonke izinsuku, nakhu manje sewunqobe umjaho! Umzimba wakho uphilile, unomfutho, ukugijima kuyikhono elikhethekile kuwe."

Iphela lapho indaba.

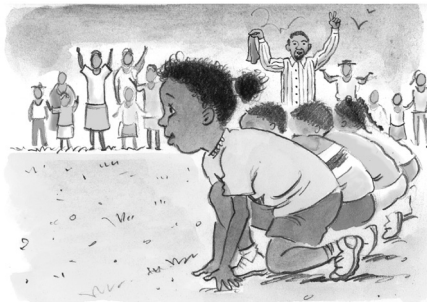
★ Run Lindi Run

Story

Once upon a time, there was a girl called Sindi who lived with her mother, her granny and her little brother, Paul. Sindi'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 Sindi run!" shouted all her friends. Sindi even ran and jumped into bed every night, after she had brushed her teeth.

One day, Sindi's mother said to her: "Sindi, 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 Sindi 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 Sindi remembered to drink some water before the race.

After breakfast, Sindi 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 Sindi ran! She ran like the wind! She ran and ran like she had never run before. "Run Sindi run!" shouted Paul, jumping up and down.



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

When Sindi went home after the race, she wore her shiny new medal. "Well done, Sindi, well done!" cheered her family. Granny said: "Sindi, 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.



Iculo

USindi usuka ngejubane uya emfuleni, emfuleni,
emfuleni USindi usuka ngejubane uya emfuleni
Gijima, Sindi, gijima!

USindi ugijima njalo uya esitolo, esitolo, esitolo,
USindi ugijima njalo uya esitolo
Gijima, Sindi, gijima!

USindi ugijima aze awine umjaho, awine umjaho,
USindi ugijima aze awine umjaho
Gijima, Sindi, gijima!

USindi ujabulile, unomfutho, uqatha futhi,
unomfutho uqatha, unomfutho uqatha, uSindi
ujabulile, unomfutho, uqatha futhi
Gijima, Sindi, gijima!

USindi uyaziqhenya ngekhono elikhethekile, uSindi
uyaziqhenya ngekhono elikhethekile
Gijima, Sindi, gijima!

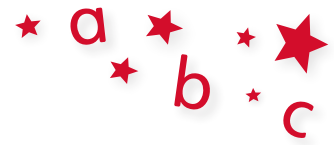


(Cula ulingise iculo elithi, "The Wheels on the bus" noma usebenzise elakho iculo.)

Amagama amasha endabeni

Amagama awukhiye	umjaho	ujabulile	qeda	indondo	kuqala	gijima
Amagama ongeziwe:	qatha	gijima	iphalishi	usebenzile	isidlo sasekuseni	cwebezelayo
	jabula	ubisi	khethekile	ikhono	ziqhenyayo	babaza





Song

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

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

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

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

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



(Sing to the tune of "The Wheels on 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





Nakhu ozokudinga:

- Indaba: *Gijima, Sindi, Gijima!*
- Amaphaphethi: uSindi, uPawulu, Mnu Ibrahim, ugofo kaSindi, umama kaSindi
- Okudingeka eshashalazini: ihembe elimhlophe lejazi lomthengisi wasesitolo, indophi noma intambo yomugqa wokuqeda, indondo
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

Yisho la mazwi *Ameblo amabili okubona* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Ubani othanda ukugijima? Ugijimela kuphi? Wake wagijima emjahweni ngaphambilini?”*.
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunitshela ukuthi yimaphi amagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Yenza ubuso kube sengathi bukhathazekile bese ucela abafundi ukuthi bakukhombise ukuthi babukeka kanjani uma bekhathazekile. Cela umfundi ukuthi ame eduze kwakho bese nenza sengathi niyagijima emjahweni (amagxathu ambalwa nje!). Khuluma ngomsuka womjaho, ukuqeda kanye nokuthi ubani owadla umhlanganiso.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni, ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Ucabanga ukuthi uSindi wayezizwa kanjani ngesikhathi ezungiselela ukuqala umjaho? Ucabanga ukuthi uSindi wazizwa kanjani ngesikhathi ephumelela emjahweni?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? USindi wayemuhle ngaseku gijimeni? Wena umuhle ngakuphi?”*

Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“uSindi, kusasa, sasekuseni, Sukani-ke!, sengathi, usebenzile, sewunqobe. Uyayizwa imisindo okugxilwe kuyo: uSindi, kusasa, sasekuseni, Sukani-ke!? Yebo, uqinisile! Wonke anomisindo /s/”*.
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /s/: sebenza, iso, siza, isokisi, isinkwa, songa, susa, usana, usiba, isisu, isaha, isando.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /s/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /s/: *“s-s-s”* Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye

UStella uthi:

Ezilimini zase Afrika, umsindo wokuqala egameni kuvamise ukuba unkamisa, njengoba wonke amabizo abhalwe ngendlela enonkamisa. Kulolu hlelo, sithathe isinqumo sokusebenzisa *“ukugxila emsindweni”*, esikhundleni sesiqalo somisindo.





You will need:

- Story: *Run Lindi Run*
- Puppets: Sindi, 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 "Sindi, lontsongo, leswaku, lulamele", the focus sound is /l/ 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: "uSindi, kusasa, sasekuseni, Sukani-ke!, sengathi, usebenzile, sewunqobe." Can you hear the focus sound: uSindi, kusasa, sasekuseni, Sukani-ke!? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: sebenza, iso, siza, isokisi, isinkwa, songa, susa, usana, usiba, isisu, isaha, isando." (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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukeneyo.

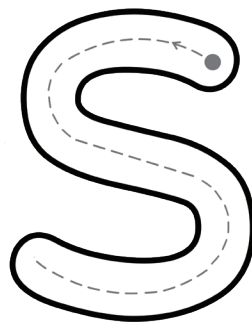
UStella uthi:

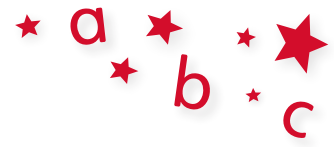


Ukuzilolonga ngokusemthethweni ukubhala ngesandla kuyingxenywe yohlelo lwezemfundo yeBanga 1; alufanelekile kubafundi beBanga R. Nokho, kubalulekile ukuthi abafundi befundiswe ukuhlanganisa izinhlamvu ngendlela efanele. Ungakwenza lokhu ngendlela ekhululekile futhi enobumnandi ngokusebenzisa ubuciko, nemisebenzi ebandakanya izinzwa ezahlukehukene futhi ikhuthaze abafundi ukuthi babhale izincwadi ezinkulu.

Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /s/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /s/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengenza sengathi baphethe usana bayamshushuzela ukuze alale bemangile.
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu **s** lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, fola, wehle."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.





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.

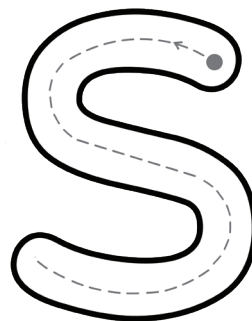
Stella says:

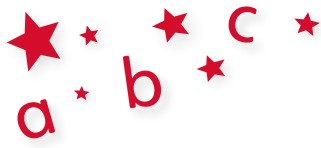


Formal handwriting practice is part of the Grade 1 curriculum; it is not appropriate for Grade R learners. However, it is important that learners are taught how to form letters correctly. You can do this in a relaxed and fun way by using these creative, multisensory activities and encouraging learners 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 /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 cross their arms in front of their chest and pretend to be rocking a baby to sleep in their arms.
- 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 mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.





Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Okudingeka eshashalazini: ihembe elimhlophe lejazi lomthengisi, indophi noma intambo yokwenza umuhla wokuqeda, indondo.
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **s**: iso, usawoti, isele, isokisi, usango, isinkwa, isonto, isaqathe, usana, usiba, isisu, isandla, isudi, isando, isango, isongo

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

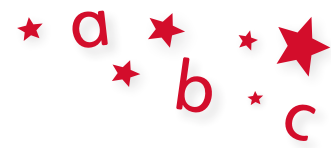
Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Ubani okhumbulayo ukuthi uSindi watholani ngesikhathi ephumelela emjahweni? Yebo, indondo ecwebezelayo.”*
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **s**”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.





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 **s**: iso, usawoti, isele, isokisi, usango, isinkwa, isonto, isaqathe, usana, usiba, isisu, isandla, isudi, isando, isango, isongo

Week 1 Day 3

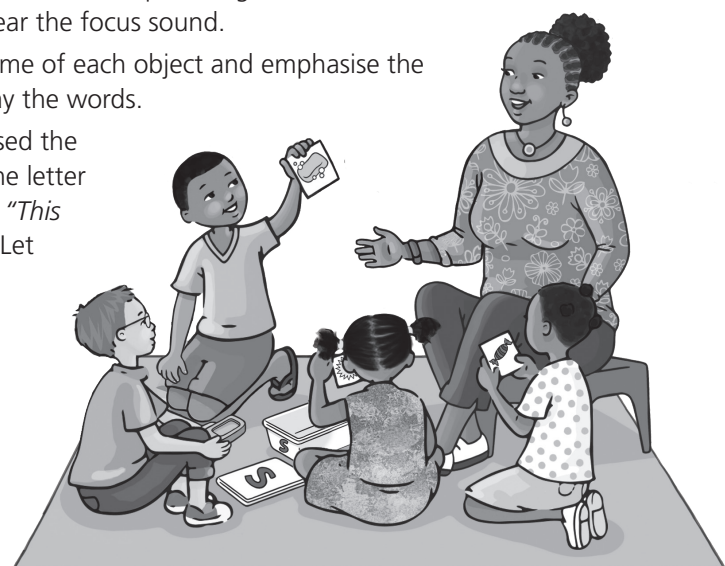
Whole class activities

Storytelling and role play

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

Letter boxes

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





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Isaka likabhontshisi noma ibhokisi

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (ukusho izindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- 1 Tshela abafundi ukuthi bazohlala benze indingiliza bese bedlulisa isaka likabhontshisi omunye anikeze omunye.
- 2 Umfundi ophethe isaka likabhontshisi kumele asho igama lakhe ngesikhathi abanye belalele.
- 3 Buza abafundi ukuthi igama ngalinye liqala ngamuphi umsindo. Uma abafundi sebhendulile, phinda igama nohlamvu olusekuqaleni, kanje: "Yebo, igama lika Sindi liqala ngomsindo *Is!*" Umfundi usengawu dlulisa ke usofa osasikhwama.

Ukuhlukahluka: Dlala umculo opholile endaweni yasemuva. Lokhu uwuvula ngezikhathi ezahlukene. Umfundi ophethe usofa osasikhwama kumele azisho igama nokuthi liqala ngaluphi uhlamvu.





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.





Nakhu ozokudinga:

- Iphepha elingenalutho lomfundi ngamunye
- Inhlanguaniselwa yamakhrayoni asamafutha
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: kusasa, khumbula, intandokazi, Ibrahim ugogo, ukwesasa, ekuseni, umdoko, amanzi, indondo, uphilile, okukhethekile, isiphiwo

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi siqale isifundo.
- 2 Funda amagama esihloko aphezulu ekhasini bese ukhuthaza abafundi ukuthi bafunde nawe.
- 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.
- 4 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.
- 5 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.
- 6 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela bawasho ngokungasheshi amagama ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo.
- 7 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.
- 8 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.

Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama amalunga amaningi, uveze ukuthi ahlukaniwa kanjani amalunga awo, isibonelo: **i | si | phi | wo**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishwiyayo: **i** (ugxuma kanye) **si** (agxume kanye) **phi** (agxume kanye) **wo** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehlukani ngamalunga.





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons
- Multisyllabic words relating to the story: kusasa, khumbula, intandokazi, Ibrahim ugogo, ukwesasa, ekuseni, umdoko, amanzi, indondo, uphilile, okukhethekile, isiphiwo

Week 1 Day 5

Whole class activities

Make, draw and write

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

Blending and segmenting (syllables)

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





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Incwajana ekhophiwe yagoqwa izonikwa umfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khethe abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni



- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "Sindi, iphalishi, Ibrahim, izinhlobo, ilanga, indondo, izinsuku, elalisendishini, elinobisi. Uyayizwa imisindo okugxilwe kuyo: Sindi, iphalishi, Ibrahim? Yebo, uqinisile! Wonke anomsindo *li*."
- 2 "Lalelisa, nanka amagama aqala ngomsindo *li*: iso, ibhikili, isipikili, isihlilingi, isigingci,inja, indishi, indingilizi, impisi, ilitshi." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo *li* ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo *li*: "**i-i-i**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.





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: “Sindi, iphalishi, Ibrahim, izinhlobo, ilanga, indondo, izinsuku, elalisendishini, elinobisi. Can you hear the focus sound: Sindi, iphalishi, Ibrahim? Yes, you are right! The focus sound is /i/.”
- 2 “Listen carefully, here are some more words with /i/: iso, ibhikili, isipikili, isihlilingi, isigingci,inja, indishi, indingilizi, impisi, ilitshi.” (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.



Nakhu ozokudinga:

- Incwadi Enkulu: *Gijima, Sindi, Gijima*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma “sewuyiphenyaphenyile” yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi “bafunde” kanye nawe.



Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /i/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /i/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengenza uphawu lokuthula ngeminwe (emibili) yabo benze sengathi badonsa isihlilingi ngesikhathi bethi: “**isihlilingi**”.
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu **i** lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, yehla. Yeqa ufake ichashazi.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.





You will need:

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

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a peace sign with their (two) fingers and pretend to be pulling a sling while saying: “**isihlilingi**”.
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 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.





Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **i**: iso, ithini/ibhikili, isipikili, isikhindi, isihlilingi, isigingci, ishidi, irisidi,inja, indishi, indingilizi, impisi, ilitshi, ikhilikithi, ijini, iphikhinikhi, ithikithi

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- Hlalisa abafundi ematafuleni ubatshele bazinze ukuze ikilasi lithobe lithule umsindo.
- Qala umsebenzi wokulalela namuhla ngokuthi: *“Masivaleni amehlo, sithule du imizuzwana embalwa ngenkathi silalele ngokucophelela imisindo esizungezile.”* Tshela abafundi ukuthi bavule amehlo manje bese bexoxa ngayo imisindo abayizwile. Xoxa nawe ngemisindo eseduzane nabo ezwakala iphakeme, usho nokuthi yimiphi ezwakalela phansi echaza ukuthi ikude. Tshela abafundi ukuthi bazokwenza umsebenzi lapho bezolalela khona ngokucophelela lokhu ozokusho.
- Cela abafundi ukuthi banqekuzise amakhanda abo uma inkulumo yakho iyiqiniso. Qala ngokuzama izibonelo ezimbalwa: USindi uyakwazi ukugijima (nqekuzisa ikhanda); Inja iyakwazi ukugijima (nqekuzisa ikhanda).
- Chazela abafundi ukuthi uma bezwa into engelona iqiniso, kumele banikine amakhanda ukusuka eceleni elilodwa ukuya kwelinye. Isibonelo: USindi uyakwazi ukundiza (nikina ikhanda); Itafula liyakwazi ukundiza (nikina ikhanda). Manje ke xuba izibonelo bese ukhumbuza abafundi ukuthi banqekuzise ikhanda uma inkulumo iyiqiniso kuphela.
 - ★ Umfana uyakwazi ukugijima. (nqekuzisa ikhanda)
 - ★ Inja iyakwazi ukundiza. (nikina ikhanda)
 - ★ Inkomo iyakwazi ukundiza. (nikina ikhanda)
 - ★ Intombazane iyakwazi ukundiza. (nikina ikhanda)
 - ★ Inhlanzi iyakwazi ukugijima. (nikina ikhanda)
 - ★ Impukane iyakwazi ukundiza. (nqekuzisa ikhanda)
 - ★ Imbuzi iyakwazi ukundiza. (nqekuzisa ikhanda)
 - ★ Incwadi ingandiza. (nikina ikhanda)
 - ★ Ibhayisikili lingandiza. (nikina ikhanda)
 - ★ Imoto ingandiza. (nikina ikhanda)
 - ★ Ibhanoyi lingandiza (nqekuzisa ikhanda)



Amabhokisi ezinhlamvu

- Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu i”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.





You will need:

- A letter box containing objects or pictures of objects that start with **i**: iso, ithini/ibhikili, isipikili, isikhindi, isihlilingi, isigingci, ishidi, irisidi, inja, indishi, indingilizi, impisi, ilitshi, ikhilikithi, ijini, iphikhinikhi, ithikithi

Week 2 Day 3

Whole class activities

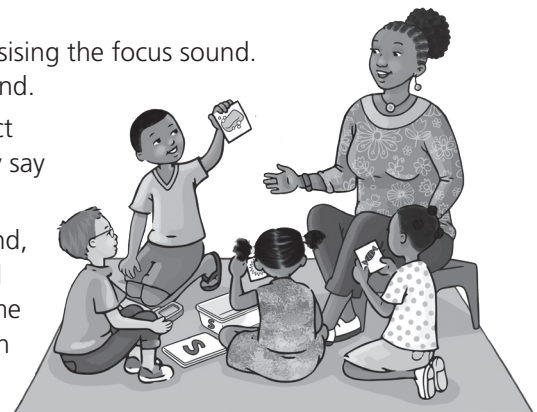
Learning to listen

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



Letter boxes

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





Nakhu ozokudinga:

- Umfundi ngamunye uzothola ipuleti elincane lephepha noma ucezu lwekhadibhodi olusikwe lwaba indingilizi
- Inhlanguisela yamakhayoni asamafutha/upende
- Umshini wokuvula izimbombo emaphepheni ukuze kuvulwe izimbobo onqenqemeni lwepuleti lephepha
- Intambo
- Isaka likabhontshisi noma ibhokisi

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Sebenzisa amapuleti amancane ephepha noma udwebe izindingilizi ekhadibhodini bese uyazisika. Bhala igama lomfundi ngamunye ekhadibhodini noma epuleti lephepha bese usebenzisa umshini wokuvula izimbobo ukuvula imbotshana onqenqemeni oluphezulu lwekhadibhodi noma ipuleti lephepha.
- 2 Buza abafundi ukuthi bayakhumbula yini ukuthi uSindi wayemuhle kuphi- yebo, ekugijimeni! Zungeleza ikilasi lonke ubuze umfundi ngamunye ukuthi ngabe muhle ngakuphi (iliphi ikhono noma isiphiwo abanaso?).
- 3 Vumela umfundi ngamunye ukuthi abheke ikhadibhodi noma ipuleti lephepha elinegama lakhe. Phakathi nendawo kwekhadibhodi noma ipuleti lephepha, kumele umfundi adwebe isithombe sakhe enza nento akamuhle kuyo. Lokhu kuzoba indondo yabo noma ibheji elisambali.
- 4 Ngesikhathi abafundi behlobisa izindondo zabo noma amabheji asazimbali, faka ucezu lwentambo embotsheni. Wenze isiqiniseko sokuthi intambo inde ngokwanele ukungena ekhanda lomfundi bese ubopha ifindo.
- 5 Ekupheleni komsebenzi, klomelisa umfundi ngamunye ngendondo yakhe.

Ukulalela imisindo okugxilwe kuyo

- 1 Tshela abafundi ukuthi bazohlala benze indingiliza bese bedlulisa isaka likabhontshisi omunye anikeze omunye.
- 2 Umfundi ophethe isaka likabhontshisi kumele asho igama lakhe ngesikhathi abanye belalele.
- 3 Buza abafundi ukuthi igama ngalinye liqala ngamuphi umsindo. Uma abafundi sebephendulile, phinda igama nohlamvu olusekuqaleni, kanje: "Yebo, igama lika Sindi liqala ngomsindo *is!*" Umfundi usengawu dlulisa ke usofa osasikhwama.

Ukuhlukahluka: Dlala umculo opholile endaweni yasemuva. Lokhu uwuvula ngezikhathi ezahlukene. Umfundi ophethe usofa osasikhwama kumele azisho igama nokuthi liqala ngaluphi uhlamvu.





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.





Nakhu ozokudinga:

- Ikhasi elikhulu lephepha
- Amapeni okumaka
- Inhlanguisela yamakhrayoni asamafutha
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: kusasa, khumbula, intandokazi, Ibrahim ugogo, ukwesasa, ekuseni, umdoko, amanzi, indondo, uphilile, okukhethekile, isiphiwo

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

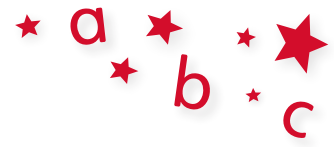
Yakha, udwebe bese uyabhala

- 1 Tshela abafundi ukuthi ujabule kakhulu: *“Sizoba nomjaho lapha ekilasini lethu, njengo Sindi! Asimemeni uthishanhloko wethu azosibuka bese ekhipha imiklomelo.”*
- 2 Khuluma ngeminingwane esemqoka kakhulu okumele efakwe uma kwenziwa isimemo: igama lika thishanhloko, usuku kanye nesikhathi okuzokwenza ngakho umjaho, nendawo futhi lapho umjaho ozobe wenzeka khona.
- 3 Yethula isimemo: *“Iya ku [bhala igama lika thishanhloko]”* ecezwini olukhulu lwephepha ngepeni lokumaka eligqamisayo noma eliwu gqinsi.
- 4 Nindawonye nabafundi, vumelanani ngeminye iminingwane okufanele ibhalwe kuso isimemo: Usuku, Isikhathi, Indawo.
- 5 Bhala phansi imibono ngesikhathi abafundi benza iziphakamiso.
- 6 Buza abafundi: *“Imiphi eminye iminingwane okufanele siyifake esimemweni sethu?”* Ungaphakamisa lokhu okulandelayo: *“Siyabonga ngokuza mjahweni wethu nangokunikezela ngemiklomelo.”*
- 7 Funda isimemo esesiphelele nabafundi, ukhomba igama ngalinye ngesikhathi ufunda.
- 8 Cela abnye abafundi ukuthi ukuthi badwebe izithombe ukuze kuhlotshiswe isimemo besebenzisa amakhrayoni be uyabahlelela ukuthi besihambise kuthishanhloko.
- 9 Yenza isiqiniseko sokuthi umjaho uzobanjwa ngosuku okumunyelwene ngalo, futhi ngesikhathi esibhaliwe esimemweni.

Ukuhlanguisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **i | ndo | ndo**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishiwoyo: **i** (ugxuma kanye) **ndo** (agxume kanye) **ndo** (agxume kanye).
- 3 Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 4 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehlukani ngamalunga.





You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: kusasa, khumbula, intandokazi, Ibrahim ugogo, ukwesasa, ekuseni, umdoko, amanzi, indondo, uphillile, okukhethekile, isiphiwo

Week 2 Day 5

Whole class activities

Make, draw and write

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

Blending and segmenting (syllables)

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



★ U-Ali nopende

Indaba

Namuhla ngifisa ukunazisa kuMnu noNkk Ibrahim. Banesitolo esithengisa izinto eziningi ezinhle. (Niyawukhumbula umjaho kaSindi ukuthi wasukela esitolo sikaMnu Ibrahim?) Ngelinye ilanga kwafika uNkk Ibrahim ekhaya ephethe izipho zezingane zakhe ezimbili, uMusa no-Ali.

Wabe esekhipha isipho sika-Ali esikhwameni sakhe. Sasisikhulu futhisiyimbulunga. UNkk Ibrahim wabe esefunda ikhadi. Lalithi, "Ali othandekayo, uMama noBaba bayakhonza." Ucabanga ukuthi yini eyayiphakathi kulesi sipho? Wasivula u-Ali isipho. Kwakuyibhola elihle elibomvu. U-Ali wathi: "Ngiyabonga, Mama!" Wayesethatha ibhola waphumela ngaphandle wayolidlala.



UMusa wabheka esakhe isipho. Sasisebhokisini eliyisikwele. UNkk Ibrahim wabe esefunda ikhadi, lalithi: UNkk Ibrahim wabe esefunda ikhadi. Lalithi, "Musa othandekayo, uMama noBaba bayakhonza." Wasivula uMusa isipho, kanti-ke nakhu akuthola. Kwakunebhulashi lokupenda kanye namabhodlela amane amakhulu kapende – obomvu, ophuzi, osasibhakabhaka nosatshani. Wajabula kakhulu uMusa ngoba wayekuthanda ukupenda izithombe. Wathi, "Ngiyabonga, Mama. Ngizopenda isithombe sakho nobaba."



Uthe uma eqeda ukupenda uMusa, wabuyisela upende ebhokisini, wayesephumela emnyango eyodlala nabangane bakhe. Esaphumile, kwakhona okwenzekayo. Kwangena u-Ali ngaphakathi, wabona ibhokisi phezu kwetafula. Wezwa efisa ukubona ukuthi yini ephakathi ebhokisini, wabeka isihlalo eduze kwetafula, ... ucabanga ukuthi wayesenzani? Wabe esegibela esihlalweni u-Ali, wadlulela etafuleni. Wayesevula ibhokisi, wakhipha upende wonke.

Ucabanga ukuthi wayesenzani okulandelayo? Wavula upende osatshani u-Ali, wagcobisa ikhala lakhe. Ngikhombise ukuthi waligcobisa kanjani ikhala lakhe ngopende osatshani. Wayesevula upende obomvu, wawugcobisa esiswini sakhe. Ngikhombise ukuthi wawugcobisa kanjani upende obomvu esiswini sakhe. Wayesevula upende osasibhakabhaka, wawugcobisa kuzo zonke izinzwane zakhe. Uyakwazi ukunyakazisa izinzwane zakho?

U-Ali-ke manje wayesenopende osatshani ... ekhaleni; enopende obomvu ... esiswini; futhi enopende osasibhakabhaka ... ezinzwaneni. Uyazi ukuthi kwakusele upende onjani ebhokisini? Ngupende ophuzi owawusele ebhokisini. Kodwa u-Ali akakwazanga ukuthatha upende ophuzi ngoba kwasuke kwangena uNkk Ibrahim wambona.

Wahleka u-Ali, washaya izandla. UNkk Ibrahim wathi: "Ali! Wenzani?" Wayesematheka, wathi: "Ikhala lakho lisatshani. Isisu sakho sibomvu. Izinzwane zakho zisasibhakabhaka. Mina ngiyakuthanda!"

Wathatha u-Ali uNkk Ibrahim waphuma naye wafika wamgeza ikhala, isisu kanye nezinzwane. Wayesefaka opende ekhabetheni ukuze angafikeli kubo u-Ali.

Iphela lapho indaba.



★ 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?

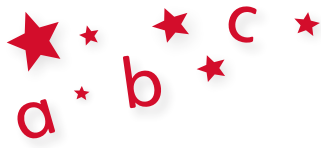
Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

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.





Iculo

U-Ali upenda ikhala lakhe
liba satshani, libasatshani, libasatshani,
libasatshani,

U-Ali upenda ikhala lakhe liba
satshani, libasatshani, libasatshani,
Bakithi, Ali!

U-Ali upenda isisu sakhe siba
bomvu, sibabomvu, sibabomvu,
sibabomvu,
U-Ali upenda isisu sakhe siba
bomvu, sibabomvu, sibabomvu,
Bakithi, Ali!

U-Ali upenda izinzwane zakhe ziba
sasibhakabhaka, zibasasibhakabhaka,
zibasasibhakabhaka,
zibasasibhakabhaka,
U-Ali upenda izinzwane zakhe ziba
sasibhakabhaka,
zibasasibhakabhaka,
zibasasibhakabhaka, Bakithi, Ali!

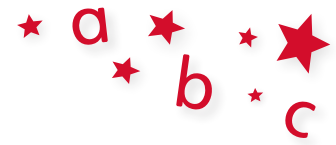


(Cula ulingise iculo elithi, "The Wheels on the bus" noma usebenzise elakho iculo.)

Amagama amasha endabeni

Amagama awukhiye	sasibhakabhaka	satshani	phuzi	bomvu	upende	isipho
Amagama ongeziwe:	ibhulashi	imbulunga	isikwele	ibhodlela	isisu	ikhala
	izinzwane	gibela	vula	nyakazisa	ngaphakathi	gcobisa





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 on 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





Nakhu ozokudinga:

- Indaba: *U-Ali nopende*
- Amaphaphethi: UMusa, u-Ali noNkk Ibrahim, amabhodlela amane kapende amakhulu
- Okudingeka eshashalazini: ibhola elibomvu noma isithombe sebhola elibomvu, ibhokisi eliyisikwele elisongwe njengesipho, ibhulashi lokupenda, amakhadi amabili avela kubaba nomama aya kubafana, izinto zokupenda zikaMusa, isb. Umdwebo wothingo lwenkosazana
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha.

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Amevlo amabili okubona* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Amevlo amabili okubona

Umlomo owodwa wokukhuluma nokucula,
Amevlo amabili okubona,
Izindlebe ezimbili zokuzwa,
Imilenze emibili yokuhamba nokugijima;
Nazi izandla zami

Nginike ezakho – kinina nonke, yisikhathi sezindaba!

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: Khuluma ngemindeni yabafundi bese uxoxa ngobudala beminyaka yabafowabo nawodadewabo babafundi.
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunitshela ukuthi yimaphi amagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: cela abafundi bakhumule izicathulo bese ubakhombisa bonke ukuthi zinyakaza kanjani izinzwane uma benza lokho.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni, ngokulandelayo ubenze babe yingxeny yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *“Kazi uMama ka-Ali uzokwenzani lapho ezobona khona ukuthi u-Ali usenzi.”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxeny ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?”*

Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“uMusa, Mama, manje, namuhla. Uyayizwa imisindo okugxilwe kuyo: uMusa, Mama, manje, namuhla? Yebo, uqinisile! Wonke anomisindo /m/.”*
- 2 *“Lalelisa, nanka amagama aqala ngomisindo /m/: misa, mamatheka, umunwe, umuthi, umese, imoto, imali, umalusi.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /m/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /m/: *“m-m-m”*. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjane nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

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

Week 1 Day 1

Whole class activities

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

Storytelling and building vocabulary

1 Before you tell the story

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

2 While you tell the story

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

3 After you tell the story

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

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"uMusa, Mama, manje, namuhla. Can you hear the focus sound: uMusa, **M**ama, **m**anje, **n**amuhla? Yes, you are right! They all have the sound /m/."*
- 2 *"Listen carefully, here are some more words with /m/: misa, mamatheka, umunwe, umuthi, umese, imoto, imali, umalusi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: *"m-m-m"*. 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.





Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo

UStella uthi:



Khumbula ukubuza abafundi ukuthi ngabe bayakwazi yini ukusho amagama esilulumagama ngolimi lwabo uma bekhuluma olimi oluhlukile ekhaya.

Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

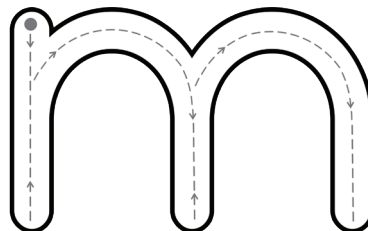
Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.



Ukwakha uhlamvu

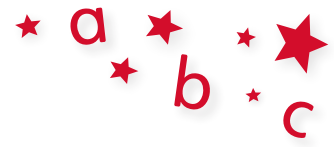
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /m/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /m/
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengenza sengathi badla u-ayisikhilimu ngesikhathi bethi: "m-m-mnandi".
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu m lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla, uma uphakathi nendawo uye phezulu futhi, bese uzungeleza."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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

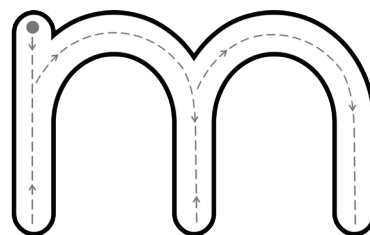
Storytelling and singing

- 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 /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to eat an ice-cream while saying: "m-m-mnandi".
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over, down, up, over and down again."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, 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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Okudingeka eshashalazini: ibhola elibomvu noma isithombe sebhola, ibhokisi eliyisikwele eligoqwe njenge siphon, ibhulashi lokupenda, amakhadi amabili abafana abuya kuMama noBaba, umdwebo kaMusa, isibonelo. umdwebo wothingolwenkosazana
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo /m/: umentshisi, umunwe, umuthi, umese, umama, imoto, imali, umango

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Cela umfundi ukuthi afake upende ebhokisini; gibela esihlalweni.”*
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu m”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo..



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 **m**: umentshisi, umunwe, umuthi, umese, umama, imoto, imali, umango

Week 1 Day 3

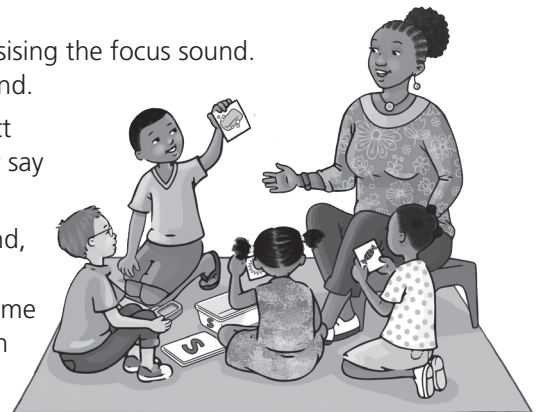
Whole class activities

Storytelling and role play

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

Letter boxes

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amaphaphethi asendabeni noma izinto noma izithombe zezinye zezinto ezisendabeni

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (ukusho izindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



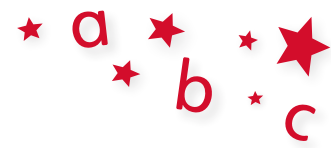
Ukulalela imisindo okugxilwe kuyo

- 1 Cula leli culo elilandelayo kanje "Uma ujabulile futhi wazi".
 - ★ Uma igama lakho liqala ngohlamvu /m/, sukuma;
 - ★ Uma igama lakho liqala ngohlamvu /m/, sukuma;
 - ★ Uma igama lakho liqala ngohlamvu /m/, sukuma bese uyakhothama;
 - ★ Uma igama lakho liqala ngohlamvu /m/, sukuma.
- 2 Liphindaphinde uguqule imisindo neminyakazo, njengokuthi "shaya izandla", "phenduka", njalo-njalo.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 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.



Nakhu ozokudinga:

- Ikhophi **yekhasi lomsebenzi wasipho** kumfundi ngamunye
- Inhlanguaniselwa yamakhrayoni asamafutha
- Isikele
- Ibhokisi eligoqwe ngephepha lokugoqa elihanbisana nekhasi lesipho elibhaliwe ninamathiselwe kulo
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: itafula, upende, ibhulashi, isipho, isusu, ikhabethe, iphepha, okuphuzi

Isonto 1 Usuku 5

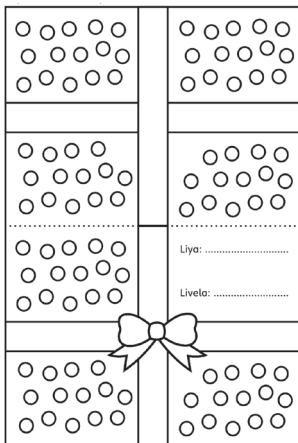
Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Phinda uyixoxe indaba usebenzisa amaphaphethi.
- 2 Khombisa "isipho" esinekhadi elinanyathiselwe kusona. Funda ikhadi: "Ali othandekayo, Livela kuMama noBaba." Cela abafundi basho ukuthi kungani siba nezipho ezihambisana namakhadi.
- 3 Nikeza umfundi ngamunye ikhasi lomsebenzi wokwenziwa, bese ubakhombisa ukuthi ligoqwa kanjani ikhasi kulandelwa umugqa wamachashazi. Cela abafundi ukuthi benze sengathi yisipho sabo lesi. Bakhombise iphepha lokusisonga kanye nesiqeshana sokubhala amazwana. Xoxa nangeminye imibono. Banike imizuzu embalwa ukuze bacabange isipho abangasijabulela.
- 4 Batshele ukuthi mabadwebe isipho ohlangothini olungenalutho lwephepha.
- 5 Bacele futhi ukuthi bafake umbala ephepheni lokusonga. Ngenkathi besebenza, zulazula phakathi kwabo ubabuze ukuthi isipho sabo sivela kubani. Yithi mababhale igama esikhaleni okubhalwa kuso. Isibonelo: "Liya kuLolo, Livela kuGogo" noma "Liya kuBen, Livela kuMalume".
- 6 Uma sebeqedile, bamise ngababili bakhombisane baphinde bakhulume ngezipho zabo.

Ukuhlanguanisa nokuhlukanisa (amalunga)

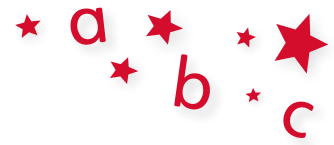
- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukaniswa kanjani amalunga awo, isibonelo: **u | pe | nde**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishiwoyo: **u** (ugxuma kanye) **pe** (agxume kanye) **nde** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehlukaniswa ngamalunga.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

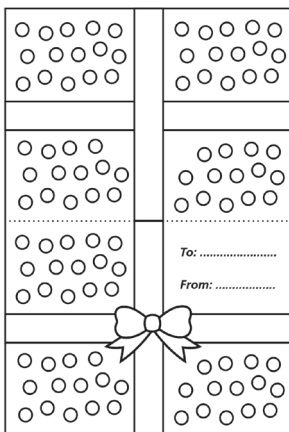
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: itafula, upende, ibhulashi, isipho, isusu, ikhabethe, iphepha, okuphuzi

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



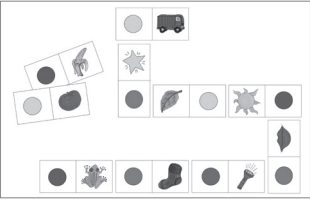



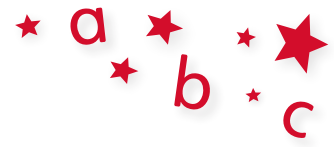
Small group activities

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



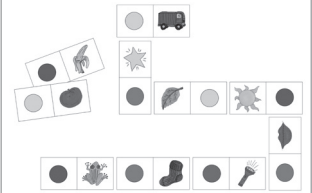



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

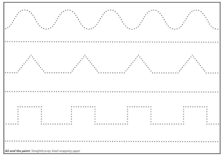
Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha elingenalutho lomfundi ngamunye • Inhlanguaniselwa yamakhayoni asamafutha  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelanayo ukuze bazothola amacebo ngabazokudweba.</p> </div>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi siqale isifundo. 2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. Isibonelo: "Ngabe uyithandile ingxenye lapho u-Ali egibela khona ukuze afinyelele kupende?" 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela bawasho ngokungasheshi amagama ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: "U-Ali ... wagibela ... phezu ... Yiliphi igama ofuna ukulandelisa ngalo? kwesihlalo. Ngizobhala igama elithi 'kwesihlalo'." 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Isethi lamakhadi amadomino amibalabala 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Nikeza umfundi ngamunye inani lamakhadi elilingana nelabanye. 2 Makuqale umfundi oyedwa abeke amakhadi phezu kwetafula. Olandelayo uyabheka ukuthi sikhona yini isithombe esinombala wechashazi, noma ichashazi elinombala wesithombe. Uma kunjalo, mababeke ikhadi eduze kwesithombe esinalowo mbala noma lelo chashazi. Kungenjalo, indawo yabo ithathwa ngumfundi olandelayo.
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqoqo labafundi uye nalo ekhoneni elinamabhuku, noma unike iqoqo labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, kuyiwe kanjani futhi emakhasini alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya khona ekhoneni lamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.



Small group activities for Week 1

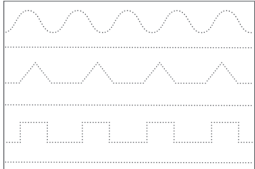

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: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



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamunye uzothola ikhophi lomsebenzi wokugoqa amaphepha osekhasini • Amatshe, amatshe abushelelezi, izinkinobho, ubuhlalu, izincingo ezimboziwe 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Yenzela abafundi ngamunye ikhophi yekhasi lomsebenzi wokwenziwa elinemigqa eqondile kanye negobile. 2 Chazela abafundi ukuthi kumele bathole amatshe, izinkinobho, ubuhlalu kanye nezinto zokuhlaza amaphayiphi abazokubeka phezu kwemigqa njengomhlobiso onephehthini elihle.
<ul style="list-style-type: none"> • Okudingeka eshashalazini: amabhokisi agoqwe ngephepha lokugoqa, izinto eziba khona edilini njengama bhelundi nezintambo zokuhlobisa, amapuleti amaphepha, izinkomishi zephepha, amakhandlela okuzalwa, izigubhu zeziphuzo ezibandayo, nokunye., iphepha, amakhrayoni nesikele kanye nobumba lokudlala 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Thatha iqoqo labafundi uye nalo ekhoneni lokuzenzisa ufike uhlale nalo phansi masinyane. 2 Funda imithetho elawula ikhona lokuzenzisa, ubakhombise nezinto zeshashalazi. 3 Xoxa nabo ngoMusa no-Ali abanikwa izipho ngumama wabo. Ngabe abafundi bayazithola izipho ezivela emindenini yabo? Abantu abaningi baba nezipho uma kulusuku lokuzalwa noma kunguKhisimuzi noma kuyi-Eid, noma kunguNcibijane. 4 Yithi: <i>“Namuhla nizodlala umdlalo othi Ephathini!”</i>. 5 Qala ngokuthi uthi: <i>“Kuzoba nephathi. Izivakashi zizofika masinyane. Kodwa bhekani, le phathi ayikakalungiselelwa! Ngabe ukudla sekulungile? Imihlobiso yona ngabe seyenziwe? Ziphi izipho?”</i> 6 Iya ekhoneni, noma kanye nje, uyobuka ukhuthaze nabafundi ngomdlalo wabo. Isibonelo: Ungafika khona uzenze ongqongqoza emnyango, uthi: <i>“Sanibona! Sengifikile! Ngiyabonga ukuthi ningimeme kule phathi emnandi. Ha! Yonke into ibukeka iyinhle. Ngiphethe isipho!”</i>





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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Incwajana ekhophiwe yagoqwa izonikwa umfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khethe abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "othandekayo, obomvu, ophuzi, osatshani, osasibhakabhaka, okwenzekayo, okulandelayo, onjani, owawusele, opende. Uyayizwa imisindo okugxilwe kuyo: **obomvu**, **ophuzi**, **opende**, **okulandelayo**? Yebo, uqinisile! Wonke anomsindo **lo!**."
- 2 "Lalelisisa, nanka amagama aqala ngomsindo **lo!**: omisa, omude, upopo, isondo, inombolo, igobolondo, i-othsi, i-olivi." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **lo!** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **lo!**: "o-o-o". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 to you. Say these words from the story: “othandekayo, obomvu, ophuzi, osatshani, osasibhakabhaka, okwenzekayo, okulandelayo, onjani, owawusele, opende. Can you hear the focus sound: **o**bomvu, **o**phuzi, **o**pende, **o**kulandelayo? Yes, you are right! They all have the sound /o/.”
- 2 “Listen carefully, here are some more words with /o/: omisa, omude, upopo, isondo, inombolo, igobolondo, i-othsi, i-olivi.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: “**o-o-o**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Nakhu ozokudinga:

- Incwadi Enkulu: *U-Ali nopende*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

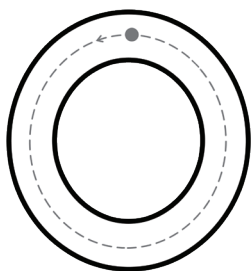
Ukufunda ngokubambisana – Incwadi Enkulu

- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.



Ukwakha uhlamvu

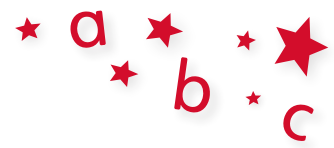
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /o/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /o/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengenza sengathi bathukile bese benza isimo sika 'o' ngezandla zabo bese besibeka emlonyeni yabo esandingilizi ngesikhathi bethi /o/.
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu o lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, jikeleza."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 2 Day 2

Whole class activities

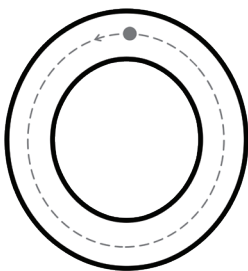
Shared reading – Big Book

- 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 /io/ 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 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 around.”
- 4 Let learners practise the letter formation in the air, on the mat, 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.



Nakhu ozokudinga:

- Ikhophi lekhasi **lomsebenzi wezimo** kumfundi ngamunye
- Amakhrayoni amathathu (elimbomvu, eluhlaza okotshani neluhlaza okwesibhakabhaka) kuzotholwa umfundi ngamunye
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **o**: upopo, isondo, inombolo, igobolondo, ishongololo, ifosholo, isonto, ogogo, isobho

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- 1 Hlalisa abafundi ematafuleni ubatshele bazinze ukuze ikilasi lithobe lithule umsindo.
- 2 Qala umsebenzi wokulalela namuhla ngokuthi: *“Masivaleni amehlo, sithule du imizuzwana embalwa ngenkathi silalele ngokucophelela imisindo esizungezile.”* Tshela abafundi ukuthi bavule amehlo manje bese bexoxa ngayo imisindo abayizwile. Xoxa nawe ngemisindo eseduzane nabo ezwakala iphakeme, usho nokuthi yimiphi ezwakalela phansi echaza ukuthi ikude. Tshela abafundi ukuthi bazokwenza umsebenzi lapho bezolalela khona ngokucophelela lokhu ozokusho.
- 3 Manje phakamisa ikhrayoni usho igama lombala walo. Cela abafundi ukuthi bacoshe ikhrayoni elinalowo mbala phambi kwabo. Khuluma ngezwi elicacile elingasheshi.
- 4 Emva kwalokho khomba isikwele, ukhumbuze abafundi ukuthi isipho sikaMusa besinesimo sesikwele. Bacele ukuthi bakhombe isimo esiyindilinga, esifana nebholo lika-Ali. Emva kwalokho ubuze ukuthi ubani owaziyo ukuthi yisiphi isimo esingunxantathu.
- 5 Khomba isimo ngasinye, usho igama laleso simo. Emva kwalokho yethula le miyalelo ngokunensa nangokucacile:
 - ★ *“Coshani amakhrayoni abomvu. Fakani umbala obomvu ezindilingeni.”*
 - ★ *“Coshani amakhrayoni asatshani. Fakani umbala osatshani konxantathu.”*
 - ★ *“Coshani amakhrayoni asasibhakabhaka. Fakani umbala osasibhakabhaka ezikweleni.”*

Amabhokisi ezinhlamvu

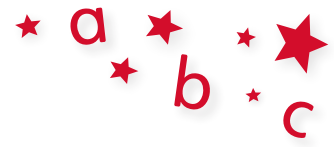
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu o”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 start with **o**: upopo, isondo, inombolo, igobolondo, ishongololo, ifosholo, isonto, ogogo, isobho

Week 2 Day 3

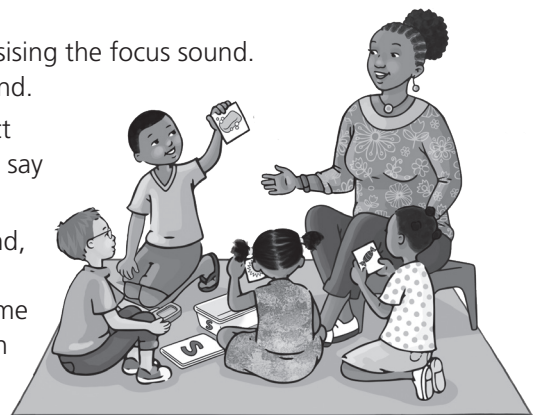
Whole class activities

Learning to listen

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

Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

- Izingcezu ezine zamakhadibhodi amhlophe noma iphepha anezimpawu "obomvu", "oluhlaza sasibhakabhaka", "oluhlaza satshani", "oluphuzi" (bhala lamagama aqondene namakhadi emibalabala), isithombe sento ekulombala osocezwini lekhadibhodi ngalinye
- Iphephabhuku
- Isikele
- Nengcino

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

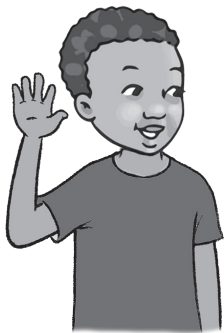
- 1 Khombisa abafundi amabhodi amane bese ubacela "bafunde" igama ngalinye lombala elisebhodini. Qondanisa imibala kapende naleyo esendabeni. Buza abafundi ukuthi yimuphi umbala obusasele ebhokisini (ngophuzi).
- 2 Khuluma ngezibonelo zezithombe nokuthi zihambisana kanjani nombala.
- 3 Chaza ukuthi umfundi ngamunye kumele athole isithombe esinombala azosinamathisela ebhodini lemibala ngalinye.
- 4 Khombisa ukuthi bazifune kanjani ephephabhukwini izithombe eziziqhathaniswa nemibala emine.
- 5 Chaza ukuthi uma abafundi sebezitholile izithombe eziqhathanisekayo nemibala, kumele bazisike bazikhiphe.
- 6 Uma sebeye baba nesikhathi esanele, cela bonke abafundi abanezithombe ezinemibala eqhathanisekayo nombala obomvu baphakamise izandla. Cela umfundi oyedwa aziqoqe izithombe, akusize uzinamathisele ngegulu ebhodini elinombala ofanayo. Xoxa ngaleli bhodi, unike izinto amagama, uphinde ubaklomelise abafundi. Yisho okuthi akufane nalokhu: "Bonani, imoto enombala obomvu ngokucwebezelayo! Ngubani othole lo mbala? Wenze kahle, Sara!"
- 7 Yenza okufanayo nangalena eminye imibala.

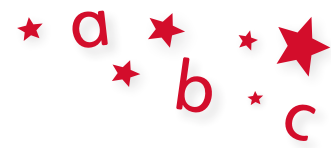
Ukulalela imisindo okugxilwe kuyo

- 1 Cula leli culo elilandelayo kanje "Uma ujabulile futhi wazi".
 - ★ Uma igama lakho liqala ngohlamvu **/m/**, sukuma;
 - ★ Uma igama lakho liqala ngohlamvu **/m/**, sukuma;
 - ★ Uma igama lakho liqala ngohlamvu **/m/**, sukuma bese uyakhothama;
 - ★ Uma igama lakho liqala ngohlamvu **/m/**, sukuma.
- 2 Liphindaphinde uguqule imisindo neminyakazo, njengokuthi "shaya izandla", "phenduka", njalo-njalo.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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

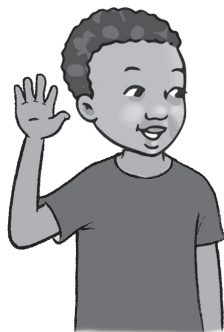
Whole class activities

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.



Nakhu ozokudinga:

- Izithombe noma izincwadi ezibonisa ubuhle bothingo lwenkosazana
- Ucezu olukhulu lwephepha elimhlophe
- Upende onombala, izitsha zokuphatha amanzi, amathawula
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: itafula, upende, ibhulashi, isipho, isusu, ikhabethe, iphepha, okuphuzi

UStella uthi:



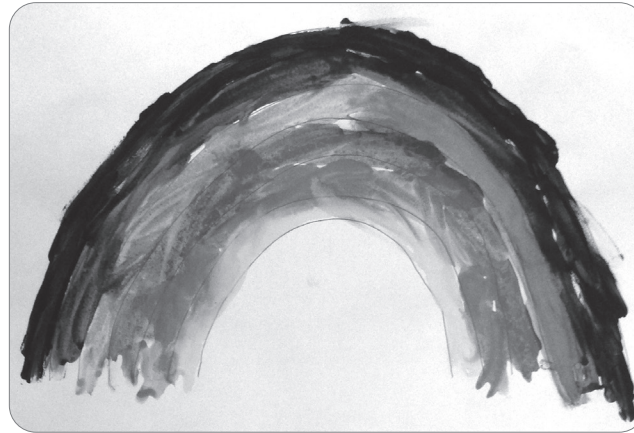
Ukupenda iminwe kukhuthaza abafundi ukuthi bakwazi ukubona abalingiswa baka Ali endabeni. Kungaba umsebenzi ongadala ukungcola, yenza isiqiniseko sokuthi abafundi basebenzela endaweni evulekile futhi abangakwazi ukuthi bathole izinto zokugeza noma ukuhlanza.

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Cela abafundi ukuthi babuke izithombe zothingo lwenkosazana bese bekhomba imibala kapende endabeni.
- 2 Batshele ukuthi bazopenda uthingo lwenkosazana ephepheni elikhulu.
- 3 Bakhombise ukuthi bazopenda ngeminwe yabo, njengoba kwenze u-Ali endabeni.
- 4 Bakhumbuze ukuthi kumele bayisebenzise yonke imibala uma benza uthingo lwenkosazana, kungabi nje umbala owodwa.
- 5 Khuthaza abafundi ukuthi basebenzise ikhasi lonke, kanti uthingo lwabo lwenkosazana kumele lube lukhulu.



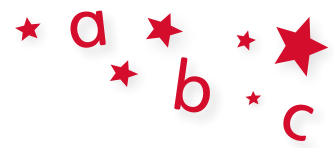
Ukuhlanganisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama amalunga amaningi, uveze ukuthi ahlukaniswa kanjani amalunga awo, isibonelo: **i | su | su**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishwiyoyo: **i** (ugxuma kanye) **su** (agxume kanye) **su** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehluhanisa ngamalunga.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzisa abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.



You will need:

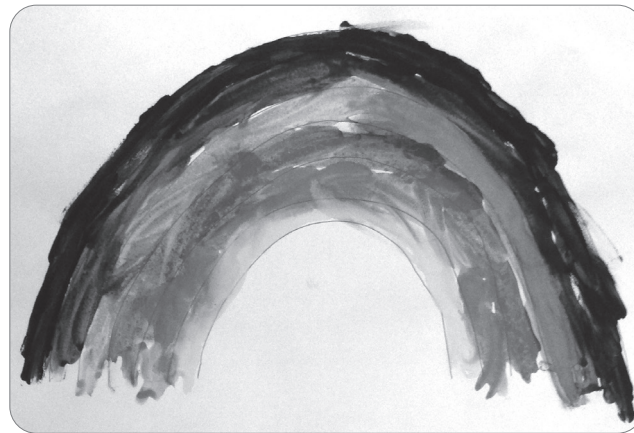
- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: itafula, upende, ibhulashi, isipho, isusu, ikhabethe, iphepha, okuphuzi

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


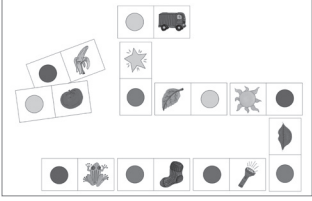

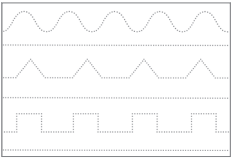



Small group activities

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


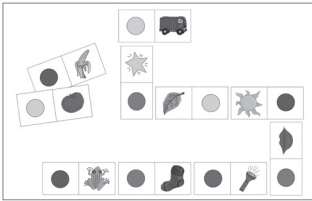

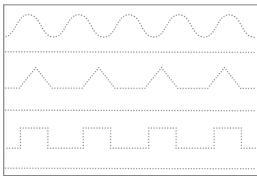



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha elingenalutho lomfundi ngamunye • Inhlanguanisele yamakhrayoni asamafutha  <p><i>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelayo ukuze bazothola amacebo ngabazokudweba.</i></p>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Nikeza umfundi ngamunye iphepha kanye namakhrayoni amibalabala, uchaze ukuthi bazodweba isithombe sika-Ali. 2 Cela abafundi ukuthi basho lo mlolozelo kanye nawe: Ikhala lakho lisatshani, Isisu sakho sibomvu, izinzwane zakho zisasibhakabhaka, kodwa ngiyakuthanda. 3 Babuze ukuthi bayakhumbula yini ukuthi u-Ali yiziphi izingxenye zomzimba wakhe azipendile, nokuthi ngambala muni. Emva kwalokho bangamdweba u-Ali. 4 Uma kungukuthi sebezikhohlwe izitho zomzimba kanye nemibala, bangasho umlolozelo. Uma bewukhohlwa nomlolozelo, bangabheka ukulandelana kwezithombe ukuze bakhumbule.
<ul style="list-style-type: none"> • Isethi lamakhadi amadomino amibalabala 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Nikeza umfundi ngamunye inani lamakhadi elilingana nelabanye. 2 Makuqale umfundi oyedwa abeke amakhadi phezu kwetafula. Olandelayo uyabheka ukuthi sikhona yini isithombe esinombala wechashazi, noma ichashazi elinombala wesithombe. Uma kunjalo, mababeke ikhadi eduze kwesithombe esinalowo mbala noma lelo chashazi. Kungenjalo, indawo yabo ithathwa ngumfundi olandelayo.
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqoqo labafundi uye nalo ekhloneni elinamabhuku, noma unike iqoqo labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, kuyiwe kanjani futhi emakhasini alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya khona ekhloneni lamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.
<ul style="list-style-type: none"> • Umfundi ngamunye uzothola ikhophi yephepha lokugoqa, ikhasi lemisebenzi 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Yenzela abafundi ngamunye ikhophi yekhasi lomsebenzi wokwenziwa elinemigqa eqondile kanye negobile. 2 Chazela abafundi ukuthi kumele bathole amatshe, izinkinobho, ubuhlalu kanye nezinto zokuhlaza amaphayiphi abazokubeka phezu kwemigqa njengomhlobiso onepethini elihle.
<ul style="list-style-type: none"> • Okudingeka eshashalazini: amabhokisi agoqwe ngephepha lokugoqa, izinto eziba khona edilini njengama bhelundi nezintambo zokuhlobisa, amapuleti amaphepha, izinkomishi zephepha, amakhandlela okuzalwa, izigubhu zeziphuzo ezibandayo 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngezinsiza zasekhloneni lokuzenzisa ubakhuthaze ukuthi baqhubeke nokuzilungiselela kusuka ngesonto 1 lapho bebedlala umdlalo wokwenza sengathi banosuku lokuzalwa bephana izipho. Iya ekhloneni uyoqaphela uphinde ukhuthaze abafundi ngekheona lokuzenzisa. 



Small group activities for Week 2

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



★ Usuku oluhle

Indaba

Namuhla uMgqibelo omuhle ekuseni, ilanga lingena ngefasitela lekamelo likaNikho. UNikho uyavuka, uyazelula; usethi: "Libalele namuhla izulu, kanti kukhona engifuna ukukwenza!" UNikho ubona umama wakhe, uyamcela: "Mama, singaya epikinikini namuhla/singaya epaki ukoyokwenza iphikhinikhi? Angeza nathi umngane wami uJako? Inja yona, sengisho uFifi phela?" Umama naye ucela uBaba, uBaba uyavuma. Umama upakishela umndeni ukudla abakuthandayo ukufaka kubhasikidi wepikiniki. UBaba uthi kuzophathwa nguye.

Ubaba, uama, umntwana wentombazane, uNikho, uJako kanye noFifi,inja, bahamba baya ezansi nentaba. Bahamba bexoxa ngemidlalo abazoyidlala emfuleni, bejabule.

Uma befika emfuleni, ubaba wa thi: "Sizohlala lapha ukuze sinibuke nidlala emanzini, udadewenu uzogaqa otshanini yena."

UNikho, uJako kanye noFifi bagijima bayongena emanzini aphilile. Xhapha xhapha xhapha! "Masijahani!" kusho uJako.



Emva kokudlala isikhathi eside, baphuma emanzini abafana, sebelambe kakhulu. Bahlala engubeni yokulala lapho kukhona khona umama nomama. Badla bonke amasendwishi katamatisi noshizi kanye nobhanana ohambisana nama-aphula. Emva kwalokho baphuza ijusi. Umama upha uFifi elilodwa lamasendwishi akhe, ulambile naye! Umntwana wentombazane yena uzama ukudla izimbali. UBaba uthi: "Cha, mntanami, awukwazi ukudla izimbali!"

Isikhathi sihambile. Abantwana babe nosuku oluhle kanti bazizwa bekhathele. Sekuyisikhathi sokubuyela ekhaya. Basizana ngokuhlanza indawo abakuyo. Abafana basonga ingubo yokulala, umama ubeletha umntwana, babuyela ekhaya bonke. "Nisale kahle, Nikho. Ngiyabonga, ngibe nosuku olumnandi," kusho uJako. "Uhambe kahle, Jako," kuphendula uNikho.

Sekumnyama ngaphandle, nesibhakabhaka sigcwele izinkanyezi, yisikhathi sokuthi lo mndeni ulale. Bazumeka masinya uNikho benoFifi, baqala nokuphupha ngosuku obelumnandi.

Iphela lapho indaba.



★ 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.





Iculo

Siya epikinikini, epikinikini,
epikinikini, Siya epikinikini
Ngosuku kushisa.

Masipakishe ubhasikidi, ubhasikidi, ubhasikidi Masipakishe ubhasikidi
Ngosuku kushisa.

Masigxum' emfuleni, emfuleni, emfuleni
Masigxum' emfuleni
Ngosuku kushisa.

Sidl' amasendwishi amnandi Sidl' amasendwishi
amnandi
Ngosuku kushisa.

Masiye ekhaya siyolala, yebo, manje siyolala,
manje siyolala Masiy' ekhaya siyolala
Sibe noluhl' usuku!



(Cula ulingise iculo elithi, "Here we go round the mulberry bush" noma usebenzise elakho iculo.)

Amagama amasha endabeni

Amagama awukhiye	ipikiniki	ubhasikidi	lambile	umfula	isibhalala	isendwishi
Amagama ongeziwe:	izithelo	ubhanana	i-apula	ijusi	imbali	jaha
	xhapha	gxuma	bhukuda	pakisha	intaba	thandekayo





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





Nakhu ozokudinga:

- Indaba: *Usuku oluhle*
- Amaphaphethi: uMama, ubaba, uNicholas, uJacob, ubhasikidi wephikhinikhi, usisi omncane nenja uFifi
- Okudingeka eshashalazini: ubhasikidi, izithelo noma ozokuzenzela, itshali, ithyizi lenja, izimbali zokuzenzelanoma zokuzenzela
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha.

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Ameblo amabili okubona* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: Khuluma ngemindeni yabafundi bese uxoxa ngobudala beminyaka yabafowabo nawodadewabo babafundi.
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunitshela ukuthi yimaphi amagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Khipha itshali lephikhinikhi nobhasikidi kanye pekuleti lokudla.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni, ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpundo eziningi, efana nokuthi: *“Ucabanga ukuthi izingane zizokwenzanjani uma zifika emfuleni? Bazodlani ngesidlo sasemini? Ucabanga ukuthi bazokwenzenjani uma befika ekhaya?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?”*

Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“ifasitela, uFifi, ukufaka, befika, abafana. Uyayizwa imisindo okugxilwe kuyo: ifasitela, uFifi, ukufaka, abafana? Yebo, uqinisile! Wonke anomsindo /f/.”*
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /f/: funa, funda, faza, ifu, ufudu, ifulegi, ifulawa.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /f/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /f/: **“f-f-f”**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





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: "ifasitela, uFifi, ukufaka, befika, abafana. Can you hear the focus sound: **ifasitela**, **uFifi**, **ukufaka**, **abafana**? Yes, you are right! They all have the sound **/f/**."
- 2 "Listen carefully, here are some more words with **/f/**: funa, funda, faza, ifu, ufudu, ifulegi, ifulawa." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/f/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/f/**: "**f-f-f**". 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!



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

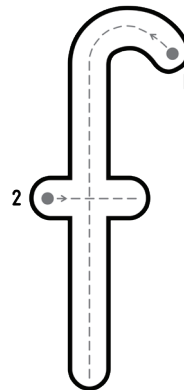
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /f/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /f/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengenza sengathi bafafaza amanzi ezimbalini ngesikhathi: "f-f-fafaza".
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu **f** lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, jikeleza kancane wehle njalo. Yeqa, ufake isiphambano maphakathi."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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



Week 1 Day 2

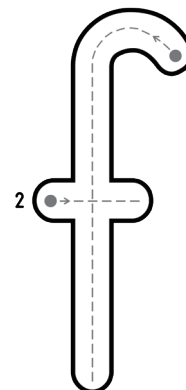
Whole class activities

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 /f/ or if they can think of any other words that start with the sound /f/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are sprinkling water on flowerbeds while saying: "**f-f-fafaza**".
- 3 Show learners how to write the letter **f**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "*Start at the dot, go over and all the way down. Lift and cross in the middle.*"
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, 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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Okudingeka eshashalazini: ubhasikidi, izithelo zangempela noma ezingamanga, itshali lokundlala,inja yokudlala, izimbali zangempela noma ezingamanga
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngo **f**: ifasitela, ifu, ufudu, ifulegi, ifulawa, ifindo, ifilimu



Isondo 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Uma ngabe abafundi begxumela emfuleni, benza okukhulu... Yebo, uma be ‘caphaza’.”*
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **f**”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 **f**: ifasitela, ifu, ufudu, ifulegi, ifulawa, ifindo, ifilimu



Week 1 Day 3

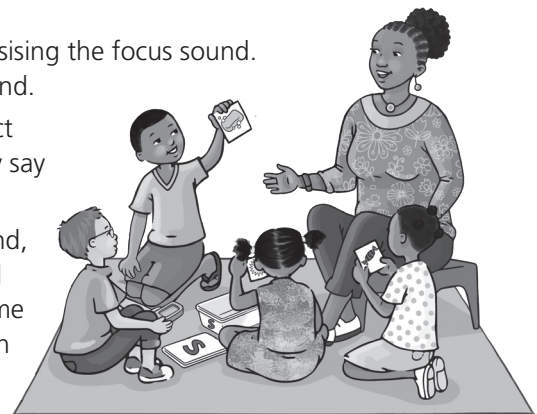
Whole class activities

Storytelling and role play

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

Letter boxes

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amaphaphethi asendabeni noma izinto noma izithombe zezinye zezinto ezisendabeni

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (ukusho izindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathela kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- 1 Chazela abafundi ukuthi nizodlala "Ngiyinhloli..." ngamaphaphethi nangezinsiza ezivela endabeni Usuku oluhle. Ake babheke amaphaphethi abakhonjiswe izinto nezithombe.
- 2 Khetha okuthile endabeni ngaphandle kokutshela abafundi ukuthi ucabangani. Bese ngokusobala, unikeza abafundi umsindo wokuqala wegama njengomkhondo. Isibonelo: Uma ucabanga ngo 'tamasisi' ungasho ukuthi: Ngicabanga ngento eqala ngo /t/.
- 3 Abafundi kumele babheke izinto eziqala ngalowo lomsindo. Uma bengakwazi ukuqagela 'utamasisi' kahle, sekungaba isikhathi sabo sokufuna okuthile mase basho ukuthi: "Ngiyinhloli...".



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 "tamatisi", say: "I spy with my little eye something that starts with **it**."
- 3 Learners must look at the display for things that start with that sound. If they guess "utamatisi" 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.



Nakhu ozokudinga:

- Ucezu lwephepha u-A4 kumfundi ngamunye noma ikhophi **yekhasi lomsebenzi wephikhinikhi** kanye **nekhasi lomsebenzi wokuluka** umfundi ngamunye
- Inhlanguanisa yamakhrayoni asamafutha
- Isikele, iglu
- Amamagazine noma izincwajana zokuthenga izinezithombe zokudla
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: oluhle, bhanana, tamatisi, amasendwishi, umfula, izimbali, sale kahle, ipikiniki, ubhasikidi, uFifi

Isonto 1 Usuku 5

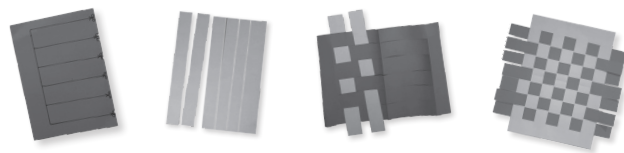
Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Phinda uyixoxe indaba usebenzisa amaphaphethi.
- 2 Uma kungenzeka umata waphansi noma ingubo ukukhombisa ikalisi, noma ubonise abafundi izithombe zamathshali ahlukene. Ungakhuluma ngamaphethini ahlukile kanye/ noma ngemibala yetshali.
- 3 Chazela abafundi ukuthi bazozakhela elabo itshali lephikhinikhi ngokulidweba kwisiqeshana sephepha.
- 4 Uma ngabe abafundi sebeqedile "itshali" labo, bangadweba noma basike izithombe zokudla kwepikhinikhi kwimagazini noma encwadini bese banamathelisa izithombe etshalini labo.

NOMA

- 1 Chazela abafundi ukuthi bazoyenza ngezandla 'ingubo eyitshali' basebenzise iziqeshana zephepha. Mele ukhombise abafundi isibonelo bese ukhuluma ngokuthi leziziqeshana zamaphepha ezinemibala eyahlukene okwenza iphethini yokwenza ingubo.
- 2 Nikeza umfundi ngamunye ikhasi elinemigqa lapho abazobhala **itshali labo lephikhinikhi kanye nekhasi lomsebenzi ozokwenzela lona umsebenzi**.
- 3 **Okuzobe kusekhasini:** Khombisa abafundi indlela yokusika kulayini ngamunye kumacashazi anikeziwe eshidini lomsebenzi ngesikhathi ligoqiwe. Qinisekisa ukuthi abasiki kulayini oqondile. Abafundi bavula leli khasi uma sebeqedile ukusika.
- 4 **Ikhasi lokuluka itshali lephikhinikhi:** Abafundi bafaka imibala eziqeshaneni zamaphepha bese bayawasika.
- 5 Khombisa indlela yokuluka kuleziqeshana ezinemibala nangaphansi kwemigqa esikiwe ekhasini lomsebenzi wephikhinikhi. Umugqa ngamunye odinga ukweluka ngokusebenzisa ezinye izindlela.
- 6 Abafundi mese sebeqedile 'itshali lephikhinikhi', bangasika izithombe zokudla kumamagazini noma ezincwadini bese banamathelisa izithombe zabo etshalini labo.



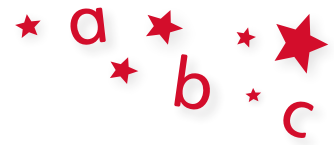
Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **i | pi | ki | ni | ki**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishiwoyo: **i** (ugxuma kanye) **pi** (agxume kanye) **ki** (agxume kanye) **ni** (agxume kanye) **ki** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehlukanisa ngamalunga.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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: oluhle, bhanana, tamatisi, amasendwishi, umfula, izimbali, sale kahle, ipikiniki, ubhasikidi, uFifi

Week 1 Day 5

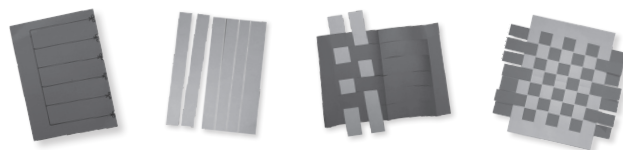
Whole class activities

Make, draw and write

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

OR

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



Blending and segmenting (syllables)



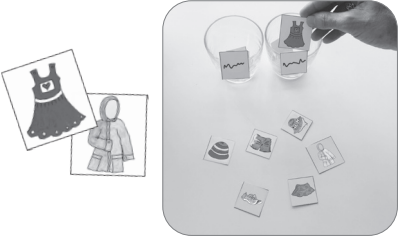
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | pi | ki | ni | ki**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **pi** (one jump) **ki** (one jump) **ni**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



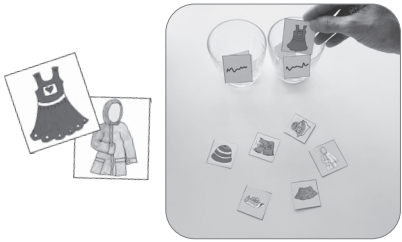


Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha elingenalutho lomfundi ngamunye • Inhlanguyela yamakhayoni asamafutha <div data-bbox="227 707 553 1020" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Ngifuna ukudlala noFluffy.</p>  </div> <div data-bbox="192 1054 588 1295" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelanayo ukuze bazothola amacebo ngabazokudweba.</p> </div>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi siqale isifundo. 2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. Isibonelo: <i>“Uyithandile ingxenye lapho uNicholas, uJacob kanye noFifi ngesikhathi begxumela emanzini?”</i> 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela bawasho ngokungasheshi amagama ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: <i>“uFifi... ugxumele... wangena... kwe... iliphi igama ofuna ukulisho ngokulandelayo?... Ohh yebo, ‘amanzi’. Ngizobhala igama elithi ‘amanzi’.”</i> 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenzwe. Khumbula ukubhala kuhlanzeke kuca. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umsho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Iqoqo lamakhadi ezithombe zemibala anezimpahla zokuqgoka zasehlobo nasebusika • Ezitsheni ezimbili zepulasitki- esiyane sinebotela noma amashubhu eyogathi (Isitsha esisodwa sinelebula elinegama elithi – Ihlobo nesithombe esihambisana nombhalo usifake ngaphambili; esinye isitsha sinelebula elinegama elithi – Ubusika nento yokugqoka ehambiselana nombhalo inamathele ngaphambili). <div data-bbox="187 1728 583 1969" style="border: 1px solid gray; padding: 10px; margin: 10px 0;">  </div>	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <p>Beka amakhadi anezithombe anezithombe zasebusika nasehlobo zibeke phansi etafuleni.</p> <p>Ukuhlunga imidlalo</p> <ol style="list-style-type: none"> 1 Isitsha esisodwa sinelebula enegama elithi – Ihlobo nesithombe sento yasehlobo kungaba ingubo efakwe ngaphambili esinye isitsha sinelebula enegama elithi – Ubusika nesithombe sento yengubo yasebusika. 2 Umfundi ngamunye unethuba lokuthatha ikhadi, abuke isithombe, asiqambe igama bese elibeka esitsheni esifanele. <p>Umdlalo wememori</p> <ol style="list-style-type: none"> 1 Umfundi ngamunye unethuba lokugugula amakhadi amabili. Uma izithombe ezinamakhadi amabili zifana (zombili izingubo zasehlobo noma zombili izingubo zasebusika) ziyawagcina amakhadi. 2 Uma zingafani (ezehlobo nezasebusika), amakhadi abekwa abhekiswe phansi etafuleni bese umfundi olandelayo abe naye nethuba.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="230 628 552 910" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 936 562 1182" style="background-color: #f9cb9c; padding: 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>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Fluffy ... jumped ... into ... the ... What word did you want to say next? ... Oh yes, 'water'. I am going to write the word 'water'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) <div data-bbox="187 1584 586 1825" style="margin: 10px 0;">  </div>	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 One container has a label with the word Summer and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word Winter and a picture of a Winter item of clothing stuck on the front. 2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. 2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.



Nakhu ozokudinga

- Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi



- Ubumba lokudlala nebhodi elincane noma umata kuzotholwa umfundi ngamunye



- Okudingekayo: ubhasikidi, ukudla kwamanga, izinkomishi zepalusitiki namapuleti, itshali, izibuko zelanga, izigqoko, isambulela kanye nomuthi wokuthiba ilanga

Imisebenzi

Umsebenzi 3: Ukufunda ngokuzimela

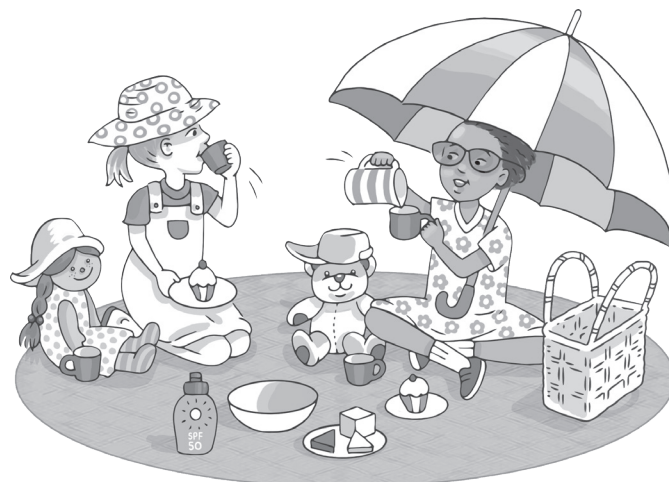
- Thatha iqoqo labafundi uye nalo ekhoneni elinamabhuku, noma unike iqoqo labafundi amabhuku ambalwa.
- Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.
- Khombisa ukuthi ibhuku livulwa kanjani, kuyiwe kanjani futhi emakhasini alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.
- Iya khona ekhoneni lamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

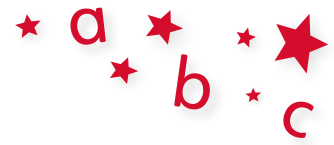
Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

- Nikeza umfundi ngamunye ibhola lobumba noma inhlama yokudlala Kanye nomfankiso wencwadi.
- Abafundi kumele benze ubhasikidi omncane nezithelo ezithile ngobumba noma ngenhlama yokudlala. Khombisa abafundi ukuthi uzenze kanjani izincezu ezincane bese uyabeka phezulu kwelomunye ukuze ubhasikidi nebhola zikwazi ukugingqikela ebholeni elikhulu.
- Abafundi bangaqoqa inhlama yokudlala benze umumo ofana nobhanana, noma benze ibhola elimele izithelo ezifana nama-apula noma amawolitshi.

Umsebenzi 5: Ukulingisa kokuzenzisa

- Thatha iqoqo labafundi uye nalo ekhoneni lokudlala ufike uhlale nalo phansi masinyane.
- Funda imithetho elawula ikhona lokuzenzisa, ubakhombise nezinto zeshashalazi.
- Chaza ukuthi bazoba nephikhinikhi yokuzenzela. Bangakwazi ukuphakisha ukudla, bahambe, babeke umugqa futhi bajabulele iphikhinikhi ndawonye. Bangaya futhi endaweni ethile yephikhinikhi yabo: Olwandela epaki engadini eseduze noma kwi-pool.
- Iya ekhoneni, noma kanye, uyobuka ukhuthaze nabafundi ngomdlalo wabo. Isibonelo: 'Ungafika bese uthi: "Sawubona! Ngilapha! Ngokungimemela kwile phikhinikhi enhle. Yinhle indawo yephikhinikhi. Yini oyipakishile kubhasikidi wakho?"
- Mema abafundi ukuthi beze no-teddy bear noma ithoyizi elithambile abalithandayo beze kwiphikhinikhi ngesonto elizayo.





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.





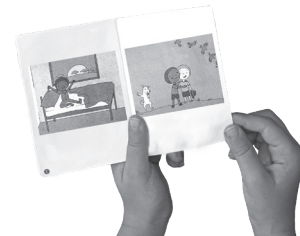
Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Incwajana ekhophiwe yagoqwa izonikwa umfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khethe abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.

UStella uthi:



Ungaxila emisindweni nase zinhlamvini noma ngabe isiphi isikhathi osukwini lwakho, ikakhulukazi ngesikhathi semidlalo yangaphandle noma kushintshashintsha izikhathi (ukuma emgqeni ngaphandle kwendlu yangasese; ukulungiselela isidlo sasemini nokunye). Sebenzisa ithuba ukuze ukhombe izinhlamvu endaweni ekuzungezile bese ubuza abafundi ukuthi iziphi izinhlamvu abazibonayo endaweni ebazungezile. Lokhu kusiza abafundi ukuthi babone ukuthi izinhlamvu zisetshenziswa kanjani njengemikhondo ukuze sikwazi ukufunda izinto ezisizungezile.



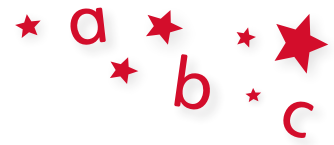
Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "usuku, izulu, kakhulu. Uyayizwa imisindo okugxilwe kuyo: **usuku**, **izulu**, **kakhulu**? Yebo, uqinisile! Wonke anomsindo **lu**."
- 2 "Lalelisisa, nanka amagama aqala ngomsindo **lu**: ufudu, umuntu, ubuso, ukuluka, isithuthuthu." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **lu**/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **lu**/: "u-u-u". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjane nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Stella says:



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

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "usuku, izulu, kakhulu. Can you hear the focus sound: **usuku, izulu, kakhulu**? Yes, you are right! They all have the sound /u/."
- 2 "Listen carefully, here are some more words with /u/: ufudu, umuntu, ubuso, ukuluka, isithuthuthu." (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.





Nakhu ozokudinga:

- Incwadi Enkulu: *Usuku oluhle*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

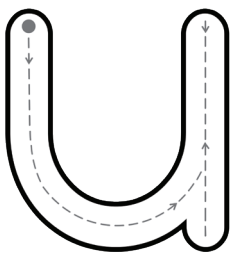


- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.



Ukwakha uhlamvu

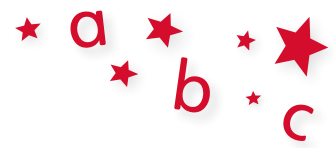
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /u/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /u/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengenza sengathi bagibela isithuthuthu ngesikhathi bethi: "isithuthuthu".
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu **u** lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla, jikeleza, khuphuka, wehle."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 2 Day 2

Whole class activities

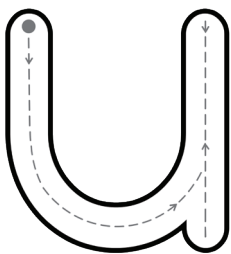
Shared reading – Big Book

- 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: “*isithuthuthu*”.
- 3 Show learners how to write the letter **u**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 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.



Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **u**: ufudu, umuntu, ubuso, uju, ugqumugqumu, isithuthuthu, isithuthuthu

UStella uthi:



Kuwumqondo omuhle ukuba nezithombe uma wenza lomsebenzi ukuze abafundi bazokwazi ukukhumbula izinto nokuthi babenamacebo wokuthi bazothini.

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- Hlalisa abafundi ematafuleni ubatshele bazinze ukuze ikilasi lithobe lithule umsindo.
- Qala umsebenzi wokulalela namuhla ngokuthi: *"Masivaleni amehlo, sithule du imizuzwana embalwa ngenkathi silalele ngokucophelela imisindo esizungezile."* Tshela abafundi ukuthi bavule amehlo manje bese bexoxa ngayo imisindo abayizwile. Xoxa nawe ngemisindo eseduzane nabo ezwakala iphakeme, usho nokuthi yimiphi ezwakalela phansi echaza ukuthi ikude. Tshela abafundi ukuthi bazokwenza umsebenzi lapho bezolalela khona ngokucophelela lokhu ozokusho.
- Yisho kubafundi ukuthi: *endabeni yephikhinikhi, umama wapakisha ubhasikidi wephikhinikhi ogcwele ukudla. Sizodlala imidlalo futhi sicabange ngezinto okufanele sizibheke kubhasikidi wephikhinikhi. Lalelani, ngizoqala ngokuthi: 'Siye kwiphikhinikhi sagcwalisa ama-aphula kubhasikidi wethu. 'Manje siyazungeza siwumbuthano futhi umuntu ngamunye uzothola ithuba lokusho lokhu akupakishile kubhasikidi wephikhinikhi.'*
- Lapho uma umfundi ngamunye esethole ithuba, ungaqhubeka nomdlalo, kepha kulokhu abafundi kufanele bazame ukukhumbula okuvele kufakwe kubhasikidi ngaphambi kokufaka enye into. Qhubeka kanjena uthole ezinye izinto ezinhlano kubhasikidi.

Ithiphu: Uma abafundi behluleka ukucabanga izinto, nayi eminye imibono: amasemishi, iwolitshi, ubhanana, ijisu yezithelo, amanzi, utamatisi, ushizi, ubisi, amabhisikidi.

Amabhokisi ezinhlamvu

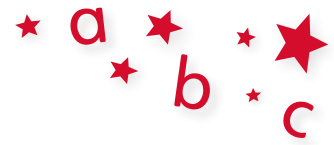
- Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- Buza imibuzo ephathelene nezinto: *"Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?"*
- Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *"Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu u"*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- A letter box containing objects or pictures of objects that start with **u**: ufudu, umuntu, ubuso, ukuluka, isithuthuthu

Stella says:



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

Week 2 Day 3

Whole class activities

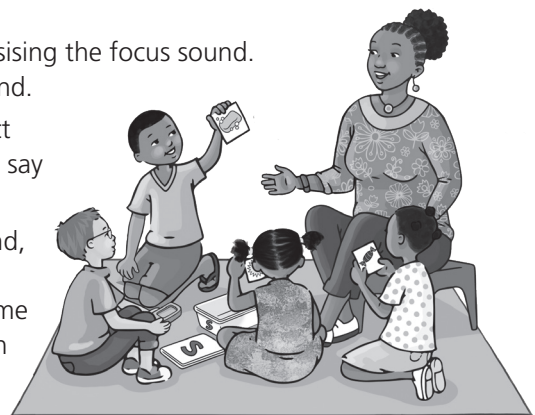
Learning to listen

- 1 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. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **u**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Nakhu ozokudinga:

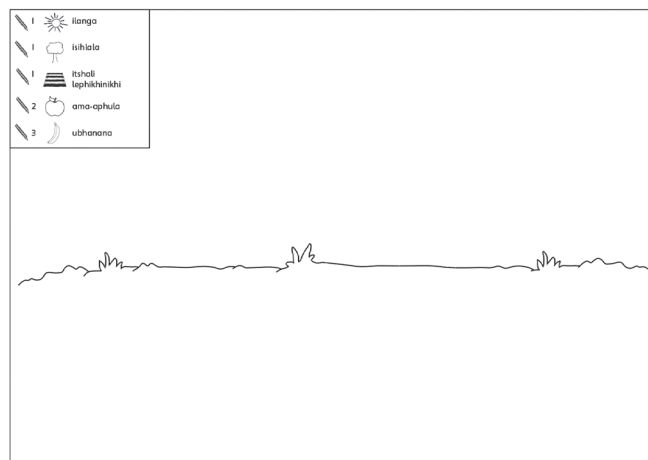
- Ikhasi lokufunda nokwenza imisebenzi yomfundi ngamunye
- Amaphaphethi asendabeni noma izinto noma izithombe zezinye zezinto ezisendabeni

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama)
- 2 Tshela abafundi ukuthi bazokwenza umsebenzi ojabulisayo obizwa ngokuthi "funda wenze". Kumele bafunde umugqa ngamunye bese benza lokho okushiwoyo besebenzise izikhala ezingenalutho ekhasini.
- 3 Fundani umugqa wokuqala ndawonye. Buza ukuthi kungabe bakhona yini abafundi abakwazi "ukufunda" ukuthi benzeni ngokulandelayo ohlwini; kumele badwebe isihlahla esisodwa.
- 4 Qhubeka ngalendlela ngemiyalo ngayinye.
- 5 Manje funda umyalo ngamunye bese uthi kubafundi: "Dweba ilanga elilodwa. Uma usuqedile, faka umaka kulokho okukhethile ukuthi kube kuhlu lwakho".
- 6 Abafundi kumele badwebe futhi baphawule balandele imiyalo kuze kuphele uhla.



Ukulalela imisindo okugxilwe kuyo

- 1 Chazela abafundi ukuthi nizodlala "Ngiyinhloli..." ngamaphaphethi nangezinsiza ezivela endabeni *Usuku oluhle*. Ake babheke amaphaphethi abakhonjiswe izinto nezithombe.
- 2 Khetha okuthile endabeni ngaphandle kokutshela abafundi ukuthi ucabangani. Bese ngokusobala, unikeza abafundi umyalo wokuqala wegama njengomkhondo. Isibonelo: Uma ucabanga ngo "tamatisi" ungasho ukuthi: "Ngicabanga ngento eqala ngo *tl!*"
- 3 Abafundi kumele babheke izinto eziqala ngalowo lomsindo. Uma bengakwazi ukuqagela "utamatisi" kahle, sekungaba isikhathi sabo sokufuna okuthile mase basho ukuthi: "Ngiyinhloli...".

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

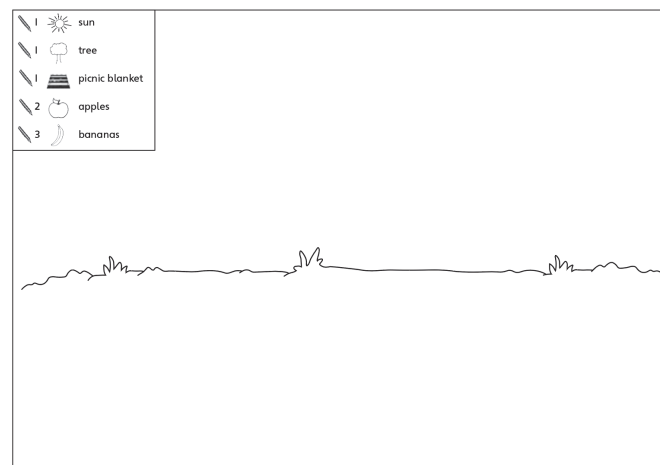
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

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



Nakhu ozokudinga:

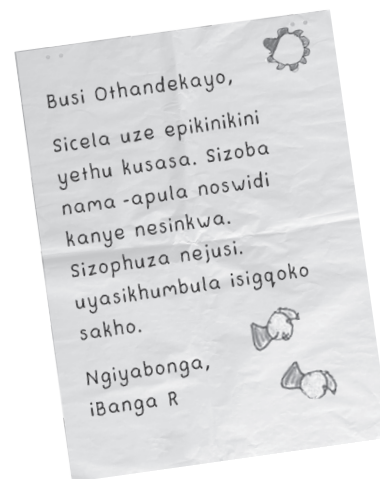
- Ibhodi lephepha
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: oluhle, bhanana, tamatisi, amasendwishi, umfula, izimbali, sale kahle, ipikiniki, ubhasikidi, uFifi

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Tshela abafundi ukuthi: *“Ake sihlele iphikhinikhi yasekilasini futhi simeme elinye ikalasi noma uthishanhloko wesikole noma omunye umsebenzi ukuba ujoyine nathi. Ungangisiza ngenze isimemo sokubamema ngephikhinikhi?”*
- 2 Sebenzisa isiqeshana sephepha elikhulu ukuze ubhale phansi imibono yabafundi njengoba bexoxangesimemo. Qala ngokuchaza ukuthi lapho simema abantu, sijwayele ukuthi *“Sawubona”*... Ngemuva kwalokho singasho ukuthi into efana nokuthi: *“Sicela uze kwiphikhinikhi yethu.”*
- 3 Buza abafundi ukuthi yini enye abazoyibhala kulesi simemo, futhi kumele bakubone ubhala amagama amo. Xoxa ngokuthi uzoba nayo yini iphikhinikhi, sizoba nini isikhathi nokuthi uphatheni.
- 4 Hambisa isimemo somuntu umkhuthaze ukuthi aphenjule nokuthi kujoyinwa kanjani uma uzoya kwiphikhinikhi. Fundela abafundi impendulo.
- 5 Hlela iphikhinikhi nabafundi, bese kuthi ngosuku, bathathe ukudla kwabo kwasemini okupakishiwe baye *“kwiphikhinikhi”* bese babe nephikhinikhi.



Ukuhlanganisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kanjani amalunga awo, isibonelo: **i | zi | mba | li**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishwiyayo: **i** (ugxuma kanye) **zi** (agxume kanye) **mba** (agxume kanye) **li** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehlukanisa ngamalunga.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

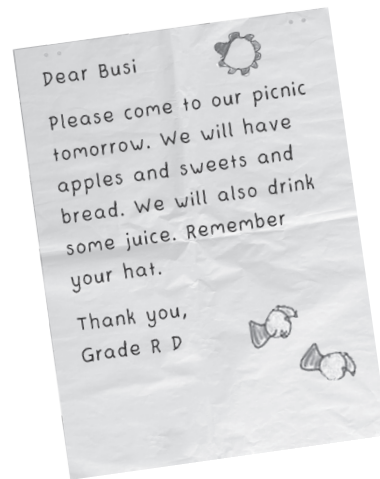
- Flipchart paper
- A list of multisyllabic words relating to the story: oluhle, bhanana, tamatisi, amasendwishi, umfula, izimbali, sale kahle, ipikiniki, ubhasikidi, uFifi

Week 2 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables)

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





Small group activities

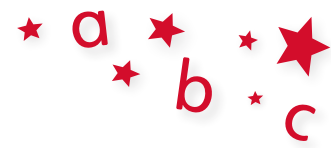
Remind learners about the small group activities, the rules for each activity and the tidy-up process.









Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha elingenalutho lomfundi ngamunye • Inhlanguyela yamakhayoni asamafutha <div data-bbox="192 700 586 934" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  <p><i>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelayo ukuze bazothola amacebo ngabazokudweba.</i></p> </div>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Abafundi kumele badwebe uhlu lokudla abazothanda ukukuphatha kwiphikhinikhi. 2 Yenza umbono noma ubuze umfundi ngamunye ukuthi akutshele ngomdwebo wabo. 3 Buza abafundi ukuthi bangathanda yini ukubhala amalebula noma bangathanda yini ukuzibhalela. 4 Bhala kahle lokho abafundi abakutshela khona, igama negama. Khumbula ukubhala ngobunono nangokucacile. 5 Uma usuqedile ukubhala, khuthaza abafundi ukuthi bafunde amagama nawe. Khomba igama ngalinye njengoba ufunda futhi uvuma izimo yabo.
<ul style="list-style-type: none"> • Iqoqo lamakhadi ezithombe zemibala anezimpahla zokugqoka zasehlobo nasebusika • Ezitsheni ezimbili zepulasitki- esiyi sinebotela noma amashubhu eyogathi (Isitsha esisodwa sinelebula elinegama elithi – Ihlobo nesithombe esihambisana nombhalo usifake ngaphambili; esinye isitsha sinelebuli enegama elithi – Ubusika nento yokugqoka ehambiselana nombhalo inamathele ngaphambili). <div data-bbox="239 1355 539 1656" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  </div>	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <p>Beka amakhadi anezithombe zezingubo zasebusika nezasehlobo bazibhekise phansi etafuleni.</p> <p>Ukuhlunga imidlalo</p> <ol style="list-style-type: none"> 1 Isitsha esisodwa sinelebuli enegama elithi – Ihlobo nesithombe sento yasehlobo kungaba ingubo efakwe ngaphambili esinye isitsha sinelebuli enegama elithi – Ubusika nesithombe sento yengubo yasebusika. 2 Umfundi ngamunye unethuba lokuthatha ikhadi, ubuke zithombe asibeke esitsheni esifanele. <p>Umdlalo wememori</p> <ol style="list-style-type: none"> 1 Umfundi ngamunye unethuba lokuguqula amakhadi amabili. Uma izithombe ezinamakhadi amabili zifana (zombili izingubo zasehlobo noma zombili izingubo zasebusika) ziyawagcina amakhadi. 2 Uma zingafani (ezehlobo nezasebusika), amakhadi abekwa abhekiswe phansi etafuleni bese umfundi olandelayo abe naye nethuba. <div data-bbox="921 1505 1225 1671" style="text-align: center; margin-top: 10px;">  </div>
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi <div data-bbox="296 1813 482 2037" style="text-align: center; margin-top: 10px;">  </div>	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqoqo labafundi uye nalo ekhoneni elinamabhuku, noma unike iqoqo labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, kuyiwe kanjani futhi emakhasini alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya khona ekhoneni lamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.



Small group activities for Week 2

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

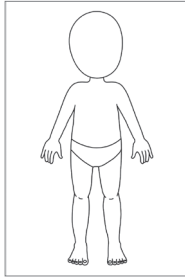




Nakhu ozokudinga

- Ikhophi **yomsebenzi wokugqoka** izotholwa umfundi ngamunye
- Izingcezu zezinhlobo ezahlukahlukene zezindwangu, noma izingcezu zamaphepha ambalabala, izingcezu zezintambo.

- Isikele
- Iglu



- Okudingekayo: ubhasikidi, ukudla kwamanga, izinkomishi zepalusitiki namapuleti, itshali, izibuko zelanga, izigqoko, isambulela kanye nomuthi wokuthiba ilanga

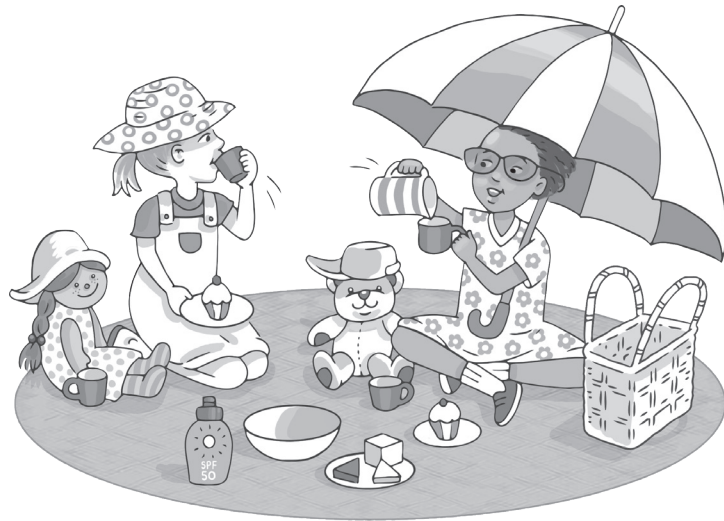
Imisebenzi

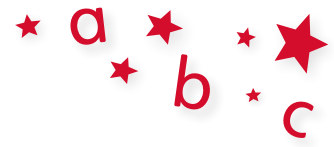
Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

- 1 Nikeza umfundi ngamunye ishidi lomsebenzi ngohlaka lomzimba wengane bese ukhuluma ngezitho zomzimba ezahlukene.
- 2 Chazela abafundi ukuthi bazobe begqoka njengoba kwenza uNicholas endabeni. Kufanele basike izincezu ezincane zendwangu (noma iphepha elinombala) bese bezinamathelisa ekhasini lokwenza izingubo zasebusika noma zasehlobo.
- 3 Bangakwazi ukudweba amehlo nezindlebe, ikhala nomlomo, baphinde banamithisele izinwele besebenzise intambo.

Umsebenzi 5: Ukulingisa kokuzenzisa

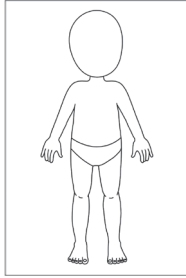
- 1 Khumbuza abafundi ngezinto zeshashalazi lasekhoneni lokuzenzisa, ubakhuthaze ukuthi bazilungiselele ngeSonto 1 uma beya epikinikini. Iya ekhoneni uyobukisisa uphinde ukhuthaze abafundi ngekhona lokuzenzisa.





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.



★ UThisha u-Akinyi

Indaba



Igama lami nginguMandisa, kanti lona ngumngane wami, uThabo. Lona nguThisha wethu. Igama lakhe nguThisha u-Akinyi, kanti yena usithanda kakhulu. Ziningi izinto asifundisa zona uThisha u-Akinyi.

NgoMsombuluko, sifunda ngamagama emibala ehlukehlukehene kanye nangezimo: “Leli kepisi liphuzi, isicathulo sisasibhakabhaka, isiyingi sisatshani kanti iwolintji lelisiwolitji.” Siyaqalaza endlini, sifuna eminye imibala kanye nezimo.

NgoLwesibili, uThisha u-Akinyi uthi: “Namuhla ngizonixoxela izindaba ngabantu abakhethekile nababalulekile.” Sifike nezithombe zabantu ababalulekile ekilasini esizokhuluma ngezimpilo zabo. UThabo ufike nesithombe sikaMnu Mandela kanti mina ngifike nesikababa lapho engifundela khona indaba emnandi.

NgoLwesithathu, sifunda ngezinhlobo zezokuthutha ezisetshenziswa ngabantu uma beya kude. Sifunda ngokuthi abantu baya kanjani emsebenzini nasesikoleni. Ngiya ngetekisi esikoleni. UThabo uthi: “Ngiya ngebhasi kwagogo uma kungamaholidi.”

NgoLwesine, UThisha u-Akinyi uthi: “Masiphumeleni ngaphandle siyofunda

ngokufuya nokulima ummbila.” Simba umgodi omncane, sifaka imvundela bese sitshala imbewu yommbila. Ngithwala ibhakede elinamanzi ukuyonisela isitshalo sommbila.

NgoLwesihlanu, sixoxela ikilasi izindaba zethu. UThabo uxoxa eyakhe indaba: “Bengine-apula ephaketheni lami, imbuzi yazama ukulintshontsha!” Lahleka lonke ikilasi: “Hahahahaha-heeheehee!”

UThisha u-Akinyi nguthisha omuhle emhlabeni wonke. Ngimthanda kakhulu. Uma ngikhula, ngifuna ukuba nguthisha ofana naye.

Iphela lapho indaba.



★ 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.





Iculo

Izinsuku eziyisikhombisa zesonto, izinsuku eziyisikhombisa

zesonto, Masizibhale zonke, Masizibhale zonke

uMsombuluko, uLwesibili, uLwesithathu

uLwesine, uLwesihlanu, uMgqibelo

iSonto usuku olukhethekile

izinsuku eziyisikhombisa zesonto

(Cula ulingise iculo elithi, "Three blind mice" noma usebenzise elakho iculo.)



Amagama amasha endabeni

Amagama awukhiye	uthisha	umngane	khethekile	kubalulekile	ezokuthutha	qoqanani
Amagama ongeziwe:	sawolintshi	phuzi	bukhwebezane	nsundu	ukufuya	ngaphandle
	ibhakede	hlelisa	hleka	iphakethe	imbuzi	kuhle kakhulu





★ a ★
★ b ★
★ c ★

Song

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

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



Vocabulary from the story

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





Nakhu ozokudinga:

- Indaba: *UThisha u-Akinyi*
- Amaphaphethi: uMandisa, uThabo, i-posta kababa efundela uMandisa, i-posta kaNelson Mandela, itekisi, ibhasi, isitshalo sombona wommbila, ibhakede
- Okudingeka eshashalazini: izinto noma izithombe zekepisi eliphuzi, ibhuthi lemoto elinsundu, isiyingi sensomi ne-wolitshi, ibhakede, isitshalo esincane esisesitsheni, ibhasi nendiza okungamathoyizi
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Amehlo amabili okubona* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Amehlo amabili okubona

Umlomo owodwa wokukhuluma nokucula,
Amehlo amabili okubona,
Izindlebe ezimbili zokuzwa,
Imilenze emibili yokuhamba nokugijima;
Nazi izandla zami

Nginike ezakho – kinina nonke, yisikhathi sezindaba!

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Kungabe usuku lani lamuhla? Kuzoba usuku lani kusasa? Iziphi izinsuku okumele size ngazo esikoleni? Siya kanjani esikoleni?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunitshela ukuthi yimaphi amagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Ngaphambi kwesifundo ungabuza ozakwabo noma abazali bawasho kanjani amagama olimini abafundi abalukhulumayo ekhaya. Lokhu kuzosiza abafundi baqonde amagama olimini obalukhulumayo emakhaya. Lokhu kuzosiza abafundi bakwazi ukuqonda amagama angaqondakali afana nelithi *“okukhethekile”*.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni, ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Uchabanga ukuthi u Thabo ufike kanjani esikoleni? Yini imbewu oyidingayo ukuze ukhule kahle? Uchabanga ukuthi kungani isikhwama sikaThabo sidabukile?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?”*

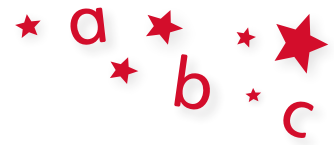
Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“ziningi, zona, nezimo, zabo, zezokuthutha, zethu. Uyayizwa imisindo okugxilwe kuyo: ziningi, zona, zabo, zethu? Yebo, uqinisile! Wonke anomsindo /z/.”*
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /z/: zamula, zonda, zingela, izihlangu, uzekamanzi, izinyo, uzipho, izembe, isizenze, iziko, izizinge, izulu, izamban.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /z/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /z/: *“z-z-z”*. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





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.

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: "*ziningi, zona, nezimo, zabo, zezokuthutha, zethu.* Can you hear the focus sound: **ziningi, zona, zabo, zethu?** Yes, you are right! They all have the sound /z/."
- 2 "*Listen carefully, here are some more words with /z/: zamula, zonda, zingela, izihlangu, uzekamanzi, izinyo, uzipho, izembe, isizenze, iziko, izizinge, izulu, izamban.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /z/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /z/: "**z-z-z**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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!





Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

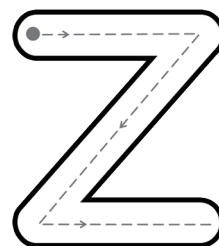
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /z/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /z/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengehlisa benyuse izindla zabo ezifubeni benze sengathi bazipha amajakhethi abo. Bengathi: **i-zi-phu** ngesikhathu bekhuphula izandla zabo.
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu ... lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala eechashazini, wela, yehla uwele futhi."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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



Week 1 Day 2

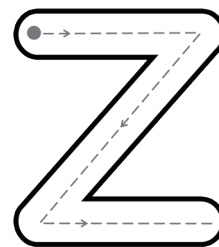
Whole class activities

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 /z/ or if they can think of any other words that start with the sound /z/.
- 2 Teach learners an action associated with the sound. For example: Learners can move their hand up and down their chest and pretend they are zipping up their jacket. They can say: **i-zi-phu** as they move their hand up.
- 3 Show learners how to write the letter **t**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down and around. Lift and cross near the top."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Okudingeka eshashalazini: izinto noma izithombe zekepisi eliphuzi, ibhuthi lemoto elinsundu, isiyingi sensomi ne-wolitshi, ibhakede, isitshalo esincane esisesitsheni, ibhasi nendiza okungamathoyizi
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **z**: izihlangu, uzekamanzi, izinyo, uzipho, izembe, iziko, izizinge, izulu, izambane

Isonto 1 Usuku 3

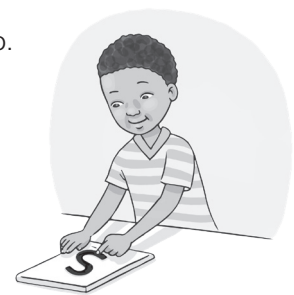
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Ake sisho yonke imibala esiyaziyo. Unjani umbala wewolitshi? Ubani ongakhumbula ibhuthi lemoto lalinombala onjani?”*
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

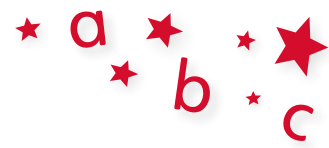
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **z**”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 **z**: izihlangu, uzekamanzi, izinyo, uzipho, izembe, iziko, izizinge, izulu, izambane

Week 1 Day 3

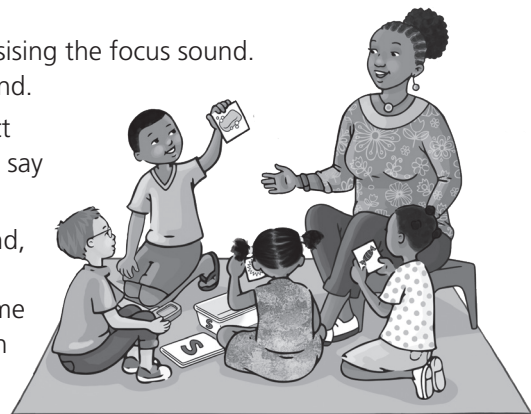
Whole class activities

Storytelling and role play

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

Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amaphaphethi asendabeni noma izinto noma izithombe zezinye zezinto ezisendabeni

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

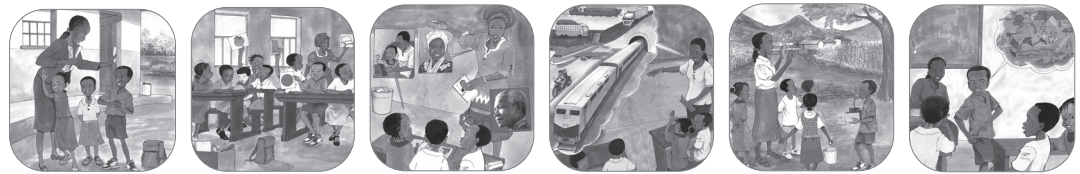
- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (ukusho izindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

Isondo 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- 1 Chazela abafundi ukuthi nizodlala "Ngiyinhloli..." ngamaphaphethi nangezinsiza ezivela endabeni *UThisha u-Akinyi*. Ake babheke amaphaphethi abakhonjiswe izinto nezithombe.
- 2 Khetha okuthile endabeni ngaphandle kokutshela abafundi ukuthi ucabangani. Bese ngokusobala, unikeza abafundi umsindo wokuqala wegama njengomkhondo. Isibonelo: uma ucabanga ngo "bhanana" ungasho ukuthi: "Ngicabanga ngento eqala ngo **l**bh!."
- 3 Abafundi kumele babheke izinto eziqala ngalowo lomsindo. Uma bengakwazi ukuqagela "ubhanana" kahle, sekungaba isikhathi sabo sokufuna okuthile mase basho ukuthi: "Ngiyinhloli...".
- 4 Uma usudlale lomdlalo ngamaphaphethi nezinsiza esisezindabeni, yithi kubafundi: "Manje sesizowudlala lomdlalo futhi, kodwa bheka indawo yonke. Lalelisisa: ngihlola ngeso lami elincane into ngo **l**fi. Yebo, ifasitela!" Nikeza abafundi ithuba lokuthi babheke okuthile ekilasini bese bethi: "Ngiyinhloli...".

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 "bhanana", say: "I spy with my little eye someone whose name starts with /bh/."
- 3 Learners must look at the display for things that start with that sound. If they guess 'banana' correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /f/. Yes, it's ifasitela!" 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.



Nakhu ozokudinga:

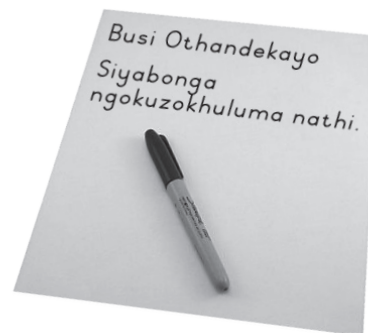
- Ibhodi lephepha elikhulu
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: ugogo, amaholidi, ezokuthutha, ukufuya, u-Akinyi, uthisha, i-aphula, hlekisa, ibhakede, ukufunda, izindaba

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Mema umuntu ukuthi azonikeza abafundi inkulumo encane. (Ungacela umuntu osebenza naye noma uthisha nhloko noma umuntu ovela emphakathini). Bacele ukuthi bakhulume nabafundi ukuthi bakhulume ngomuntu okhethekile empilweni yabo.
- 2 Ngemuva kwenkulumo, bhalela lowomtu incwadi yokubonga.
- 3 Tshela abafundi ukuthi: *"Masibhale ikhadi lokubonga basho ukuthi bayabonga ngokuvakashelwa nokubatshele ngomuntu okhethekile. Ungangisiza ngenze ikhadi lokubonga usho ukuthi bakujabulele kangakanani ukulalela lendaba?"*
- 4 Sebenzisa ucezu lwekhadi noma iphepha ukubhala phansi imibono yabafundi njengoba nixoxa ngokuthi yini okufanele niyibeke ekhadini lokubonga. Qala ngokuchaza ukuthi lapho sibonga abantu, sivamise ukuthi, *"Sawubona"* ngemuva kwalokho singasho okuthile okufana nokuthi: *"Siyabonga ngokuzokhuluma nathi"*.
- 5 Buza abafundi ukuthi yini enye aboyibhala ekhadini, bakubone ubhala amagama abo. Babuze ukuthi yini ebathokozisile ngale nkulumo bese wenza iziphakamiso zokubasiza ukuthi baveze imibono yabo.
- 6 Fundani ikhadi eliphelele kanye nabafundi, ukhombisa igama ngalinye njengoba ufunda. Cela abanye abafundi ukuthi badwebe izithombe ukuhlobisa ikhadi basebenzise ama-crayoni bese behlela ukuthi balihambise kumuntu lowo.



Ukuhlanganisa nokuhlukanisa (amalunga)

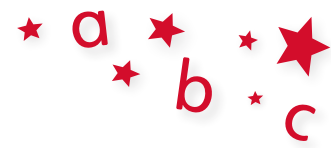
- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **u | thi | sha**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishiwoyo: **u** (ugxuma kanye) **thi** (agxume kanye) **sha** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisolwini bese begxuma ngenkathi belehlukanisa ngamalunga.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: ugogo, amaholidi, ezokuthutha, ukufuya, u-Akinyi, uthisha, i-aphula, hlekisa, ibhakede, ukufunda, izindaba

Week 1 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables)

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



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga

- Iphepha elingenalutho lomfundi ngamunye
- Inhlanganisela yamakhrayoni asamafutha

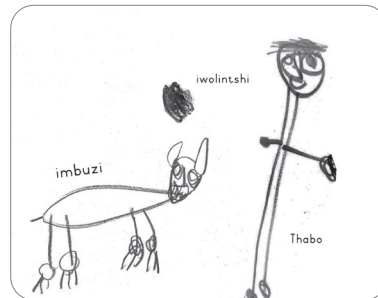


Njengoba abafundi baqale ukuqonda inqubo yokubhala, bangase bazimisele kakhulu ukubhala imibono yabo. Kujwayelekile ukuthi uma ubhala ufake amagama abhalwe phansi, izinhlavu noma izinombolo. Uma umfundi ezibhalela yena noma ezama ukubhala, batshele ukuthi abakuchazele abazibhalile futhi baqinisekise imizamo yabo.

Imisebenzi

Umsebenzi 1: Ukudweba nokubhala okuvelayo

- 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi siqale isifundo.
- 2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda.
- 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. Isibonelo: "Uyithandle ingxenye lapho imbuzi izame ukweba i-apula likaThabo?"
- 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.
- 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.
- 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.
- 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela bawasho ngokungasheshi amagama ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: "Imbuzi...lyazama...ukweba...i...iliphi igama obufuna ukulisho ngokulandelayo?... O yebo, 'i-apula'. Ngizobhala igama elithi 'i-apula'."
- 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.
- 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.



• Amaphazili



Uma une puzzle engaphezu kweyodwa, kuyasiza ukuthi ubeke ichashazi elinemibala ngemuva ukuze abafundi bakwazi ukuthola izincezu ezifanele zesithombe ngasinye.



Umsebenzi 2: Amaphazili nemidlalo

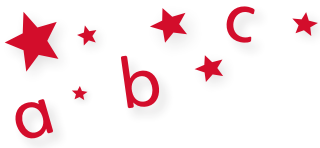
- 1 Abafundi kumele bahlanganise izincezu zephazili ukuze benze zithombe ezisendabeni. Bangabheka izithombe ukubheka ezinye izithombe bese besebenzisa lokho njengomhlala ndlela wokwenza iphazili.








Small group activities for Week 1


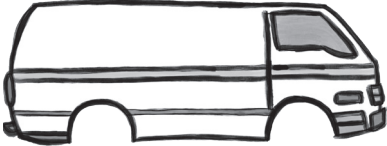

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="217 652 583 1110">  <p><i>As learners begin to understand the writing process, they may be more willing to write their own ideas. It is normal for their writing to include 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> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part where the goat tried to steal Thabo's orange?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "The goat ... tried ... to ... steal ... the ... What word did you want to say next? ... Oh yes, 'orange'. I am going to write the word 'orange'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. <div data-bbox="864 1177 1246 1478"> </div>
<ul style="list-style-type: none"> • Puzzles <div data-bbox="182 1577 591 1825">  <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> </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle. <div data-bbox="1263 1577 1506 1916"> </div>



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> Thatha iqoqo labafundi uye nalo ekhoneni elinamabhuku, noma unike iqoqo labafundi amabhuku ambalwa. Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. Khombisa ukuthi ibhuku livulwa kanjani, kuyiwe kanjani futhi emakhasini alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. Iya khona ekhoneni lamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.
<ul style="list-style-type: none"> Ikhophi lomsebenzi ngetekisi ka Thabo 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> Abafundi kumele bahlanganise izincezu zephazili ukuze benze zithombe ezisendabeni. Bangabheka izithombe ukubheka ezinye izithombe bese besebenzisa lokho njengomhlala ndlela wokwenza iphazili.
<ul style="list-style-type: none"> Okudingeka eshashalazini: izinto noma izithombe zekepisi eliphuzi, ibhuti lemoto elibhuzi elinsundu, iyisiyongi esinsomi kanye ne wolitshi 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> Thatha iqoqo labafundi uye nalo ekhoneni lokudlala ufike uhlale nalo phansi masinyane. Funda imithetho elawula ikhona lokudlala, ubakhombise nezinto zeshashalazi. Chazela abafundi ukuthi kulelisonto bazodlala umdlalo uthisha-thisha. Bangathatha izihlalo bazibeke emugqeni kube yizo ezimela ikilasi. "Uthisha" angasebenzisa izinsiza (izinto ezinemibala ehlukele) "ukufundisa" imibala. "Uthisha" angazenza futhi ngathi "ufundela" indaba ekilasini. 





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





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Incwajana ekhophiwe yagoqwa izonikwa umfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

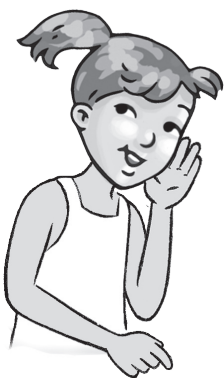
Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khethe abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni



- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "u-Akinyi, i-aphula, asifundisa, abakhethekile, ababalulekile, abantu, ngamagama. Uyayizwa imisindo okugxilwe kuyo: u-Akinyi, i-aphula, abantu, ngamagama? Yebo, uqinisile! Wonke anomsindo /a/."
- 2 "Lalelisa, nanka amagama aqala ngomsindo /a/: abantwana, amandla, i-alamu, Afrika, amasi, ugandaganda, u-ayisikhilimu." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /a/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /a/: "a-a-a". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

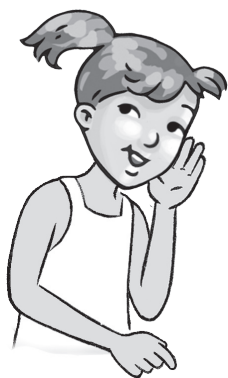
- Big sequence pictures
- Photocopied and folded little book for each child

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 to you. Say these words from the story: *"u-Akinyi, i-aphula, asifundisa, abakhethekile, ababalulekile, abantu, ngamagama. Can you hear the focus sound: u-Akinyi, i-aphula, abantu, ngamagama? Yes, you are right! They all have the sound /a/."*
- 2 *"Listen carefully, here are some more words with a/:* abantwana, amandla, i-alamu, Afrika, amasi, ugandaganda, u-ayisikhilimu." *(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.





Nakhu ozokudinga:

- Incwadi Enkulu: *UThisha u-Akinyi*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

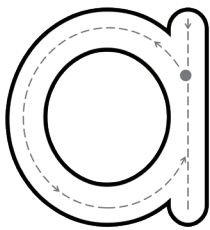


- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.



Ukwakha uhlamvu

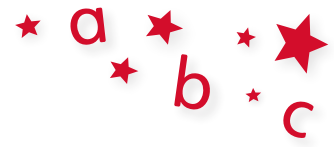
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu / **a**/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /**a**/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isib: Abafundi bengafinqa isibhakela benze sengathi i-apula. Begathi /**a**/ uma beliluma.
- 3 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu **a** lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, jikeleza, khuphuka, bese wehla."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 2 Day 2

Whole class activities

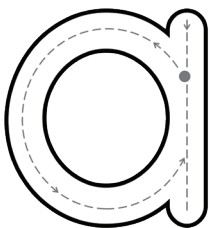
Shared reading – Big Book

- 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 /a/ or if they can think of any other words that start with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a fist with their hand and pretend it is an apple. They can say /a/ each time they take a bite.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go round, then up and down.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 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.



Nakhu ozokudinga:

- Izindilinga zosayizi ohlukile nezikwele ezisikwe kumakhadibhodi nezithombe ezisikwe zaba iziyingi
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo
a: i-aphula, i-alamu, amasi, ugandaganda, ubhanana, amanzi, i-ambulense, amaqanda, isandla, ibhatata

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- 1 Hlalisa abafundi ematafuleni ubatshele bazinze ukuze ikilasi lithobe lithule umsindo.
- 2 Qala umsebenzi wokulalela namuhla ngokuthi: *“Masivaleni amehlo, sithule du imizuzwana embalwa ngenkathi silalele ngokucophelela imisindo esizungezile.”* Tshela abafundi ukuthi bavule amehlo manje bese bexoxa ngayo imisindo abayizwile. Xoxa nawe ngemisindo eseduzane nabo ezwakala iphakeme, usho nokuthi yimiphi ezwakalela phansi echaza ukuthi ikude. Tshela abafundi ukuthi bazokwenza umsebenzi lapho bezolalela khona ngokucophelela lokhu ozokusho.
- 3 Khumbuza abantu ukuthi sinjani isimo sesikwele. Batshengise izithombe ezahlukahlukene bese ubuza ukuthi bafundeni ngezikwele endabeni ka-*Ali nopende*. Khumbuza abafundi izithombe zemibuthano. Buza: *“Zihluke kanjani?”* (Isikwele sinamakhona amane kanti isiyingi asinamakhona.) Cela abafundi bakhombe imibuthano nezikwele ezizungeze igumbi. Bese ukhombisa ukuthi ungayenza kanjani indilinga ngezingalo zakho, kanye nesikwele usebenzise izandla zakho.
- 4 Yisho kubafundi ukuthi uma ukhombisa izithombe zendilinga, phinda usho igama elithi *“indilinga”* mele benze leyondilinga ngezingalo zabo. Uma uthi *“isikwele”* kumele benze umumo oyesikwele basebenzise izindla zabo.

Amabhokisi ezinhlamvu

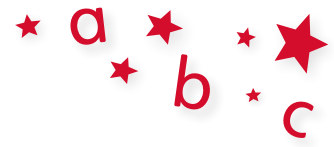
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezijwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu a”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 start with **a**: i-aphula, i-alamu, amasi, ugandaganda, ubhanana, amanzi, i-ambulense, amaqanda, isandla, ibhatata

Week 2 Day 3

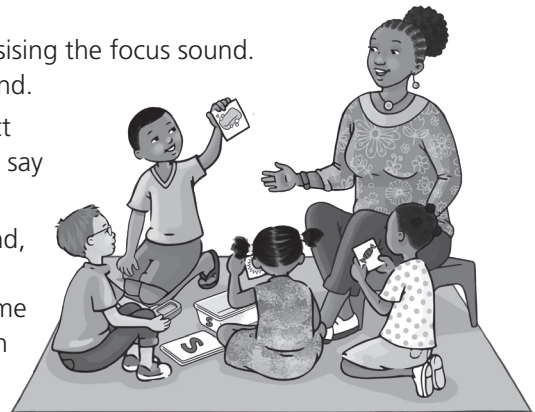
Whole class activities

Learning to listen

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

Letter boxes

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



Nakhu ozokudinga:

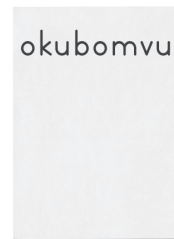
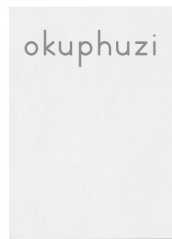
- Izingcezu zamaphepha ezinamagama alowo mbala
- Izinto ngemibala yamagama abhalwe ephepheni
- Amaphaphethi asendabeni noma izinto noma izithombe zezinye zezinto ezisendabeni

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

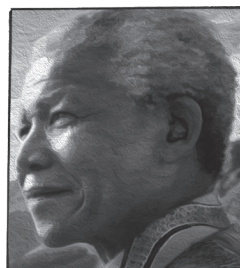
Funda bese wenza

- 1 Hlukanisa abafundi ngamaqembu bese unikeza iqembu ngalinye isiqeshana sephepha esinegama lombhala obhalwe ephepheni. Kumele bathole izinto ezihambelana bese bezibeka ekhasini.
- 2 Xoxa ngemibala engqamile.



Ukulalela imisindo okugxilwe kuyo

- 1 Chazela abafundi ukuthi nizodlala "Ngiyinhlozi..." ngamaphaphethi nangezinsiza ezivela endabeni *UTHISHA U-AKINYI*. Ake babheke amaphaphethi abakhonjiswe izinto nezithombe.
- 2 Khetha okuthile endabeni ngaphandle kokutshela abafundi ukuthi ucabangani. Bese ngokusobala, unikeza abafundi umsindo wokuqala wegama njengomkhondo. Isibonelo: uma ucabanga ngo "bhanana" ungasho ukuthi: "Ngicabanga ngento eqala ngo **l**bh!"
- 3 Abafundi kumele babheke izinto eziqala ngalowo lomsindo. Uma bengakwazi ukuqagela "ubhanana" kahle, sekungaba isikhathi sabo sokufuna okuthile mase basho ukuthi: "Ngiyinhlozi...".
- 4 Uma usudlale lomdlalo ngamaphaphethi nezinsiza esisezindabeni, yithi kubafundi: "Manje sesizowudlala lomdlalo futhi, kodwa bheka indawo yonke. Lalelisa: Ngihlola ngeso lami elincane into ngo **l**f! Yebo, ifasitela!" Nikeza abafundi ithuba lokuthi babheke okuthile ekilasini bese bethi: "Ngiyinhlozi...".



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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

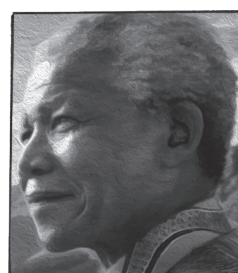
Read and do

- 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 "bhanana", say: "I spy with my little eye someone whose name starts with /bh/."
- 3 Learners must look at the display for things that start with that sound. If they guess 'bhanana' correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /f/. Yes, it's ifasitela!" 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.



Nakhu ozokudinga:

- Izimbiza ezincane, inhlabathi, amanzi, imbewu (kuba ngamaqoqo)
- Ibhodi lephepha
- Amagama amaqoqo ezinhlamvu eziningi ahlobene nendaba: uqogo, amaholidi, ezokuthutha, ukufuya, u-Akinyi, uthisha, i-aphula, hlekisa, ibhakede, ukufunda, izindaba

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Qala ngokukhombisa ukuthi ingatshalwa kanjani imbewu uma usebenzisa isitsha, imbewu, inhlabathi kanye namanzi.
- 2 Ngesikhathi utshala imbewu khuluma ngesinyathelo ngasinye.
- 3 Hlukanisa abafundi ngamaqoqo ayisithupha mase iqoqo ngalinye lifaka imbewu embizeni.
- 4 Chazela abafundi ukuthi ucela ukubasiza uma beqala ukutshala imbewu.
- 5 Ungabhala okulandelayo ephepheni: itshalwa kanjani imbewu.
- 6 Buza abafundi ukuthi yini abayenzile kuqala, mese bayabhala eshadini ngokulandelana baqale ekuqaleni. Kumele bakhulume uma bebhala bese bedweba isithombe eduzane kombhalo abawubhalile.
- 7 Qhubeka nezinye izindlela uma usuqedile ukubhala, tshela abafundi ukuthi ba "funde" mase sebebhalile nibhalisane kanye nabo.



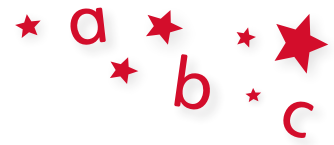
Ukuhlukanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisa igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kanjani amalunga awo, isibonelo: **i | zi | nda | ba**.
- 2 Khetha umfundi ozosukuma agxume elungeni naselungeni elishwiyoyo: **i** (ugxuma kanye) **zi** (agxume kanye) **nda** (agxume kanye) **ba** (agxume kanye). Mcele agxume futhi, abafundi mabamshayele izandla kukho konke ukugxuma kwakhe.
- 3 Nikeza abafundi bonke ithuba lokulalela igama elisohlwini bese begxuma ngenkathi belehlukani ngamalunga.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: ugogo, amaholidi, ezokuthutha, ukufuya, u-Akinyi, uthisha, i-aphula, hlekisa, ibhakede, ukufunda, izindaba

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)




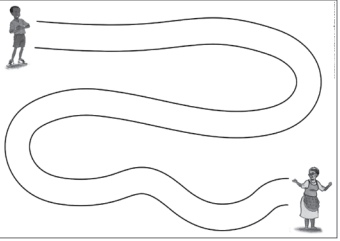

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | zi | nda | ba**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **zi** (one jump) **nda** (one jump) **a**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




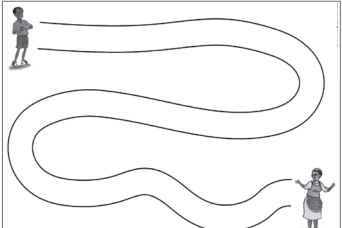



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha elilinganiselwa ku-A4 lomfundi • Inhlanganisela yamakhrayoni asamafutha  <p><i>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelayo ukuze bazothola amacebo ngabazokudweba.</i></p>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Nikeza umfundi ngamunye iphepha kanye namakhrayoni amibalabala, uchaze ukuthi bazodweba isithombe esibalulekile kubona – kungaba umuntu osemndenini, umngani noma ngabe ngubani obaluleke kakhulu empilweni yabo. 2 Bhala umbono noma ubuze umfundi ngamunye ukuthi akakutshela ngomdwebo wabo ukuthi uchazani kulomuntu obalulekile. 3 Ungabatshele abafundi ukuthi babhale igama lomuntu abumudwebile. Uma umfundi engakwazi ukubhala igama, nawe ungamubhalela.
<ul style="list-style-type: none"> • Amaphazili 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi kumele bakwazi ukuhlenganisa iphazili ukuze bakwazi ukwenza isithombe, sitshela indaba. Bangabuka isithombe bese beyalingisela baze bekwazi ukwenza iphazili. 
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqoqo labafundi uye nalo ekhoneni elinamabhuku, noma unike iqoqo labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, kuyiwe kanjani futhi emakhasini alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya khona ekhoneni lamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.
<ul style="list-style-type: none"> • Ikhophi lokwenza umsebenzi womgwaqo omazombezombe 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Umfundi ngamunye kumele athole iphepha lokubhala elinomgwaqo akwazi ukulilinganisa ikhona nekhona. 2 Abafundi kumele bakwazi ukulandela indlela esuka kwa-Thabo iya endlini kagogo wakhe besebenzisa umbala owodwa. Uma ngabe sebefika ekhaya kumele bashitshe umbala baphinde beqikelele bangayi emgaqweni unomoya. 3 Uma bephindela "ekhaya", bangakwazi ukudweba izithombe zezinto abakwazi ukuzibona uma behamba emgaqweni, njengezilwane, izihlahla, nabantu.
<ul style="list-style-type: none"> • Okudingeka eshashalazini: izinto noma izithombe zekepisi eliphuzi, amabhuzi ansundu, iwolitsi, isiyingi esinsomi 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngezinto zeshashalazi lasekhoneni lokuzenzisa, ubakhuthaze ukuthi bazilungiselele ngeSonto 1 lapho benza sengathi bangothisha. Iya ekhoneni uyobukisisa uphinde ukhuthaze abafundi ngekhona lokuzenzisa. 



Small group activities for Week 2

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



★ Amanothi



Lined writing area with 20 horizontal lines.





★ Notes



Ithemu 1: Isibonelo serekhodi lokuhlola okuqhubekayo (uhla lokuzoqinisekiswa)



	Ukulalela nokukhuluma	Imisindo, ukufunda nokubuka	Ukubhala kahle ngesandla kokuqala						
✓ Uphumelele	Ulaela imiyalelo elula bese enza okufanele Ulaela athokozele izindaba ezimfushane bese engenelela ukuphinda ngendlela ngesikhathi esifanele Uyawacula amaculo alula awanyakazele (ngokusizwa) Uyayibuza imibuzo Sebenzisa ulimi ukucabanga nokuthola isisusa: ifanisa izinto ezihamba ndawonye bese iqhathanise izinto ezahlukene	Uqalisa ukubona ukuthi amagama akhawe ngemisindo: unika umsindo wokugala egameni lakhe Uyakwazi ukwehlukanisa amalunga emagameni amalunga-maningi: uyakusebenzisa ukushaya izandla noma isigubhu elungeni ngalinye egameni noma ahlonze inani lamalunga (eshaya izandla) uma ekilasini kusetsheziswa amagama abafundi Ubamba incwadi ngendlela efanele bese ephanya amakhasi ngendlela efanele Wenza okusendabeni ngokwenza iminyakazo kanye nemisebenzi esamidialo Uyalibona igama lakhe kanye namagama abanye abafundi Ufunda izincwadi ukuzijabulisa ngokuzimela kumtapo wezincwadi noma kwikhona lokufunda ekilasini Ufunda imibhalo ekhulisive ngengezinkondlo, zizncwadi ezinkulu namaphosta neklasi lonke. (Ukufunda ngokuhlanganyela),	Uthuthukisa ukulawula izicubu ezincane, esebenzisa isikelo ukusika amaphapha, imifanekiso, izimo, njll. Amakhrayoni uwabamba ngendlela efanele esebenzisa indlela elibanjwa ngayo ipensela. Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamatfutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele. Ufaka imibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala. Uyadweba noma apende izithombe ukudlulisa imilayezo. Wenza sengathi uyabhala wenza imidwebo engewona amagama, aphinde 'afunde' abakubhale noma kanjani ngemidwebo	Uyakulingisa ukubhala emidlalweni: uyayithatha imilayezo yocingo, abhale ithikithi lomgwaqo, njll. Uyakukopisha okushicilelwe okuseduze kwakhe ngenkathi edlala.					
• Akaphume- lélanga									
✗ Ucishe waphume- lela									
Usuku									
Amagama									

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

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

★ Ithemu 1: Ukulalela nokukhuluma Irubhrikhi 1&2

Indlela yokuhlola	Level 1 Akaphumelelanga	Level 2 Uphumelele ngokusezingeni	Level 3 Uphumelele ngokwanele	Level 4 Uphumelele ngamalengisi
<p>Uyazixoxa izindaba bese ephinda axoxe nezabanye abafundi ngawakhe amagama</p>	<p>Akakwazi ukuxoxa izindaba aziphindaphinde; ukwazi ukusho amazwi ambalwa kuphela. xxxx</p>	<p>Uphindaphinda kancane; ufaka izehlakalo zibalwa; akuncomeki ukulandelanisa kwakhe; usebenzisa imisho emifushane kanye namagama alula kwamasha.</p>	<p>Uyakwazi ukuphinda axoxe ngezehlakalo eziningana endabeni, abe nesiqalo, nomzimba, kanye nesiphetho ngamazwi angemaningi; udinga ukukhunjuzwa njengokuthi: 'kwase, kwalandela...'; 'kwenzekani futhi?'; useqala ukusebenzisa imisho ethi mayibe mide.</p>	<p>Indaba ilandelana ngokunomqondo kanti inaso isiqalo, umzimba kanye nesiphetho; abalingiswa nesizinda kuchazwe ngokugcwele; izinhloso nemizwa yabalingiswa nayo ichaziwe; usebenzisa imisho emide nexabalasile kanti uyawafaka amazwi afana nokuthi 'kwabe se...'; 'emva kwalokho'; uyawasebenzisa amagama amasha asendabeni.</p>
<p>Uyazihlela izithombe ezithile ngendlela yokuthi ziyakhe indaba kube nokulandelana okunomqondo ezehlakalweni uma zixoxwa endabeni eyakhekile</p>	<p>Akakwazi ukulandelanisa amakhadi.</p>	<p>Ulandelanisa kahle amakhadi kodwa akakwazi ukuxoxa indaba.</p>	<p>Ulandelanisa kahle amakhadi futhi uyakwazi ukuxoxa indaba eneminingwane egcwele.</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.

★ Ithemu 1: Imisindo, Ukufunda Nokubuka Irubhrikhi 1–3

Indlela yokuhlola	Level 1 Akaphumelelanga	Level 2 Uphumelele ngokusezingeni	Level 3 Uphumelele ngokwanele	Level 4 Uphumelele ngamalengisi
Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo	Akakwazi ukubona noma yiluphi nje uhlamvu kanye nokusho imisindo eyenziwa yilezi zinhlamvu.	Ukwazi ukubona izinhlamvu ezisukela kolu-1-3 bese esho imisindo eyenziwa yilezi zinhlamvu.	Ukwazi ukubona izinhlamvu ezisukela kwezi-4-6 bese esho imisindo eyenziwa yilezi zinhlamvu.	Ukwazi ukubona izinhlamvu ezisukela kweziyisi-7-8 bese esho imisindo eyenziwa yilezi zinhlamvu.
Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe kanye nakwamanye amagama	Akakwazi ukusho umsindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.	Uyakwazi ukusho umsindo ongasekuqaleni kwegama lakhe kodwa kulukhuni ukusho imisindo ongasekuqaleni kwamanye amagama.	Uyakwazi ukusho umsindo ongasekuqaleni kwegama lakhe; uyakwazi futhi ukusho imisindo ongasekuqaleni kwamanye amagama.	Ukwazi kahle ukusho umsindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.
Uyakwazi ukwakha indaba yakhe “ngokufunda” izithombe	Akakwazi ukusebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; uchaza izithombe esebenzisa ulimi olunezihibe.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani uma esizwa.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; angahle abe nalo ‘izwi lokufunda.’	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; ukhombisa ukuqonda ukuthi izithombe namagama kuhlobene, kodwa akufani, unalo ‘izwi lokufunda’; uyawukhomba umbhalo uma ‘ewufunda’.

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

★ Ithemu 1: Ukubhala kahle ngesandla Irubhrikhi 1-3

Indlela yokuhlola	Level 1 Akaphumelelanga	Level 2 Uphumelele ngokusezingeni	Level 3 Uphumelele ngokwanele	Level 4 Uphumelele ngamalengisi
Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba	Akakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane; uyayibalekela noma akhombise ukuphatheka kabi.	Uyakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane kodwa uthatha isikhathi; imiphumela ayinembi nokho.	Uyakwazi ukuqedela eminingi imisebenzi edinga ikhono lokunyakazisa izicubu ezincane; uyakhula ngokunemba nokusebenza ngokuncomekayo.	Uyakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane ngokuzethemba, ngokunemba kanye nakalula.
Uyazidweba izithombe ngengqikithi yezindaba	Imidwebo yakhe ayibonakali noma ingeyona imibhalo noma iyizindilinga ezinemigqa.	Imidwebo yakhe iyabonakala kodwa ayihlobani nendaba, neculo noma nomlolozelo.	Udweba isithombe esinemibala esihlobene nendaba; imidwebo yabalingiswa abaqavile inakho okunye kwalokhu okulandelayo: imilenze, izingalo, izandla, izinyawo, amehlo, ikhala, umlomo nezindlebe.	Udweba isithombe esinemibala esinezinto eziningi ezithintana nendaba; sinabalingiswa abaqavile abanazo zonke izinto njengezingubo zokugqoka.
Uyaqonda ukuthi ukubhala nokudweba kuhlukile; wenza sengathi uyabhala imidwebo engewona amagama	Akakwazi ukwethula imibono ngokudweba noma ngokubhala.	Uyayethula imibono ngokudweba kodwa akunabufakazi bokwenza sengathi uyabhala noma uyaklwiklwiza.	Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: wenza sengathi uyabhala imidwebo engewona amagama)	Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani kanti useqala 'ukubhala' esebenzisa ingxube yezinhlamvu azikopishile kanye nemidwebo engewona amagama); uyakwazi ukukopisha izinhlamvu nezinamba ezikhona ekilasini emizameni yakhe yokubhala.

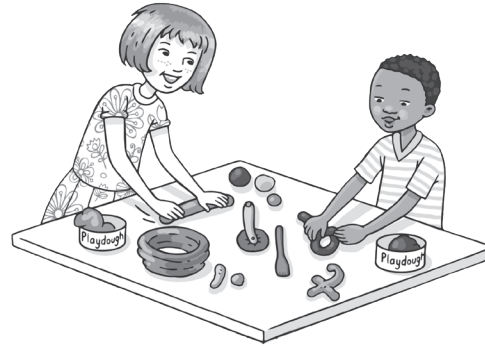
★ Term 1: Emergent writing and handwriting Rubric 1 to 3

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

★ Enza ubumba ngenhlama yokudlala

Nakhu ozokudinga

- ★ 1 inkomishi kafulawa
- ★ ¼ ikota yenkomishi kasawoti
- ★ ½ uhhafu wamanzi antukuntuku
- ★ 5 amaconsi ayisihlanu adayi wokudla



Izinyathelo

- 1 Faka ufulawa nosawoti
- 2 Hlanganisa uhhafu wenkomishi namanzi antukuntuku bese ufaka amaconsi adayi wokudla.
- 3 Ngokuchophelela hlanganisa amanzi nofulawa ube ugovuza. Kuhlangukise, uze ufulawa uyaqina lokho kwenza kubonakale ukuthi uhlangene. Uma isihlangene sakunamathela, ungafaka omunye ufulawa kuze kube ayisanamatheli.
- 4 Phinda lezi zitebhu ngemibala eyahlukahlukeni.

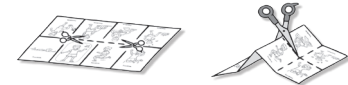
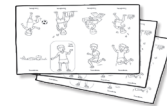
Ithiphu: Zama ukwenza inhlama inganamatheli ezandleni zakho. Lokhu kuyindlela enhle yokuvocavoca izindla zezingane. Thatha inhlama uyifake epulasitikini ukuze ingaboli bese uyifaka efirijini, uma kwenzeka noma endaweni epholile.



★ Enza incwajana

Izinyathelo

- 1 Enza ama-copy encwajana yakho.
- 2 Izithombe zakho kumele zibeke phezulu, uzifole, izingxenye eziyisishagalombili. Uphinde uzibuyisele esimweni.
- 3 Fola uhhafu wepheji, phansi maphakathi.
- 4 Usike phakathi nendawo, njengoba utshengisiwe ngokuhamba kwama dothi asephepheni.
- 5 Bamba iphepha ngezandla ezimbili, ikakhulukazi ngesithupha nangomunwe kuzozombili izindawo zephepha.
- 6 Letha izindla zakho zombili uphinde uziyise phansi.
- 7 Yenza incwajana encane uyifake kwamanye amabhuku ebhokisi elincane – ibhokisi likajeli lingasebenza 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.

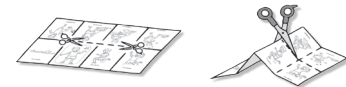
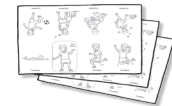
Tip: Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

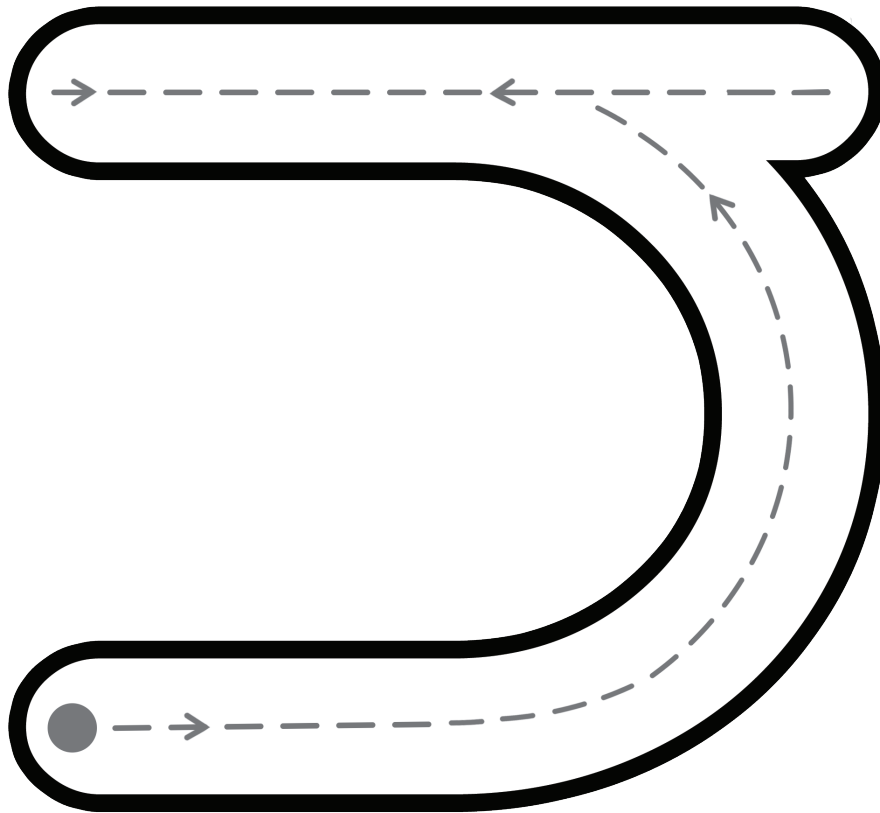
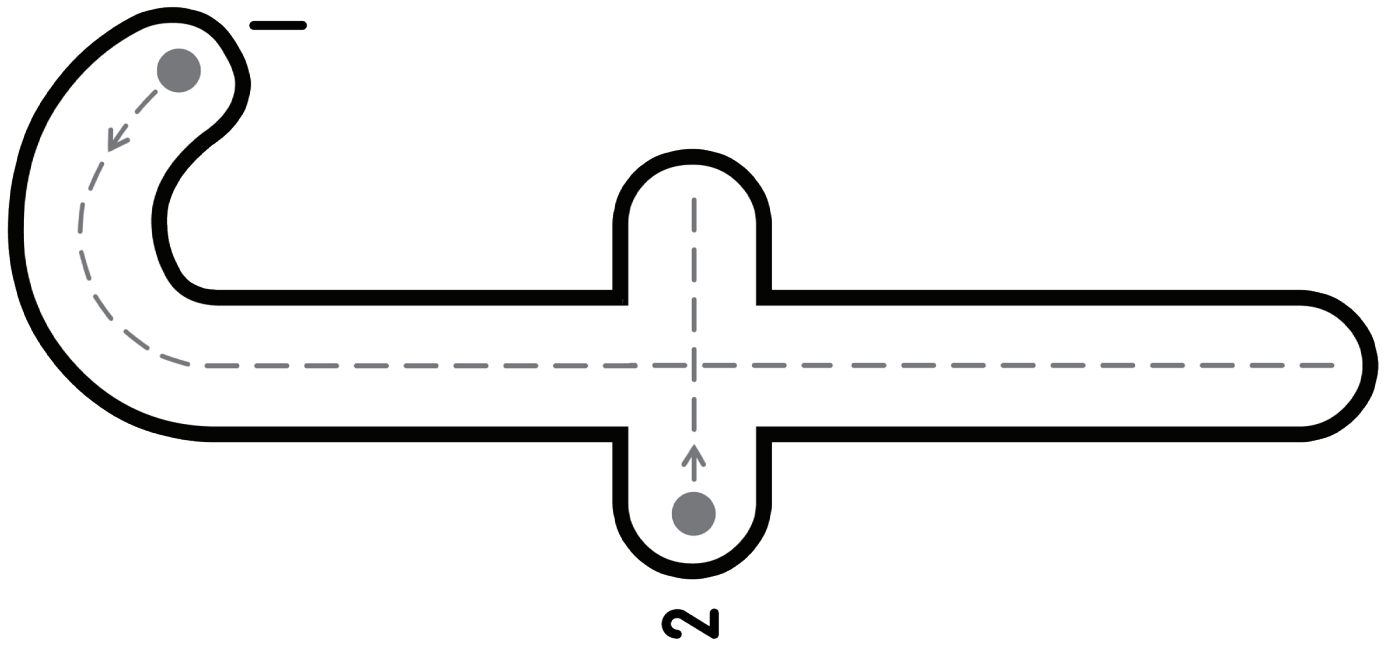


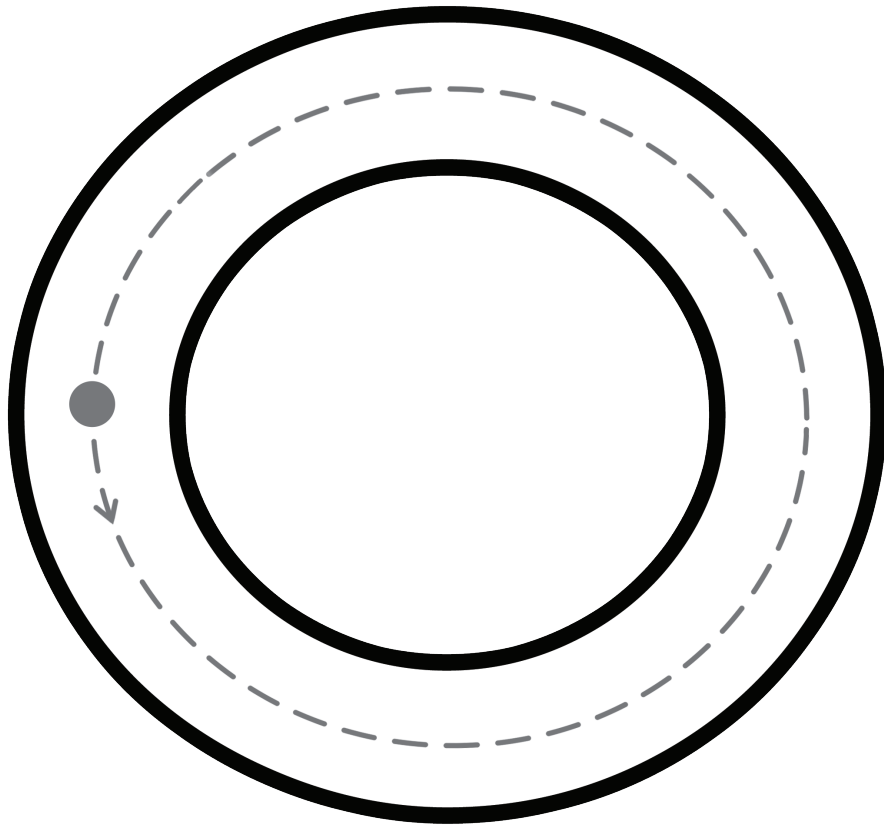
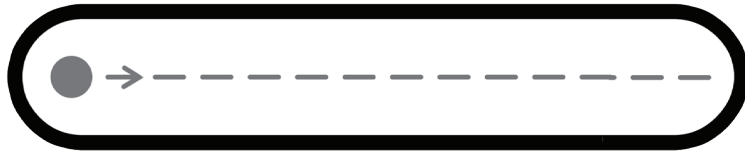
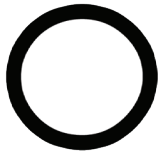
★ How to make a little book

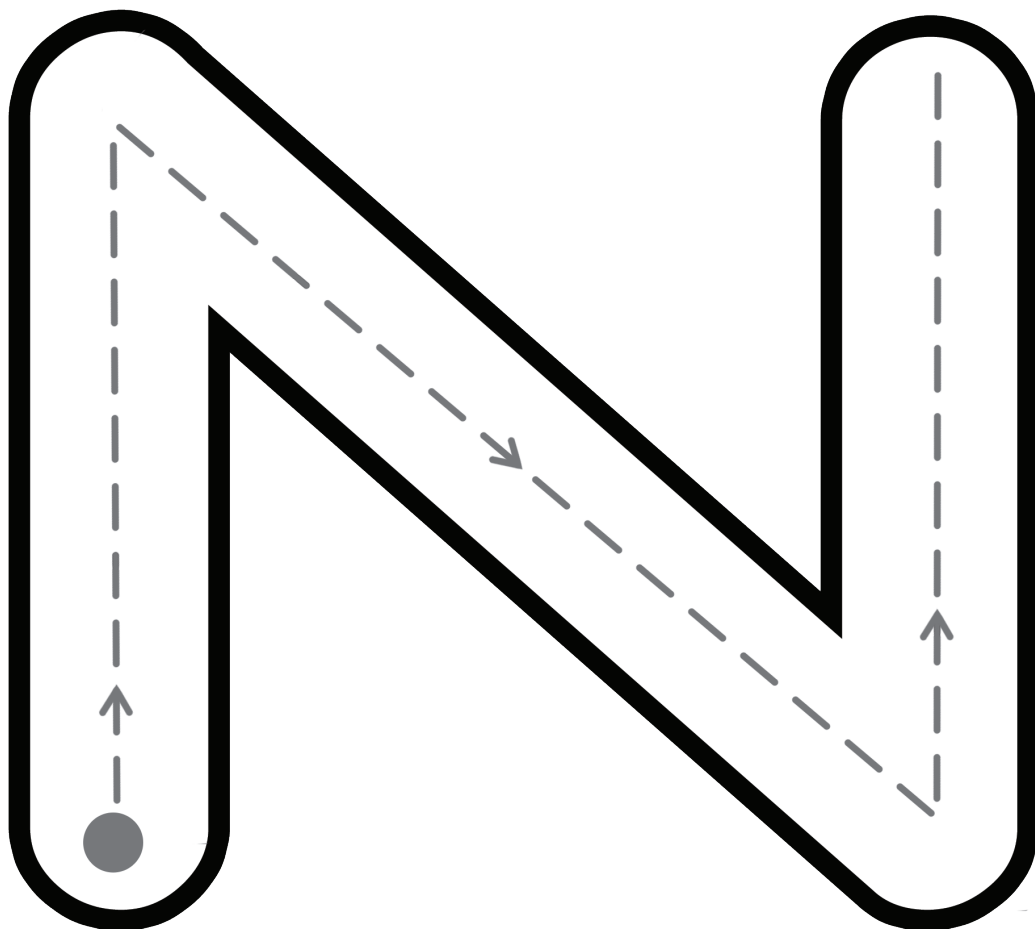
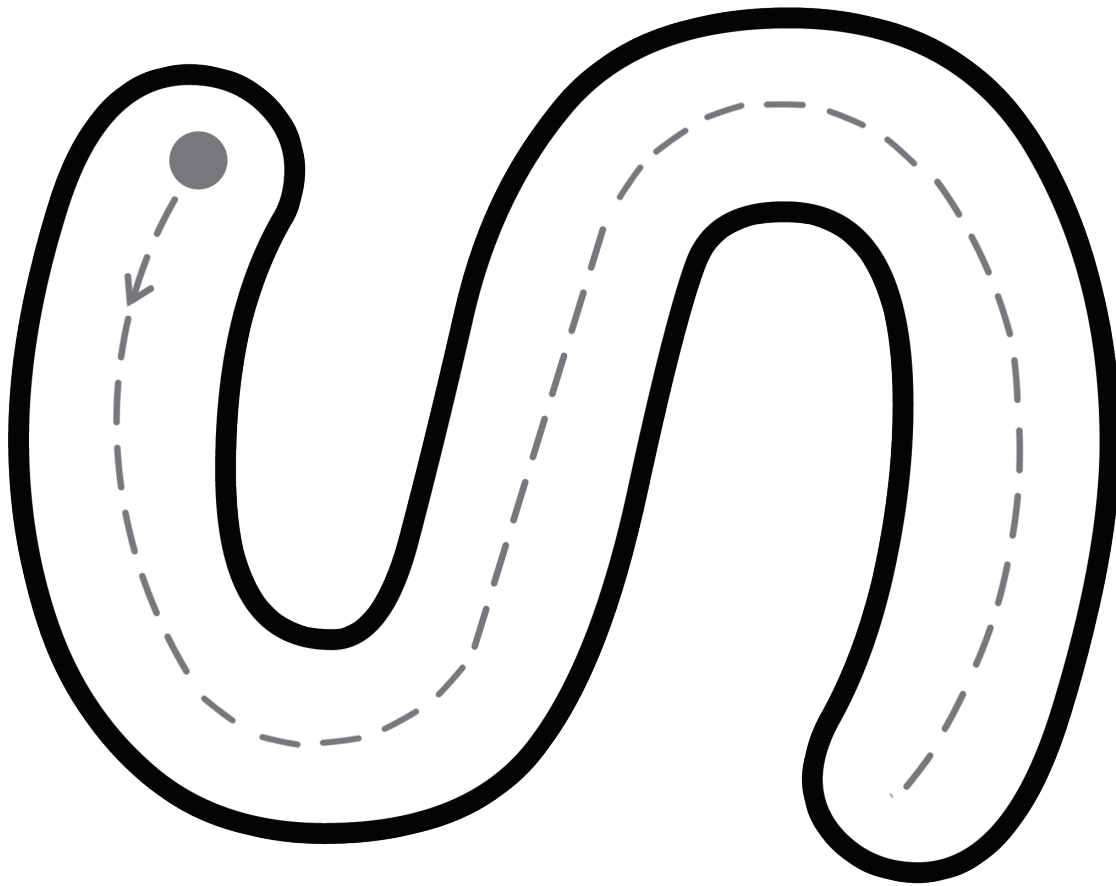
Steps

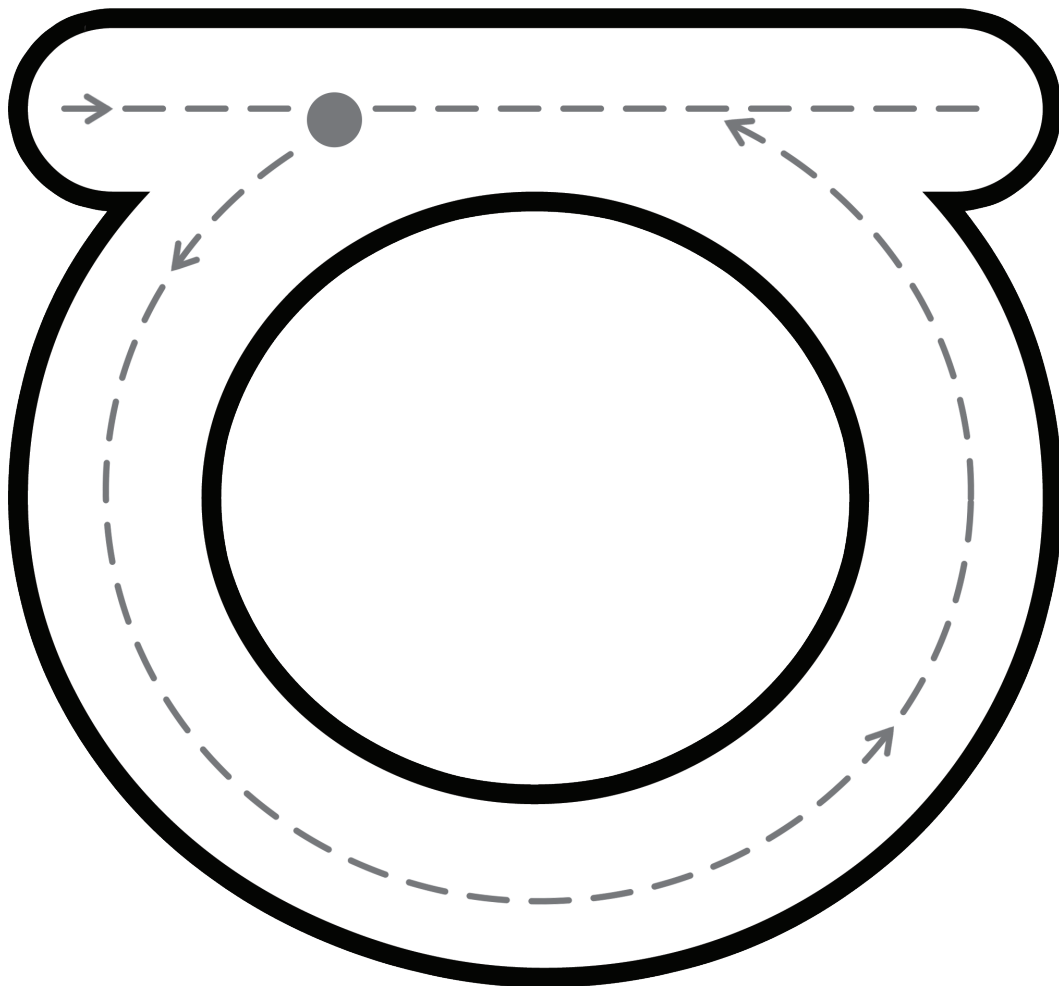
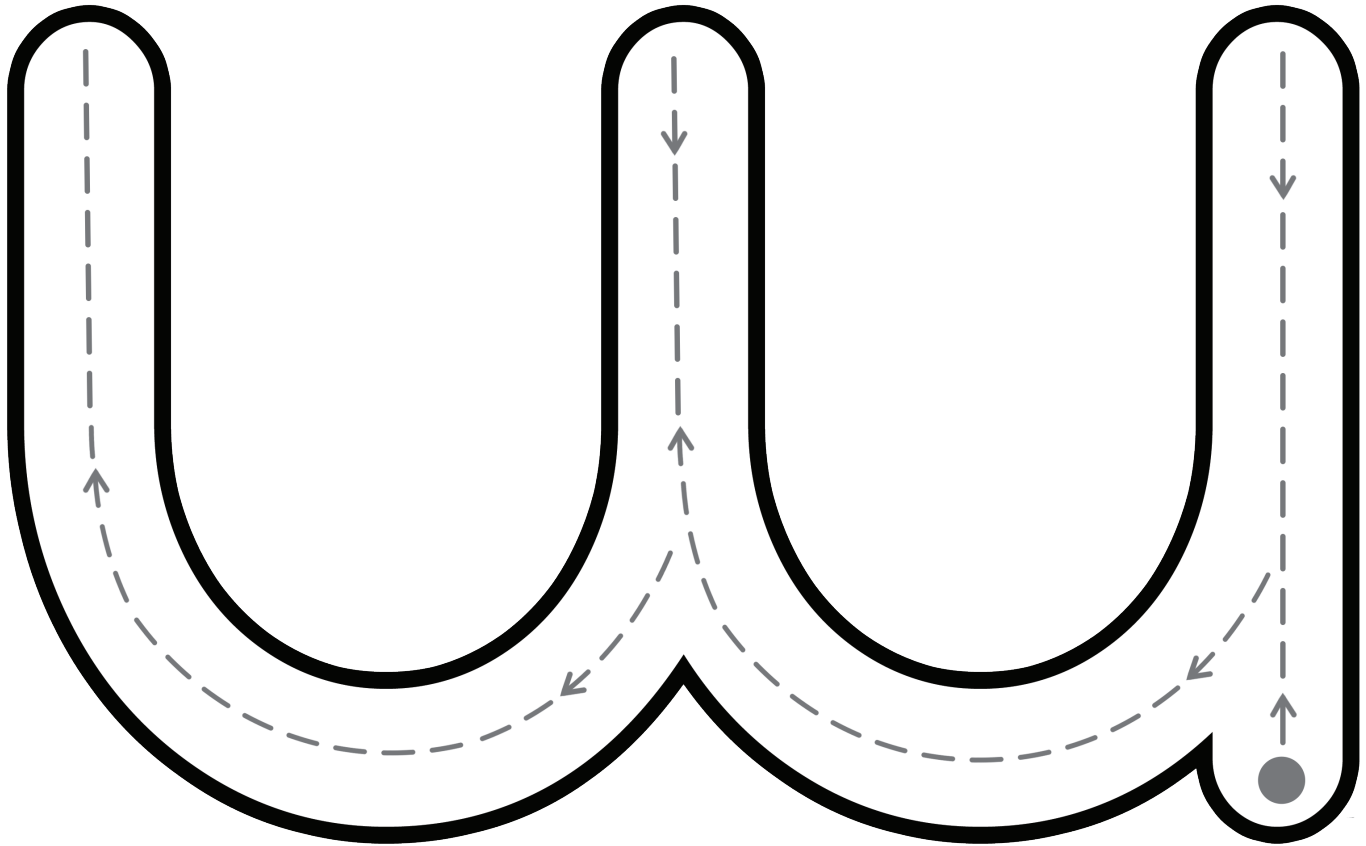
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









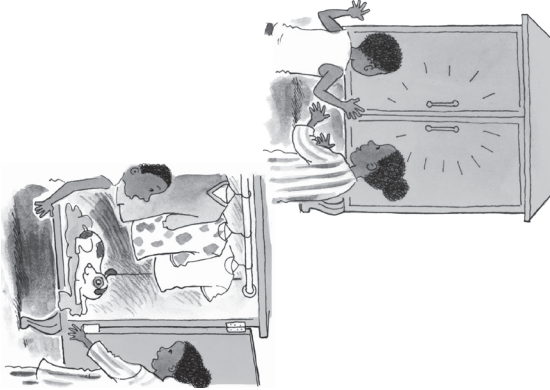




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Ingubo esatshani



Wordworks
Changing the way we think

Lencwadi ngeka:

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Gijjima, Sindi,
Gijjima!



Lencwadi ngeka:

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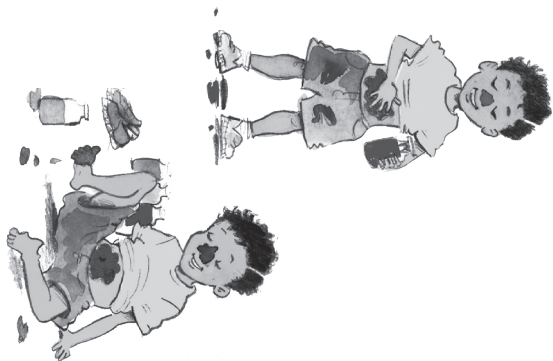




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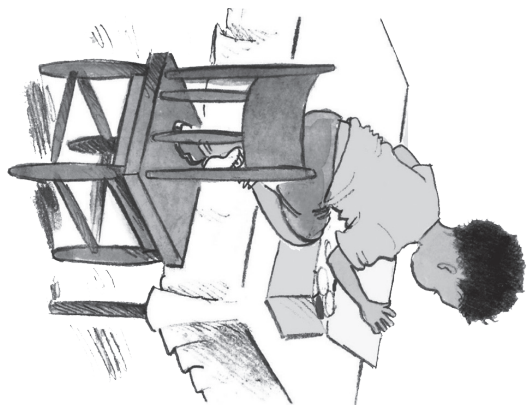
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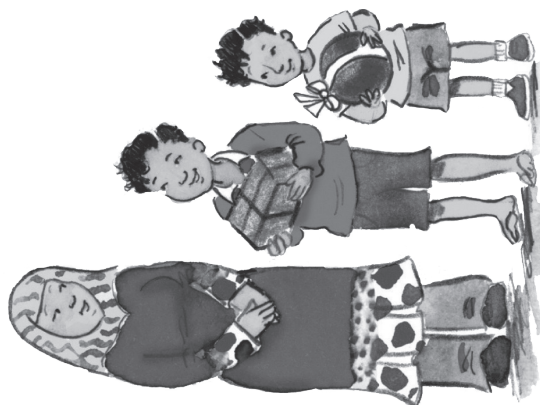
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U-Ali
nopende



Wordworks
Creating Literacy Through Literacy

Lencwadi ngeka:

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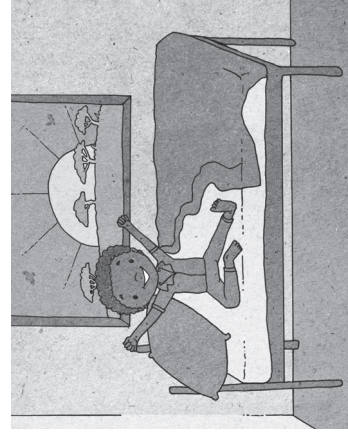




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Usuku oluhle

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Lencwadi ngeka:

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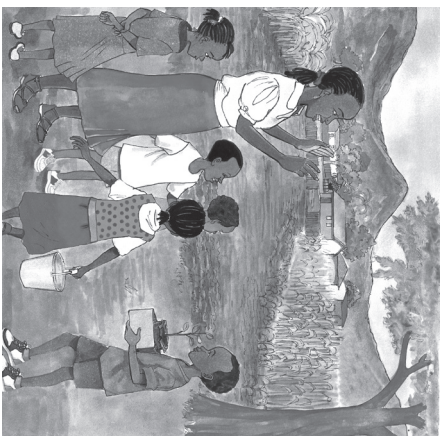




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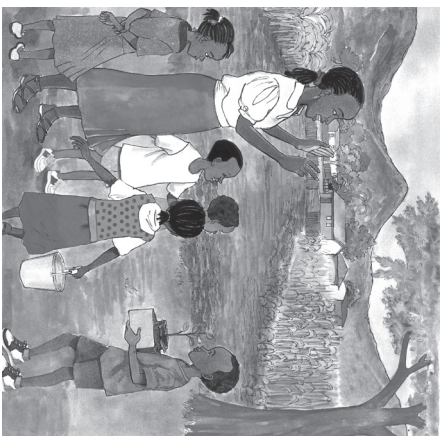
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UThisha u-Akinyi

African Storybook.org

Lencwadi ngeka:

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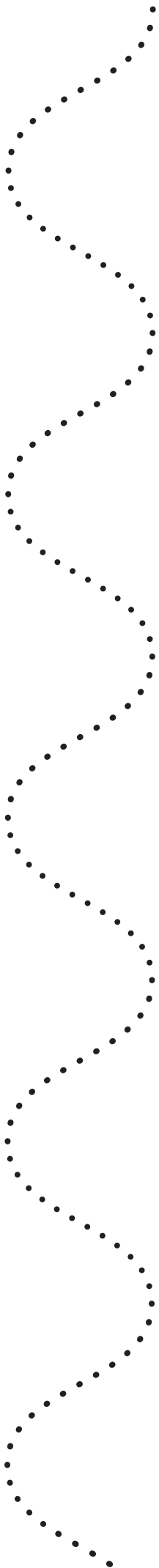
U-Ali nopende: Yekhasi lomsebenzi wasipho

		<p>Liya:</p> <p>Livela:</p>



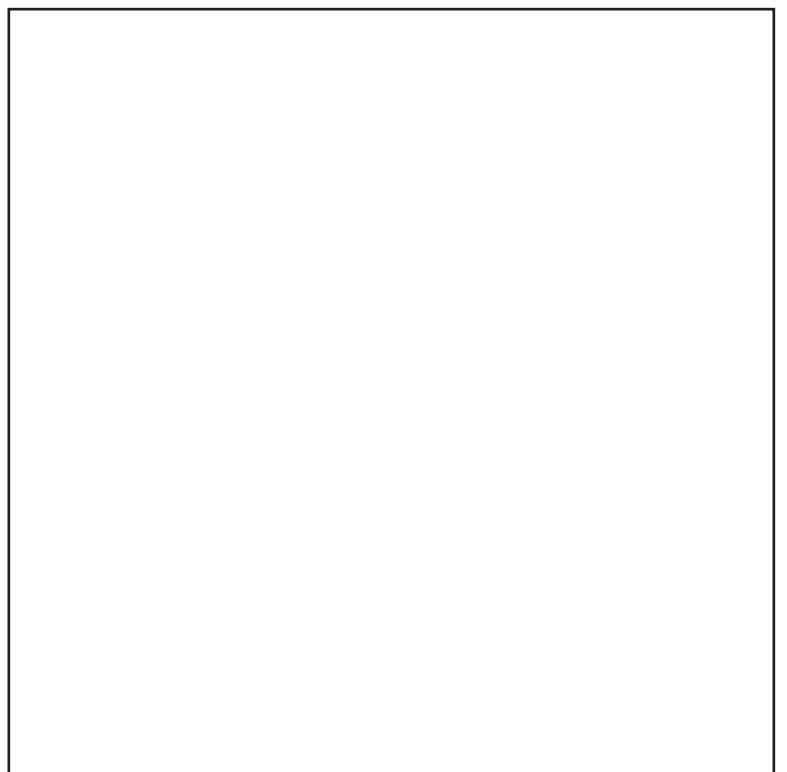
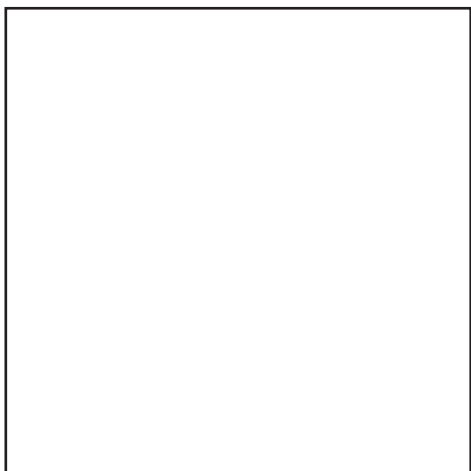
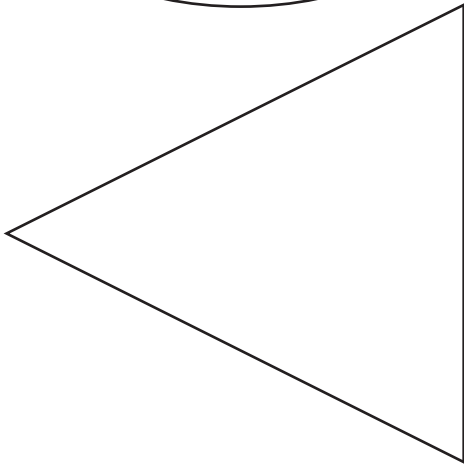
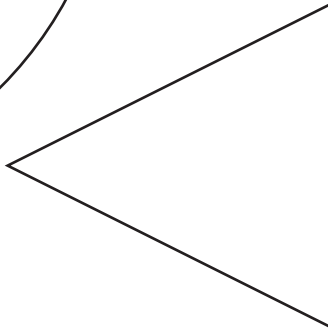
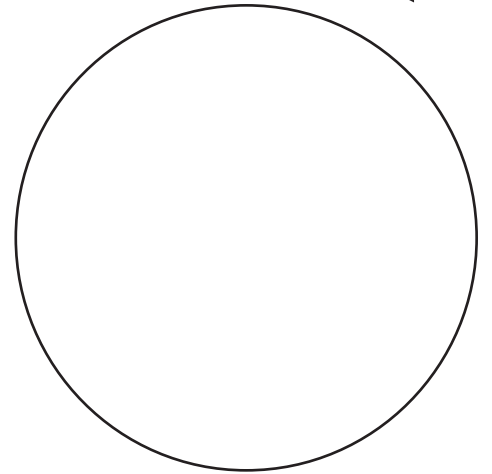
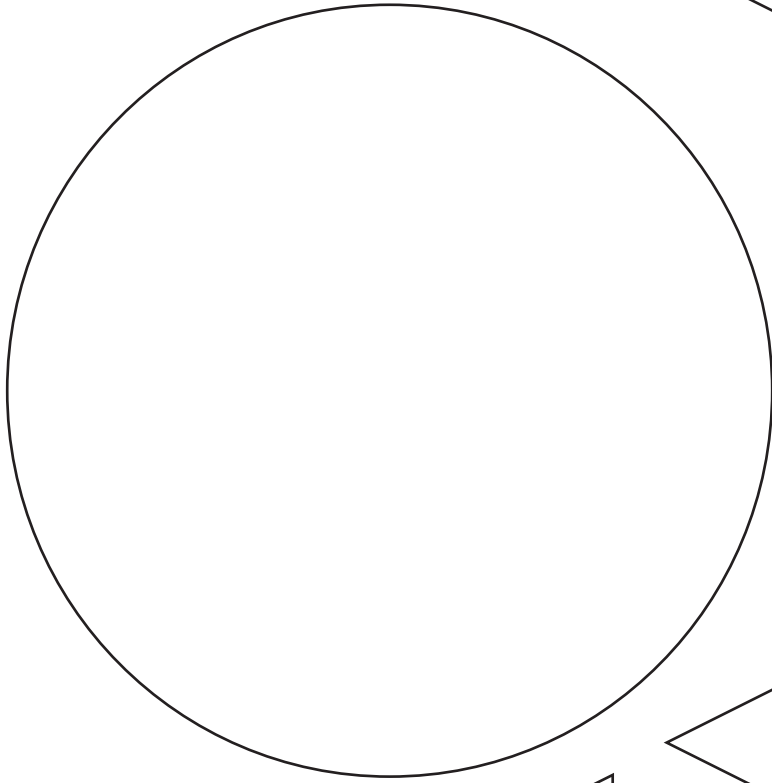
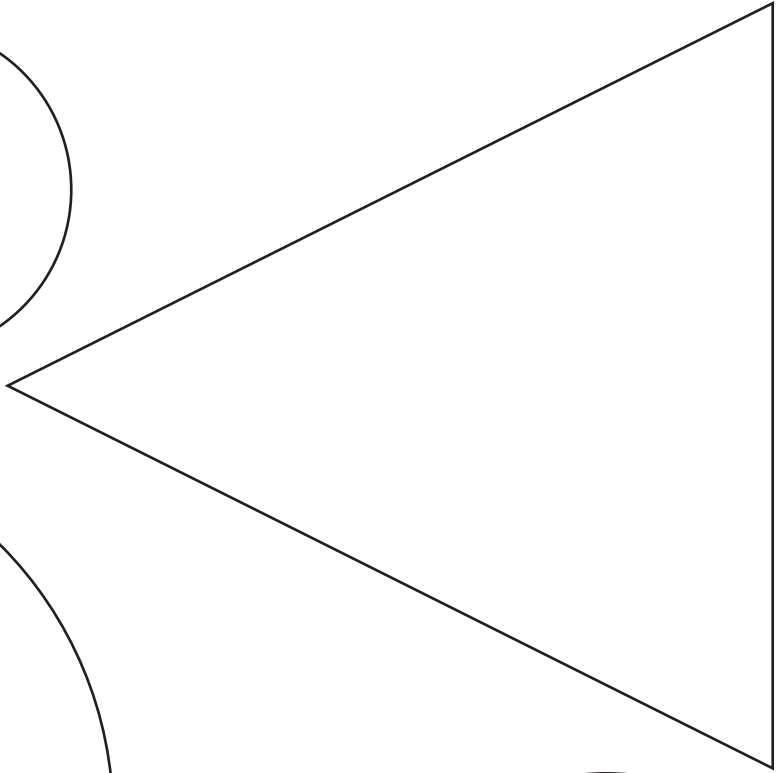
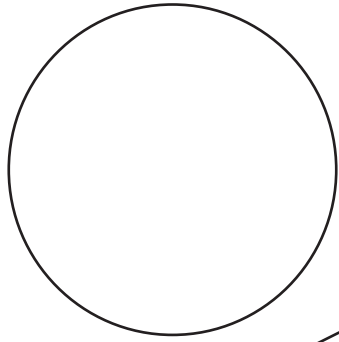
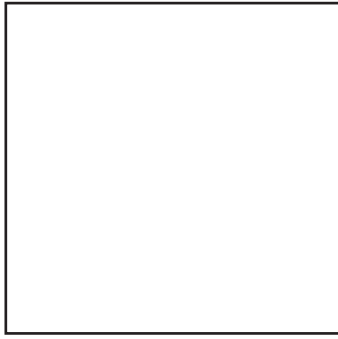


U-Ali nopende: *Yephepha lokugoqa*



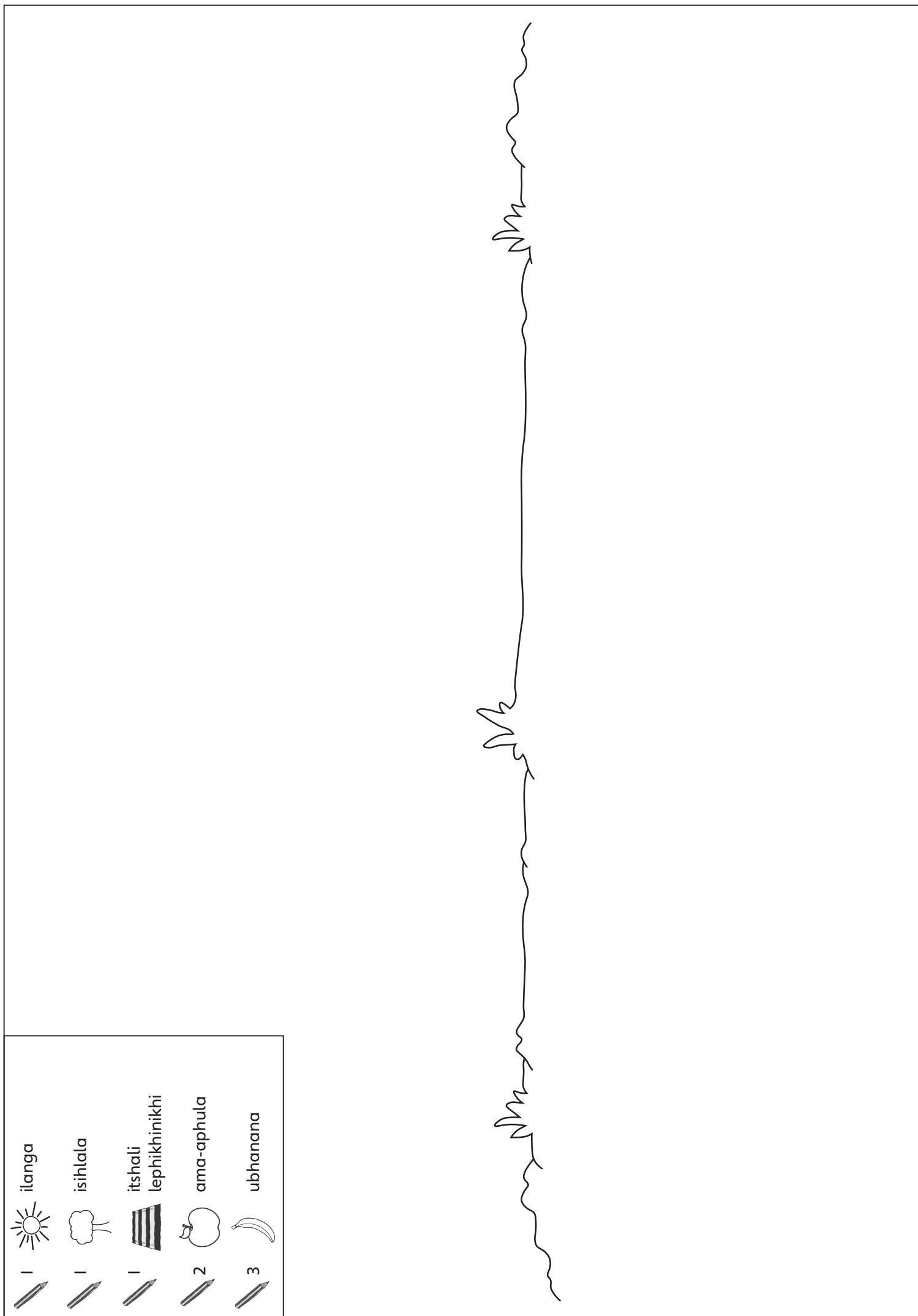


U-Ali nopende: Yezimo ekhasini lomsebenzi





Usuku oluhle: Ikhosi lomsebenzi wokufunda nokwenza



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lephikhinikhi



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ubhanana

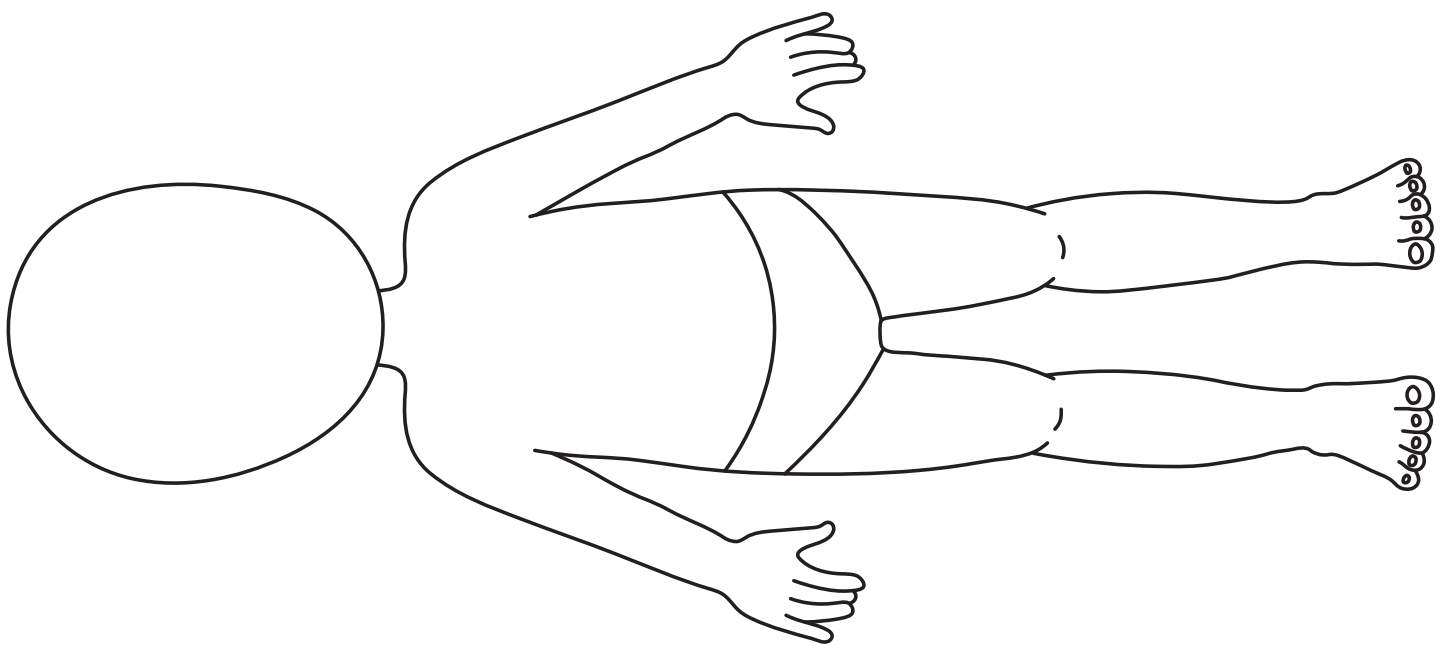
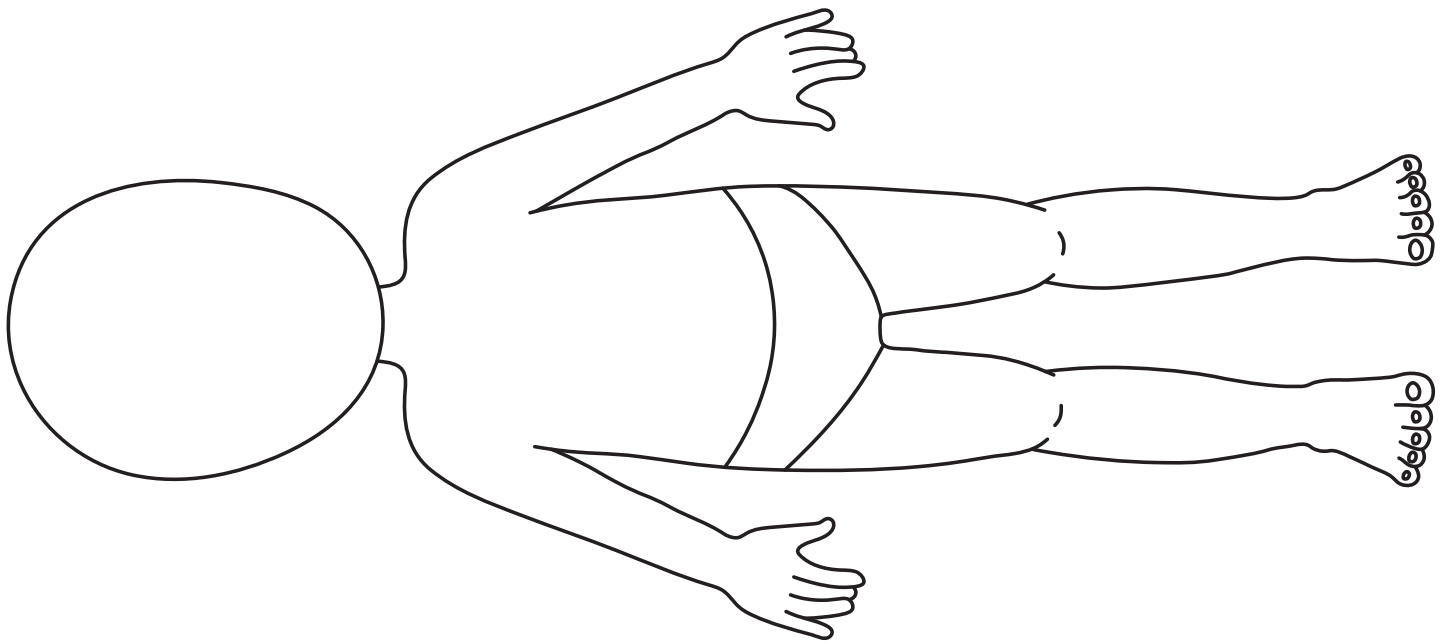


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Usuku oluhle: Yomsebenzi wokugqoka izotholwa





Usuku oluhle: Lomsebenzi wephikhinikhi



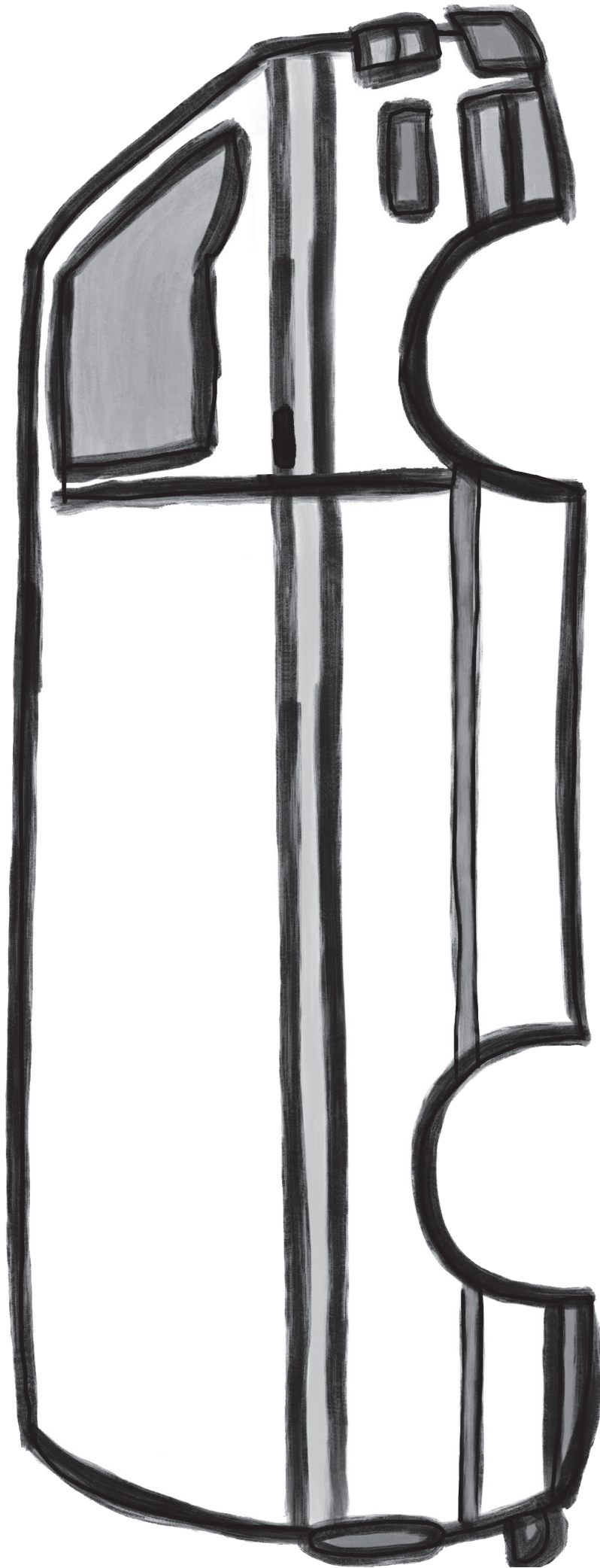
↓ Goda lapha ↓

↑ Yima lapha ukusika ↑





UThisha u-Akinyi: Lomsebenzi ka Thabo





UThisha u-Akinyi: Ikhasi lokwenza umsebenzi nomgwaqo omazombezombe

