



Luhlelo lwekutfufukisa luLwimi
IweLibanga R

Grade R Language
Improvement Programme

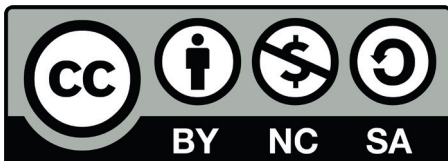
Sicondziso semsebenti Activity Guide

Ithemu 2
Term 2



SISwati I English





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

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★ Umlayeto lovela kuNhloko yeLitiko



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

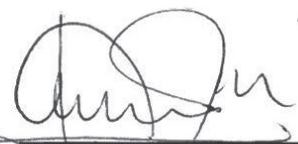
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely


MR EDWARD MOSUWE
HEAD OF DEPARTMENT
DATE: 2/6/2020

Sicondziso semsebenti seliThemu lekucala 2

Sicondziso semsebenti seLulwimi Lwasekhaya seliThemu 2 siniketa sakheko sekufundzisa luLwimi Lwasekhaya ngelithemu lekucala leLibanga R. Lemisebenti isuselwa etindzabeni futsi ihlelwe ngekwesitungeleto sekufundzisa semaviki mabili sendzaba ngayinye.

Caphela loku lokulandzelako:

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

Tinsita

Nalu luhlolojikelele lwetindzaba, tingcikitsi letihlobene kanye netinhlamvu ngco teliThemu lesi-2.

Indzaba	Ingcikitsi	Tinhlamvu/Imisindvo ngco
Ngabe unguye make wami?	Ekhaya, Kuphepha	w na- o
Kulindzela umntfwana	Umndeni wami, Tinsuku teliviki	f na- a
Sidleke sesigcoko savolo	Simo selitulu	m na- v
Lufudvu neligobolondvo lalo	Umsindvo, kubona nekutsintsa	o na- u
Goldilocks	Kunambitsa nekunuka	g na- i

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

Liphakethe letinsita telulwimi

Kuleso naleso sicondziso semsebenti welithemu utawutfole liphakethe letinsita leliphetse:

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

★ Introduction

The Term 2 Activity Guide

The Home Language Term 2 Activity Guide offers a structure for teaching Home Language in the second 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 every day
- ★ a continuous assessment page which is based on the term's activities and can be used to record each learner's progress during the term
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 2.

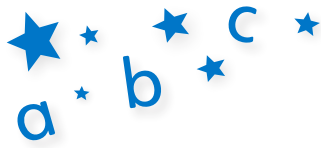
Story	Theme	Focus letters/sounds
Are you my mother?	Home, Safety	w and o
Waiting for baby	My family, Days of the week	f and a
The beanie nest	Weather	m and v
Tortoise and his shell	Sound, sight and touch	o and u
Goldilocks	Taste and smell	g and i

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

Language resource pack

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

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



Tinsita lekumele tigcogcwe nobe titsengwe

- ★ tinsita netimphahla letihambisana nendzaba letitawusetjentiswa ngesikhatsi sekucoca indzaba, umdlalo wekutentisa kanye nemdlalo wekulingisa
- ★ tintfo letibhaliwe letichumana nendzaba: emabhuku etitfombe, emapheshana ekutsenga, liphephabhuku kanye nemaphosta
- ★ tintfo nobe titfombe temakhadi teluhla lwemagama lwenzaba ngayinye
- ★ tintfo temabhokisi etinhlamvu
- ★ emakhrayoni embala ewaksi lamakhulu, pende nemabhulashi ekupenda, sikelo, iglu, emakoki kanye nemapeni ekumakha ebhodi lemhlophe
- ★ liphepha lea4, likhadibhodi kanye neliphepha lelishadi leliphencekako
- ★ titfombe temakhaya etilwane lahlukahlukene kanye nemalungu emndeni lahlukahlukene
- ★ tidweddwe temisebenti yebuciko nekwakha: liphepha lelidzala, tjani, tinsiba, tindvuku, ikotini, emabhokisi emacandza, timbonyo temabhodlela, emabhodlela epulasitiki, emabhokisi emetjiso, ematje, titja temaphepha, timfologo tepulasitiki, tintsambo netintsambo teticatfulo, emaseviyethi
- ★ tintfo nobe titfombe letincane temisebenti wemathemplethi etinhlamvu: licembe lelomisiwe leliwolintji, ifoyili, liphepha lelidzala nome liphephandzaba, emaphephabhuku.

Kulungiselela indzaba ngayinye

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

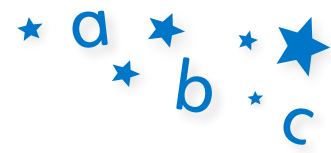
Kufundzisa luLwimi Lwasekhaya eluhlelweni lwemihla ngemihla lweLibanga R

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

- ★ Thishela uhola ebafundzi ngaphambi kwelikilasi.
- ★ Thishela uhlala nelicembu lelincane ahole futsi ahanganyele nebafundzi ngekucopelela.
- ★ Thishela uchaza umisebenti futsi acele ebafundzi kusebenta kakhulu ngekutimela emacenjini.

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper
- ★ pictures of different animal homes and different family members
- ★ scrap materials for art and construction activities: scrap paper, grass, feathers, sticks, cotton wool, egg boxes, bottle tops, plastic bottles, matchboxes, small rocks, paper plates, plastic forks, string and shoelaces, serviettes
- ★ items or small pictures for letter template activities: paper or tissue paper, tinfoil, foam, fabric, finger-paint, ribbon, little stones, beads, beans, sand, hearts, hats, hair, hay, highlighters, lentils, lollipop wrappers, lace, leaves, toothpicks, tape, cardboard scraps, cork, coffee grains.

Preparation for each story

- ★ 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 learners can feel the shape of the letter.

Teaching Home Language in the Grade R daily programme

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

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






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



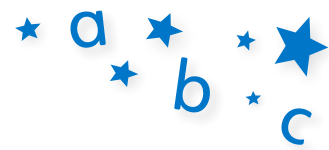


Situngeletane semaviki lamabili seluLwimi Lwasekhaya

Liviki 1






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



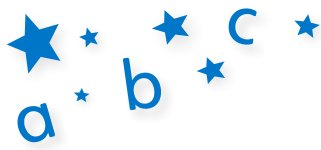


The Home Language two-week cycle






Week 1

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

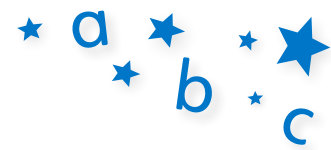




Liviki 2

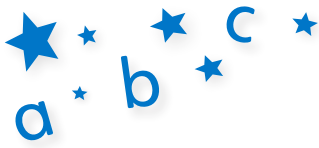
Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Imisebenti lesuselwa endzabeni	Kulandzelaniswa kwetifombe lokwengetiwe	Kufundza ngekuhlanganyela – Libhuku Lelikhulu	Kufundza kulalela	Fundza wente	Yenta, dvweba futsi ubhale
	Ebafundzi bahlanganisa lwati lwabo lwenzaba ngekulandzelanisa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





Week 2

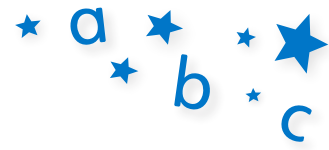
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently.	Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading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



Imisebenti yaloluhlelo icondziswe ngekwe-CAPS

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

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

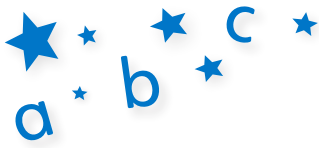


Programme activities are CAPS aligned

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

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
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	





Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
Liviki 1 ne 2: UMSombuluko	Kwetfula umsindvo lophuma kulendzaba	Imisindvo		Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesibili	Kubumba luhlavu	Kubhala ngesandla	Kwakha tinhlavu letehlukile usebentisa kupenda ngemuno, emabhulashi ekupenda, emapensela emibala emafutsa njll. Kusuka elichashatini ngasekudla futsi ulandzelise futsi ngendlela lefanele	Kubhala lokuvalekile Kanye nekubhala ngesandla lokusavela. Rubhriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emisishana lemincane
Lesitsatfu	Emabhokisi etinhlamvu	Imisindvo	Kukhumbula ngekuva kanye nekubona bongwaca nabonkhamisa ikakhulukati ekucaleni kweligama	Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesine	Kulalela imisindvo lesemcoka	Imisindvo		Imisindvo, kufundza kanye nekubona Rubhriki 2: Kucala ngekubona kutsi emagama akhiwa ngemisindvo: anika umsindvo wekucala weligama lakhe
Lesihlanu	Kuhlanganisa nekuhlukanisa	Imisindvo	Yehlukanisa tinhlavu leticofiwe taba ngemacoco etinhlamvu. Usebentisa kushaya tandla nobe kushaya sigubhu kulelo nalelo licoco eligama, nobe kwe hlukanisa emacoco. Kushaya tandla emagameni ebantwana ekilasini	

Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
Liviki 1 ne 2: UMSombuluko	Kudwweba kanye nekubhala lokusavela	Kubhala lokuvelako	Kutama kubhala kuklwebha nekuhlikihla njll, kanye nekufundza wakhe umbhalo ngekusho kwemklwebho Bamba ipensela lembala ngendlela lefanele usebentise kubamba lekungiko	Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela Rubhriki 2: Dwweba titfombe letikhipha umcondvo longiwo wetindzaba, emaculo nobe imilolotelo Rubhriki 3: Kucondza kutsi kubhala kanye nekudwweba kwehlukene: Yenta kwangatsi umbhalo umele kuhlikihla
Lesibili	Emaphazili kanye nemidlalo	Imisindvo Kulalela kanye nekukhuluma	Usebentisa lulwimi kucabanga nekunoma: umatanisa tintfo letihambisanako aphindze acatsanise tintfo letehlukene	Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesitsatfu	Kufundza lokukhululekile	Kufundza nekubuka	“Kufundza” ngekukhululeka tincwadzi tekutijabulisa emtatjini wemabhuku nobe ekhoneni lekufundza ekilasini Bamba incwadzi ngendlela lefanele ngekuphendla emakhasi ngendlela lengiyo	Imisindvo, kufundza kanye nekubuka Rubhriki 3: Yakha indzaba yakho “ngekufundza” titfombe
Lesine	Emakhono emamasela lamancane nekubhala ngesandla	Kubhala ngesandla	Kwakha tinhlavu ngetindlela letehlukene usebentisa ipende yemino, emabhulashi ekupenda, emapensela emafutsa, njll, ucale echashatini lelifanele ulandzele indlela lengiyo Kutsatsela tinhlavu latatiko eligameni lakhe embhalweni wanyalo: tsatsela ligama lakhe Kucinisa imisipha lemincane ngekusebentisa tikelo, kusika titfombe letibiyelwe ngaloku mnyama, bobunjwa njll.	Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela Rubhriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane
Lesihlanu	Umdlalo wekutentisa	Kulalela kanye nekukhuluma Kulalela lokuvelako welicingo	Kwenta samdlalo wekubhala esimeni sekudlala kutsatsa umlayeto kubhala elucingaweni, njll. Kutsatsela kuloba emmangweni uma adlala	





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
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	

★ Ngabe unguye make wami?

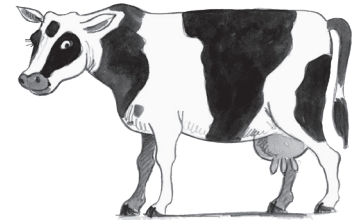
Indzaba

Ngalesinye sikhatsi Make Nyoni lowabe akhe sidleke lesihle esihlahleni lesikhulu. Wabekela emacandza esidlekeni sakhe wabese uhlala lapho emalanga lamanyenti awafukamele. Umntwana wenyoni abekhula ekhatsi kwelicandza.

Emuva kwesikhatsi Make Nyoni walamba. Abefuna kuhamba ayofuna kudla langakudla, wabe sewuyaphapha wasuka esidlekeni. Manje ucabanga kutsi kwentekani ngalesikhatsi angekho? Umntwana Nyoni abesemncane kakhulu, kepha abetimisele kuphuma ecandzeni. Wachofota lingekhatsi leligobolondvo lelicandza ngemlomo wenta sikhala. Wachilitela umlomo wangena esikheleni licandza lephuka umntwana Nyoni waphuma elcandzen! Abejabulile watsintsisa timphiko takhe letincane. Umntwana Nyoni wabuka unina emacala onkhe wase utsi: "Uphi make?" Wabuka etulu naphansi, kepha akamange ambone.

"Ngitawuhamba ngimfole make wami," kwasho uMntwana Nyoni. Waphuma esidlekeni, uyati kutsi kwentekani? Wavele wawela phansi! Vele umntwana Nyoni abesengakakwati kuphapha abesemncane kakhulu. Abeyinyoni lenemandla futsi lenesibindzi, wabese uyasukuma, watitsintsisa wahamba wayofuna.

Endleleni wabona inkhomo, "Nkhomo, ngabe unguye make wami?" wabuta. "Mooo," kwasho inkhomo. "Cha, angisiye make wakho, kepha ngitakupha lubisana." "Cha ngiyabonga," kwasho Mntwana Nyoni, "Kumele ngitfole make wami," washo achubeka ahamba.



Ngekushesha wahlangana nembuti. "Mbuti, ngabe unguye make wami?" wabuta.

"Mme, mme," kwasho imbuti itsintsisa inhloko yayo leneboya.

"Cha, angisiye make wakho, kepha wota utekudla name tjani lobuluhlata."

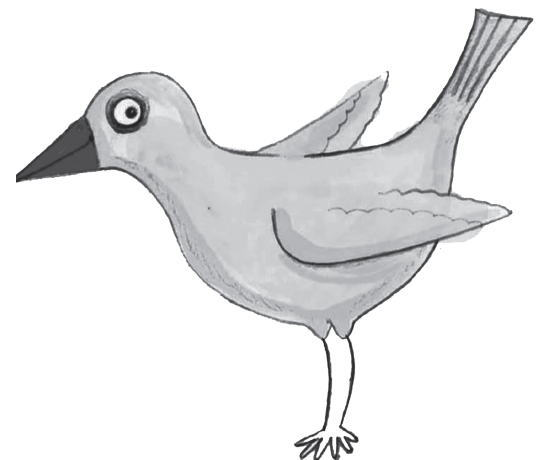
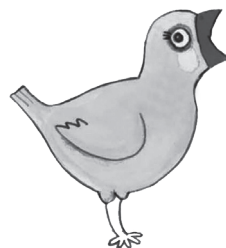
"Cha ngiyabonga," kwasho uMntwana Nyoni, "Ngimele ngitfole make wami." Wachubekela phambili futsi.

Umntwana Nyoni wacala kuphatseka kabi. Wacabanga: "Kepha ngitawugcina ngimfolile make wami?" Ngalesosikhatsi Gogo abehla ngendlela wabese uva liphimbo lelincane litsi: "Tweet-tweet, tweet-tweet." Abengati kutsi Mntwana Nyoni abebuta kutsi uphi make wakhe.

Manje ucabanga kutsi Gogo wentani? Yebo, waphakamisa Mntwana Nyoni wamfaka esikhwameni sakhe. "Ubukeka kwangatsi ulahlekile," kwasho Gogo. "Ngiyati kutsi ukuphi make wakho." Gogo watfola sidleke, ngekuophelela waphindzisela Mntwana Nyoni wabe sewuhlala phansi etukwelidwala wagadza. Ungacombela kutsi kwase kwentekani ngalokulandzelako?

Make Nyoni watfola tibungu wabese uyaphapha ubuyela emuva esidlekeni nesibungu lesidze emlonyeni. UMntwana Nyoni abengamange ambone ngobe abengekhatsi ecandzeni. Wambuta abajulile: "Ngabe unguye make wami? Ngiyati kutsi unguye make wami." Naye Make Nyoni watsi: "Yebo sitsandwva sami, nginguye." UMntwana Nyoni wavula umlonyana wakhe ngekujabula washwabadzela sibungu, Make Nyoni ne Mntwana Nyoni bahlala phansi bobabili esidlekeni. Babejabulile kakhulu ngekubuya kwakhe bobabili.

Lendzaba iphelela la.



★ Are you my mother?

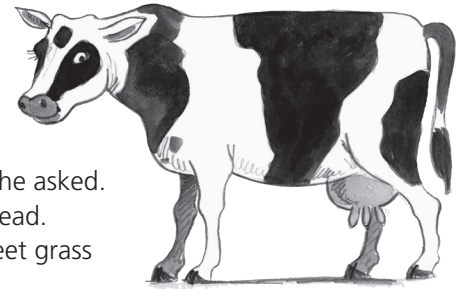
Story

Once upon a time there was a mother bird who built a beautiful nest in a big tree. She laid an egg in her nest and then she sat there for many days to keep it warm. Baby Bird was growing inside the egg.

After a while, Mother Bird felt hungry. She wanted to go and find food to eat so she flew away from the nest. Now what do you think happened while she was away? Baby Bird was still very small, but was ready to come out of the egg. He tapped the inside of the egg shell with his beak and made a little hole. He pushed his beak through the hole, the egg broke, and Baby Bird hatched out of the egg! He was so happy and he shook his little wings. Baby Bird looked around for his mother and said: "Where is my mother?" He looked up and down and all around, but he could not see her.

"I will go and find my mother," said Baby Bird. He stepped right out of the nest and do you know what happened? He fell straight down to the ground! Of course, Baby Bird couldn't fly yet – he was still too small. He was a strong and brave little bird, so he stood up, shook himself and went off to find his mother.

Along the way he saw a cow. "Cow, are you my mother?" he asked. "Mooooo," said the cow. "No, I am not your mother, but I will give you some milk." "No thank you," said Baby Bird, "I must find my mother," he said and walked on.



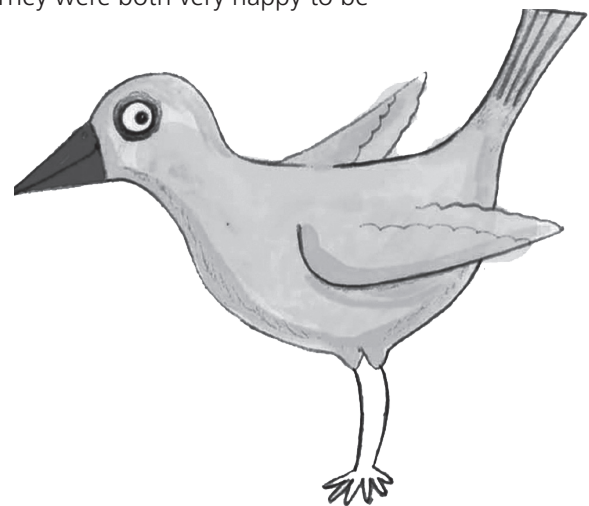
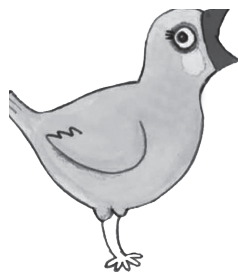
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

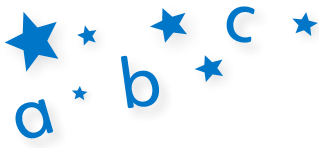
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

Now what do you think Gogo did? Well, she picked up Baby Bird and put him in her basket. "You look lost," said Gogo. "I know where your mother is." Gogo found the nest and very carefully put Baby Bird back. Then she sat down on a rock and watched. Can you guess what happened next?

Mother Bird had found some worms and she flew back to the nest with a long worm in her beak. Baby Bird had never seen her before because he had been inside the egg. He called excitedly: "Are you my mother? I know you are my mother!" And Mother Bird said: "Yes, my dear one, I am." Baby Bird happily opened his little beak, and gobbled up the worm. Mother Bird and Baby Bird settled down together in the nest. They were both very happy to be back together.

And that is the end of the story.





Liculo

Mntfwana Nyoni waphuma ngaphandle kwesidleke, ngaphandle kwesidleke, ngaphandle kwesidleke.
Mntfwana Nyoni waphuma ngaphandle kwesidleke.
Kute kube ayofuna make wakhe.

Nkhosikati Nkhomo ngabe unguye make make wami, unguye make wami, unguye make wami?
Nkhosikati Nkhomo ngabe unguye make wami?
Ingabe ukuphi?

Angisiye make wakho kepha nalu lubisi, nalu lubisi, nalu lubisi
Angisiye make wakho kepha nalu lubisi,
Ingabe ukuphi?

Nkhosikati Mbuti ngabe unguye make wami, unguye make wami, unguye make wami.
Nkhosikati Mbuti ngabe unguye make wami?
Ingabe ukuphi?

Angisiye make wakho kepha wota udle tjani, wota udle tjani, wota udle tjani.
Angisiye make wakho kepha wota udle tjani,
Ingabe ukuphi.

Gogo ngibisele emuva esidlekeni sami, emuva esidlekeni sami, emuva esidlekeni sami.
Gogo ngibisele emuva esidlekeni sami
Kutsi ngilindzele make wami.

Mntfwana Nyoni ngimi lo ngiyeta, ngimi lo ngiyeta, ngimi lo ngiyeta,
Mntfwana Nyoni ngimi lo ngiyeta
Ngita nesibungu lesihlihla emafutsa!



(Cula ngendlela letsi "Here we go around the mulberry bush" nobe usebentise indlela yakho).

Emagama lavela endzabeni

Emagama lamcoka:	inyoni	sidleke	licandza	inkhomo	imbuti	tfola
Lamanye emagama langetiwe	sihlahla	umlomo	liphiko	sibungu	yidla	chamusela
	chofota	yephula	phapha	etulu	phansi	jabula





Song

Baby Bird stepped out of the nest, out of the nest, out of the nest
 Baby Bird stepped out of the nest
 To go and find his mother.

Mrs Cow are you my mother, you my mother, you my mother?
 Mrs Cow are you my mother?
 Where can she be?

I'm not your mother but here is some milk, here is some milk, here is some milk
 I'm not your mother but here is some milk,
 Where can she be?

Mrs Goat are you my mother, you my mother, you my mother
 Mrs Goat are you my mother?
 Where can she be?

I'm not your mother but come eat grass, come eat grass, come eat grass
 I'm not your mother but come eat grass,
 Where can she be?

Gogo put me back in my nest, back in my nest, back in my nest
 Gogo put me back in my nest,
 To wait for my mother.

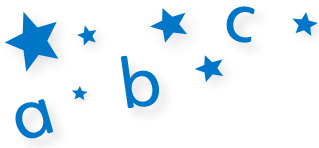
Baby Bird here I come, here I come, here I come,
 Baby Bird here I come,
 With a fat juicy worm!



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

Vocabulary from the story

Key-words:	bird	nest	egg	cow	goat	find
Extra words:	tree	beak	wing	worm	eat	hatch
	tap	break	fly	up	down	excited



Utawuzinga loku:

- Indzaba: *Ngabe unguye make wami?*
- Emaphaphethi: Make Nyoni, Mntfwana Nyoni, inkhomo, imbuti, Gogo, sihlaha, sidleke, licandza, Mntfwana Nyoni ecandzeni
- Tinsita: sicephu sevalo lebcinsi/intsambo yekwenta sibungu, sidleke setinyoni, licandza lepulasitiki, lintjwele lekudlalisa, tinsiba, luhlaka lwetibuko tagogo, imantji
- Tintfo nobe emakhadi etitfombe emagama laphuma kusilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

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

Emehlo lamabili ekubona

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

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: Tihlalaphi tinyoni? Uyati kutsi batalwa njani bantfwana betinyoni? Badlani bantfwana betinyoni?
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. m: bakhombise titfombe tetidleke letahlukahlukene.

2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi Mntfwana Nyoni utawumtfolo kumake wakhe? Ucabanga kutsi Mntfwana Nyoni utiva njani?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Wake walahleka? Uyati kutsi kumele wenteni uma ulahlekile?”*

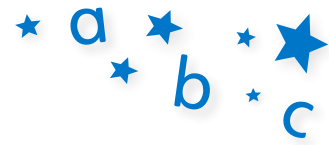
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“wami, wakho, wenta, washo, wabuta, watitsintsisa, wahamba, wayofuna”*. Ungawuva umsindvo lohlosiwe: *“wami, wakho, washo? Yebo ucinisile! Wonkhe anawo lomsindvo /w/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /w/: xeweta, washa, wine, liwashi, liwolintji.”* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /w/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /w/: *“w-w-w”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

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





You will need:

- Story: *Are you my mother?*
- Puppets: Mother Bird, Baby Bird, cow, goat, Gogo, tree, nest, egg, Baby Bird in egg
- Props: a piece of thick wool/string for a worm, a bird's nest, a plastic egg, a toy chick, feathers, granny glasses frames, a basket
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Where do birds live? Do you know how baby birds are born? What do baby birds eat?
- 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 to show them what a word means. For example, show them pictures of different nests.

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: *"Do you think Baby Bird is going to find his mother? How do you think Baby Bird is feeling?"*

3 After you tell the story

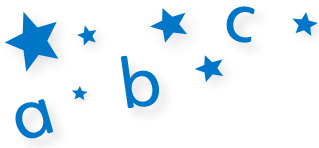
- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you been lost? Do you know what to do if you get lost?"*

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: *wami, wakho, wenta, washo, wabuta, watitsintsitsa, wahamba, wayofuna*. Can you hear the focus sound: **wami, wakho, washo**? Yes, you are right! They all have the sound **/w/**.
- 2 *"Listen carefully, here are some more words with /w/: xeweta, washa, wine, liwashi, liwolintji."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/w/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/w/**: **"w-w-w"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Utawudzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

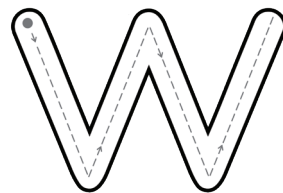
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

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

Kubumba luhlavu

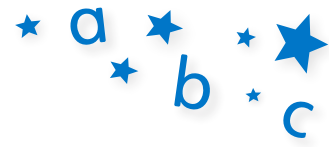
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /w/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /w/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kuwasha basho: "washa".
- 3 Khombisa ebafundzi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



Imisebenti yemacembu lamancane

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





You will need:

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



Week 1 Day 2

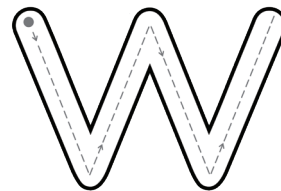
Whole class activities

Storytelling and singing

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

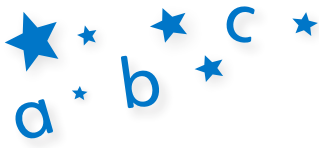
Forming the letter

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



Small group activities

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



Utawuzinga loku:

- Emaphapheti endzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **w** njengemsindvo ngco: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwikhethi, woyela, liwayiwayi

Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

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



Stella utsi:

Sebentisa
simbono
selibhokisi letinhlamvu,
lesinesimo seluhlavu
lwefelithi nobe lwesiponji,
kukhombisa ebafundzi
kutsi tinhlamvu tiviwa
njani. Ebafundzi
labanyenti bayasitakala
ngekuva nekutsintsa
kute bakhumbule timo
tetinhlamvu.



Emabhokisi etinhlamvu

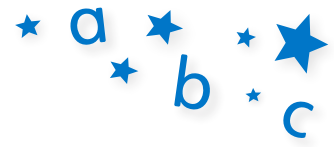
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa.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



Imisebenti yemacembu lamancane

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **w**: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwikhethi, woyela, liwayiwayi

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 them to act out these action words: "haha" and "bana".
- 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.



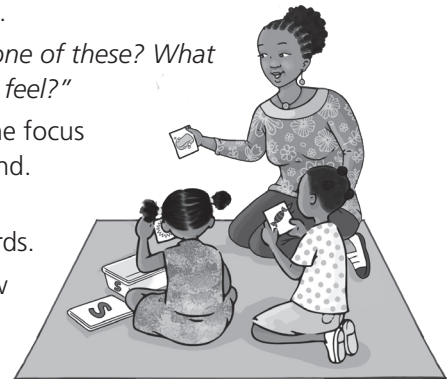
Stella says:



Use the lid of the letter box, with the felt or foam letter shape on it to show learners how to feel the letters. Many learners benefit by feeling and touching as it helps them to remember the shapes of letters.

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



Small group activities

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



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

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

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

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



Kulalela imisindvo lesemcoka

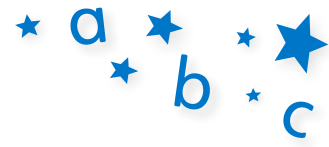
- 1 Cela ebafundzi bahlale emethini futsi babambe tindlebe ngetandla kute balalelise. Chaza kutsi utawusho amagama lamane. Ngalesikhatsi ucedza kusho wonkhe lamagama lamane, bafundzi bangaphakamisa tandla uma ngabe bayawati umsindvo lelawuvile emagameni.
 - ★ Thishela nebafeundzi: “Lalelani, lalelani, kakhulu, ngumuphi umsindvo lovakalako?”
 - ★ Thishela: “**igatali, gogo, gijima, ligilavu**”.
 - ★ Thishela nebafeundzi: “Ngitjeleni, ngitjeleni, yini leniyivako?”
 - ★ Ebafeundzi: “/g/”.
- 2 Uma ebafundzi sebawati umsindvo ngco emagameni, shano umsindvo kancane nangendlela levakalako ngalesikhatsi ugqizelela kunyakata kwetindzebe temlomo.
- 3 Sebentisa kuphela emagama lamane ngesikhatsi sinye kulokwentiwako. Buyela kulowo msindvo kanyentana uma kunesidzingo, usebentise inhlanganisela yemagama kutsi kube mmandzi.
 - ★ /g/: **igatali, gogo, gijima, ligilavu, ligala, ligede, lugalo, igalufu, sigubhu, guca, gona, gabela**
 - ★ /j/: **lijezi, jakalazi, jikanelilanga, lijujo, lijiji, lijeke, lijazi, luju, jamu, jova**
 - ★ /a/: **li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala**
 - ★ /w/: **liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwayini, liwayela, liwundlu**



Imisebenti yemacembu lamancane

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





You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

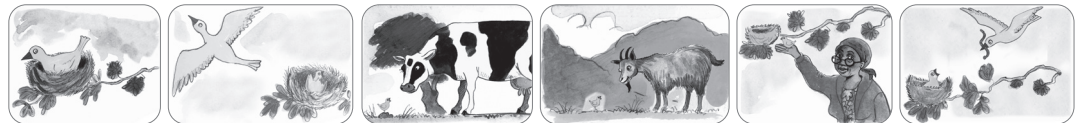
- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

Week 1 Day 4

Whole class activities

Sequencing pictures

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



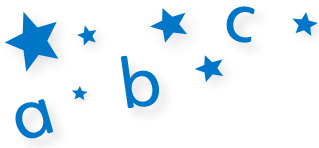
Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
 - ★ Teacher: "igatali, gogo, gijima, ligilavu".
 - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
 - ★ Learners: "ig!".
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
 - ★ /g/: igatali, gogo, gijima, ligilavu, ligala, ligede, lugalo, igalufu, sigubhu, guca, gona, gabela
 - ★ /j/: lijezi, jakalazi, jikanellanga, lijujo, lijiji, lijeke, lijazi, luju, jamu, jova
 - ★ /a/: li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala
 - ★ /w/: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwayini, liwayela, liwundlu



Small group activities

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



Utawudzinga loku:

- Iglu, sikelo
- Ikhadibhodi, liphepha lelidzala, tjani, tinsiba, tindvuku, pende, emabhulashi kupenda, liphepha nobe liphepha lasethoyilethi
- Emakhrayoni embala ewaksi lamakhulu
- Liphepha lasethoyilethi lemfundzi ngamunye
- Titfombe tetidleke nobe tidleke tangemphele
- Emagama lanemalunga lamanyenti lahlobene nendzaba: umntfwana, sidleke, licandza, make, -ncane, tfole, libhasikidi, Gogo, kujubula, lihle, nyoni

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Khomba ebafundzi sidleke nobe titfombe tesidleke bese ukhuluma ngekutsi tidleke letahlukahlukene tentiwe ngani.
- 2 Chazela ebafundzi kutsi batakwenta sidleke nenyoni esihlahleni. Bakhombe sibonelo kute balandzele tinyatselo:
 - ★ Sika sicephu selikhadibhodi kute wente incenye yangetulu yesihlahla.
 - ★ Namatselisa emacembe esihlahleni nobe utsandzele liphepha lasethoyilethi kwenta emacembe.
 - ★ Yenta sidleke ngetindvuku, ugoce emapheshana kwenta emacandza esidlekeni.
 - ★ Dvweba usike sitfombe senyoni. Sebentisa likhadibhodi leliphepha lasethoyilethi kwenta sicu sesihlahla (utawudzinga kusika imicephu eceleni kulelibhokisi leliphepha lasethoyilethi)



Stella utsi:



Kwenta emabhola lamancane ngeliphepha lasethoyilethi kusita kucinisa imisipha lemincane

Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukaniswa njani ngemalunga, sibonelo: **li** | **ca** | **ndza**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **li** (bamba sandla) **ca** (bamba sandla) **ndza** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (Sibonelo: "licandza" unemalungu lamatsatfu).



Imisebenti yemacembu lamancane

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





You will need:

- Glue, scissors
- Cardboard, scrap paper, grass, feathers, sticks, paint, paintbrushes, paper or tissue paper
- Jumbo wax crayons
- A toilet roll for each learner
- Pictures of nests or a real nest
- A list of multisyllabic words relating to the story: umntfwana, sidleke, licandza, make, -ncane, tfofa, libhasikidi, Gogo, kujubula, lihle, nyoni

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Show learners a nest or pictures of a nest and talk about what different nests are made from.
- 2 Explain to learners that they are going to make a nest and a bird in a tree. Show them an example and suggest they follow these steps:
 - ★ Cut out a piece of cardboard to make the top of the tree.
 - ★ Stick leaves on the tree or roll tissue paper to make the leaves.
 - ★ Make a nest out of sticks, and roll bits of paper to make eggs in the nest.
 - ★ Draw and cut out a picture of a bird.
 - ★ Use a toilet roll for the tree trunk (you will need to cut slits in the side of the toilet roll before the lesson).



Stella says:



Making little balls with tissue paper is good for fine motor development.

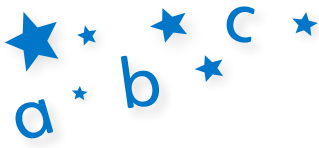
Blending and segmenting (syllables)

- 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: **li | ca | ndza**.
- 2 Ask learners to face a friend and do a high five for each syllable: **li** (high five) **ca** (high five) **ndza** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable. To vary the activity, they can also clap on their knees for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "licandza" has three syllables).







Small group activities

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






Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="227 724 552 960"> <p>Ngabe unguye make wami?</p>  <p>Mntfwana nyoni nesibungu.</p> </div> <div data-bbox="192 1030 595 1261">  <p>Uma bafundzi badzinga kucabanga kutsi badwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminye imibono. Gcugcutela ebafundzi kutsi badwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo: "Mntfwana ... Nyoni ... udle ... si ... Nguliphi ligama lelilandzelako bewufuna kulisho? Sibungu. Ngitawubhala ligama 'sibungu'." Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emaphazili <div data-bbox="222 1370 557 1596">  </div>	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Ebafundzi kumele bacale ngekubukisisa ticephu tephazeli bese bayatihlela. Bese bahlanganisa ticephu tephazili kwenta sitfombe sesilwane nobe umlingisi losenzabeni. Bangasebentisa libhuku lelikhulu nobe titfombe tekulandzelanisa njengemhlahandlela.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana <div data-bbox="274 1765 510 2078">  </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungzadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.




Small group activities for Week 1

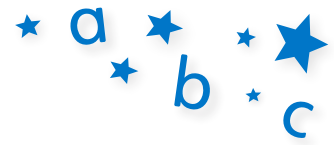
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: 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. 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. 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: "Baby ... Bird ... ate ... the ... What word did you want to say next? Worm. I am going to write the word 'worm'." 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"> Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners must begin by looking carefully at the puzzle pieces and sorting them. Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.
<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.






Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> • Liphepha le A5 lethempleti yeluhlavu "w" lemfundzi ngamunye • Titfombe letincane nobe tintfo "w": liwolintji, woyela • Sikelo, iglu 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> 1 Niketa umfundzi ngamunye ithemplethi yeluhlavu kanye netintfo nobe titfombe letina lomsindvo ngco. 2 Kumele banamatselise titfombe nobe tintfo letina lomsindvo ngco kugcwalisa indzawo futsi bente neluhlavu. Bangasangeka imidvwebo yetintfo letina lomsindvo "w".
<ul style="list-style-type: none"> • Tinsita: tingubo letinkhulu, emashidi nobe timphahla letilenga etitulwini nasematafuleni kwenta "indlu", kwekudla kwepulasitiki, kwekuphatsa nemabhodo lokusetjentsiwe, kudla kwekudlala (tibhidvo netitselo tepulasitiki, emabhokisi nobe emaphakethe ekudla langenalutfo), umcamelo, ingubo nem-doli 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> 1 Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. 2 Buta bafundzi: "Mntfwana Nyoni abehlala kuphi? Esidlekeni! Bahlala kuphi bantfu? Sihlala etindlini. Ungatsandza kwakha indlu udlale nebangani bakho?" 3 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Sibonelo: Uma kuwulungele lomdlalo wabo, tentise ube ngumakhelwane lofika endlini yabo. Nconcotsa "emnyango" ubone kutsi bayakungenisa yini. 





You will need	Activities
<ul style="list-style-type: none">• An A5 “w” letter template for each learner• Small pictures or items of things with “w”: liwolintji, woyela• Glue, scissors	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a letter template and items or pictures with the focus sound.2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. They can also add drawings of things with the focus sound “w”.
<ul style="list-style-type: none">• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a “house”, plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props.2 Ask the learners: “Where did Baby Bird live? In a nest! Where do people live? We live in houses. Would you like to build a house and play with your friends?”3 Visit the corner at least once to observe and encourage the learners’ game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the “door” and see if they invite you in. 



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



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



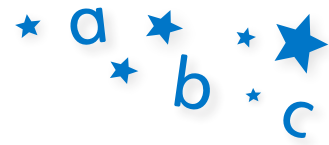
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“onkhe, Gogo, umlomo, nkomo. Ungawuva umsindvo lohlosiwe: onkhe, Gogo, umlomo, nkomo? Yebo ucinisile! Wonkhe anawo lomsindvo lo!”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /o/: oyela, i-ovaloli, i-ovini, ligobolondvo.”* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /o/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /o/: *“o-o-o”*. Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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

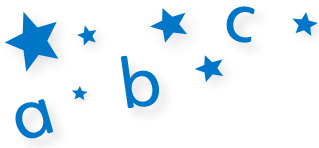


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “onkhe, Gogo, umlomo, nkomo. Can you hear the focus sound: **onkhe, Gogo, umlomo, nkomo**? Yes, you are right! They all have the sound /o/.”
- 2 “Listen carefully, here are some more words with /o/: oyela, i-ovaloli, i-ovini, ligobolondvo.” (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.



Utawudzinga loku:

- Libhuku Lelikhulu: *Ngabe unguye make wami?*
- Liphepha le A5 lethempleti yeluhlavu
 - yemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

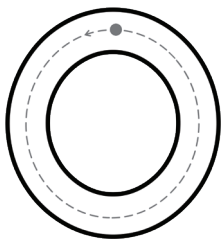
Kufundza ngekuhlanganyela – Libhuku Lelikhulu

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



Kubumba luhlavu

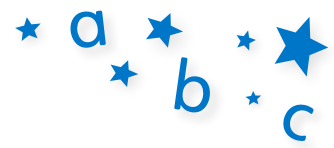
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /o/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /o/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kwetfuka bente indingiliza ngemlomo babeke sandla emlonyeni loyindindilizi batso /o/.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu 'o' lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulanzelako: "Cala etulu, shaya umjikeleto uhlanganise."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Chazela ebafundzi kutsi kumele babuyele ematafuleni abo bayokwenta tinhlamvu temushi wenkhosatana. Loku kusho kutsi batawubhala etulu kweluhlavu ekhasini labo ngemakhrayoni emibala leyahlukahlukene.
- 6 Uma bafundzi bangakwati kucabanga tintfo leticala ngemsindvo lowentiwa ngulohlavu, bangatidweba emaceleni kweluhlavu lemushi wenkhosatana.
- 7 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

- Big Book: *Are you my mother?*
- An A5 **o** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

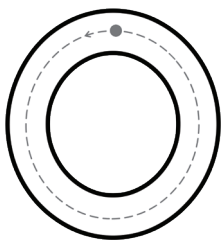
Shared reading – Big Book

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



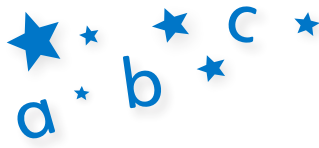
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /**o**/ or if they can think of any other words that start with the sound /**o**/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make a round shape with their hand and put it in front of a rounded mouth while saying ‘**o**’.
- 3 Show learners how to write the letter **o**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Sibuko lesincane
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina
 - njengemsindvo ngco: i-otsi, i-olivi, lugobolondvo, gogo, sicoco, lisontfo, lishongololo, umgololo, imbongolo, imfologo

Stella utsi:



Kwenta loku kub lula kubafundzi, lungisa emakhadi lanetitfombe tebantfwana betilwane labahlukahlukene. Umfundzi kumele akhetse likhadi bese ulingisa lesi silwane ngalesikhatsi likilasi lonkhe kumele licombe kutsi ngusiphi silwane.

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Endzabeni, Mntfwana Nyoni utsi "tweet-tweet". Buta bafundzi uma ngabe bayati kutsi umntfwana wenyoni ubitwani (lintjwele). Buta bafundzi kutsi bayawati umsindvo lowentiwa mntfwana wenkhomo.
- 2 Tsani: "Yebo, umntfwana wenkhomo utsi moo. Futsi umntfwana wenkhomo kutsiwa litfole."
 - ★ *Umntfwana welikati kutsiwa ... futsi utsi ... meeow.*
 - ★ *Umntfwana wenja kutsiwa umdlwane futsi utsi ... woof, woof.*
 - ★ *Umntfwana welidada kutsiwa lintjwele futsi utsi ... quack, quack.*
 - ★ *Umntfwana wengulube kutsiwa ingulutjana futsi utsi ... oink, oink.*
 - ★ *Umntfwana welihashi kutsiwa litfole futsi utsi ... ney, ney.*
- 3 Chazela ebafundzi kutsi batawushiyelana batentise kuba ngulabanye balabantfwana betilwane bese kumele likilasi lonkhe licombe kutsi ngumuphi umntfwana wesilwane.
- 4 Cela bafundzi kutsi balalelise ngalesikhatsi usho imisindvo yetilwane: "woof woof, tweet, tweet". Kumele betame kukopisha lemisindvo loyishilo ngekulandelana lekungiko. Kwetame loku ngenhlanganisela yemisindvo yetilwane lehlukahlukene: woof, quack, oink, meow.

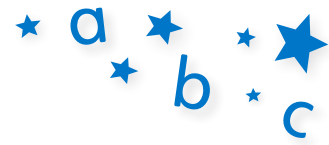
Emabhokisi etinhlamvu

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

Imisebenti yemacembu lamancane

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





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **o**: i-otsi, i-olivi, lugobolondvo, gogo, sicoco, lisontfo, lishongololo, umgololo, imbongolo, imfologo

Stella says:



To make this easier for learners, prepare cards with a picture of different baby animals. A learner must choose a card and then act out that animal while the rest of the class must guess what animal they are.

Week 2 Day 3

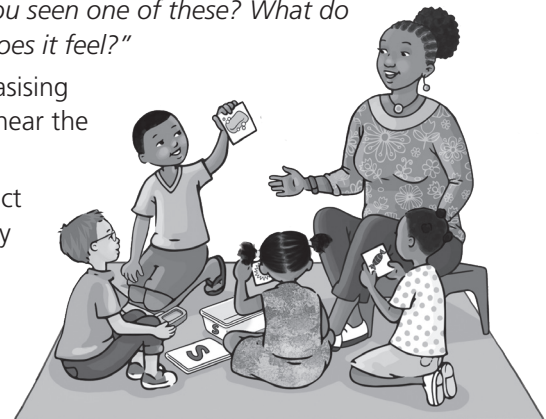
Whole class activities

Learning to listen

- 1 In the story, the baby bird says "tweet-tweet". Ask learners if they know what a baby bird is called (a chick). Ask learners if they know what noise a baby cow makes.
- 2 Say: "Yes, a baby cow says moo. And a baby cow is called a calf."
 - ★ A baby cat is called a kitten and it says ... meow.
 - ★ A baby dog is called a puppy and it says ... woof, woof.
 - ★ A baby duck is called a duckling and it says ... quack, quack.
 - ★ A baby pig is called a piglet and it says ... oink, oink.
 - ★ A baby horse is called a foal and it says ... neigh, neigh."
- 3 Explain to learners that they will take turns to pretend to be one of these baby animals and the rest of the class must guess what baby animal they are.
- 4 Then ask learners to listen carefully as you say the sounds of animals: "woof-woof, tweet-tweet". They must try and copy the sounds you said in the correct order. Try this with different combinations of animal sounds: woof, quack, oink, meow.

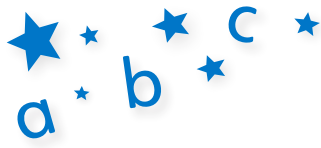
Letter boxes

- 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.



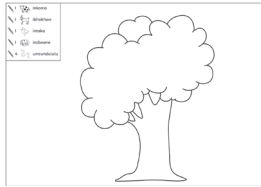
Small group activities

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



Utawuzinga loku:

- Likhasi lemsebenti **lekuFundza nekwenata**
- Emakhrayoni embala ewaksi lamakhulu



Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, tiffombe kanye nemagama).
- Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- Fundzani kanye umugca wekucala futsi. Tjela ebafundzi kutsi badvwebe inkhomo yinye, kepha ungabatjeli kutsi bayidvwebe kuphi.
- Buta kutsi bakhona yini ebafundzi "labangafundza" kutsi yini lelandzelako eluhlwini lekumele yentiwe: Kumele badvwebe imbuti yinye.
- Chubeka ngalendlela ngayo yonkhe imilayeto.
- Nyalo phindza ufundze yonkhe imilayeto bese utsi kubafundzi: "Uyidvwebile inkhomo yinye? Uma uyidvwebile, faka umkhathi eluhlwini lwakho."
- Ebafundzi kumele bachubeke ngekudweba bafake luphawu kulemilayeto baze balucedze luhla.

Kulalela imisindvo lesemcoka

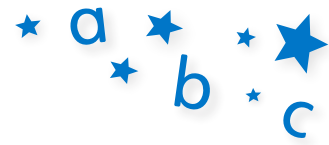
- Cela ebafundzi bahlale emethini futsi babambe tindlebe ngetandla kute balalelisise. Chaza kutsi utawusho emagama lamane. Ngalesikhatsi ucedza kusho wonkhe lamagama lamane, bafundzi bangaphakamisa tandla uma ngabe bayawati umsindvo lebawuvile emagameni.
 - ★ Thishela nebafundzi: "Lalelani, lalelani, kakhulu, ngumuphi umsindvo lovakalako?"
 - ★ Thishela: "igatali, gogo, gijima, ligilavu"
 - ★ Thishela nebafundzi: "Ngitjeleni, ngitjeleni, yini leniyivako?"
 - ★ Ebafundzi: "/g/".
- Uma ebafundzi sebawuvile umsindvo ngco, shano umsindvo kancane nangalokuvakalako ngalesikhatsi ugcizelela kunyakata kwemlomo wakho.
- Sebentisa kuphela emagama lamane ngesikhatsi kulomsebenti. Phindza umsindvo ngokuya ngesidzingo, usebentise inhlanganisela yemagama kwenta kutsi kube mmandzi.
 - ★ /g/: igatali, gogo, gijima, ligilavu, ligala, ligede, lugalo, igalufu, sigubhu, guca, gona, gabela
 - ★ /j/: lijezi, jakalazi, jikanelilanga, lijujo, lijiji, lijeke, lijazi, luju, jamu, jova
 - ★ /a/: li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala
 - ★ /w/: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwayini, liwayela, liwundlu



Imisebenti yemacembu lamancane

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





You will need:

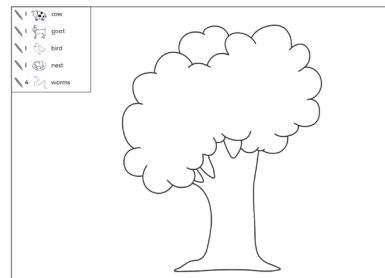
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

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 again. Tell learners to draw one cow, but don’t tell them where to draw it.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one goat.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: “Have you drawn one cow? If you have, then tick that on your list.”
- 7 Continue checking and ticking each instruction until the end of the list.



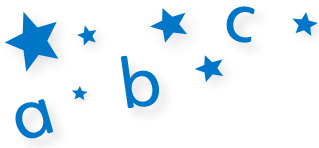
Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: “Listen, listen, loud and clear, what’s the focus sound that you hear?”
 - ★ Teacher: “igatali, gogo, gijima, ligilavu”.
 - ★ Teacher and learners: “Tell me, tell me, what do you hear?”
 - ★ Learners: “/g/”.
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
 - ★ /g/: igatali, gogo, gijima, ligilavu, ligala, ligede, lugalo, igalufu, sigubhu, guca, gona, gabela
 - ★ /j/: lijezi, jakalazi, jikanelilanga, lijujo, lijiji, lijeke, lijazi, luju, jamu, jova
 - ★ /a/: li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala
 - ★ /w/: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwayini, liwayela, liwundlu



Small group activities

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



Utawudzinga loku:

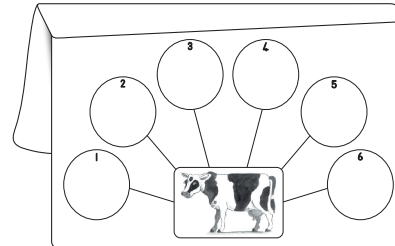
- Sicephu lesikhulu seliphepha lelinenzawo emkhatsini kanye nemabhamuta lasitfupha ladvwetjwe ngendlela yelibalave lengcondvo
- Emaphaphethi endzaba *Ngabe unguye make wami?*
- Imakha lebusucini lemnyama
- Emagama lanemalunga lamanyenti lahlobene nenzaba: umntfwana, sidleke, licandza, make, -ncane, tfole, libhasikidi, Gogo, kujubula, lihle, nyoni
- Tinyakatasi nobe tigubhu

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Tsani kubafundzi: *“Lamuhla sitawubhala indzaba yetfu ngasinye silwane lesisenzabeni yenyoni. Kucala, asikhetseni kutsi ngusiphi silwane lesingabhala ngaso.”* Khomba ebafundzi emaphaphethi etilwane. Uma senisikhetsile silwane lenitawubhala ngaso, beka iphaphethi yesilwane emkhatsini welibalave lengcondvo.
- 2 Sebentisa lemibuto lelandzelako kuhola kubhalwa kwenzaba:
 - ★ Libhokisi 1: Cela ebafundzi kutsi bacabange ligama lalesilwane. Libhale phasi.
 - ★ Libhokisi 2: Cela ebafundzi basho imibono yabo kutsi tilwane tihlalaphi. Chaza lenzawo ngemusho.
 - ★ Libhokisi 3: Coca kutsi lesilwane sitsandza kudlani; uma senivumelene, bhala umusho.
 - ★ Libhokisi 4: Cela ebafundzi basho imibono yabo ngaloko lesilwane sake sakwenta ngalelinye lilanga. Khetsa umbono munye bese ubhala umusho.
 - ★ Libhokisi 5: Khuluma ngaloko lokwenteka ngalokulandzelako. Bhala emagama ebafundzi phasi wente umusho.
 - ★ Libhokisi 6: Coca nebafundzi kutsi bacabanga kutsi sibe njani siphetfo sendzaba bese ubhala umusho.
- 3 Nyalo sebentisa emabhokisi ufundzele ebafundzi indzaba.
- 4 Buta ebafundzi kutsi bayayijabulela yini lenzaba. Uma ngabe bafuna kwenta lintjintjo, bhala etulu kwelibalave lengcondvo. Bese uyafundza futsi.
- 5 Uma kunesikhatsi, ungacela labanye bafundzi kutsi badwebe lenzaba. Namatselisa indzaba eludvongeni.



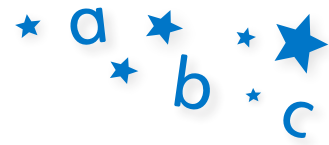
Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, Sibonelo: **li** | **ca** | **ndza**
- 2 Cela ebafundzi kutsi bamashele lelo nalelo lilungu: **li** (sinyatselo sinye) **ca** (sinyatselo sinye) **ndza** (sinyatselo sinye). Niketa labanye bafundzi tinyakatasi nobe tigubhu nobe ushaye kulelo nalelo lilungu
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi bafundzi bamashela lilungu ngalinye. Gcugcutela bafundzi kutsi babale emalungu emagama (Siasebonelo: *“licandza”* unemalungu matsatfu).

Imisebenti yemacembu lamancane

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





You will need:

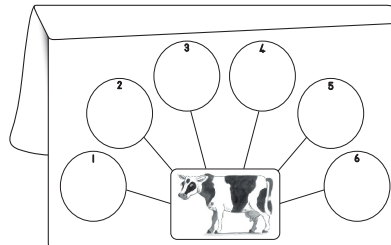
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: umntfwana, sidleke, licandza, make, -ncane, tfole, libhasikidi, Gogo, kujubula, lihle, nyoni
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to the learners: "Today we are going to write our own story about one of the animals in the baby bird story. To start, let's choose which animal to write about." Show learners the animal puppets. Once you have decided which animal to write about, place the animal puppet in the middle of the mind map.
- 2 Use the following questions to guide the story-writing process:
 - ★ Box 1: Ask learners to think of a name for the animal. Write it down.
 - ★ Box 2: Ask learners for ideas about where the animal lives. Describe this place in a sentence.
 - ★ Box 3: Discuss what the animal likes to eat; once you have agreed, write a sentence.
 - ★ Box 4: Ask learners for ideas about something the animal did one day. Choose one of the ideas and write a sentence.
 - ★ Box 5: Talk about what happened next. Write the learners' words down in a sentence.
 - ★ Box 6: Discuss with learners how they think the story should end and write a sentence.
- 3 Now read the story to the learners using the boxes to help you.
- 4 Ask learners if they like the story. If there are any changes they would like to make, write them on the mind map. Then read the story again.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.

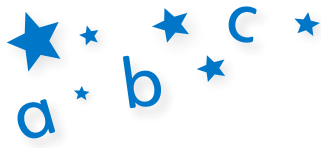


Blending and segmenting (syllables)




- 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: **li | ca | ndza**.
- 2 Ask learners to march for each syllable: **li** (one step) **ca** (one step) **ndza** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "licandza" has three syllables).

Small group activities

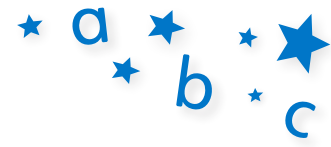
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




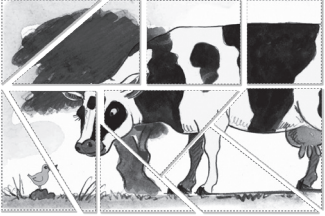

Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu Ikhophi yenkondlo: Ekhaya Titfombe temakhaya etilwane lahlukahlukene: sidleke, indlu yenja, imantji, sibaya, bulembu, ligobolondvo, libhokisi letinyosi  <p>Lena indlu yenja yami.</p>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Fundzela bafundzi inkondlo futsi ukhombwe netitfombe temakhaya etilwane lahlukahlukene: sidleke, indlu yenja, imantji, sibaya, bulembu, ligobolondvo, libhokisi letinyosi, njll. Bafundzi kumele badvwebe emakhaya kanye netilwane letihlala kulawo makhaya. Siboneleo: Indlu yenja kanye nenja, siyobi kanye nebulumbu. <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><i>Bulembu nome ligobolondvo Nome umgodzi likhaya Kusukela phansi elwandle Kufike etulu esihlahleni Likhaya ngunoma yini lofuna kuba ngilo.</i></p> <p><i>Umhume nome licandza Nome sidleke likhaya Indzawo lematasatasa Nome uwedvvana Lapho utsandza khona Lokungcono kakhulu likhaya lakho... Likhaya lakho likhaya lelimnandzi!</i></p> </div>
<ul style="list-style-type: none"> Emaphazili 	<p>Umsebenti 2: Timphuca kanye nemidlalo</p> <ol style="list-style-type: none"> Bafundzi kumele bacale ngekubukisisa ticephu tephazeli bese bayatihlela. Ngemuva kwaloko kumele bahlanganise ticephu tephazeli kute bente sitfombe sesilwane nobe semlingisi losenzabeni. Bangasebentisa njengemhlahlandlela libhuku lelikhulu nobe titfombe tekulandzelanisa.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.






Small group activities for Week 2

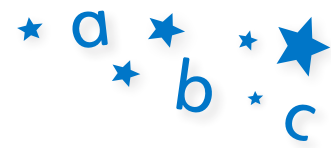
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • A copy of the poem: Home • Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Read the poem to learners and point to the pictures of different types of animals' homes: a nest, a hut, a kennel, a basket, a kraal, a web, a shell, a hive, etc. 2 Learners must draw pictures of homes and the animals that live in the homes. For example: kennel and a dog, spider and a web. <div data-bbox="795 765 1340 1030" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>A web or a shell or a hole is a home from deep in the sea to up in a tree home is whatever you want it to be.</i></p> <p><i>A cave or an egg or a nest is a home the busiest place or all on your own wherever you love the best is your home... your home sweet home!</i></p> </div>
<ul style="list-style-type: none"> • Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must begin by looking carefully at the puzzle pieces and sorting them. 2 Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.
<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.






Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"> Liphepha le A5 lethempleti yeluhlavu "o" yemfundzi ngamunye Titfombe letincane nobe tintfo leticala nga "o": i-otsi, lugobolondvo, imfologo Sikelo, iglu 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Niketa umfundzi ngamunye ithemplethi yeluhlavu kanye netinfo nobe titfombe letina lomsindvo ngco. Kumele banamatselise titfombe nobe tintfo letina lomsindvo ngco kugcwalisa indzawo futsi bente neluhlavu. Bangasangeta imidvwebo yetinfo letina lomsindvo "o".
<ul style="list-style-type: none"> Tinsita: tingubo letinkhulu, emashidi nobe timphahla letilenga etitulwini nasematafuleni kwenta "indlu", kwekudla kwepulasitiki, kwekuphatsa nemabhodo lokusetjentsiwe, Kudla kwekudlala (tibhidvo netitselo tepulasitiki, emabhokisi nobe emaphakethe ekudla langenalutfo), umcamelo, ingubo nem-doli 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Khumbuta ebafundzi ngetinsita letisekhoneni lemdlalo wekutentisa bese ubagcugcutela kutsi bachubeke kusukela evikini 1 uma badlala umdlalo wendlu. Holela licembu ekhoneni lemdlalo wekutentisa bese ubuta bafundzi: "Mntfwana Nyoni abehlala kuphi? Esidlekeni! Bahlala kuphi bantfu? Sihlala etindlini. Ungatsandza kwakha indlu udlale nebangani bakho?" Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Sibonelo: Uma kuwulungele lomdlalo wabo, tentise ube ngumakhelwane lofika endlini yabo. Nconcotsa "emnyango" ubone kutsi bayakungenisa yini. 





You will need	Activities
<ul style="list-style-type: none">• An A5 "o" letter template for each learner• Small pictures or items of things with "o": i-otsi, lugobolondvo, imfologo• Glue, scissors	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a letter template and items or pictures with the focus sound.2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. They can also add drawings of things with the focus sound "o".
<ul style="list-style-type: none">• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a "house", plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play house-house.2 Lead the group to the pretend play corner and ask learners: "Where did Baby Bird live? In a nest! Where do people live? We live in houses. Would you like to build a house and play with your friends?"3 Visit the corner at least once to observe and encourage the learners' game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the "door" and see if they invite you in. 



★ Kulindzela umntfwana

Indzaba

Ligama lami nguThabi futsi ngineminyaka lesitfupha. Madvute nje ngitakuba nemnaketfu nobe dzadzewetfu futsi ngitiva ngijabule kakhulu ngaloku! Lamuhla ekuseni kakhulu Make wangena egumbini lami watsi, “Thabi, umntfwana wetfu sewukhulile futsi unemandla futsi sewutimisele kuphuma nyalo. Ngiyahamba ngiya esibhedlela lamuhla futsi ngitawube ngingekho ngeMsombuluko, Lesibili, Lesitsatfu, Lesine ngitawubuya ngaLesihlanu.”

Make waThabi utimisela ngesibhedlela. “Usale kahle sitsandvo,” kusho yena. “Ngitawuba sekhaya masinyane, nesimangaliso lesikhulu setfu sonke.” Umntfwana sewukhule kakhulu esiswini samake wakhe kangangekutsi Thabi akasakwati kujikeletisa imikhono yakhe emtimbeni wakhe njengoba abehlala enta phambilini.

Litekisi liyamemeta ngaphandle kwendlu futsi sekusikhatsi sekutsi make wakhe ahambe. Thabi wabambelela engutjeni yakhe wacala khukhala, babe wakhe wamphakamisela etulu kwemahlombe akhe. Utsandza kuba setulu kwemhlaba.

Thabi kumele alindze emalanga lasihlanu: UMsombuluko, Lesibili, Lesitsatfu, Lesine, Lesihlanu – kepha kuye kuvakala kwangatsi sikhatsi lesidze kakhulu. Thabi ubuta babe wakhe imibuto leminyenti mayelana nalomntfwana lomusha. Babe wakhe unalo lichinga. “Kungani ungabhaleli make incwadzi?”

Ungamtjela kutsi umtsandza kanganani futsi umbute imibuto macondzana neluswane. Thabi wase utsi: “Kulungile babe. Utangisita, Ngiyacela?”



Emuva kwesikole, babe wa Thabi uyamsita kubhala incwadzi leya kumake wakhe.

“Make lotsandzekako

Ngiyakutsandza futsi ngiyakukhumbula. Babe utsi wena nemntfwana/ neluswane nitawubuya ngaLesihlanu. Ngijabula kutsi kutakuba mndzi ngemphelasontfo. Asikho sikolo ngeMgcibelo nangelisontfo kute ngikwati kudlala neluswane wakitsi lilanga lonkhe. Umntfwana wakitsi ngabe ngumfana nobe yintfombatana? Ngabe utawufana nami? Ngabe umntfwana wakitsi utawucala nini kuhamba nekukhuluma?

Lutsandvo loluphuma ku

Thabi (Umntfwanakho lomkhulu)”

Ngulesihlanu, lilanga lelikhulu lifikile. Thabi ujabule kakhulu. Uvuka ekuseni kakhulu ulindzela make wakhe kanye nemntfwana wakubo kutsi bete ekhaya. Thabi uva make wakhe emnyango longembili, kepha uyathulisisa. Ufuna kummangalisa.

Kepha Thabi kukhona lokukhulu lokutammangalisa. Make wakhe ute ekhaya nemawele!. Thabi unemnakabo kanye nadzadze wabo!

Lendzaba iphelela la.



★ Waiting for baby

Story

My name is Thabi and I am six years old. Very soon I am going to have a baby brother or sister and I feel very excited about this! Early this morning Mommy came to my room and said: "Thabi, our baby has grown big and strong and is ready to come now. I'm going to the hospital today and I will be away on Monday, Tuesday, Wednesday, Thursday, and back on Friday."

Thabi's mother gets ready for the hospital. "Bye bye, sweetheart," she says. "I'll be home very soon, with a big surprise for all of us." The baby has grown so big inside her mother's tummy that Thabi can't get her arms around her body to hug her like she could before.

The taxi is hooting outside the house and it is time for her mother to leave. Thabi holds onto her blanket and starts to cry. She feels sad so her father lifts her up on his shoulders. She loves being so high up off the ground.

Thabi only has to wait for five days: Monday, Tuesday, Wednesday, Thursday, Friday – but to her it feels like a long, long time. Thabi asks her father many questions about the new baby. Her father has an idea. "Why don't you write Mommy a letter? You can tell her how much you miss her and ask her more questions about the baby." And Thabi says: "Okay Daddy, will you help me, please?"



After school, Thabi's father helps her to write the letter to her mother.



"Dear Mommy

I love you and I miss you! Daddy says you and the baby will be home on Friday. I'm glad it will be the weekend. There is no school on Saturday and Sunday, so I can play with our baby all day long and wrap it in my blanket. Is our baby a boy or a girl? Will it look like me? When will our baby start to walk and talk?

Love from

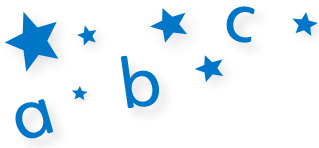
Thabi (your big baby)"

It is Friday and the big day has arrived. Thabi is so excited, she gets up very early to wait for her mother and the baby to come home. Thabi hears her mother at the front door, but she keeps very quiet. She wants to surprise her.

But Thabi is in for a much bigger surprise. Her mother has come home with twins! Thabi has a sister and a brother!

And that is the end of the story.





Liculo

Hamba uyolala luswane lwami (maswane ami)

Vala emehlo akho lamahle

Make nangu eceleni kwakho

Manje musa kukhala

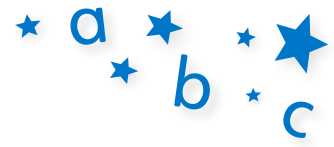
(Cula ngeshuniya "Thula Thy Thula Baba?" nobe usebentise yakho).



Emagama lavela endzabeni

Emagama lamcoka:	jabula	jabha	tfokota	mangala	emawele	sibhedlela
Lamanye emagama langetive	sisu	khula	ngekhati	emaceleni	gona	khala
	hamba	lindza	ingubo	imphelasontfo	khumbula	incwadzi





Song

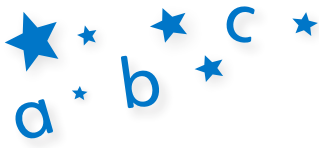
Go to sleep my baby (babies)
 Close your pretty eyes
 Mama's here beside you
 So hush now don't you cry.



Vocabulary from the story

Key-words:	happy	sad	excited	surprised	twins	hospital
Extra words:	tummy	grow	inside	around	hug	cry
	leave	wait	blanket	weekend	miss	letter





Utawuzinga loku:

- Indzaba: *Kulindzela umntfwana*
- Emaphaphethi: Thabi, make waThabi, babe waThabi, emawe, ikhalenda
- Tinsita: ingubo yaThabi, incwadzi levela kuThabi (sicephu seliphepha nepenseli), ikhalenda, thabi, midoli lemibili (nobe tingubo letitsandzele tintfo kutsi kubukeke njengebantfwana)
- Tintfo nobe emakhadi etitfombe emagama laphuma eluhlweni lwesilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

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

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi ngekubuta: *“Bangaki bantfu emndenini wakho? Unaye yini dzadzewenu nobe umnakenu lomncane? Akhona yini emawele lowatiko?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulungisa kutsi ligama lisho kutsini. Sibonelo: Cela ebafundzi bakukhombise kutsi babukeka njani uma badvumele, bajabulile, batfokotile futsi uma bamangele.

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Utawubuya ngaliphi lilanga make waThabi? Bekungani Thabi afuna kukhala? Ucabanga kutsi Thabi ubhaleni encwadzini leya kumake wakhe? Ucabanga kutsi yini beyitammangalisa?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Utsandza kwentani uma ulindzele lokutsite?”*

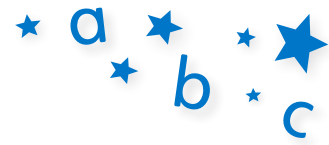
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“futsi, lifikile, ufuna. Ungawuva umsindvo lohlosiwe: fffutsi, liffikile, uffuna? Yebo ucinisile! Wonkhe anawo lomsindvo /f/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /f/: fahla, futsa, sifuba, lifulegi, lufudvu.”* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /f/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /f/: *“f-f-f”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

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





You will need:

- Story: *Waiting for baby*
- Puppets: Thabi, Thabi's mother, Thabi's father, twins, a calendar
- Props: Thabi's blanket, a letter from Thabi (a piece of paper and pencil), a calendar, a tie, two dolls (or blankets wrapped around something to look like babies)
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "How many people are in your family? Do you have a baby brother or sister? Do you know any twins?"
- 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 show you how they look when they are sad, happy, excited and surprised.

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: "On what day will Thabi's mom come home? Why did Thabi want to cry? What do you think Thabi wrote in the letter to her mom? What do you think the surprise was?"

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? What do you like to do when you are waiting for something?"



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: "futsi, lifikile, ufuna. Can you hear the focus sound: **f**futsi, **f**lifikile, **f**ufuna? Yes, you are right! They all have the sound /f/."
- 2 "Listen carefully, here are some more words with /f/: fahla, fahla, futsa, sifuba, lifulegi, lufudvu." (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.



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/titfombe teliculo



Liviki 1 Lusuku 2

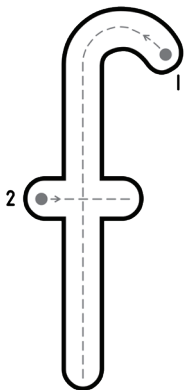
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

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

Kubumba luhlavu

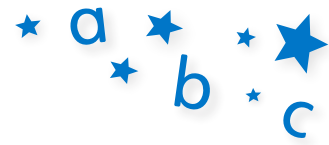
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /f/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /f/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi abafice linye liso linye livuleke basho kutsi **fica**.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **f**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *"Cala etulu, jikela ngesesancele wehle, ncamula emkhatsini."*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

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



Week 1 Day 2

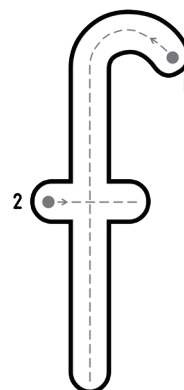
Whole class activities

Storytelling and singing

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

Forming the letter

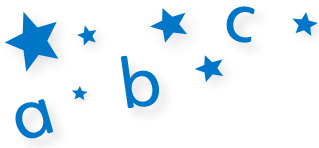
- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /f/ or if they can think of any other words that start with the sound /f/.
- 2 Teach learners an action associated with the sound. For example: Learners blink one eye while the other one is opened (**f**ica).
- 3 Show learners 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 own body to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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





Utawuzinga loku:

- Emaphaphethi endzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **f** njengemsindvo ngco: lifulegi, fulawa, fecela, ifonela, ifeni, lifasikoti, lifasitelo, ifenisi



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

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

Emabhokisi etinhlamvu

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

Imisebenti yemacembu lamancane

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: lifulegi, fulawa, fecela, ifonela, ifeni, lifasikoti, lifasitelo, ifenisi



Week 1 Day 3

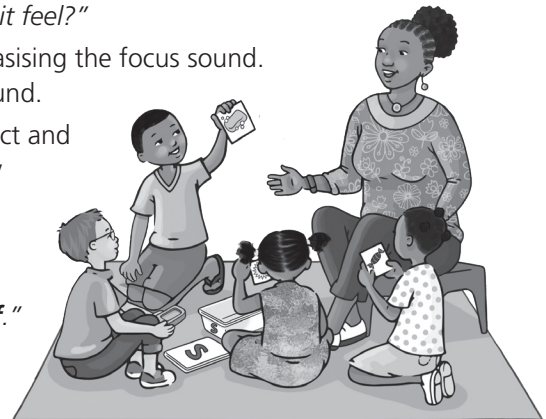
Whole class activities

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: *"Can you describe something that made you excited? How do you look when you are excited?"*
- 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.



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Tintfo nobe titfombe letinemsindvo ngco lofanako.

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

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

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

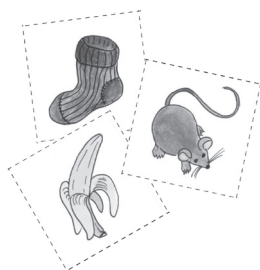
Kulandzelanisa titfombe

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



Kulalela imisindvo lesemcoka

- 1 Khetsa imisindvo ngco lemibili bese utfola isethi yetitfombe nobe tintfo ucale ngaleyo misindvo ngco (ungasebentisa tintfo letiphuma emabhokisini emisindvo).
- 2 Cela bafundzi labane kutsi beme phambili kwelikilasi. Niketa bafundzi ngababili tintfo nobe titfombe ucale ngemisindvo ngco lefanako iphakanyiswe kute bonkhe bafundzi bakwati kubona. Cela bafundzi bakusite kunika letitfombe nobe letintfo emagama.
- 3 Shano ligama lesitfombe nobe lentfo ngayinye kancane, ngalesikhatsi ugcizelela umsindvo ngco.
- 4 Cela bafundzi basho kutsi ngutiphi tintfo nobe titfombe tibili letinemsindvo ngco lofanako. Bafundzi labaphetse letitfombe nobe letintfo kumele basuke beme ndzawonye. Chubeka ngaletinye titfombe nobe tintfo letintsatfu nobe letine.
- 5 Uma bafundzi sebawetayele lomdlalo, tama loku lokuhlukile: Cinisekisa kutsi unetintfo nobe titfombe letanele kunika umfundzi ngamunye. Chazela bafundzi kutsi kumele batfole lomunye umfundzi lonesitfombe nobe intfo lenemsindvo ngco lofana newabo, bese bahlala ndzawonye emethini.



Imisebenti yemacembu lamancane

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





You will need:

- Big sequence pictures
- Objects or pictures with the same focus sound

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:



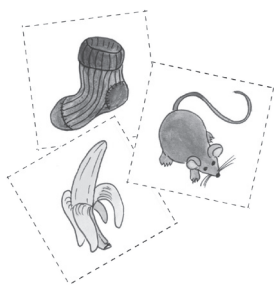
These are useful questions to ask about each picture:

- "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 Select two focus sounds and find sets of pictures or objects starting with those focus sounds (you can use objects from the letter boxes).
- 2 Ask four learners to stand in front of the class. Give each pair of learners objects or pictures starting with the same focus sound to hold up so all the learners can see. Ask learners to help you name the pictures or objects.
- 3 Say the name of each picture or object slowly, while emphasising the focus sound.
- 4 Ask learners to say which two objects or pictures have the same focus sound. Learners holding these pictures or objects must move and stand next to each other. Continue with three or four more picture cards or objects.
- 5 Once learners are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each learner one. Explain to learners that they must find another learner whose object or picture has the same focus sound and sit together on the mat.



Small group activities

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



Utawuzinga loku:

- **Umntfwana wesikhwakhwa semetjiso:** sikhwakhwa sinye semfundzi ngamunye kanye nemfanekiso wemntfwana angekhatsi kwesikhwakhwa kutewukhombisa bafundzi
- Ematje, emakhokho, ingwebu, volo, intsambo, ticephu tendwangu, liphepha lelinembala, iribhoni
- **Khenceta:** libhodlela lepulasitiki lelingenalutfo lemfundzi ngamunye, ematje lamancane, buhlalu, emabhontjisi, isanti, liphepha lelinembala
- Emakhrayoni embala ewaksi lamakhulu nemamakha lamnyama nobe emakoki
- Sikelo, iglu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: umntfwana, tfokotile, shaya ibheli, litekisi, kumangala, sibhedlela, mnaketfu, dzadzewetfu, sisu, uMsombuluko, Lesibili, Lesitsatfu, Lesine, Lesihlanu, impheasantfo

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela ebafundzi kutsi batakwenta bantfwana babo nemibhedze yebantfwana basebentisa sikhwakhwa semetjiso. Kumele basebentise tindwangu letisetafuleni kanye nekoki kudweba buso bemntfwana edwaleni nobe etulu kwekhokho. Kumele bahlobise sikhwakhwa semetjiso kwenta umbhedze wemntfwana wabo. Khomba bafundzi sibonelo losentile.
- 2 Cela ebafundzi kutsi banikete bantfwana babo emagama futsi bawabhale esiceshini seliphepha labangakwati kulinamatselisa ngaphambili nobe eceleni kwesikhwakhwa semetjiso. Bachazele kutsi bangabhala lamagama ngendlela lebacanga kutsi abhalwa ngayo.
- 3 Gcugcutela bafundzi kutsi babute bangani "ngebantfwana" babo: Ngubani ligama lakhe? Uyakhala kakhulu yini?

NOBE

- 1 Chazela bafundzi kutsi bawukwentela umntfwana khenceta. Kumele bafake ematje lamancane, buhlalu nobe isanti ebhodleleni lepulasitiki bese bagcokisa libhodlela liphepha lembala lelidzatjuliwe kute libukeke lilihle emntfwaneni.



Kuhlanganisa nekwehlukana (emalunga)

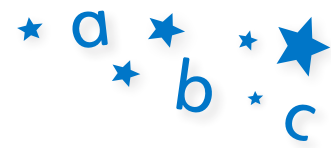
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukaniswa njani ngemalunga, Sibonelo: **si** | **bhe** | **dle** | **la**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **si** (bamba sandla) **bhe** (bamba sandla) **dle** (bamba sandla) **la** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (sibonelo: "sibhedlela" unemalungu lamane).



Imisebenti yemacembu lamancane

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





You will need:

- **Matchbox baby:** one matchbox per learner and a sample of a baby in a matchbox to show the learners
- Small rocks, corks, foam, cotton wool, string, fabric pieces, coloured paper, ribbon
- **Rattle:** an empty plastic bottle for each learner, little stones, beads, beans, sand, coloured paper
- Jumbo wax crayons and black markers or kokis
- Scissors and glue
- A list of multisyllabic words relating to the story: umntfwana, tfokotile, shaya ibheli, litekisi, kumangala, sibhedlela, mnaketfu, dzadzewetfu, sisu, uMsombuluko, Lesibili, Lesitsatfu, Lesine, Lesihlanu, impheasantfo

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make their own baby and baby bed in a matchbox. They must use the materials on the table and a koki to draw the baby's face on the rock or cork. They must also decorate the matchbox to make a bed for their baby. Show learners the sample you have made.
- 2 Ask learners to give their "baby" a name and write the name on a piece of paper which they can stick onto the front or the side of the matchbox. Explain to them that they write the name the way they think it is written.
- 3 Encourage learners to ask a friend about their "baby": What is its name? Is it a boy or a girl? Does he/she cry a lot?

OR

- 1 Explain to learners that they are going to make a rattle for a baby. They must put little stones, beads or sand in the plastic bottle and then cover the bottle with little bits of torn coloured paper to make it look nice for the baby.



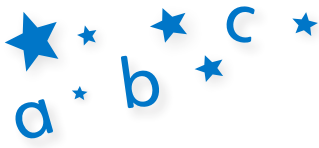
Blending and segmenting (syllables)

- 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: **si | bhe | dle | la**.
- 2 Ask learners to face a friend and do high fives for each syllable: **si** (high five) **bhe** (high five) **dle** (high five) **la** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "sibhedlela" has four syllables).



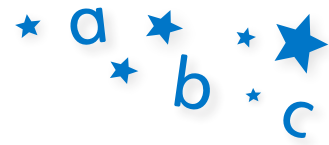
Small group activities

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



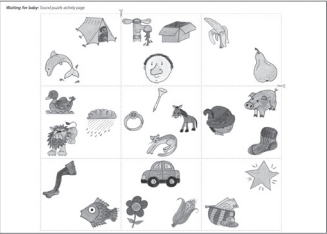



Imisebenti yemacembu lamancane weliviki 1

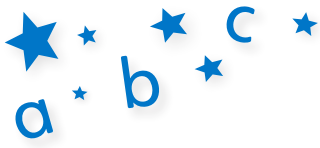
Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="274 724 531 1078"> <p>Kulindzelwe umntfwana</p> <p>Thabi unenhlahlala ngekuba nadzadzewabo nemnakabo lamncane.</p> </div> <div data-bbox="192 1126 591 1358"> <p>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminye imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo: "Thabi unenhlahlala kuba nemnakabo nadzadzewabo labancane." Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamo yabo.
<ul style="list-style-type: none"> Emaphazili emisindvo <div data-bbox="239 1464 562 1700"> </div>	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Bafundzi bacala ngekutfo sicephu sephazeli lesinetitfombe letine. Kumele babeke lesicephu emkhatsini welitafula. Bafundzi kumele basho emagama nemisindvo ngco yaleso naleso sitfombe. Umfundzi ngamunye kumele abuye aphakamise lesinye sicephu sephazeli afanise umsindvo ngco wetitfombe tonkhe esiceshini sephazeli.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="309 1880 482 2097"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetha incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetha lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.

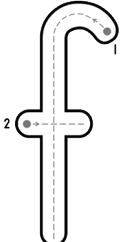
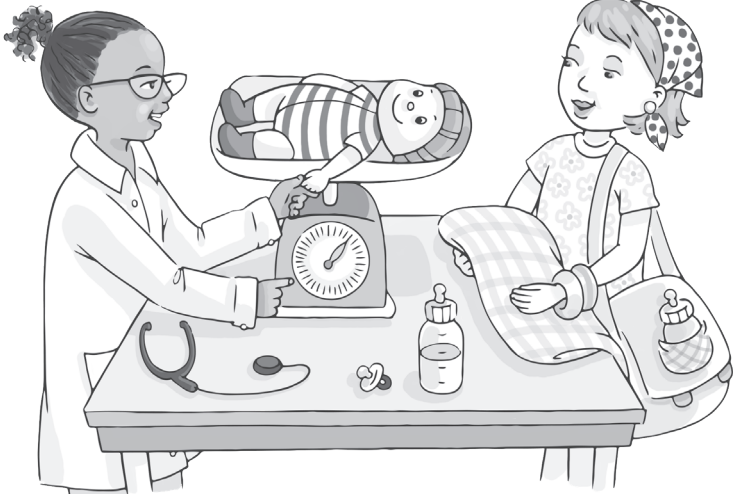


Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</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. 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. 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: "Thabi ... is ... lucky ... to ... have ... a ... baby ... sister ... and ... a ... What word did you want to say next? Brother. I am going to write the word 'brother'." 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"> Sounds puzzle 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. Learners must say the names and focus sounds of each picture. Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.
<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.

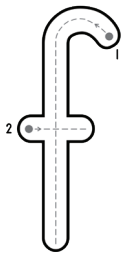
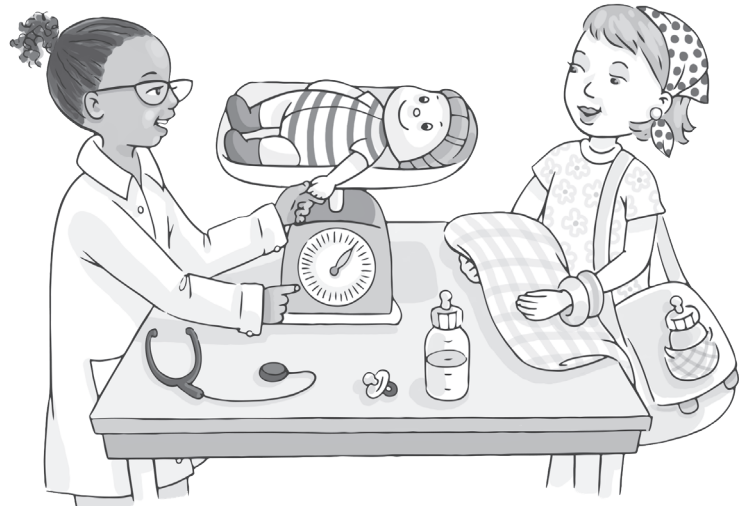




Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"> Liphepha le A5 lethempleti yeluhlavu "f" yemfundzi ngamunye Liphepha lelizala nome liphephandzaba Iglu 	<p>Umsebenti 4: Emakhono emotho lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye ithemplethi yeluhlavu kanye netintfo nome titfombe letinemsindvo ngco. Kumele banamatselise titfombe nome tintfo letinalomsindvo ngco <p style="text-align: center;">nome</p> <ol style="list-style-type: none"> Kumele badzabule liphepha libe ticucu batigicite tibe libhola kugcwalisa indzawo babumbe neluhlavu. Bangabuye bengete imidwebo yetintfo letinamsindvo "f". 
<ul style="list-style-type: none"> Tinsita: tingubo, midoli, emanabukeni, incola yemntfwana, umbhedze wemntfwana, emabhodlela, sitja sekugezela bantfwana, sikalo, lithawula lelincane 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Chaza kutsi batawutentisa kuba batali beluswane. Bangagcokisa futsi bafunte luswane babuye bavakashele labanye batali neluswane lwabo. Bangasavakashela nemfolamphilo kutsi luswane luhlolwe futsi lukalwe ngunesi. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Sibonelo: Ungafika utentise kuletsa siphoswane. Buta "labatali" ngeluswane lwabo, futsi ubatjele kutsi luswane lwabo luhle kangakanani! 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “f” letter template for each learner • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound. <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “f”. 
<ul style="list-style-type: none"> • Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. 2 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse. 3 Visit the corner at least once to observe and encourage the learners’ game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the “parents” about their baby, and tell them how beautiful their baby is! 





Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



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



Kwetfula umsindvo lophuma kulenzaba

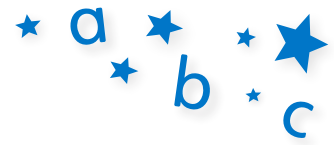
- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *"akasakwati, ahambe, wacala, akhe, alindze. Ungawuva umsindvo lohlosiwe: akasakwati, wacala, akhe? Yebo ucinisile! Wonkhe anawo lomsindvo /a/."*
- 2 *"Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga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



Imisebenti yemacembu lamancane

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"akasakwati, ahambe, wacala, akhe, alindze.* Can you hear the focus sound: **akasakwati, wacala, akhe?** Yes, you are right! They all have the sound /a/."
- 2 *"Listen carefully, here are some more words with /i/: li-apula, i-ayisi, i-ayini, i-ambulesi, anyanisi, bhanana, mangala."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: **"a-a-a"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Utawuzinga loku:

- Libhuku Lelikhulu: *Kulindzela umntfwana*
- Liphepha le A5 lethempleti yeluhlavu **a** lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

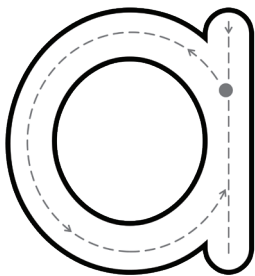
Kufundza ngekuhlanganyela – Libhuku Lelikhulu

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



Kubumba luhlavu

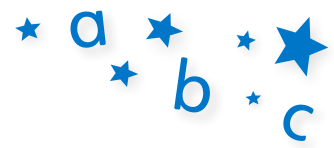
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /a/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /a/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangenta sibhakela balingise ngatsi li-apula, sebatsi /a/ ngaso sonkhe sikhatsi nabaluma leli a-pula.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu **a** lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “Cala etulu ushaye umjikeleto, khuphuka bese wehla khona lapho kancane.”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Chazela ebafundzi kutsi kumele babuyele ematafuleni abo bayokwenta tinhlamvu temushi wenkhosatana. Loku kusho kutsi batawubhala etulu kweluhlavu ekhasini labo ngemakhrayoni emibala leyahlukahlukeni.
- 6 Uma bafundzi bangakwati kucabanga tintfo leticala ngemsindvo lowentiwa nguloluhlavu, bangatidweba emaceleni kweluhlavu lemushi wenkhosatana. Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

- Big Book: *Waiting for baby*
- An A5 **a** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

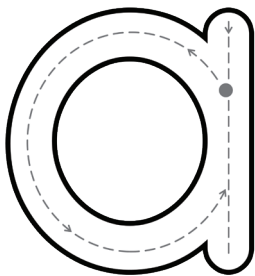
Shared reading – Big Book

- 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. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Khenceta wemntfwana wekutentela
- Emaphapheti endzaba
- Titfombe temaphaphbuku temalunga emndeni lahlukahlukene
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **a** njengemsindvo ngco: bhanana, likatjana, thandaza, sibhakabhaka, dalada, takala, sandla, igandaganda

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Tjela bafundzi babukisise emaphaphethi endzaba. Bakhombe emaphaphethi ngayinye bese ubacele bakusite uwachaze: "Yindze nobe imfisha? Inetinwele letidze nobe letimfisha? Yindzala nobe yincane? Igcokeni?" Bese uchaza titfombe letisikwe emaphaphethi netitfombe eludvongeni.
- 2 Chazela ebafundzi kutsi kumele balalelisisse kahle ngalesikhatsi uchaza lomunye walabantfu. Cela bafundzi kutsi baphakamise tandla uma bati kutsi ngumuphi lomuntfu. Sibonelo: "Lomuntfu lengicabanga ngaye mudze. Ugcoko timphahla tebusika. Ubukeka anebungani."
- 3 Buta bafundzi kutsi ukhona yini longatsanda kuchaza lomunye webalingisi ngalesikhatsi labanye bafundzi balalela.

Emabhokisi etinhlamvu

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



Stella utsi:



Indlela lelungile yekwenta bafundzi bahlaliseke kubatjela kutsi bavale emehlo. Hamba uye ekhoneni lelilikilasi bese unyakatisa kakhulu khenceta. Cela bafundzi kutsi bakhombe lapho umsindvo uchamuka ngakhona. Nyenya uye ngemuva egunjini unyakatise khenceta futsi. Kwente loku etindzaweni letahlukahlukene, ucale unyakatise khenceta kakhulu bese umnyakatisa kancane.

Imisebenti yemacembu lamancane

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





You will need:

- A home-made baby rattle
- Puppets from the story
- Pictures from a magazine of different family members
- A letter box containing objects or pictures of objects that have the focus sound **a**: bhanana, likatjana, thandaza, sibhakabhaka, dalada, takala, sandla, igandaganda

Week 2 Day 3

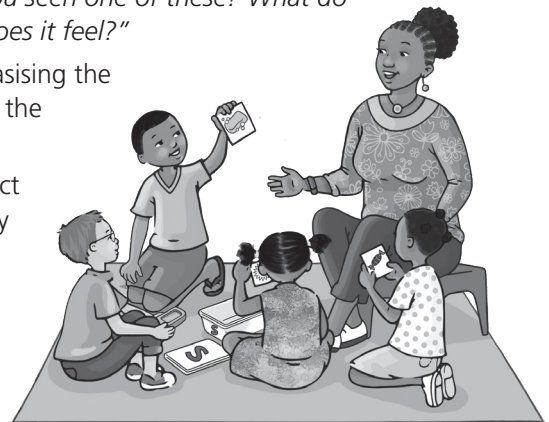
Whole class activities

Learning to listen

- 1 Tell learners to look carefully at the puppets from the story. Show them one at a time and ask them to help you describe each one: *“Are they tall or short? Do they have long or short hair? Are they old or young? What are they wearing?”* Then describe the pictures you have cut out of a magazine. Stick the puppets and pictures on the wall.
- 2 Explain to learners that they must listen carefully while you describe one of the people. Ask learners to put up their hand if they know which person you are describing. For example: *“The person I am thinking of is quite tall. He is wearing winter clothes. He looks friendly.”*
- 3 Ask learners if anyone would like to describe one of the characters while the other learners listen.

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.



Stella says:



A good way to get learners to settle for the listening activity is to tell them to close their eyes. Then walk to the corner of the classroom and shake the rattle loudly. Ask learners to point to where the sound is coming from. Move quietly to the back of the room and shake the rattle again. Do this from different directions, shaking the rattle loudly at first and then softly.

Small group activities

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



Utawudzinga loku:

- Umfanekiso webuso be-emoji lobusikwe ekhasini lemsebenti lebuso be-emoji
- Buso be-emoji bemfundzi ngamunye
- Inhlama yekudlala kanye nemethi yenhlama yekudlala
- Tindvuku, volo, buhlalu nobe emehlo epulasitiki
- Ngekungaphoceleki: emaphephabhuku
- Tintfo nobe titfombe letinemsindvo ngco lofanako

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Tjela bafundzi kutsi bahlale emethini bese babuka buso bakho ngekunakisisa. Yenta buso kukhombisa luvo bese ucela bafundzi kukulingisa, futsi banike loluvo ligama.
- 2 Kwente loku futsi, kepha khombisa bafundzi sitfombe se-emoji ngayinye ngalesikhatsi ukhuluma ngeluvo ngalunye. Yenta buso bese ucela umfundzi ete kutawukhomba i-emoji lekungiyoy.
- 3 Ngemuva kokwenta loku ngetitfombe letimbalwa, ebafundzi kumele baye ematafuleni abo. Umfundzi ngamunye utawudzinga inhlama yekudlala, imethi yenhlama yekudlala kanye nesitfombe se-emoji.
- 4 Ebafundzi kumele basebentise lenye yenhlama kugicita libhola bese bayayendlala kute bente simo sesiyingi sebuso. Gcugcutela bafundzi "kufundza" le-emoji bese benta buso ngenhlama yekudlala kufanisa ne-emoji yeluvo basebentisa tintfo letisetifuleni. Bangantjintjana ema-emoji nalabanye bafundzi kutsi bakhombise buso lobuhlukile.

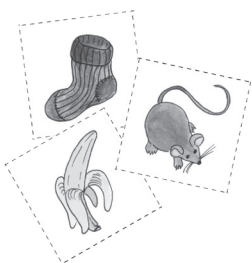
NOBE

- 1 Bafundzi bangasika titfombe temaphephabhuku tebantfu labakhombisa imivo lehambisana nema-emoji. Banganamatselisa lesitfombe esiceshini selishadi leliphencekako dvute neluphawu lwe-emoji.



Kulalela imisindvo lesekcoka

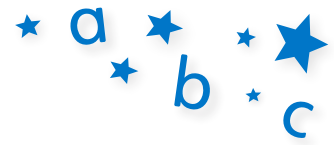
- 1 Khetsa imisindvo ngco lemibili bese utfola isethi yetitfombe nobe tintfo ucale ngaleyo misindvo ngco (ungasebentisa tintfo letiphuma emabhokisini emisindvo). Cela bafundzi labane kutsi beme phambili kwelikilasi. Niketa bafundzi ngababili tintfo nobe titfombe ucale ngemisindvo ngco lefanako iphakanyiswe kute bonkhe bafundzi bakwati kubona. Cela bafundzi bakusite kunika letitfombe nobe letintfo emagama.
- 2 Shano ligama lesitfombe nobe lentfo ngayinye kancane, ngalesikhatsi ugczizelela umsindvo ngco.
- 3 Cela bafundzi basho kutsi ngutiphi tintfo nobe titfombe tibili letinemsindvo ngco lofanako. Bafundzi labaphetse letitfombe nobe letintfo kumele basuke beme ndzawonye. Chubeka ngaletinye titfombe nobe tintfo letintsatfu nobe letine.
- 4 Uma bafundzi sebawetayele lomdlalo, tama loku lokuhlukile: Cinisekisa kutsi unetintfo nobe titfombe letanele kunika umfundzi ngamunye. Chazela bafundzi kutsi kumele batfole lomunye umfundzi lonesitfombe nobe intfo lenemsindvo ngco lofana newabo, bese bahlala ndzawonye emethini.



Imisebenti yemacembu lamancane

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





You will need:

- An emoji face for each learner (photocopied and cut out from the **Emoji faces** page)
- 8 colour **Emoji faces**, cut up
- Playdough and playdough mats for each learner
- Sticks, wool, beads or plastic "eyes"
- Optional: magazines
- Objects or pictures with the same focus sound

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to sit on the mat and watch your face carefully. Make a face to show a feeling and ask learners to copy your face, and then name the feeling.
- 2 Do this again, but show learners a picture of each colour emoji as you talk about each feeling. Then make a face and ask a learner to come up and point to the correct emoji picture. Ask a learner to show a feeling, and another learner to find the correct emoji.
- 3 After you have done this with a few pictures, learners must move to their tables. Each learner will need some playdough, a playdough mat and a photocopied emoji face.
- 4 Learners must use some of their playdough to roll a ball and then flatten it to make a round shape for the face. Encourage learners to "read" the emoji and make a face with playdough to match the feeling emoji using the materials on the table. They can then swap the emoji with another learner to make a different facial expression.

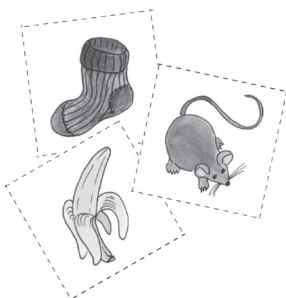
OR

- 1 Learners can cut out magazine pictures of people with matching expressions to the emojis. The picture can be stuck on a piece of flipchart paper next to the emoji sign.



Listening for focus sounds

- 1 Select two focus sounds and find sets of pictures or objects starting with those focus sounds (you can use objects from the letter boxes). Ask four learners to stand in front of the class. Give each pair of learners objects or pictures starting with the same focus sound to hold up so all the learners can see. Ask learners to help you name the pictures or objects.
- 2 Say the name of each picture or object slowly, while emphasising the focus sound.
- 3 Ask learners to say which two objects or pictures have the same focus sound. Learners holding these pictures or objects must move and stand next to each other. Continue with three or four more picture cards or objects.
- 4 Once learners are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each learner one. Explain to learners that they must find another learner whose object or picture has the same focus sound and sit together on the mat.



Small group activities

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



Utawudzinga loku:

- Liphepha le-A3 nobe ikhadibhodi
- Imakha yebhodi lemhlophe
- Emakhrayoni embala ewaksi lamakhulu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: umntfwana, tfokotile, shaya ibheli, litekisi, kumangala, sibhedlela, mnaketfu, dzadzawetfu, sisu, uMsombuluko, Lesibili, Lesitsatfu, Lesine, Lesihlanu, imphelasontfo Tinyakatsi nobe tigubhu

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela bafundzi kutsi batawutentisa kuba nguThabi bakusite kwenta likhadi lekumukela make nemawele.
- 2 Buta bafundzi kutsi ukhona lokwatiko kucala kubhala umlayeto ekhadini. Chaza kutsi sivamise kucala emakhadi ngalamagama:lotsandzekako.
- 3 Bese nicoca kutsi kulandzelani. Uma senivumelene, bhala lamagama ebafundzi ekhadini. Ngemuva kwekukhombisa kubhala imisho lemibili nobe lemitsatfu, cela bafundzi bakusite kucabanga kutsi utsini ekugcineni kwelikhadi.
- 4 Labanye bafundzi bangahlobisa likhadi uma kunesikhatsi.

Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukaniswa njani ngemalunga, Sibonelo: **Lwe | si | hla | nu**.
- 2 Cela ebafundzi kutsi bamashele lelo nalelo lilungu: **Lwe** (bamba sandla) **si** (bamba sandla) **hla** (bamba sandla) **nu** (bamba sandla). Niketa labanye bafundzi tinyakatsi nobe tigubhu nobe ushaye kulelo nalelo lilungu.
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi bafundzi bamashela lilungu ngalinye. Gcugcutela bafundzi kutsi babale emalungu emagama (sibonelo: "Lwesihlanu" unemalungu matsatfu).



Imisebenti yemacembu lamancane

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





You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: umntwana, tfokotile, shaya ibheli, litekisi, kumangala, sibhedlela, mnaketfu, dzadzewetfu, sisu, uMsombuluko, Lesibili, Lesitsatfu, Lesine, Lesihlanu, imphelasontfo

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to pretend to be Thabi and help you make a card to welcome Mom and the twins.
- 2 Ask learners if anyone knows how to start writing a message in a card. Explain that we usually start cards with the words: Dear ...
- 3 Then discuss what to write next. Once you have agreed, write the words of the learners on the card. After modelling writing two to three sentences, ask learners to help you think of what to say at the end of the card.
- 4 Some learners can decorate the card if there is time.

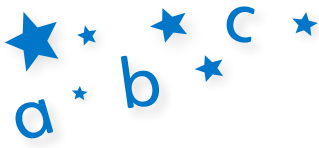
Blending and segmenting (syllables)

- 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: **Lwe | si | hla | nu**.
- 2 Ask learners to march for each syllable: **Lwe** (one step) **si** (one step) **hla** (one step) **nu** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "Lwesihlanu" has four syllables).

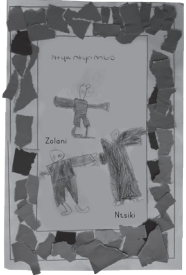
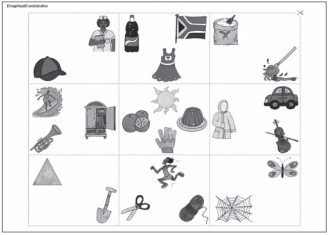



Small group activities

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

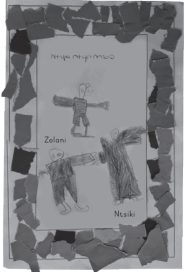
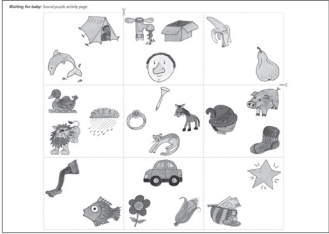



Imisebenti yemacembu lamancane weliviki 2

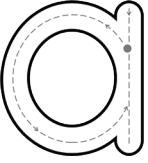
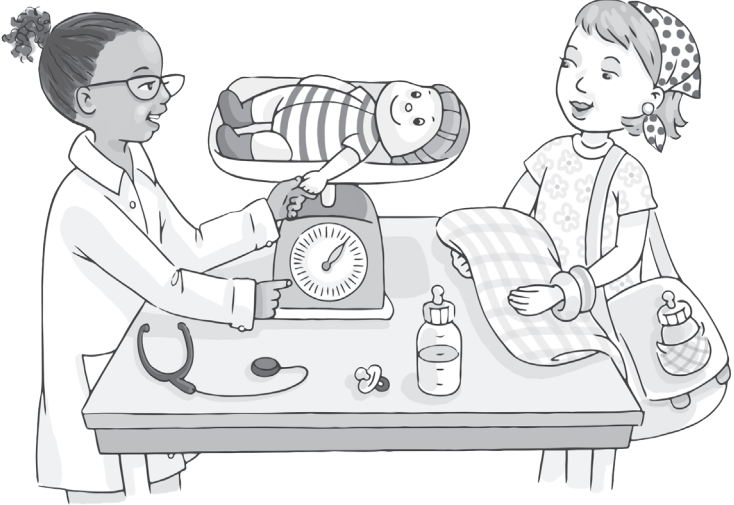
Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Sifanekiso selikhasi lemsebenti we luhlaka lwesitfombe semfundzi ngamunye Liphepha lelinembala nobe emakhasi eliphephabhuku langadzatjulwa abe ticucu 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bafundzi kumele badzabule futsi banamatselise liphepha lelinembala nobe emakhasi eliphephabhuku emaceleni eliphepha kute bente luhlaka. Uma bentile luhlaka, kumele badvwebe sitfombe semndeni wabo emkhatsini welikhasi. Gcugcutela bafundzi kutsi babhale emagama abo dvute nemdvwebo wabo, babuye betame kubhala emagama alamanye emalunga emindeni yabo uma bangakhona. Nobe bakutjele emagama emalunga emindeni yabo ubabhalele. 
<ul style="list-style-type: none"> Emaphazili emisindvo 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Bafundzi bacala ngekutfole sicephu sephazeli lesinetitfombe letine. Kumele babeke lesicephu emkhatsini welitafula Bafundzi kumele basho emagama nemisindvo ngco yaleso naleso sitfombe. Umfundzi ngamunye kumele abuye aphakamise lesinye sicephu sephazeli afanise umsindvo ngco wetitfombe tonkhe esiceshini sephazeli
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.



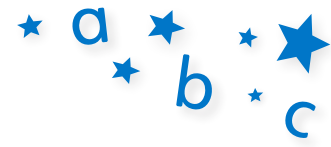
Small group activities for Week 2

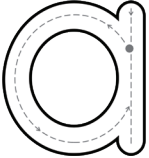
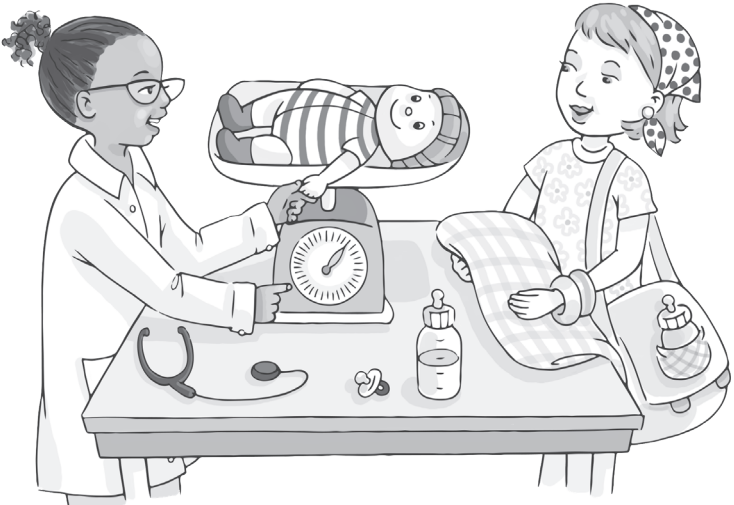
You will need	Activities
<ul style="list-style-type: none"> A photocopy of the Picture frame activity page for each learner Coloured paper or pages from a magazine that learners can tear into small pieces 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Learners must tear and stick coloured paper or pages from a magazine around the edge of the paper to make a frame. Once they have made a frame, they must draw a picture of their family in the middle of the page. Encourage learners to write their name next to their drawing of themselves, and to try and write the names of other family members if they can. Alternatively, ask them to tell you the names of members of their family and write for them. 
<ul style="list-style-type: none"> Sounds puzzle 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. Learners must say the names and focus sounds of each picture. Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.
<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.



Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Liphepha le A5 lethempleti yeluhlavu "a" yemfundzi ngamunye Liphepha lelidzala nome liphephandzaba Iglu 	<p>Umsebenti 4: Emakhono emotho lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye ithemplethi yeluhlavu kanye netintfo nome titfombe letinemsindvo ngco. Kumele banamatselise titfombe nome tintfo letinalomsindvo ngco <p style="text-align: center;">nome</p> <ol style="list-style-type: none"> Kumele badzabule liphepha libe ticucu batigicite tibe libhola kugcwalisa indzawo babumbe neluhlavu. Bangabuye bengete imidvwebo yetintfo letinamsindvo "a". 
<ul style="list-style-type: none"> Tinsita: tingubo, midoli, emanabukeni, incola yemntfwana, umbhedze wemntfwana, emabhodlela, sitja sekugezela bantfwana, sikalo, lithawula lelincane 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Khumbuta ebafundzi ngetinsita letisekhoneni lemdlalo wekutentisa bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi batentisa kuba batali labanakekela tinswane tabo. Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Chaza kutsi bawutentisa kuba batali beluswane. Bangagcokisa futsi bafunte luswane babuye bavakashela labanye batali neluswane lwabo. Bangasavakashela nemtfolamphilo kutsi luswane luhlolwe futsi lukalwe ngunesi. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Sibonelo: 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “a” letter template for each learner • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound. <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “a”. 
<ul style="list-style-type: none"> • Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner. Encourage learners to continue from Week 1 when they pretended to be parents looking after their new babies. 2 Lead the group to the pretend play corner and show them the props. 3 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse. 4 Visit the corner at least once to observe and encourage the learners’ game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the “parents” about their baby, and tell them how beautiful their baby is! 



★ Sidleke sesigcoko savolo

Indzaba

Kwakulikwindla lilanga lelimakhata. Wendy namake wakhe bebabuke ngaphandle kwelifastela, babukela umoya uphephula tihlahla. "Ngingaphuma ngiyodlala ngaphandle? Ngiyacela." Wendy wacela make wakhe. "Wendy," make uyaphendvula. "Kufanele ugcoko ufutfumale nawufuna kuphumela ngaphandle," kusho make wakhe.

Wendy wambatsa libhantji lakhe lelifutfumele kakhulu wahamba. Watsi nakatsi uphumela emnyango make wakhe watsi: "Mina, tsatsa lesigcoko ufutfumete inhloko netindlebe takho."

Wendy wagijimela ngaphandle emoyeni lobandzako. Wabuka etulu etihlahleni wabona kutsi letinye tihlahla atisenawo cishe onkhe emacembe ato.

Masinyane umoya lonemandla wahlwitsa sigcoko sakhe enhloko yakhe. "Maye mine! Sigcoko sami siphephukile! Ngiyehluleka kusibamba!" kukhala Wendy njengoba asigijimisa. Kepha umoya wahhusha kakhulu nesigcoko saphephuka kakhulu nesigcoko saphephukela embili saze sanyamalala.

Wendy wabuyela ekhaya watjela make wakhe ngalokwentekile. "Make, umoya lonemandla uhhusha ngemandla, waphephula sigcoko enhloko yami manje angisakwati kusitfolo! Ngetamile kugijima emuva kwaso, kepha saphephuleka etukwetihlahla." Make waWendy watsi: "Kubuhlungu ngoba sigcoko sakho silahlekile, kepha akusilo liphutsa lakho, Wendy. Lesosigcoko besesisincane kunawe encenye lomunye utasitfolo akwati kusisebentisa."



Simo selitulu sachubeka saba makhata masinyane kwaba sebusika. Emuva kwetinyanga letimbalwa, Wendy wacaphela kutsi sekunemacembe lamasha laluhlata etihlahleni weva nekutsi nesimo sesiya ngekufutfumala. Bese kungusentwasahlobo nebusika sebedlulele emnyakeni lolandzelako. Masinyane Wendy utawukwati kugcoka tincabule takhe nesigcoko sakhe selilanga futsi adlale ngaphandle ngendlela layifunako.

Ngalenye intwasahlobo lefutfumele ekuseni Wendy namake wakhe bavumelana ngekuyovakashela labanye bangani. Batfolo kumangala nabefika esihlahleni lesidze. Lapha, etulu bekunesigcoko saWendy ngekhatshi kwaso bekuna make wenyoni. Abakha sidleke lesincane semacandza akhe.

"Buka," kusho make na Wendy. "Sigcoko sakho senta umsebenti lomuhle futsi sitakwenta sidleke lesifutfumele ngesikhatsi emantjwele achamusela!" Wendy namake wakhe bahleka bandlulela embili. Wendy abengakwati kulindza atotjela bangani bakhe ngesidleke sesigcoko.

Lendzaba iphelela la.



★ The beanie nest

Story

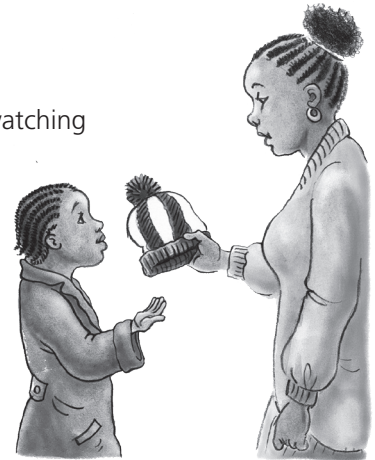
It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

Wendy put on her warmest jacket and off she went. Just as she was going out of the door her mom said: "Here, take your beanie to keep your head and your ears warm."

Wendy ran outside into the cold wind. She looked up at the trees and noticed that some trees had lost most of their leaves.

Suddenly the strong wind whipped her beanie right off her head. "Oh dear! My beanie has gone! I can't catch it!" cried Wendy as she ran after it. But the wind blew harder and the beanie flew further and further away until it disappeared.

Wendy ran back home and told her mom what had happened. "Mommy, a gust of wind blew so hard, it took my beanie right off my head and now I can't find it! I tried running after it, but it blew over the trees." Wendy's mom said: "It's a pity that your beanie is lost, but it's not your fault, Wendy. That beanie was getting too small for you and maybe someone will find it who can use it."



The weather got colder and colder and soon it was winter. After a few months, Wendy noticed that there were new green leaves on the trees and she could feel that the weather was getting warmer. It was spring and winter was over for another year. Soon Wendy would be wearing her slip-slops and sunhat and playing outside as much as she wanted to.

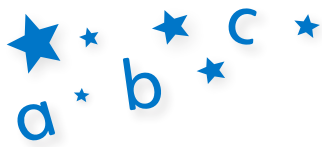
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

"Look!" said Wendy's mom. "Your beanie is being put to good use and will make a warm nest when the little chicks hatch!" Wendy and her mom laughed as they walked on. Wendy couldn't wait to tell her friend about the beanie nest.



And that is the end of the story.





Liculo

Phephetsa, phephetsa, phephetsa

Ngekutfoba yendlula etihlahleni

Phephetsa ubuye uphephetse, ubuye uphephetse

Maye ngiyakutsandza kuphola

Phephetsa, phephetsa, phephetsa emafu

Waphephetsele esibhakabhakeni

Phephetsa ubuye uphephetse, ubuye uphephetse,

Bukela emafu ayagucuka!

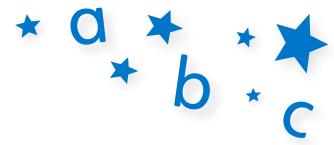


(Cula ngendlela ye "Row, row, row your boat" nobe usebentise indlela yakho.)

Emagama lavela endzabeni

Emagama lamcoka:	sigcoko savolo	likwindla	umoya	busika	kubandza	intfwasahlobo
Lamanye emagama langetive	tihlahla	emacembe	kuhusha kwemoya	nyamalala	kufutfumala	bamba
	phephetsa	lomudze	simangaliso	simo selitulu	ngaphandle	chamusela





Song

Blow, blow, blow the wind
 Gently through the trees,
 Blow and blow and blow and blow,
 How I like the breeze!
 Blow, blow, blow the clouds
 Blow them through the sky.
 Blow, and blow and blow and blow,
 Watch the clouds roll by!



(Sing to the tune of "Row, row, row your boat" or use your own tune.)

Vocabulary from the story

Key-words:	beanie	autumn	wind	winter	cold	spring
Extra words:	trees	leaves	gust of wind	disappear	warm	catch
	blow	tall	surprise	weather	outside	hatch





Utawuzinga loku:

- Indzaba: *Sidleke sesigcoko savolo*
- Emaphaphethi: Make, Wendy, sihlahla, emacembe, inyoni, sigcoko selilanga, timphahla telihlobo, timphahla tebusika, sigcoko savolo
- Tinsita: Iijazi, sigcoko savolo, sitjalo/ sihlahla lesincane lesingenamacembe, inyoni yepulasitiki, sigcoko selilanga
- Tintfo nobe emakhadi etitfombe emagama laphuma eluhlweni lwesilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

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

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Sinjani simo selitulu ngaphandle lamuhla? Ngalesikhatsi ugcoke ekuseni, bewuzinga kutsi ugcoke timphahla letifutfulumalako nobe timphahla tesimo selitulu lesimakhata?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, Buta bafundzi *“Sinjani simo selitulu ekwindla? Ngutiphi timphahla lotigcoka ekwindla? Ebusika? Entfwasahlobo?”*

2 Ngalesikhatsi ucoke lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene.
- 2.2 Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.3 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Kungani make waWendy amnike sigcoko savolo kutsi asigcoke? Ucabanga kutsi kutokwentekani ngalokulandzelako? Sisebentani sigcoko savolo saWendy?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Wake walahla lokutsite? Wativa njani ngalesikhatsi ulahla lokutsite?”*

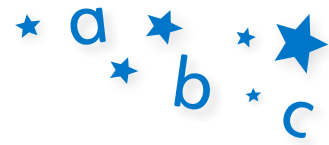
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“make, mine, manje, umoya, makhata masinyane. Ungawuva umsindvo lohlosiwe: make, mine, u-moya, masinyane? Yebo ucinisile! Wonkhe anawo lomsindvo /m/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /m/: imoto, make, umoya, umlomo, mema.”* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 *Shano umsindvo /m/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.*
- 4 Cela ebafundzi kutsi basho umsindvo /m/: *“m-m-m”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye. .

Imisebenti yemacembu lamancane

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





You will need:

- Story: The beanie nest
- Puppets: Mom, Wendy, a tree, leaves, a bird, a sunhat, summer clothes, winter clothes, a beanie
- Props: coat, beanie, plant/small tree without leaves, plant/small tree with leaves, plastic bird, sunhat
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"What is the weather like outside today? Did you put warm or cool clothes on this morning?"*
- 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: *"What is the weather like in autumn? What clothes do you wear in autumn? And winter? And spring?"*

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: *"Why does Wendy's mother give her a beanie to wear? What is Wendy's beanie being used for?"*

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? Have you ever lost something? How did you feel when you lost something?"*

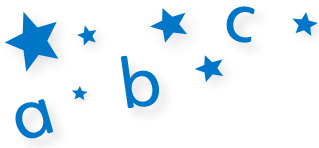
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"make, mine, manje, umoya, makhata masinyane. Can you hear the focus sound: make, mine, u-moya, masinyane? Yes, you are right! They all have the sound /m/."*
- 2 *"Listen carefully, here are some more words with /m/: imoto, make, umoya, umlomo, mema."* (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.





Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

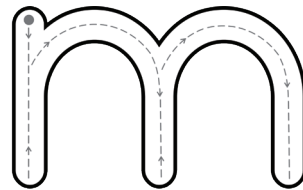
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

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

Kubumba luhlavu

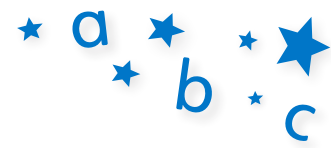
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /m/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /m/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangabeka tandla emuva kulingisa kumema sebayasho: "m-m-mema".
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu /m/ lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu wehle, khuphuka khona lapho ujikele ngesekudla wehle, khuphuka khona lapho ujikele ngesekudla wehle."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

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



Week 1 Day 2

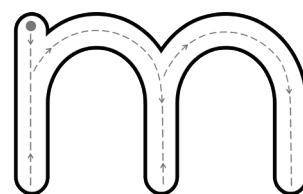
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 put their arms on their backs and bend a little bit to show they are carrying something on their back while saying: "m-m-mema".
- 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 own body to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina /m/ njengemsindvo ngco: imoto, make, makoti, umese, imali, manamfu, imophu, imati, imagi, imantji, imajarini, imaro

Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Ngalesikhatsi sigcoko savolo saWendy siphephetseka, akamange asibone futsi, ngako si ... (nyamalele).
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisayo batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.



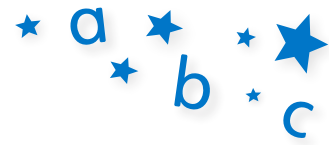
Emabhokisi etinhlamvu

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

Imisebenti yemacembu lamancane

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **m**: imoto, make, makoti, umese, imali, manamfu, imophu, imati, imagi, imantji, imajarini, imaro



Week 1 Day 3

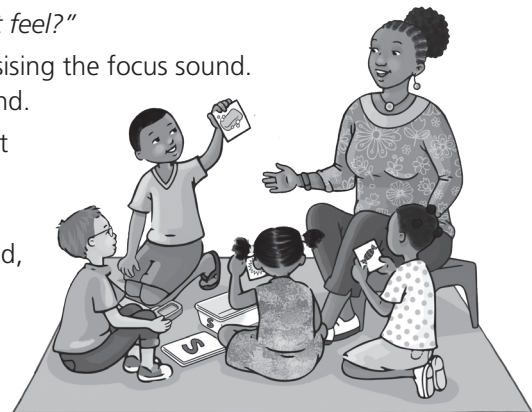
Whole class activities

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 Wendy's beanie blew away, she couldn't see it anymore, so it had ... (disappeared).
- 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.



Utawuzinga loku:

- Titfombe letinkhulu tekulanzelanisa
- Emakhadi titfombe, tinhlamvu letihambisanako letibhalwe ekhasini le-A4

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

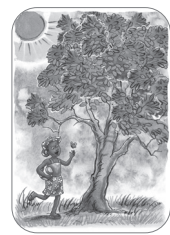
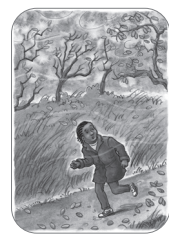
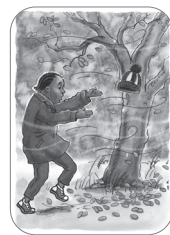
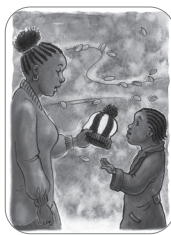
- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwentu)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulanzelanisa titfombe

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



Stella utsi:



Ngemuva kwekusika emakhadi emsindvo wetinhlamvu, gcina isethi yetitfombe neluhlavu loluhambisana nayo obese ukubopha ngereki kute tingahlangangani.

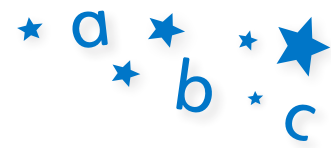
Kulalela imisindvo lesemcoka

- 1 Khetsa emasethi etinhlamvu letisitfupha kanye nemakhadi -titfombe lahambisanako latfuliwe kubafundzi.
- 2 Fihla emakhadi emisindvo ekilasini.
- 3 Bafundzi bema bente siyingi. Bachazele kutsi utawunika umfundzi ngamunye likhadi-sitfombe. Uma utsi "hamba", kumele basho umsindvo ngco walesitfombe bese batfola labanye ecenjini labo labanetitfombe letina lowo msindvo. Bese batfola luhlavu loluhambisana nalowo msindvo.
- 4 Uma bawutfolile umsindvo lohambisana neluhlavu, bahlala phasi emethini nemakhadi abo onkhe.

Imisebenti yemacembu lamancane

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





You will need:

- Big sequence pictures
- Picture cards, matching letters written on an A4 page

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)

Stella says:



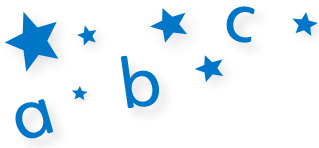
After cutting up letter and sound cards, store each set of pictures with the corresponding letter and secure them with an elastic band so they don't get mixed up.

Listening for focus sounds

- 1 Select sets of six letter and matching picture cards that have already been introduced to the learners.
- 2 Hide the letter cards around the room.
- 3 Learners stand in a circle. Explain to them that you are going to give them each a picture card. When you say "go", they must say the focus sound for their picture and find others in their group who have pictures with the same focus sound. Then they must find the letter to go with the focus sound.
- 4 Once they have found their matching letter, they sit down on the mat with all their cards.

Small group activities

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



Utawuzinga loku:

- Tinsaba nobe tindvuku letincane, ticephu tendwangu (boya nobe indwangu lefutfulalako, uma kungalunga) nobe liphepha lembala, emabhokisi emacandza (hhafu weligobolondvo lelicandza linye lelingasetjentiswa njengesigcoko savolo), volo wekotini (kwenta emafu), emacembe
- Iglu, emakhrayoni embala ewaksi lamakhulu, sikelo
- Emagama lanemalunga lamanyenti lahlobene nendzaba: impheasantfo, ngaphandle, kuphephetsa, ngokufutfulala, ngalokuchubekako, kuhlala, nyamalala, ikwindla, busika

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela ebafundzi kutsi kumele bafake sibhakabhaka netjani umbala emaphepheni abo.
- 2 Bese benta tihlahla ngemacembe netinsaba (tindvuku letincane) bakunamatselise nge-glu emaphepheni abo.
- 3 Uma bacedzile kwenta sihlahla, bawuzingisa kwenta sigcoko savolo ngendwangu nobe ngeliphepha lembala basinamatselise esihlahleni. Bangasebentisa volo wekotini kwenta emafu.



Kuhlanganisa nekwehlukana (emalunga)

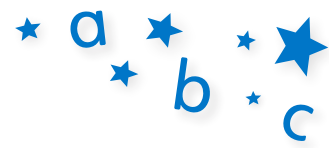
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukani nani ngemalunga, Sibonelo: **bu | si | ka**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **bu** (bamba sandla) **si** (bamba sandla) **ka** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (Sibonelo: "busika" unemalungu lamatsatfu).
- 5 Kuchubekisa lomsebenti, ungasusa incenye yeligama ubone kutsi bafundzi bangakwati kusho lokusele. Sibonelo: Tjela ebafundzi kutsi batsi "ngaphandle", bese ubacela kutsi basho futsi, kodvwa ungasho kutsi "nga". Kuseleni? ("phandle"). Nyalo chubeka ngemagama lamanyentana:
 - ★ "Impheasantfo" ngaphandle kwa "imphela" kwenta ... (sontfo).
 - ★ "Nyamalala" ngaphandle kwa "nyama" kwenta ... (lala).



Imisebenti yemacembu lamancane

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





You will need:

- Twigs or small sticks, pieces of fabric (fleece or warm fabric, if possible) or coloured paper, egg boxes (half an egg box container for one egg can also be used as the beanie), cotton wool (for clouds), leaves
- Glue, scissors, jumbo wax crayons
- A list of multisyllabic words relating to the story: *imphelasontfo*, *ngaphandle*, *kuphephetsa*, *ngokufutfumala*, *ngalokuchubekako*, *kuhlala*, *nyamalala*, *ikwindla*, *busika*

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they must colour in the sky and the grass on their paper.
- 2 Then they make trees from leaves and twigs (small sticks) that they glue onto the paper.
- 3 Once they have made their tree, they will need to cut a beanie out of fabric or coloured paper or an egg box and paste this in the tree. They can use cotton wool to make clouds.



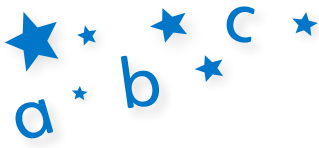
Blending and segmenting (syllables)

- 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: **bu | si | ka**.
- 2 Ask learners to face a friend and do high fives for each syllable: **bu** (high five) **si** (high five) **ka** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "busika" has three syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "ngaphandle", then ask them to say it again, but don't say "nga". What is left? ("phandle"). Now continue with more words:
 - ★ "Imphelasontfo" without "imphela" is "sontfo". (sontfo).
 - ★ "Nyamalala" without "nyama" is "lala".







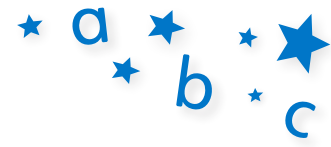
Small group activities

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

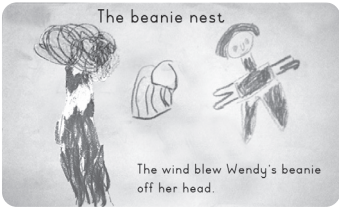





Imisebenti yemacembu lamancane weliviki 1

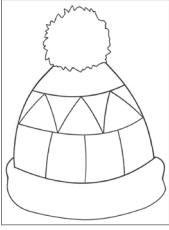


Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emapenseli embala ewaksi lamakhulu  <p>Sidleke sesigcoko</p> <p>Umoya waphephetsa sigcoko saWendy enhloko yakhe.</p>  <p>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</p>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminywe imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo: "Umoya waphephetsa sigcoko savolo saWendy... bewufuna kutsini ngalokulandzelako? O yebo, 'enhloko'." Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Libhokisi lemancanda lasitfupha Libhontjisi nobe litje linye Emakhadi titfombe, sika 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka emakhadi-titfombe etafuleni abuke etulu. Ebafundzi kumele banyakatise libhokisi lemancanda, balivule bese babuka kutsi libhontjisi/litje liwele kuphi (umsindvo m) Kumele batfole sitfombe lesinemsindvo m (sibonelo: "imoto"). Bafundzi bagcogca titfombe ngekushiyelana. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.



Small group activities for Week 1

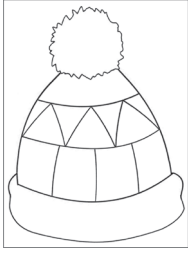


You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 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. 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: <i>"The wind blew Wendy's beanie off her ... What word did you want to say next? Oh yes, 'head' ... Let me write the word 'head'."</i> 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 6-egg box • One bean or stone • Picture cards, cut up 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the picture cards face up on the table. 2 Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter m). 3 They must then find a picture that begins with m (for example: "imoto"). 4 Learners take turns and collect pictures.
<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.



Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"> Sifanekiso selikhasi lemsebenti weSigcoko savolo semfundzi ngamunye Volo wekotini, emaseviyethi, ticephu tendwangu Sikelo, iglu Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi batawucamba bente sigcoko savolo ngemaphethini. Ebafundzi banganamatselisa ivolo yekotini emphetfweni losentasi bese bagoba ticucu temaseviyethi batinamtselisa ngekhatsi kwelipomupomu lelisetulu. Bangasahlobisa emaphethini esigcoko savolo sonkhe ngetindwangu nobe ngembala. 
<ul style="list-style-type: none"> Tinsita: lishadi lesimo selitulu, indvuku yekukhomba, libhokisi lelikhulu lelisesikhala emkhatsini (libukeke njengebuso bamabonakhashane), umbhobho wekukhuluma ngawo wepulasitiki nobe libhulashi, timphahla letihle temuntfu wekucocisana naye kumabonakhashane, sitfwebuli sevidiyo sekudlala 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Bachazele kutsi batokwenta shangatsi betfuli bamabonakhashane labaniketa umbiko wesimo selitulu. Kudzingeka betfuli lababili: umtfwebuli wetitfombe kanye nalomunye lobukela umbiko wesimo selitulu kumabonakhashane. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi. 





You will need	Activities
<ul style="list-style-type: none"> • A photocopy of the Beanie activity page for each learner • Cotton wool, serviettes, wool, pieces of cloth/materials • Glue, scissors • Jumbo wax crayons 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to make a creative beanie with patterns. 2 Learners can glue cotton wool on the edge at the bottom and roll bits of serviettes to stick inside the pom-pom at the top. 3 They can then decorate the rest of the beanie with materials or colour in the patterns. 
<ul style="list-style-type: none"> • Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. 2 Explain that they are going to pretend that they are TV presenters giving the weather report. There needs to be two presenters: a cameraman and someone watching the weather report on TV. 3 Visit the corner at least once to observe and encourage the learners' game. 





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



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



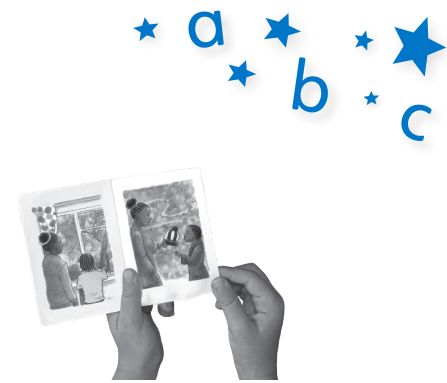
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "bavumelana, volo, ngekuyovakashela. Ungawuva umsindvo lohlosiwe: bavumelana, volo, ngekuyovakashela? Yebo ucinisile! Wonkhe anawo lomsindvo /v/."
- 2 "Lalela ngekuophelelisisa, nawa lamanye emagama nga /v/: livivane, sivalo, vula, ivesiti." (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /v/ ngalokuvakalako bese utjele ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /v/: "v-v-v". Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"bavumelana, volo, ngekuyovakashela. Can you hear the focus sound: bavumelana, volo, ngekuyovakashela? Yes, you are right! They all have the sound /v/."*
- 2 *"Listen carefully, here are some more words with /v/: aka, livivane, sivalo, vula, ivesiti."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /v/: **"v-v-v"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Utawuzinga loku:

- Libhuku Lelikhulu: *Sidleke sesigcoko savolo*
- Liphepha le A5 lethempleti yeluhlavu **v** lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

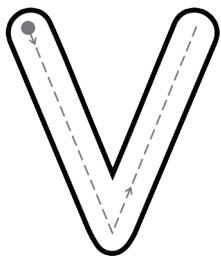
Kufundza ngekuhlanganyela – Libhuku Lelikhulu

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



Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /v/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /v/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi abente ngetandla luhlavu “v” bahambise letandla tiye etulu naphasi njenge ti mphaphe te luvivave bese batsi: “**luvivane**”.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu ‘v’ lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Cala etulu wehle, cijisa uvundle uye etulu.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Chazela bafundzi kutsi kumele babuyele ematafuleni abo kuyowenta tinhlamvu temushi wenkhosatana. Loku kusho kutsi batawubhala etulu kweluhlavu ekhasini labo ngemakhrayoni lanemibala lehlukahlukene.
- 6 Uma bafundzi bakhona kucabanga ngetintfo letinalomsindvo waloluhlavu, bangatidweba emaceleni aloluhlavu aloluhlavu lemushi wenkhosatana. Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

- Big Book: *The beanie nest*
- An A5 **v** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

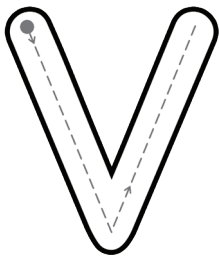
Shared reading – Big Book

- 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 /v/ or if they can think of any other words that start with the sound /v/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hands into a ‘v’ shape and move them up and down like wings of a butterfly and they say: “**luvivane**”.
- 3 Show learners how to write the letter **v**. 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 up.*”
- 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 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **v** njengemsindvo ngco: livivane, iveni, ivesiti, ivasi, ivayolini, volo, iviniga

Stella utsi:

Ungadawuniloda imisindvo yesimo selitulu (imvula, umoya) bese udlalela ebafundzi lemisingdvo.



Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Bani nemibono lehlukene yemisindvo lehlukahlukene njengeliphepha lekuklwebha, liphepha lekusika, liphepha lekudzabula, kushaya inkwela, kushaya tandla, kushikisha tandla, kukhalisa iminwe nobe lulwimi.
- 2 Khombisa umsindvo ngamunye ngalesikhatsi bafundzi bakubukela wenta umsindvo, kute bakwati kuwubona bawati umsindvo. Bese ubacela kutsi bavale emehlo bacombele kutsi ngumuphi umsindvo. Kuchubekisa lomsebenti, yenta imisindvo mibili kuya kulemitsatfu lomunye ngemuva kwalomunye. Cela bafundzi bacombele imisindvo ngekulandzelana lekungiko. Sibonelo: Kwekucala ushaye tandla, wase usika liphepha.

Emabhokisi etinhlamvu

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

Imisebenti yemacembu lamancane

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





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **v**: livivane, iveni, ivesiti, ivasi, ivayolini, volo, iviniga

Stella says:

You could also download weather sounds (rain, wind) and play these sounds for learners.



Week 2 Day 3

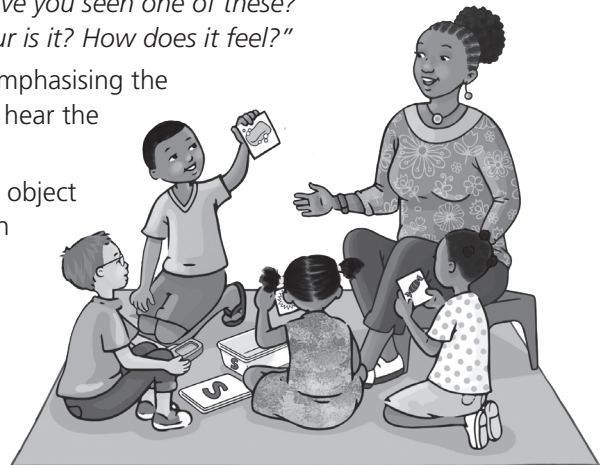
Whole class activities

Learning to listen

- 1 Have a variety of ideas for different noises such as scrunching paper, cutting paper, tearing paper, whistling, clapping, rubbing your hands together, clicking your fingers or your tongue.
- 2 Demonstrate each noise while learners watch you making the noise, so they can identify it. Then ask them to close their eyes and guess what noise it is. To extend this activity, do two to three sounds one after another. Ask learners to guess the noises in the correct order. For example: First you were clapping your hands, then you cut the paper.

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



Small group activities

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



Utawuzinga loku:

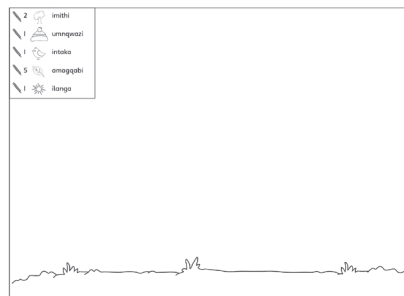
- Likhasi lemsebenti **lekuFundza nekwenata**
- Emakhrayoni embala ewaksi lamakhulu
- Emakhadi titfombe, tinhlamvu letihambisanako letibhalwe ekhasini le-A4

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, titfombe kanye nemagama).
- 2 Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- 3 Fundzani kanye umugca wekucala futsi. Tjela bafundzi kutsi badvwebe emacembe lasihlanu.
- 4 Buta kutsi bakhona yini bafundzi "labangafundza" kutsi yini lelandzelako eluhlwini lekumele yentiwe: Kumele badvwebe sigcoko savolo sinye.
- 5 Chubeka ngalendlela ngayo yonkhe imilayeto.
- 6 Nyalo phindza ufundze yonkhe imilayeto bese utsi kubafundzi: *"Uwadvwebile emacembe lasihlanu? Uma uwadvwebile, wanamatselise eluhlwini lwakho."*
- 7 Ebafundzi kumele bachubeke ngekudweba bafake luphawu kulemilayeto baze balucedze luhla.

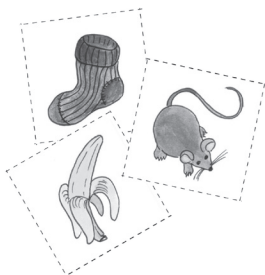


Kulalela imisindvo lesemcoka

- 1 Khetsa emasethi etinhlamvu letisitfupha kanye nemakhadi -titfombe lahambisanako latfuliwe kubafundzi.
- 2 Fihla emakhadi emisindvo ekilasini.
- 3 Bafundzi bema bente siyingi. Bachazele kutsi utawunika umfundzi ngamunye likhadi-sitfombe. Uma utsi "hamba", kumele basho umsindvo ngco walesitfombe bese batfola labanye ecenjini labo labanetitfombe letina lowo msindvo. Bese batfola luhlavu loluhambisana nalowo msindvo.
- 4 Uma bawutfolile umsindvo lohambisana neluhlavu, bahlala phasi emethini nemakhadi abo onkhe.

Imisebenti yemacembu lamancane

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





You will need:

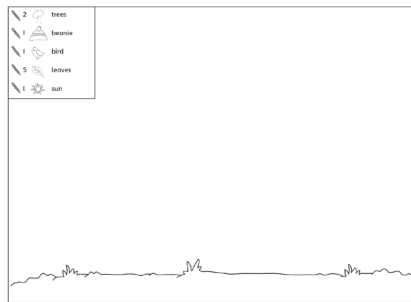
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

Week 2 Day 4

Whole class activities

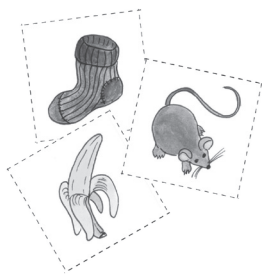
Read and do

- 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 again. Tell learners to draw two trees.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one beanie.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: “Have you drawn two trees? If you have, then tick that on your list.”
- 7 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Select sets of six letters and matching picture cards that have already been introduced to the learners.
- 2 Hide the letter cards around the room.
- 3 Learners stand in a circle. Explain to them that you are going to give them each a picture card. When you say “go”, they must say the focus sound for their picture and find others in their group who have pictures with the same focus sound. Then they must find the letter to go with the focus sound.
- 4 Once they have found their matching letter, they sit down on the mat with all their cards.



Small group activities

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





Utawudzinga loku:

- Liphepha lelishadi leliphencekako
- Emakhrayoni embala ewaksi lamakhulu
- Emamakha ebhodi lemhlophe
- Tigcoko tavolo letikhetsiwe letentiwe bafundzi
- Emagama lanemalunga lamanyenti lahlobene nendzaba: sigcoko selilanga, ngaphandle, kuphephetsa, ngokufutfumala, ngalokuchubekako, simo selitulu, kuhlala, nyamalala, ngekushesha, ikwindla, busika
- Tinyakatsi nobe tigubhu

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Cala ngekuco ngetinfo letake tabalahlekela, sibonelo, lisokisi ne/nome sikhafuthini. Bacele bachaze kutsi batitfole njani. Cocani ngetindlela letahlukahlukene tekwatisa bantfu kutsi ulahlekelwe ngulokutsite nekubacela kutsi bakusite kukutfole. Sibonelo: Ungatjela thishela bese acela likilasi kutsi libuke sikhafuthini ngembi kwekutsi baye ekhaya. Ungenta iphosta yekutjela bantfu kutsi kunentfo lelahlekile.
- 2 Chazela bafundzi bawukusita kwenta "iphosta yalokulahlekile kwatfolakala"
- 3 Khetsa sinye saletigcoko lesentiwe ngulomunye ekilasini. Cela bafundzi basite kusichaza kute wente umdvweba futsi ubhale ngaso kuphosta.
- 4 Lalela inchazelo yebafundzi bese udvweba sitfombe salesigcoko, ubhale inchazelo lemfisha.
- 5 Buta bafundzi kutsi yini lenye lekudzingeka kutsi uyifake kuphosta: sihloko lesikhulu lesitsi "**Kulahlekile!**", libito nenombolo yelucingo yalomuntfu lolahlekelwe.

Lahlekile!



Uyacelwa kushayela Busisiwe
uma ukutfole
089 654 2330

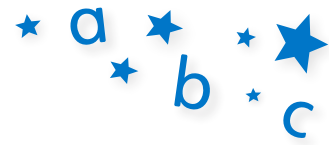
Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, Sibonelo: **bu | si | ka**.
- 2 Cela ebafundzi kutsi bamashele lelo nalelo lilungu: **bu** (sinyatselo sinye) **si** (sinyatselo sinye) **ka** (sinyatselo sinye). Niketa labanye bafundzi tinyakatsi nobe tigubhu nobe ushaye kulelo nalelo lilungu.
- 3 Shano lamanye emagama lanemalunga lamanyenti laphuma endzabeni ngalesikhatsi bafundzi bamashela lilungu ngalinye. Gcugcutela bafundzi kutsi babale emalungu emagama (sibonelo: "busika" unemalunga matsatfu).
- 4 Kuchubekisa lomsebenti, ungasusa incenye yeligama ubone kutsi bafundi bangakwati kusho lokusele. Sibonelo: Tjela ebafundzi kutsi batsi "ngokufutfumala", bese ubacela kutsi basho futsi, kodwa ungashe kutsi "ngokufu". Kuseleni? ("fumala") Nyalo chubeka ngemagama lamanyentana:
 - ★ "Impheasantfo" ngaphandle kwa "imphe" kwenta ... (sontfo).
 - ★ "Nyamalala" ngaphandle kwa "nyama" kwenta ... (lala).

Imisebenti yemacembu lamancane

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





You will need:

- Flipchart paper
- Jumbo wax crayons
- Whiteboard marker
- Selection of beanies made by learners
- A list of multisyllabic words relating to the story: sigcoko selilanga, ngaphandle, kuphephetsa, ngokufutfumala, ngalokuchubekako, simo selitulu, kuhlala, nyamalala, ngekushesha, ikwindla, busika
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by discussing things that they have lost before, for example, a sock and/or lunch box. Ask them to explain how they found it. Discuss different ways of letting people know you have lost something and asking them to help you find it. For example: You could tell the teacher and she could ask the class to look for your lunch box before they go home. You could also make a poster to tell people that something is lost.
- 2 Explain to learners that they are going to help you make a "Lost and found" poster.
- 3 Choose one of the beanies made by someone in the class. Ask learners to help describe it so that you can do a drawing and write about it on the poster.
- 4 Listen to the learners' description and then draw a picture of the beanie, and write a short description.
- 5 Ask learners what else you need to put on the poster: a big heading saying "**Lost!**", the name and contact number for the person who lost it.



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: **bu | si | ka**.
- 2 Ask learners to march for each syllable: **bu** (one step) **si** (one step) **ka** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "busika" has two syllables).
- 4 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "ngokufutfumala", then ask them to say it again, but don't say "ngokufu". What is left? ("fumala") Now continue with more words:
 - ★ "Impheasantfo" without "imphele" is "sontfo".
 - ★ "Nyamalala" without "nyama" is "lala".





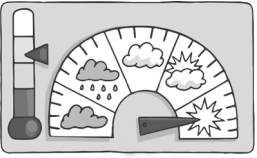
Small group activities

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

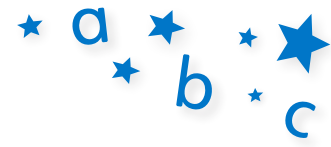







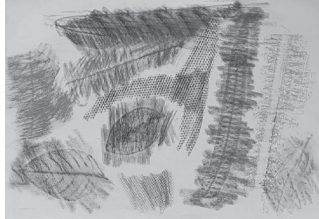
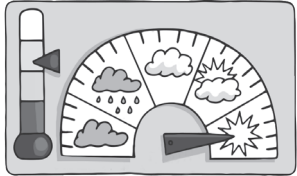
Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> • Titfombe tetimo telitulu letahlukahlukene • Likhasi le-A4 lelingenalutfo lemfundzi ngamunye • Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> 1 Khomba ebafundzi titfombe tetimo telitulu letahlukahlukene. 2 Chaza kutsi kumele badvwebe sitfombe sesimo selitulu labasitsandzako (sibonele: kuyashisa, liyana). Kumele bacabange kutsi batawugcokani uma simo selitulu sinje, futsi badvwebe kutsi batsandza kwentani kulesimo selitulu. 
<ul style="list-style-type: none"> • Libhokisi lemacandza lasitfupha • Libhontjisi nobe litje linye • Emakhadi titfombe, sika 	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> 1 Beka emakhadi-titfombe etafuleni abuke etulu. 2 Ebafundzi kumele banyakalise libhokisi lemacandza, balivule bese babuka kutsi libhontjisi/litje liwele kuphi (e.g. umsindvo m) 3 Kumele batfole sitfombe lesinemsindvo m (sibonelo: "imoto"). 4 Bafundzi bagcogca titfombe ngekushiyelana.
<ul style="list-style-type: none"> • Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> 1 Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. 2 Kwecucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. 3 Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. 4 Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.
<ul style="list-style-type: none"> • Likhasi le-A4 lelingenalutfo lemfundzi ngamunye • Emakhrayoni embala ewaksi lamakhulu • Emacembe etinhlobo letahlukahlukene 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> 1 Ebafundzi bangabeka tinhlobo letahlukahlukene temacembe ngaphasi kweliphepha bese bashikisha ngepenseli yembala ngalesikhatsi babambe liphepha balicinisa. Iphethini yelicembe itawubonakala! 
<ul style="list-style-type: none"> • Tinsita: lishadi lesimo selitulu, indvuku yekukhomba, libhokisi lelikhulu lelinesikhala emkhatsini (libukeke njengebuso bamabonakhashane), umbhobho wekukhuluma ngawo wepulasitiki nobe libhulashi, timphahla letihle temuntfu wekucocisana naye kumabonakhashane, sitfwebuli sevidiyo sekudlala 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> 1 Khumbuta ebafundzi ngetinsita letisekhoneni lemdlalo wekutentisa bese ubagcugcutela kutsi bachubeke kusukela evikini 1 batentise shangatsi batfuli bamabonakhashane labaniketa umbiko wesimo selitulu. 2 Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Bachazele kutsi batokwenta shangatsi betfuli bamabonakhashane labaniketa umbiko wesimo selitulu. Kudzingeka betfuli babili: umtfwebuli wetitfombe kanye nalomunye lobukela umbiko wesimo selitulu kumabonakhashane. 3 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. 





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • Pictures of different kinds of weather • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Show learners pictures of different kinds of weather. 2 Explain that they must draw a picture of their favourite weather (for example: sunny, rainy). They must think about what they will be wearing when the weather is like this, and also draw what they like to do in this weather.
<ul style="list-style-type: none"> • A 6-egg box • One bean or stone • Picture cards, cut up 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the picture cards face up on the table. 2 Learners must shake the egg box and look where the bean has landed (for example: letter m). 3 They must then find a picture that begins with m (for example: "imoto"). 4 Learners take turns and collect pictures.
<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 blank A4 page for each learner • Jumbo wax crayons • Different types of leaves 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Learners can put different types of leaves under the paper and rub with a crayon while holding the paper firmly in place. A leaf pattern will become visible! 
<ul style="list-style-type: none"> • Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be TV presenters giving a weather report. 2 Lead the group to the pretend play corner and show them the props. Explain that they are going to pretend that they are TV presenters giving the weather report. There need to be two presenters: a cameraman and someone watching the weather report on TV. 3 Visit the corner at least once to observe and encourage the learners' game.



★ Lufudvu neligobolondvo lalo

Indzaba

Tommy lufudvu abehlala yedwa esigangeni. Wonkhe emalanga abema ekugcineni kwetjani lobudze, lapho abekwati kubona abuye eve letinye tilwane tigijima titijabulisa. Tommy wabajha, abenesifiso sinye-abefisa kwangatsi angakwati kugijima masinyane njengaletinye tilwane. Ngalokunye kusa Tommy abesenzaweni yakhe ahlafuna aklumutela tjani lobumanti. “Ngicabanga kutsi ligobolondvo lami lisindza kakhulu,” acabanga, “futsi kungako ngingakwati kugijima masinyane. Encenye uma ngingakhasa ngiphume kuleligobolondvo lami lelisindzako ngilishiye lapha, ngingakwati kugijima masinyane njengaletinye tilwane.”

Wabe sewenta njalo. Tommy lufudvu waphitsitela wachilita waze wakwati kukhasa aphume eligobondzeni. Uma ligobolondvo lakhe seliphumile, wakwati kuva tjani lobudze butshintsa sikhumba sakhe lesitsambile nelilanga likhatimula emgogodleni wakhe.



Tommy wabajha. Abengasenalo ligobolondvo lakhe lekutsi libuye limvikele. “Ngicabanga kutsi ngitakuma bese ngiphumula emtfuntini walesihlahla ngite ngive kuphola futsi,” wacabanga. Waphumula wate wativa ncono futsi atimisele.

Ngemuva kwekutsi Tommy aphumule wagijima malungana nendlela. Bekungasiso sikhatsi lesidze weva umsindwana untjikita esibhakabhakeni etukwakhe. Tommy wabuka etulu wabona lusoti. “Maye bo!” wakhala. “Lusoti litawungidla mine futsi angisenalo ligobolondvo lami lekungivikela! Tommy wabona sihlaha madvutane sinemgodzi esiswini saso. Ngekushesha wabhaca emgodzini walindza kutsi lusoti luphaphela khashane.



Tommy nase aphuma esihlahleni wabuka etulu esibhakabhakeni wabona emafu lamnyama. Masinyane weva kudvuma lokukhulu – bhum! Wabe sewuva intfo lebandzako imchela esikhumbeni sakhe lesingcunu. Bese lina! “Ngifisa ngabe ngingeligobolondvo lami litawungivikela,” washo agijimela eligobondweni lakhe.

Ngalesikhatsi atfolala ligobolondvo lakhe, lilanga beselishona futsi bese kuba mnyama kakhulu. Tommy wativa angakajabuli. Abetfukile futsi eva emakhata. Tommy wabe sewukhasela eligobolondweni lakhe lelicinile lelifutumele. “Angikhatsali kutsi angikwati kugijima masinyane,” wacabanga. “Mine ngilufudvu. Ngitsandza kufutfumala. Ngitsandza kuphepha. Ngijabulela kuba ngimi!”

Kuze kube lamuhla, timfudvu atikwati kukhipha emagobolondvo ato.

Lendzaba iphelela la.



★ Tortoise and his shell

Story

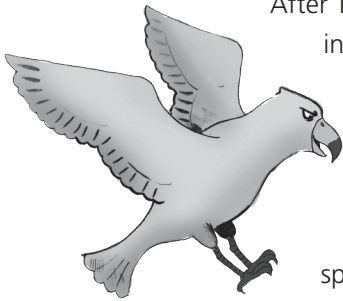
Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his usual place nibbling crunchy, juicy grass. “I think my shell is too heavy,” he thought, “and that’s why I can’t run fast. Maybe if I crawl out of my heavy shell and leave it here, I will be able to run as fast as the other animals.”

And so that’s just what he did. Tommy the tortoise wriggled and pushed until he could crawl out of his shell. When his shell was off, he could feel the tall grasses tickling his soft skin and the warm sun shining on his back. Tommy ran off happily calling: “Look at me! Look at me! Now I can also run fast.”



After a short while Tommy stopped, he was hot. He wasn’t used to running like this and his legs felt tired. Tommy didn’t like the feeling of the hot sun shining right onto his skin. It felt like the sunlight was burning the soft skin on his back.

Tommy felt upset. He didn’t have his shell to protect him anymore. “I think I’ll stop and rest in the shade of this tree until I feel cool again,” he thought. He rested there until he felt better and ready to run again.



After Tommy had rested, he ran off along the path. It wasn’t long before he heard a swishing noise in the sky above him. Tommy looked up and saw an eagle. “Oh no!” he cried. “That eagle will eat me and I don’t have my shell to protect me!” Tommy saw a tree nearby with a hole in its trunk. He quickly hid in the hole and waited for the eagle to fly away.

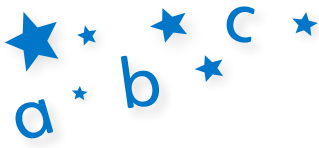
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his shell.

By the time he found his shell, the sun was going down and it was getting darker. Tommy felt unhappy. He was scared and he was cold. And so Tommy crawled back into his strong, warm shell. “I don’t care if I can’t run fast,” he thought. “I am a tortoise. I like being warm. I like being safe. I am happy to be me!”

And to this day, tortoises cannot take off their shells.

And that is the end of the story.





Liculo

Mine ngilufudvu futsi ngifuna kugijima masinyane! (Shaya! Shaya!)
 Mine ngilufudvu futsi ngifuna kugijima masinyane! (Shaya! Shaya!)
 Uma ngihlubula ligobolondvo lwami, ngigenta kancono.
 Mine ngilufudvu futsi ngifuna kugijima masinyane. (Shaya! Shaya!)

Maye mine! Ngiva lilanga liyangishisa! (Shaya! Shaya!)
 Maye mine! Ngibona lisoti lingigijimisa! (Shaya! Shaya!)
 Manje, seliyana futsi sengimanti, angikafiki ekhaya lami.
 Manje, ngicabanga kubisela ligobolondvo lami kimi. (Shaya! Shaya!)

Mine ngilufudvu futsi ngijabulela kuba ngimi. (Shaya! Shaya!)
 Mine ngilufudvu futsi ngijabulela kuba ngimi. (Shaya! Shaya!)
 Mine ngilufudvu, awukwati kubona? Neligobolondvo lami luyangivikela mine.
 Mine ngilufudvu futsi ngiyabula kuba ngimi (Shaya! Shaya!)

Emkhatsini weliviki, uma bafundzi sebalati liculo, bangantjintjana ngemagama evesini lekugcina Sibonelo: Mine ngingu Asanda futsi ngijabulela kuba ngimi!



(Cula ngendlela letsi "If you're happy and you know it clap your hands" nobe usebentise indlela yakho.)

Emagama lavela endzabeni

Emagama lamcoka:	lufudvu	ligobolondvo	kulikhuni	vikela	lusoti	kutsambile
Lamanye emagama langetiwe	masinyane	kuyasindza	kitata	sikhumba	shisa	phumula
	umtfunti	dziniwe	umgodzi	kudvuma	khasa	futfumala





Song

I'm a tortoise and I want to run so fast! [clap! clap!]
 I'm a tortoise and I want to run so fast! [clap! clap!]
 If I take off my shell, I can do very well.
 I'm a tortoise and I want to run so fast. [clap! clap!]

Oh dear! I feel the sun is burning me! [clap! clap!]
 Oh dear! I see an eagle chasing me! [clap! clap!]
 Now it's raining and I'm wet, and I'm not at my home yet.
 So, I think I'll put my shell back onto me. [clap! clap!]

I'm a tortoise and I'm happy to be me. [clap! clap!]
 I'm a tortoise and I'm happy to be me. [clap! clap!]
 I'm a tortoise, can't you see? And my shell's protecting me.
 I'm a tortoise and I'm happy to be me! [clap! clap!]

(Sing to the tune of "If you're happy and you know it, clap your hands ..." or use your own tune.)



During the week, once learners know the song, they can swap their names in the last verse. For example: I'm Asanda and I'm happy to be me!

Vocabulary from the story

Key-words:	tortoise	shell	scared	protect	eagle	soft
Extra words:	fast	heavy	tickle	skin	hot	rest
	shade	tired	hole	thunder	crawl	warm





Utawuzinga loku:

- Indzaba: *Lufudvu neligobolondvo lalo*
- Emaphaphethi: lufudvu lelingenalo ligobolondvo, ligobolondvo, lusoti, sihlahla lesinemgodzi, lilanga, emafu ekudvuma
- Tinsita: emaphaphethi, indvwangu yeligobolondvo lelufudvu nobe ijoyisaka leyitawusebenta njenge ligobolondvo, tinsiba telusoti, intfo leyitawusetjentswa njengesihlahla
- Tintfo nobe emakhadi etitfombe emagama laphuma eluhlweni lwesilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

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

Emehlo lamabili ekubona

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

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: Buta kutsi ukhona yini lowake wabona lufudvu. Chaza kutsi lufudvu lunemtimba lotsambile, ligobolondvo lelikhuni futsi lihamba kancane. Khombisa ebafundzi titfombe tetimfudvu. Buta bafundzi kutsi bayatati yini letinye tilwane letineligobolondvo (umnenkhe).
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo: Kuchaza ligama lelitsi “vikela”, ungabuta bafundzi kutsi bake bayiva imvula emtimbeni nobe beve lilanga libashisa sikhumba. Uma bangenawo emagobolondvo, basebentisani kutivikela? (Ijazi, sambulelo, sigcoko)

2 Ngalesikhatsi ucosa lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi kutakwentekani emtimbeni waTommy uma ligobolondvo lakhe liwa? Tommy angalibhacela kuphi lusoti?”*

3 Ngemuva kwekucoca lenzaba

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

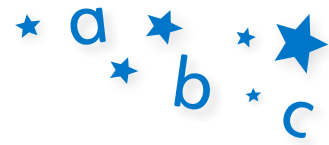
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“ligobolondvo, emgogodleni. Ungawuva umsindvo lohlosiwe: ligobolondvo, emgogodleni? Yebo ucinisile! Wonkhe anawo lomsindvo /o/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /o/: oyela, i-ovaloli, i-ovini, gogo.”* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /o/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /o/: **“o-o-o”**. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

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





You will need:

- Story: *Tortoise and his shell*
- Puppets: tortoise without a shell, a shell, an eagle, a tree with a hole, sun, thunder clouds
- Props: puppets, cloth/material for the tortoise's shell or a backpack used as a shell, feathers for the eagle, an object to use as a tree
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Ask if anyone has seen a tortoise. Explain that a tortoise has a soft body, a hard shell and moves slowly. Show learners pictures of tortoises. Ask learners if they know any other creatures that have shells (snail).
- 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: To explain the word "protect", you could ask learners if they have ever felt rain on their body or felt the sun burn their skin. If they don't have shells, what do they use to protect themselves? (jacket, umbrella, hat).

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 will happen to Tommy's body when his shell is off? Where can Tommy go to hide from the eagle?"

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?"

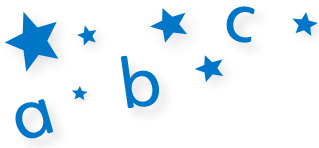
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "ligobolondvo, emgogodleni. Can you hear the focus sound: ligobolondvo, emgogodleni? Yes, you are right! They all have the sound /o/."
- 2 "Listen carefully, here are some more words with /o/: oyela, i-ovaloli, i-ovini, gogo." (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.





Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

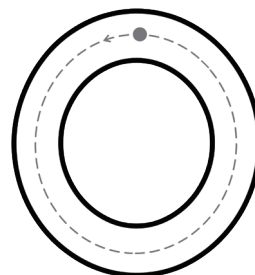
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

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

Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /o/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /o/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kwetfuka bente indingiliza ngemlomo babeke sandla emlonyeni loyindindilizi batso /o/.
- 3 Buta ebafundzi kutsi basakhumbula yini kutsi luhlavu "o" lubhalwa njani. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu, shaya umjikeleto uhlanganise."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

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



Week 1 Day 2

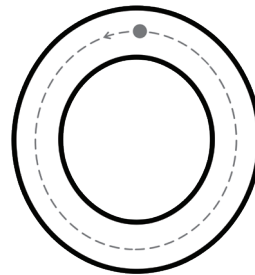
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



Utawuzinga loku:

- Emaphaphethi netinsita kwalenzaba
- Sibuko lesincane
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina letina **o** njengemsindvo ngco: i-otsi, i-olivi, lugobolondvo, gogo, sicoco, lisontfo, lishongololo, umgololo, imbongolo, imfologo



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: *“Cela bafundzi kutsi beve sikhumba semikhono yabo. Babute kutsi siyashisa nobe siyafutfumala. Bayasiva sikhumba sabo kutsi sitsambe kangakanani?”*
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lenzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisayo batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

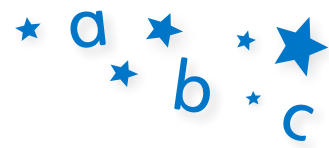
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa.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



Imisebenti yemacembu lamancane

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **o**: i-otsi, i-olivi, lugobolondvo, gogo, sicoco, lisontfo, lishongololo, umgololo, imbongolo, imfologo



Week 1 Day 3

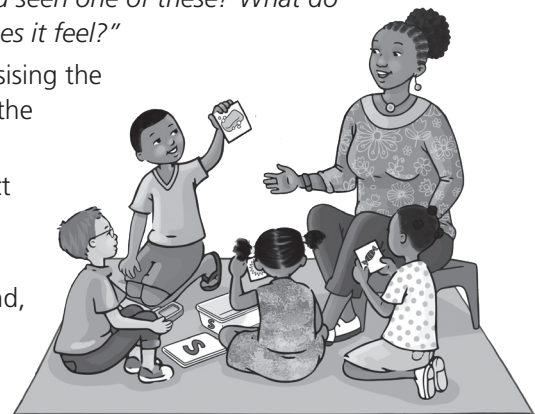
Whole class activities

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 learners to feel the skin on their arms. Ask them if it is hot or warm. Can they feel how soft their skin is?
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Tintfo letikhetsiwe letiphuma emabhokisini etinhlamvu lamane (yinye yaloye naloye mfundzi)
- Sikhwama nobe sikhwama semcamelo
- Makhalekhukhwini wekudlala umculo

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

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

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

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



Kulalela imisindvo lesekcoka

- 1 Faka tintfo esikhwameni letiphuma emabhokisini etinhlamvu
- 2 Ebafundzi bahlala bente siyngi ngalesikhatsi umculo udlala futsi futsi nesikhwama sijikeleta. Uma umculo uma, lomfundzi lophetse lesikhwama utsatsa intfo, asho kutsi yini nekutsi ngumuphi umsindvo lovakalako ekucaleni. Lomdlalo uyachubeka baze batfole litfuba bonkhe.
- 3 Ekugcineni, emacembu ebafundzi lanetintfo letinemsindvo lofanako, bayasukuma babuyisele tintfo emabhokisini lekungiwu.



Imisebenti ye macembu lamancane

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





You will need:

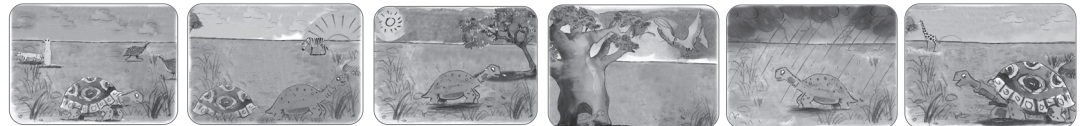
- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets a turn.
- 3 At the end, groups of learners who have objects that start with the same sound, stand up and put their objects back into the correct letter boxes.



Small group activities

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





Utawuzinga loku:

- Ihhafu yesitja seliphepha semfundzi ngamunye
- Ticephu tendvwangu nobe liphepha lelinembala, ikhadibhodi yekwenta tinyawo nenhloko
- Sikelo, iglu
- Emakhrayoni embala ewaksi lamakhulu NOBE
- inhlama yekudlala, emabhontjisi nobe emalenthili
- Emagama lanemalunga lamanyenti lahlobene nendzaba: lufudvu, lusoti, kuyasindza, jabulile, gijima, jika, ekuseni, vikela, ngakajabuli, silwane

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

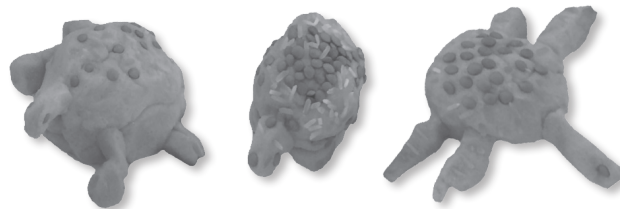
Yenta, dvweba futsi ubhale

- 1 Chazela bafundzi kutsi batokwenta lufudvu basebentisa sitja seliphepha nendvwangu nobe liphepha lelinembala.
- 2 Ebafundzi basika ticephu tendvwangu nobe teliphepha lelinembala banamatselise ngeglu etulu kwesitja seliphepha kwenta ligobolondvo lelufudvu.
- 3 Batawuzinga kusika tinyawo nenhloko kukunamatselisa esitjeni seliphepha lesiligobolondvo.



NOBE

- 1 Nika umfundzi ngamunye libhola lenhlama yekudlala bese ubachazelan kutsi batokwenta ngayo lufudvu.
- 2 Chaza kutsi bangasebentisa emabhontjisi/emalenthili lasetafuleni kuhlobisa lufudvu.
- 3 Uma bafundzi seabcedzile kwenta lufudvu, kumele balibeke elangeni kutsi lome.
- 4 Yenta sikhatsi kutsi bafundzi bakhulume ngelufudvu lwabo ngababili.
- 5 Bukisa letimfudvu ekilasini uma setiphelele.



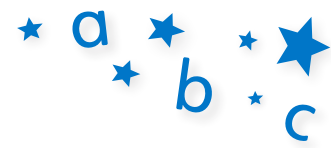
Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **lu | fu | dvu**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **lu** (bamba sandla) **fu** (bamba sandla) **dvu** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (sibonelo: "lufudvu" unemalungu lamatsafu).

Imisebenti yemacembu lamancane

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





You will need:

- Half a paper plate for each learner
- Pieces of fabric or coloured paper, cardboard for legs and head
- Glue, scissors
- Jumbo wax crayons OR
- Playdough, beans or lentils
- A list of multisyllabic words relating to the story: lufudvu, lusoti, kuyasindza, jabulile, gijima, jika, ekuseni, vikela, ngakajabuli, silwane

Week 1 Day 5

Whole class activities

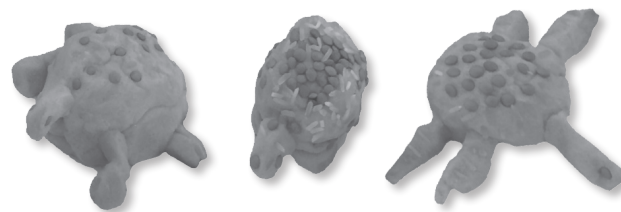
Make, draw and write

- 1 Explain to learners that they are going to make a tortoise using a paper plate and some fabric or coloured paper.
- 2 Learners cut up pieces of fabric or coloured paper and glue it onto the paper plate to make the shell of the tortoise.
- 3 They will need to cut out legs and a head to stick onto the the paper plate which is the shell.



OR

- 1 Give each learner a ball of playdough and explain that they are going to make a playdough tortoise.
- 2 Explain that they can use the beans/lentils on the table to decorate the tortoise.
- 3 When learners have finished making their tortoise, they must put it in the sun to dry.
- 4 Create time for learners to talk about their tortoise in pairs.
- 5 Display the tortoises around the classroom when they are complete.



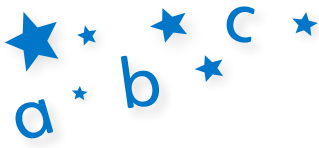
Blending and segmenting (syllables)

- 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: **lu | fu | dvu**.
- 2 Ask learners to face a friend and do high fives for each syllable: **lu** (high five) **fu** (high five) **dvu** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "lufudvu" has three syllables).



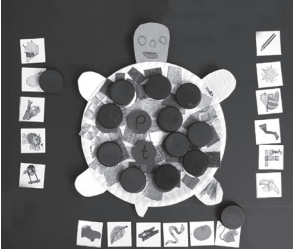

Small group activities

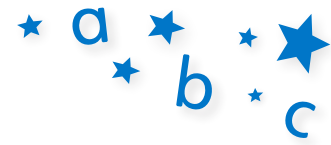
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



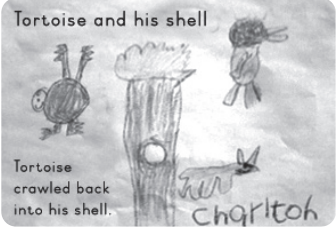
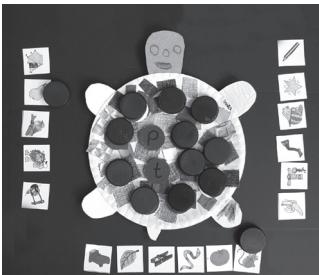



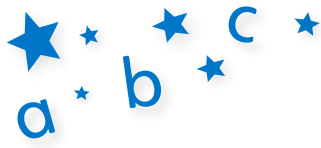
Imisebenti yemacembu lamancane weliviki 1

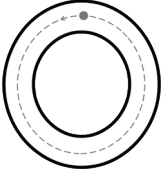

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu  <p>Lufudvu lwakhasa lubuyela eligobolondvweni lalo.</p>  <p><i>Uma bafundzi badzinga kucabanga kutsi badvwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</i></p>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo: "Lufudvu ... lwakhasa ... lwa ... buyela..... e "Nguliphi ligama lelilandzelako bewufuna kulisho? Ligobolondvo. Ngitawubhala ligama 'ligobolondvo'." Bhala njengobe bafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela bafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamoyabo.
<ul style="list-style-type: none"> Timbonyo temabhodlela nobe tivalo Emakhadi titfombe, lasikiwe Ibhodi yemdlalo welufudvu 	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka sifanekiso selikhasi lemsebenti welufudvu emkhatsini welitafula. Umfundzi ngamunye unetitfombe letisitfupha temisindvo ngco letentiwe etifundvweni letengcile. Bhala lemisindvo ngco ngaphakatsi kwetimbonyo temabhodlela bese utibeka etulu kweligobolondvo lwelufudvu kute bafundzi bangatiboni tinhlamvu. Umfundzi ngamunye unelitfuba lekutsatsa simbonyo, asigucule, asho umsindvo bese ubuka kutsi unaso sitfombe lesinalomsindvo. Uma kunjalo, batsatsa lesimbonyo bavale leso sitfombe. Uma kungafani nalesinye setitfombe, babuyisela lesimbonyo lapho besikhona. Lohlulile kutawuba ngumfundzi lovale tonkhe titfombe takhe kucala.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.



Small group activities for Week 1

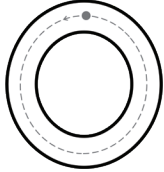
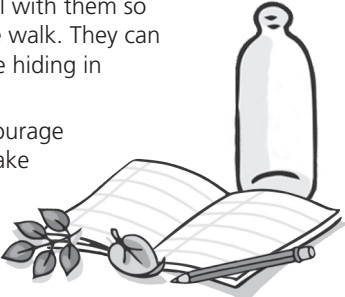
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: 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. 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. 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: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'." 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"> Bottle tops or lids Picture cards, cut up The Tortoise game board 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the Tortoise game board in the middle of the table. Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.
<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.



Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Liphepha le A5 lethempleti yeluhlavu "o" yemfundzi ngamunye Liphepha lelizala nome liphephandzaba Iglu 	<p>Umsebenti 4: Emakhono emotho lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye ithemplethi yeluhlavu kanye netintfo nome titfombe letinemsindvo ngco. Kumele banamatselise titfombe nome tintfo letinalomsindvo ngco <p style="text-align: center;">nome</p> <ol style="list-style-type: none"> Kumele badzabule liphepha libe ticucu batigicite tibe libhola kugcwalisa indzawo babumbe neluhlavu. Bangabuye bengete imidwebo yetintfo letinamsindvo "o". 
<ul style="list-style-type: none"> Tinsita: libalave letintsaba, tindvondvolo, sigcoko selilanga kanye nesigcobiso, tibonisakhashane letentiwe ngemaroli eliphepha lasethoyilethi, joyisaka kanye nelibhodlela lemanti, tibuko telilanga, libhokisi lelincane lelusito lwekucala, inkhomba yeluhambo lwesiganga, tintfo temvelo (emacembe, ematje), tilokatane tepulasitiki nobe tilwane tekudlala (nobetitfombe tilokatane netilwane)-kwendlale yonkhe indzawo nobe ukunamatselise eludvongeni. 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Chaza kutsi batawutsatsa luhambo. Ebafundzi bangaba incenye yelicembu lekuhamba (nenja). Badzinga libalave letintsaba, tindvondvolo, sigcoko selilanga kanye nesigcobiso, tibuko kanye nejoyisaka, lenelibhodlela lemanti, tibonisakhashane, libhokisi lelusito lwekucala kanye nenkhomba yeluhambo lwesiganga. Umfundzi ngamunye kufanele atsatse libhuku lemanothi nepenseli kute akwati kudweba nekubhala labakubona uma bahamba. Bangabuka nelusoti ngetibonisakhashane nobe lufudvu lolubhace etjanini! Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Gcugcutela bafundzi kutsi bente emanothi nobe badwebe labakubona uma bahamba. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 "o" letter template for each learner • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound. <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound "o". 
<ul style="list-style-type: none"> • Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, sunglasses, a small first-aid kit, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. 2 Explain that they are going on a walk. Learners can be part of a walking group (with a dog). They need a map of the mountains, walking sticks, sunhat and cream, sunglasses and a backpack with a water bottle, binoculars, first-aid kit and a field guide. 3 Each learner should take a notebook and a pencil with them so that they can draw or write what they see on the walk. They can look for an eagle with the binoculars or a tortoise hiding in the grass! 4 Visit the corner at least once to observe and encourage the learners' game. Encourage the learners to make notes or draw what they see on their walk. 



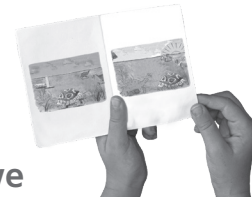
Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



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



Kwefula umsindvo lophuma kulenzaba



- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“lufudvu, uma, kakhulu, etulu, kudvuma lokukhulu, ngcunu. Ungawuva umsindvo lohlosiwe: lufudvu, kakhulu, kudvuma lokukhulu, ngcunu? Yebo ucinisile! Wonkhe anawo lomsindvo /u/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /u/: lufudvu, luju, umculu, libululu, busuku, sithuthuthu.”* (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo /u/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /u/: **“u-u-u”**. Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

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





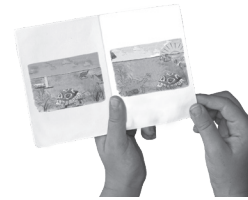
You will need:

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

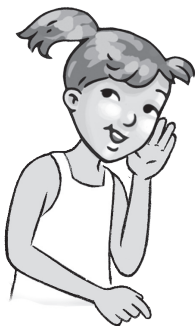
Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"lufudvu, uma, kakhulu, etulu, kudvuma lokukhulu, ngcunu.* Can you hear the focus sound: **lufudvu, kakhulu, kudvuma lokukhulu, ngcunu**? Yes, you are right! They all have the sound /u/."
- 2 *"Listen carefully, here are some more words with /u/: lufudvu, luju, umculu, libululu, busuku, sithuthuthu."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: **"u-u-u"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Utawudzinga loku:

- Libhuku Lelikhulu: *Lufudvu neligobolondvo lalo*
- Liphepha le A5 lethemplethi yeluhlavu **u** yemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

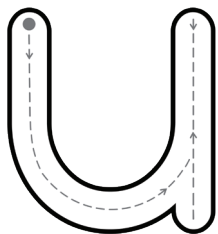
Kufundza ngekuhlanganyela – Libhuku Lelikhulu

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



Kubumba luhlavu

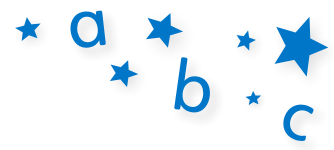
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga **/u/** nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo **/u/**.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi balingisa kushayela sithuthuthu sebayasho kutsi: “**sithuthuthu**”.
- 3 Khombisa bafundzi kubumba luhlavu **/u/**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Cala etulu wehle, jikela ngesekudla, khuphuka uphindze wehle khona lapho.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Chazela bafundzi kutsi kumele babuyele ematafuleni abo kuyowenta tinhlamvu temushi wenkhosatana. Loku kusho kutsi batawubhala etulu kweluhlavu ekhasini labo ngemakhrayoni lanembala lehlukahlukene.
- 6 Uma bafundzi bakhona kucabanga kucabanga ngetintfo letinalomsindvo walohlavu, bangatidweba emaceleni alohlavu lwemushi wenkhosatana. Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

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





You will need:

- Big Book: *Tortoise and his shell*
- An A5 **u** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

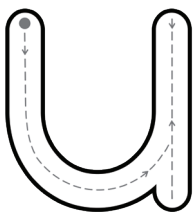
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners pretend to be riding a motorbike while saying: “**sithuthuthu**”.
- 3 Show learners how to write the letter **u**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **u** njengemsindvo ngco: lufudvu, luju, sithuthuthu, umsundvu, sipunu, ingculungculu, libhuku, sikulufu, libululu, busuku



Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Lungisa simo salemisebenti yekulalela ngokusho loku ngalesikhatsi bafundzi benta letento: *"Ngembi kwekucala kulalela, asitilungiseleni: jikilita kakhulu, shikisha tindlebe utivuse, bese ubeka tandla takho ematsangeni."*
- 2 Hlalisa bonkhe bafundzi emethini futsi ubacele kutsi banganyakati. Tsani kubo: *"Endzabeni yelufudvu, niyakhumbula kutsi Tommy wetama kulibhacela njani lusoti? Ungabhaca ngaphasi kwelitafula lakho? Nyalo, phuma. Ungasukuma ubone kutsi ungaba mudze kangakanani?"* Nyalo tsani: *"Ungakwenta loku?"*
 - ★ *"Mani ngelunyawo lwakho lwesancele."*
 - ★ *"Beka tandla takho enhloko."*
 - ★ *"Tsintsa tintwane takho."*
 - ★ *"Beka tandla takho etindlebeni."*
 - ★ *"Khalisa iminwe yakho."*
 - ★ *"Mani mantontolwane."*
 - ★ *"Beka tandla takho etingculwini."*
 - ★ *"Mani ngelunyawo lwakho lwesekudla."*
- 3 Tsani kubafundzi: *"Nyalo ngitawusho letinye tintfo. Kumele ulalele ngekucopehela bese wenta kuphela tento longatenta. Letinye tato atenteki!"*
 - ★ *"Goca tandla."*
 - ★ *"Mani ngelunyawo lunye."*
 - ★ *"Cwabitisa tintwane."*
 - ★ *"Gcuma ngetinyawo."*
 - ★ *"Jikisa inhloko."*
 - ★ *"Cwabitisa emehlo."*
 - ★ *"Shaya tandla."*
 - ★ *"Gcuma ngetihlatsi."*

Emabhokisi etinhlamvu

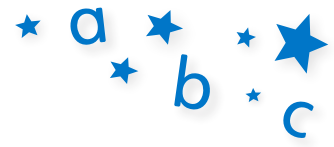
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa.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



Imisebenti yemacembu lamancane

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





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: lufudvu, luju, sithuthuthu, umsundvu, sipunu, ingculungculu, libhuku, sikulufu libululu, busuku



Week 2 Day 3

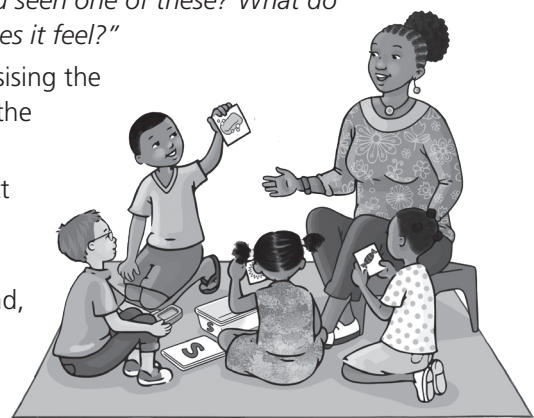
Whole class activities

Learning to listen

- 1 Set the tone for these listening activities by saying the following while learners do the actions: *"Before we start listening, let's get ready: Shake out all your jiggles, rub your earlobes to wake up your ears, then rest your hands in your lap."*
- 2 Settle all the learners on the mat and ask them to sit very quietly. Say to them: *"In the story about the tortoise, do you remember how Tommy tried to hide from the eagle? Can you hide under your table? Now, come out. Can you stand up and see how tall you can be?"* Now say: *"Can you do this?"*
 - ★ *"Stand on your left foot."*
 - ★ *"Put your hands on your head."*
 - ★ *"Touch your toes."*
 - ★ *"Put your hands over your ears."*
 - ★ *"Click your fingers."*
 - ★ *"Stand on your toes."*
 - ★ *"Put your hands on your hips."*
 - ★ *"Stand on your right foot."*
- 3 Say to the learners: *"Now I am going to say some things. You must listen carefully and only do the actions that you can do. Some of them are impossible!"*
 - ★ *"Fold your arms."*
 - ★ *"Balance on one foot."*
 - ★ *"Wink your toes."*
 - ★ *"Stomp your feet."*
 - ★ *"Turn your head."*
 - ★ *"Blink your eyes."*
 - ★ *"Clap your hands."*
 - ★ *"Stamp your cheeks."*

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.



Utawuzinga loku:

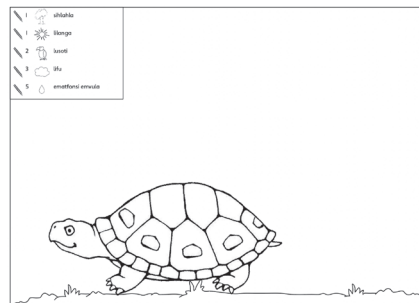
- **Likhasi lemsebenti lekuFundza nekwenwa lweLufudvu** neligobolondvo lalo
- Tintfo letikhetsiwe letiphuma emabhokisini etinhlamvu lamane (yinye yemfundzi ngamunye)
- Sikhwama nobe sikhwama semcamelo
- Makhalekhukhwini wekudlala umculo

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, titfombe kanye nemagama).
- 2 Cela bafundzi kutsi babuke emugceni wekucala bese "bafundza" lokushiwo ngulomugca. Ngemuva kwaloko, fundzani kanyekanye lemigca.
- 3 Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- 4 Fundzani kanyekanye umugca wekucala futsi. Buta kutsi bakhona yini ebafundzi "labangafundza" kutsi yini lelandzelako eluhlweni lekumele yentiwe; kumele badwebwe sihlahla sinye.
- 5 Chubeka ngalendlela ngayo yonkhe imilayeto.
- 6 Nyalo phindza ufundze yonkhe imilayeto bese utsi kubafundzi: "Nisidwebile sihlahla nasifaka umbala? Uma ukwentile, thika eluhlweni lwakho."
- 7 Ebafundzi kumele bachubeke ngekudwebwe bafake luphawu kulemilayeto baze balucedze luhla.



Kulalela imisindvo lesemcoka

- 1 Faka letinye tetintfo letiphuma emabhokisini etinhlamvu esikhwameni.
- 2 Ebafundzi bahlala bente siyingi ngalesikhatsi kudlala umculo nesikhwama semabhontjisi sindluliswa. Uma umculo umiswa, umfundzi lophetse sikhwama ukhipha intfo, usho ligama layo kanye nemsindvo labawuva ekucaleni. Lomdlalo ungachubeka kute bonkhe batfole litfuba.
- 3 Ekugcineni, emacembu ebafundzi laphetse tintfo letinalomsindvo, ayasukuma abuyisele letintfo emabhokisini etinhlamvu lafanele.

Imisebenti yemacembu lamancane

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





You will need:

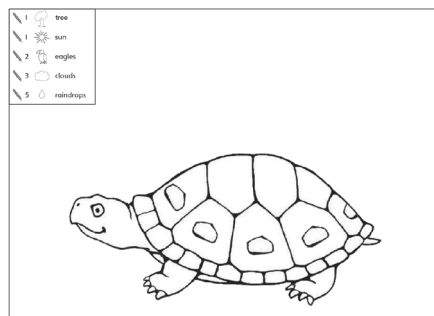
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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 again. Tell learners to draw and colour in a sun.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw a tree.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: *“Have you drawn and coloured in a sun? If you have, then tick that on your list.”*
- 7 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds

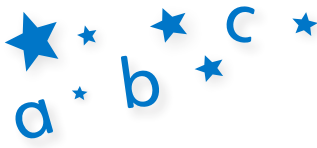
- 1 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets a turn.
- 3 At the end, groups of learners who have objects that start with the same sound, stand up and put their objects back into the correct letter boxes.



Small group activities

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





Utawuzinga loku:

- Ticephu temaphepha letineligama lakho nemagama ebafundzi abhalwe phasi ngasesandleni sesancele selikhasi; imakha lemnyama lebusini
- Emagama lanemalunga lamanyenti lahlobene nendzaba: lufudvu, lusoti, kuyasindza, jabulile, gijima, jika, ekuseni, vikela, ngakajabuli, silwane
- Tinyakatsi netigubhu

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Cala ngekukhuluma ngelufudvu lolusendzabeni. Ekucaleni kwendzaba, Tommy abengalifuni ligobolondvo lakhe, kepha ekugcineni kwendzaba wabona kutsi ligobolondvo lakhe linemsebenti lomkhulu, limenta akhetseke futsi ahluke. Abetigcabha ngeligobolondvo lakhe.
- 2 Khuluma ngentfo lekwenza ukhetseke futsi uhluke. (Cabanga ngetici letibonakalako njenge: tinwele letigocekile, kuba mudze nobe kuba mfisha, tiphiwo njengekukhona temidlalo nobe kucula kahle, netici tebuntfu njengekuba nesibindzi nobe umusa.)
- 3 Nyalo khomba emagama ebafundzi labhalwe ephepheni. Cala ngelakho ligama bese ubuta bafundzi kutsi yini lebacabanga kutsi ikwenta ukhetseke futsi uhluke. Bhala phasi emavi abo bese ufundzela likilasi. Sibonelo: *“Nkhosatana de Vries uyahlekisa futsi unemusa abuye asente sijabule.”*
- 4 Nyalo buka ligama lelilandzelako eluhlweni. Buta bafundzi kutsi ligama labani; ngekutsemba umfundzi ngamunye utawukhona kubona ligama lakhe. Cela bafundzi ekilasini kutsi bacabange ngetintfo letenta umfundzi ngamunye akhetseke.
- 5 Yenta umusho ngemavi lashiwo bafundzi bese uwubhala dvute neligama lemfundzi. Ngeta ngemavi akhokucinisekisa kutsi umfundzi ngamunye uyeva kutsi timphawu takhe letikhetsekile tiyavunywa. Buyela ufundzele likilasi umusho ngamunye, ukhomba lelo nalelogama.
- 6 Namatselisa luhla eludvongeni. Masinyane, ebafundzi batawube “bafundza” lamagama lakhetswe ngulabanye kubachaza ngawo.



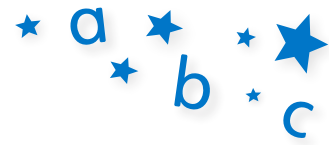
Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlweni lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukani njani ngemalunga, sibonelo: **lu | fu | dvu**.
- 2 Cela ebafundzi kutsi bamashele lelo nalelo lilunga: **lu** (sinyatselo sinye) **fu** (sinyatselo sinye) **dvu** (sinyatselo sinye). Niketa labanye bafundzi tinyakatsi nobe tigubhu nobe ushaye kulelo nalelo lilunga.
- 3 Shano lamanye emagama lanemalunga lamanyenti laphuma endzabeni ngalesikhatsi bafundzi bamashela lilunga ngalinye. Gcugcutela bafundzi kutsi babale emalunga emagama (sibonelo: “lufudvu” unemalunga matsatfu).

Imisebenti yemacembu lamancane

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





You will need:

- A piece of paper with your name and the learners' names written down the left-hand side of the page; a thick black marker
- A list of multisyllabic words relating to the story: lufudvu, lusoti, kuyasindza, jabulile, gijima, jika, ekuseni, vikela, ngakajabuli, silwane
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by talking about the tortoise from the story. In the beginning of the story, Tommy didn't want his shell, but at the end of the story he realised that his shell was very useful and made him unique and special. He was proud of his shell.
- 2 Talk about something that makes you special and unique. (Think of physical characteristics such as long or curly hair, being short or tall, talents such as being able to play sport or sing well, and personality characteristics such as being a brave or a kind person.)
- 3 Now point to the names of learners written on the paper. Begin with your name and ask learners what they think makes you special. Write down their words and read to the class. For example: *"Miss de Vries is very funny and kind and she makes us happy."*
- 4 Now look at the next name on the list. Ask learners whose name it is; hopefully each learner will be able to identify their own name. Ask learners in the class to think of things that make each learner special.
- 5 Make a sentence with the words the learners give you and write it next to each learner's name. Add your own words to ensure that each learner feels their special qualities are acknowledged. Read each sentence back to the class, pointing to each word.
- 6 Stick the list on the wall. Learners will soon be "reading" the words that other learners chose to describe them.

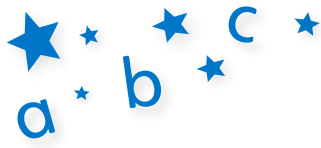
Blending and segmenting (syllables)

- 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: **lu | fu | dvu**.
- 2 Ask learners to march for each syllable: **lu** (one step) **fu** (one step) **dvu** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "lufudvu" has two syllables).

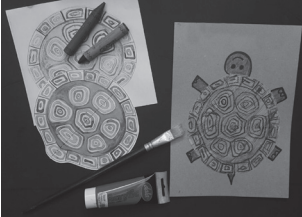
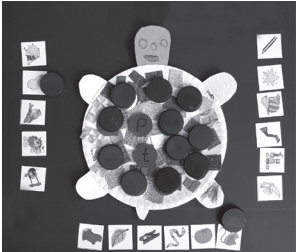

Small group activities

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

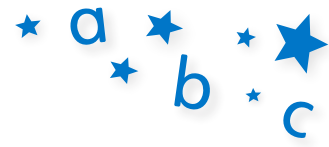





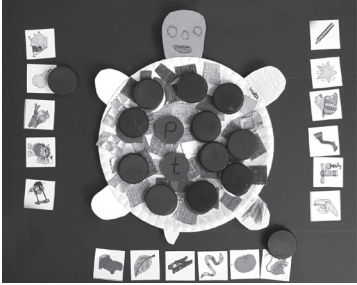

Imisebenti yemacembu lamancane weliviki 2

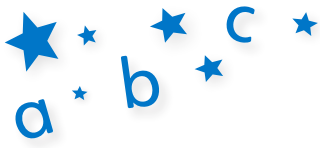
Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi lelingenalutfo le A4 nobe sicephu sekhadibhodi Sifanekiso seligobolondvo lelufudvu semfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu Ipende yembala wemanti kanye nemabhulashi ekupenda Sikelo, iglu 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye sifanekiso seligobolondvo lelufudvu. Chaza kutsi kumele bafake iphethini umbala ngemakhrayoni ewaksi. Ngemuva kwaloko bangapenda etulu kweligobolondvo ngemapende embala wemanti lakhanyako. Ngalesikhatsi ipende yoma, bangasika bakhiphe inhloko, tinyawo nemsila. Uma ipende seyomile, bangasika ligobolondvo lelipendiwe bese banamatselisa lelufudvu, inhloko, tinyawo kanye nemsila etulu kwesicephu selikhadi nobe liphepha. 
<ul style="list-style-type: none"> Timbonyo temabhodlela nobe tivalo Emakhadi titfombe, lasikiwe Ibhodi yemdlalo welufudvu 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka sifanekiso selikhasi lemsebenti welufudvu emkhatsini welitafula. Umfundzi ngamunye unetitfombe letisitfupha temisindvo ngco letentiwe etifundweni letengcile. Bhala lemisindvo ngco ngaphakatsi kwetimbonyo temabhodlela bese utibeka etulu kweligobolondvo lwelufudvu kute bafundzi bangatiboni tinhlamvu. Umfundzi ngamunye unelitfuba lekutasta simbonyo, asigucule, asho umsindvo bese ubuka kutsi unaso sitfombe lesinalomsindvo. Uma kunjalo, batsatsa lesimbonyo bavale leso sitfombe. Uma kungafani nalesinye setitfombe, babuyisele lesimbonyo lapho besikhona. Lohlulile kutawuba umfundzi lovale tonkhe titfombe takhe kucala.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.

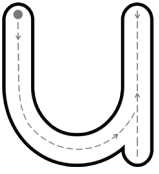





Small group activities for Week 2

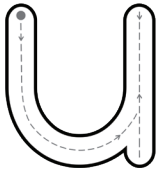

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page or piece of cardboard for each learner • A photocopy of the Tortoise shell activity page for each learner • Jumbo wax crayons • Water colour paints and paintbrushes • Glue and scissors 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Give each learner a copy of the shell of the tortoise. Explain that they must colour in the pattern with wax crayons. 2 Then they can paint over the shell with light water colour paints. While the paint is drying, they can cut out a head, legs and a tail. When the paint is dry, they can cut out the painted shell and stick the tortoise, head, legs and tail onto a piece of card or paper. 
<ul style="list-style-type: none"> • Bottle tops or lids • Picture cards, cut up • The Tortoise game board 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.
<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.



Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Liphepha le A5 lethempleti yeluhlavu "u" yemfundzi ngamunye Liphepha lelidzala nome liphephandzaba Iglu 	<p>Umsebenti 4: Emakhono emotho lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye ithemplethi yeluhlavu kanye netintfo nome titfombe letinemsindvo ngco. Kumele banamatselise titfombe nome tintfo letinalomsindvo ngco <p style="text-align: center;">nome</p> <ol style="list-style-type: none"> Kumele badzabule liphepha libe ticucu batigicite tibe libhola kugcwalisa indzawo babumbe neluhlavu. Bangabuye bengete imidvwebo yetintfo letinamsindvo "u". 
<ul style="list-style-type: none"> Tinsita: libalave letintsaba, tindvondvolo, sigcoko selilanga kanye nesigcobiso, tibonisakhashane letentiwe ngemaroli eliphepha lasethoyilethi, joyisaka kanye nelibhodlela lemanti, tibuko telilanga, libhokisi lelincane lelusito lwekucala, inkhomba yeluhambo lwesiganga, tintfo temvelo (emacembe, ematje), tilokatane tepulasitiki nobe tilwane tekudlala (nobetitfombe tilokatane netilwane)-kwendlale yonkhe indzawo nobe ukunamatselise eludvongeni 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Khumbuta ebafundzi ngetisetjentiswa letisekhoneni lemdlalo wekutentisa bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi batsatsa luhambo. Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Chaza kutsi bawutsatsa luhambo. Ebafundzi bangaba incenye yelicembu lelihambako (nenja). Badzinga libalave letintsaba, tindvondvolo, sigcoko selilanga kanye nesigcobiso, tibuko kanye nejoyisaka, lenelibhodlela lemanti, tibonisakhashane, libhokisi lelusito lwekucala kanye nenkhomba yeluhambo lwesiganga. Umfundzi ngamunye kufanele atsatse libhuku lemanothi nepenseli kute akwati kudvweba nekubhala labakubona uma bahamba. Bangabuka nelusoti ngetibonisakhashane nobe lufudvu lolubhace etjanini! Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Gcugcutela bafundzi kutsi bente emanothi nobe badvwebe labakubona uma bahamba. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “u” letter template for each learner • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound. <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “u”. 
<ul style="list-style-type: none"> • Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, a small first-aid kit, sunglasses, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they went on a walk. 2 Lead the group to the pretend play corner and show them the props. 3 Explain that they are going on a walk. Learners can be part of a walking group (with a dog). They need a map of the mountains, walking sticks, sunhat and cream, sunglasses and a backpack with a water bottle, food, binoculars, first-aid kit and a field guide. 4 Each learner should take a notebook and a pencil with them so that they can draw or write what they see on the walk. They can look for an eagle with the binoculars or a tortoise hiding in the grass! 5 Visit the corner at least once to observe and encourage the learners’ game. Encourage the learners to make notes or draw what they see on their walk.

Indzaba

Phambilini bekunemabhele lamatsatfu: Emabhele lamakhulu kakhulu, Umntwana Bhele lobemncane kakhulu kanye naMake Bhele lobengasimkhulu futsi angasimncane – abesemkhatsini nje. Emabhele lamatsatfu endlini lencane ehlotsini.



Onkhe emalanga emabhele abedla incwancwa esidlweni sasekuseni. Ngalelinye lilanga Babe Bhele wakhuluma ngeliphimbo lelilulile laBabe Bhele watsi: Incwancwa yami ishisa kakhulu. “Singahamba siye ehlotsini ngalesikhatsi isaphola.” Emabhele lamatsatfu ase ayahamba aya ehlotsini. Ngaleso sikhatsi lomunye naye bekahamba ehlotsini - intfombatanyana lenetinwele tegolide. Uyalati libito layo? Bekungu Goldilocks. Bekutsiwa nguGoldilocks ngobe tiyendle tetinwele takhe betinembala wegolide.

Goldilocks wabona indlu yemabhele. Wahamba ngendlela wanconcotsa emnyango. *Nco-nco-nco!* Kwabate imphendvulo. Wahlola efasiteleni – bekubukeka kahle kakhulu ngekhati. Ingabe uyati kutsi Goldilocks wentani? Wangena ngekhati endlini yemabhele! Goldilocks wabona incwancwa etu kwelitafula. Abelambe kakhulu. Kwekucala, wanambitsa incwancwa yaMake Bhele endishini lesemkhatsini, kepha akamange ayitsandze impela ngobe beyinashukela lomnyenti. Kwalandzela kunambitsa incwancwa yeMntwana Bhele endishini lencane. “Mmm,” kusho yena, “Ngiyayitsandza lencwancwa, ilungile!” wase uyidla yonkhe incwancwa yeMntwana Bhele.

Goldilocks abesadziniwe nyalo, abefuna kulala. Goldilocks wabuka umbhedze langalala kuwo. Waftola likamelo lekulala lelinemibhedze. Umbhedze waBabe Bhele belikhulu kakhulu. Umbhedze waMake Bhele bewusemkhatsini kepha bewutsambe kakhulu. Goldilocks wangena embhedzeni weMntwana Bhele. Walala wadvonsela ingubo etulu watsi, “Ngiyawutsandza, ulungile!”



Goldilocks wavala emehlo akhe walala. Ngalesikhatsi Goldilocks aselele, Emabhele lamatsatfu angena. Abelambile. Babe Bhele wabuka sitja sakhe watsi ngeliphimbo lakhe lelilulile: “Ngubani abedla incwancwa yami?” Make Bhele wabuka incwancwa yakhe watsi ngentfukutselo, “Ngubani abedla incwancwa yami?” Umntwana Bhele wabuka incwancwa yakhe. Abetfukutsele kakhulu watsi: “Ngubani abedla incwancwa yami?” Wabese utsi, “Iphele yonkhe!”

Emabhele angena emagunjini. Babe Bhele wabuka umbhedze wakhe watsi: “Ngubani lobebele embhedzeni wami?” Make Bhele wabuka umbhedze wakhe watsi: “Ngubani abelele embhedzeni wami?” Umntwana Bhele wabuka umbhedze wakhe watsi: “Ngubani lololele embhedzeni wami?”

Waphindze wabuka wase uyakhala: “Nanguya!”

Goldilocks wetfuka kakhulu! Wazuba waphuma embhedzeni wabaleka ngelitubane lelikhulu. Emabhele lamatsatfu akaphindzanga ambone Goldilocks futsi.

Lenzaba iphelela la.

Indzaba yaGoldilocks usiniketa litfuba lelihle loku sebentisa emaphimbo lahlukene: lelikhulu, lelisindzako la Babe Bhele, liphimbo lelisemkhatsini laMake Bhele futsi leliklabalatako, leliphakeme leMntwana Bhele. Ungatfola kutsi kunebantwana egumbini lakho labayatiko lenzaba. Ngobe lenzaba yakhiwe ngekuphindza-phindza, nalabo labasha kulenzaba batawuphangisa bayati lemigca. Bagcugcutele kutsi basho lamagama kanye nawe nobe bayiphindzephindze emva kwekusho lemigca. Gcugcutela bafundzi kutsi basebentise balingisi labehlukene.



★ Goldilocks

Story

Once upon a time there were three bears: Father Bear who was very big, Baby Bear who was very small and Mother Bear who was not very big and not very small – she was middle-sized. The three bears lived in a little house in the forest.

Every day the bears ate porridge for breakfast. One day Father Bear said in his deep Father Bear voice: "Our porridge is too hot. We can go and walk in the forest while it is getting cool." So, the three bears went out for a walk in the forest. At the same time, somebody else was walking in the forest – a little girl with golden hair. Do you know her name? It was Goldilocks. She was called Goldilocks because her locks of hair were the colour of gold.



Goldilocks saw the bears' house. She walked up the path and knocked on the door. "Knock-knock-knock!" There was no answer. She peeped in through the window – it looked very nice inside. So, do you know what Goldilocks did? She walked right into the bears' house! Goldilocks saw the porridge on the table. She was very hungry. First, she tasted Father Bear's porridge in the big bowl, but she did not like it because it was too salty. Then she tasted Mother Bear's porridge in the middle-sized bowl, but she did not like it at all because it was too sweet. Next, she tasted Baby Bear's porridge in the small bowl. "Mmm," she said, "I like this porridge, it is just right!" And she ate all Baby Bear's porridge.

Goldilocks was tired now, and she wanted to sleep. Goldilocks looked for a bed to sleep in. She found the bedroom and there she saw three beds. Father Bear's bed was very big. Mother Bear's bed was middle-sized and Baby Bear's bed was very small.

Goldilocks got onto Father Bear's big bed, but it was too hard. Next, Goldilocks got onto Mother Bear's middle-sized bed, but it was too soft. Then Goldilocks got onto Baby Bear's bed. She lay down and pulled the blanket up and said: "I like this bed, it is just right!"



Goldilocks closed her eyes and went to sleep. While Goldilocks was asleep, the three bears came home. They were hungry. Father Bear looked at his bowl of porridge and said in his deep voice: "Who's been eating my porridge?" Mother Bear looked at her porridge and she said crossly: "Who's been eating my porridge?" Baby Bear looked at his porridge. He was very cross and he said: "Who's been eating my porridge?" Then he said: "It's all gone!"

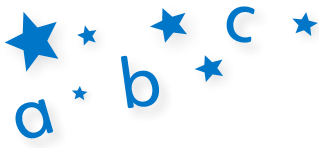
The bears went into the bedroom. Father Bear looked at his bed and said: "Who's been sleeping in my bed?" Mother Bear looked at her bed and said: "Who's been sleeping in my bed?" Baby Bear looked at his bed and said: "Who is sleeping in my bed?" He looked again and cried: "There she is!"

Goldilocks got such a fright! She jumped out of bed and ran away as fast as she could. The three bears never saw Goldilocks again.

And that is the end of the story.

The Goldilocks story offers a wonderful opportunity to act out different voices: a big, deep voice for Father Bear; a middle-sized voice for Mother Bear and a squeaky, high voice for Baby Bear. You may find there are learners in your class who know this story well. Because the story is built on repetition, even those who are new to the story will quickly pick up the lines. Encourage them to say the words with you, or to repeat them after you have said the lines. Encourage learners to use the voices of different characters.





Umlolotelo

Goldilock abehamba-hamba,

Ucabanga kutsi wabonani?

Watfola indlu, kepha bekungenamuntfu wabe sewuvula umnyango.

“Incwancwa yaBabe beyishisa, Incwancwa yaMake beyinashukela lenyenti.

Incwancwa yeMntfwana beyilungile.

“Ngitsandza kunambitsa kwayo! Yum-yum!” kusho yena, wase uyidla yonkhe.

(Emagama lavela endzabeni.)



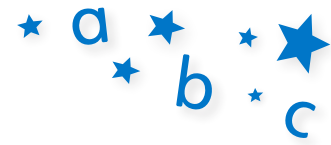
Fundzisa bantfwana umehluko ekhatsi kweliculo kanye nemlolotelo. Ungakwati kuhlabela emagama eliculo futsi usho emagama emlolotelo.

Kucula liculo nobe kusho umlolotelo yindlela lenhle yekutfola kulalela kwebantfwana ngemuva kwesikhatsi sekudla nobe nabenta umsebenti lonensimdvo.

Emagama lavela endzabeni

Emagama lamcoka:	libhele	lihlatsi	indlu	lifastelo	lokusemkhatsini ngekulingana	lamba
Lamanye emagama langetiwe	ingubo	sitja	sipunu	incwancwa	nambitsa	gibela
	lokusasawoti	lokunashukela	ligumbi lekulala	dzinwa	siphambano	lokutsambile





Rhyme

Goldilocks went for a walk,
 And what do you think she saw?
 She found a house, but no one was there, and so she opened the door.
 Pa's porridge was hot; Ma's porridge was sweet;
 Baby's porridge was just right.
 "I like the taste! Yum yum!" she said, and so she ate it all.



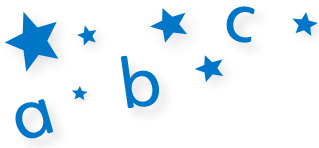
Teach learners the difference between a song and a rhyme. You can sing the words of a song and you say the words in a rhyme.

Singing a song or saying a rhyme is a good way to get the learners' attention after break or noisy activities.

Vocabulary from the story

Key-words:	bear	forest	house	window	middle-sized	hungry
Extra words:	blanket	bowl	big	porridge	taste	climb
	salty	sweet	bedroom	tired	cross	soft





Utawuzinga loku:

- Indzaba: *Goldilocks*
- Emaphaphethi: emabhele lamatsatfu, Goldilocks, imibhedze lemitsatfu, titja letintsatfu teliphalishi
- Tinsita: litafula, titulo, imibhedze lemitsatfu, emabhodo, tindishi, titja letintsatfu, tipunu, emamaski alamabhele lamatsatfu, timpahla/kwekutihlobisa kwaGoldilocks, ingubo
- Tintfo nobe emakhadi etitfombe emagama laphuma eluhlweni lwesilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

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

Emehlo lamabili ekubona

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

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Ngubani lowatiko kutsi yini libhele? Ngubani lonayo ithedibhele ekhaya? Ngubani lodla incwancwa njengekudla kwasekuseni?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Cocisanani ngalamagama lamcoka laseluhlweni lwesilulumagama, khomba bafundzi intfo nobe sitfombe kubakhombisa inchazelo yeligama. Sibonelo: Cela bafundzi kutsi bakhombe emafasiteleni elikilasi bese babala kutsi mangaki. Khomba bafundzi lamabhele lamatsatfu bese niyasho kutsi nguliphi lelimesilanganiso sasemkhatsini.

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ngumuphi umbhedze locabanga kutsi Goldilocks utawulala kuwo: umbhedze waBabe Bhele umbhedze waMake Bhele nobe umbhedze waMntfwana Bhele? Kungani? Utawutiva njani Goldilocks uma avuka abona emabhele?”*

3 Ngemuva kwekucoca lenzaba

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

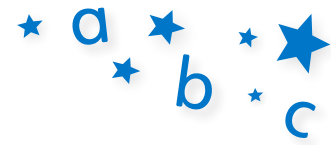
Kwetfula umsindvo lophuma kulenzaba

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

Imisebenti yemacembu lamancane

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





You will need:

- Story: Goldilocks
- Puppets: three bears, Goldilocks, three beds, three bowls of porridge
- Props: table, chairs, three beds, pots, three bowls, spoons, masks for the three bears, clothes/accessories for Goldilocks, blanket
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Has anyone seen a bear? Who has a teddy bear at home? Who has porridge for breakfast?"*
- 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 to show them what a word means. For example: Ask learners to point to the windows in the classroom and count how many there are. Show learners the three bears and talk about which one is middle-sized.

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: *"Which bed do you think Goldilocks is going to go to sleep in: Father Bear's bed, Mother Bear's bed or Baby Bear's bed? Why? How will Goldilocks feel when she wakes up and sees the bears?"*

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: *"Goldilocks, tegolide, emagoda, emagunjini. Can you hear the focus sound: **G**oldilocks, **t**egolide, **e**magoda, **e**magunjini? Yes, you are right! They all have the sound /g/."*
- 2 *"Listen carefully, here are some more words that start with /g/: galaza, ligagasi, ligala, ligiya, sigubhu, guca, gona, gabela, gjijima."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: **"g-g-g"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Utawuzinga loku:

- Emaphaphethi endzaba
- Tinsita netitfombe temlolotelo



Liviki 1 Lusuku 2

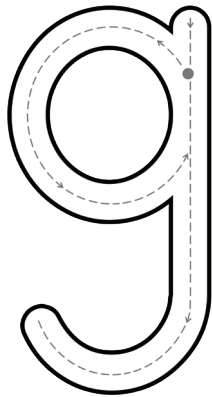
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngenchazelo yemagama latfulwe ngelusuku-1.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lekutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa umlolotelo lomusha lohambisana nalenzaba.
- 4 Shano imigca lembalwa yemlolotelo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene balandzele nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa lomlolotelo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenza kute ebafundzi bacondzise lulwimi lwalomlolotelo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenza kwalomlolotelo kute beve bumnandzi etilwimi letinyenti.

Kubumba luhlavu

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



Imisebenti yemacembu lamancane

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





You will need:

- Puppets for the story
- Props or pictures for the rhyme



Week 1 Day 2

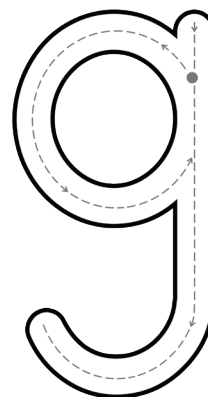
Whole class activities

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 rhyme to go with the story.
- 4 Say a few lines of the rhyme clearly and slowly, and then ask learners to join in and recite together with you. It may be difficult for learners to remember all the words, so teach the rhyme in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the rhyme.
- 6 Teach learners the actions for the rhyme and have fun reciting it in more than one language.

Forming the letter

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



Small group activities

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



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **g** njengemsindvo ngco: igatali, gogo, ligede, igandaganda, iglu, ligagasi, igalufu, ligilavu, gona, gijima



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

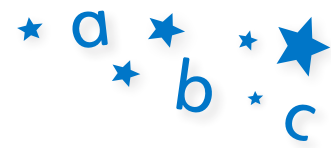
- 1 Landzela lomlolo.
- 2 Buta ebafundzi kutsi basakhumbula yini incazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Buta kutsi bangakwati kusho emagama ekudla lokusasawoti nalokunashukela. Ungaletsa kudla kwekukhombisa bese ukhetsa bafundzi labambalwa kutsi banambitse kute basho kunasawoti nobe kunashukela.
- 3 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisayo batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

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

Imisebenti yemacembu lamancane

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



You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **g**: igatali, gogo, ligede, igandaganda, iglu, ligagasi, igalufu, ligilavu, gona, gijima



Week 1 Day 3

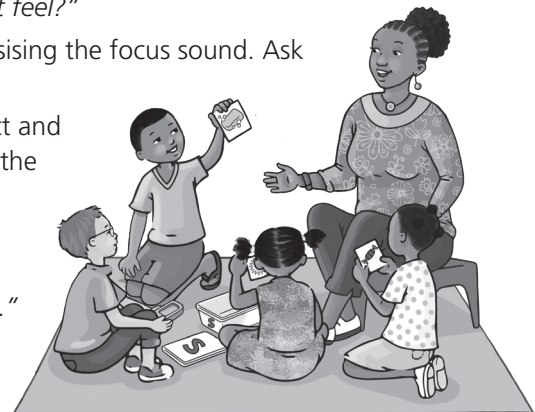
Whole class activities

Storytelling and role play

- 1 Recite the rhyme.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask if they can name some salty foods and some sweet foods. You could even have some food samples and select a few learners to taste the foods and say whether they are salty or sweet.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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





Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Emakhadi etitfombe temsindvo kanye nemakhadi etihlamvu

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

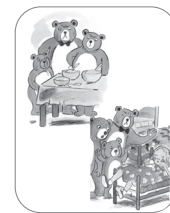
- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

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



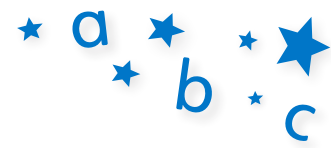
Kulalela imisindvo lesemcoka

- 1 Fihla emakhadi etitfombe ekilasini ngembi kwesifundvo.
- 2 Chazela bafundzi kutsi batawudlala "mabhacelana ngetitfombe".
- 3 Beka bafundzi ngemacembu unike licembu ngalinye luhlavu lolusekhadini. Bafundzi kumele basho umsindvo lowentiwa nguloluhlavu, bese babuka titfombe letina lomsindvo ngco.
- 4 Uma bafundzi sebwatfole onkhe emakhadi etitfombe letina lomsindvo, kumele bahlale bente siyingi emethini.
- 5 Bafundzi kumele banikane litfuba lokubita sitfombe ngasinye babuye basho umsindvo ngco.

Imisebenti yemacembu lamancane

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





You will need:

- Big sequence pictures
- Picture cards and letter cards

Week 1 Day 4

Whole class activities

Sequencing pictures

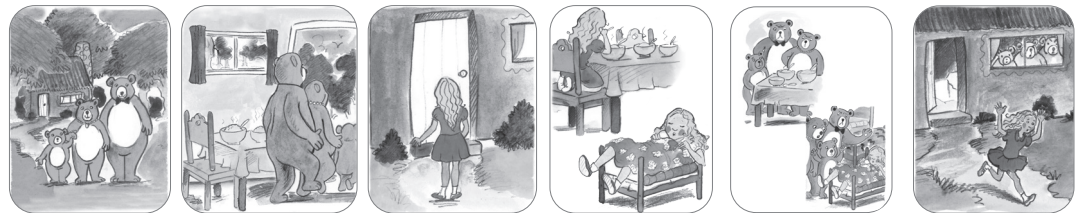
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the 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 Hide picture cards around the classroom before the lesson.
- 2 Explain to learners that they are going to play "hide and seek pictures".
- 3 Put the learners into groups and give each group a letter on a card. The learners must say the sound the letter makes, and then look for pictures that have that focus sound.
- 4 Once learners have found all the picture cards that go with their letter, they must sit in a circle on the mat.
- 5 Learners must then take turns to name each picture and say the focus sound.



Small group activities

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



Utawuzinga loku:

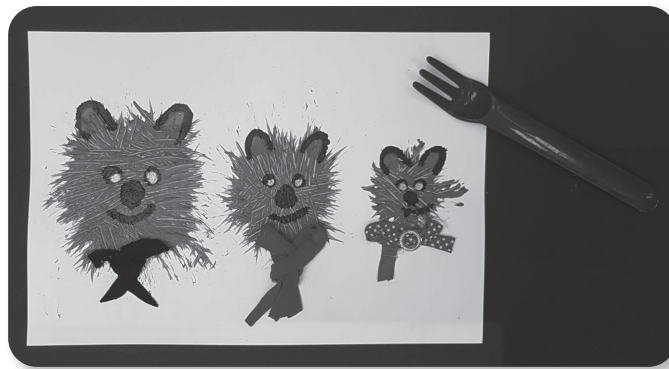
- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye
- Ipende lebubente, mnyama, bovu/bovana kanye nalemhlophe
- Emabhulashi ekupenda
- Siboniso sebuso belibhele bemfologo
- Imfologo yepulasitiki yemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: lihlatsi, incwancwa, lifastelo, lokusasawoti, Goldilocks, ligumbi lekulala, ingubo, kudlani, kuhlala, umntfwana, lamba, litafula, incwancwa, libhele

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela ebafundzi kutsi batokwenta buso belibhele basebentise imfologo.
- 2 Khuluma ngesilinganiso salamabhele futsi ubakhumbute kutsi kumele bente babe bhele, make bhele wesilinganiso lesisemkhatsini, nemntfwana bhele lomncanyane.
- 3 Bangacala ngekufaka liconsi lepende lelikhulu ephepheni lababe bhele bese baklwebha ngemfologo. Balandzele ngekufaka ngalelincanyane lamake bhele bese bagcina ngalelincane kakhulu lemntfwana bhele. Bangafaka emehlo, tindlebe, likhala nemlomo kulamabhele basebentise lemibala leminyeye.



Kuhlanganisa nekwehlukana (emalunga)

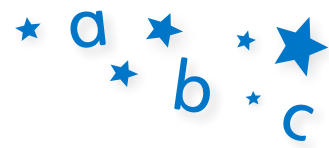
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukani nani ngemalunga, sibonelo: **li** | **bhe** | **le**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **li** (bamba sandla) **bhe** (bamba sandla) **le** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalunga emagameni (sibonelo: "libhele" unemalungu lamatsafu).



Imisebenti yemacembu lamancane

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





You will need:

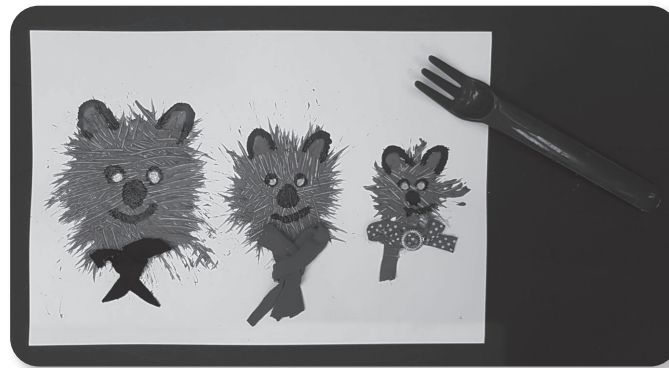
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: lihlatsi, incwancwa, lifastelo, lokusasawoti, Goldilocks, ligumbi lekulala, ingubo, kudlani, kuhlala, umntfwana, lamba, litafula, incwancwa, libhele

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make the bear faces using forks.
- 2 Talk about the size of the bears and remind them that they must make a big father bear, a middle-sized mother bear and a smaller baby bear.
- 3 They can start by putting a big blob of paint on the paper for the father bear and scratching it out with the fork. Then they can make a smaller blob for the mother bear and tiny blob for baby bear. They can add eyes, ears, a nose and mouth to the bears using the other colours.



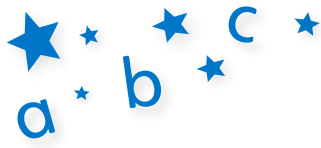
Blending and segmenting (syllables)

- 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: **li** | **bhe** | **le**.
- 2 Ask learners to face a friend and do high fives for each syllable: **li** (high five) **bhe** (high five) **le** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "libhele" has three syllables).



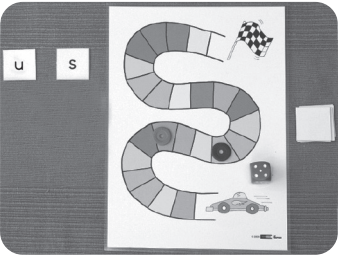



Small group activities

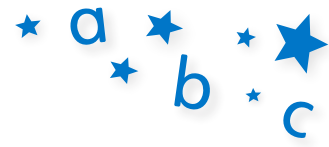
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





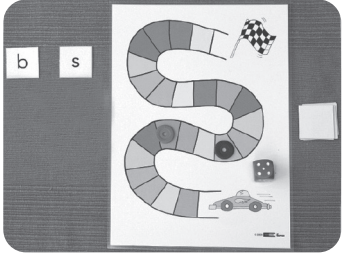

Imisebenti yemacembu lamancane weliviki 1

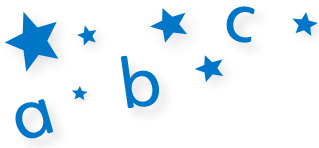
Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu  <p>Goldilocks wadla lonkhe liphaliishi lemntfwana bhele. Umntfwana bhele abetfukutsele.</p> <p>Goldilocks</p>  <p>Uma bafundzi badzinga kucabanga kutsi badwwebeni, bakhombise titfombe tekulandzelanisa kutsi tibanike imibono.</p>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Gcugcutela ebafundzi kutsi badwwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Sibonelo: <i>"Goldilocks ... wadla ... yonkhel incwancwa yemntfwana Bhele. Nguliphi ligama lelilandzelako bewufuna kulisho? Yebo, Mntfwana Bhele abedzabukile. Ngitawubhala 'umntfwana Bhele abedzabukile'."</i> Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emabhodi emdlalo wetimoto temjaho lamabili Emakhadi titfombe, lasikiwe Emadayizi mabili 	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka ibhodi yemdlalo wetimoto temjaho etafuleni lelinebafundzi babili kuye kulabatsatfu labahleli balihacile. Beka emakhadi etitfombe abe yincwaba, abuke phasi. Beka emakhadi emsindvo abuke etulu kute bafundzi bawabone. Chazela bafundzi imitsetfo: <ul style="list-style-type: none"> Umfundzi ngamunye unelitfuba lekuphosa lidayizi ahambise intfo yekubala ngayo sibalo setikhala lesifanele. Ngemuva kwekuhambisa intfo yekubala, umfundzi utsatsa likhadi lesitfombe kulencwaba, usho lesitfombe abuye asho umsindvo ngco. Umfundzi ubeka likhadi lesitfombe dvute nelikhadi lemsindvo lekungilo. Umdlalo uphelile uma umfundzi wekucala afika efulegini futsi uncobile.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





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. 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. 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: "Goldilocks ... ate ... all the baby bear's porridge. What did you want to say next? Oh yes, Baby Bear was so sad. I am going to write 'Baby Bear was so sad'." 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"> Two Racing car game boards Picture cards, cut up Two dice 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the Racing car game board on the table with two to three learners seated around it. Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them. Explain the rules to the learners: <ul style="list-style-type: none"> Each learner has a turn to throw the dice and move the counter the correct number of spaces. After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. The learner then puts the picture card next to the correct letter card. The game is over when the first learner reaches the flag and is the winner.
<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.



Utawuzinga loku

- Emathemplethi emabhele lasitfupha lanetikhala
- Tintsambo teticatfulo letisitfupha nome ticephu tentsambo



- Tinsita: ikhadibhodi nemakha yebhodi lemhlophe yokwenta luphawu lwenzawo yekutsenga kudla/likhefi, ipenseli neliphepha kwaboweta kwekutsatsa ema-oda, sigcoko sempheki, litafula netitulo nendwangu yelifafula, tinkomishi, titja, tikhali tekudla ngato, licingo lelizala, amamenyu ekudla



Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

- 1 Nika umfundzi ngamunye libhele bese ubachazela kutsi batawutfunga lendwangu letimbobombobo ngekungenisa etikhaleni.
- 2 Kumele babuye basuse lendwangu nobe intsambo ngekunakekela kute umfundzi lolandzelako ayisebentise.
- 3 Uma seabcedzile, kumele bantjintjane nalomunye umfundzi bese bentela libhele lelisesilinganiso lesihlukile.



Umsebenti 5: Umdlalo wekutentisa

- 1 Holela licembu ekhoneni lemdlalo wekutentisa ubahlalise phasi ngekushesha.
- 2 Khombisa bafundzi letinsita Letisha, chaza kutsi kute kulandzelwe incikitsi yekunambitsa nekunuka, batawudlala endzaweni yekutsenga kudla.
- 3 Bacele bentele likhefi ligama/luphawu, imenyu yekudla, luphawu lolutsi kuvuliwe/kuvaliwe. Bangatentisa kwenta kudla bawete ebantfu labahleli kulenzawo yekudla. Bangatentisa nekushayela indzawo yekudla licingo ba-ode kudla lokutsatswa uhambe.
- 4 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Sibonelo: Unga "shaya licingo" u-ode kudla lokutsatswa uhambe.





You will need

- Six bear templates with holes punched out
- Six shoelaces or pieces of string



Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner a bear and explain that they are going to thread the lace through the holes.
- 2 They must also remove the lace or string carefully for the next learner to use.
- 3 Once they have finished, they must swop with another learner and lace a different-sized bear.



- Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus



Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Show learners the new props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.
- 3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food.
- 4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order.





Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



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



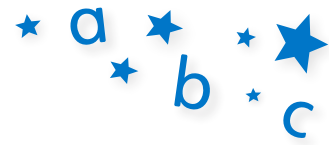
Kwetfula umsindvo lophuma kulenzaba

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

Imisebenti yemacembu lamancane

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “indlu, ingubo, incwancwa, ishisa, intfombatanyana, ilungile. Can you hear the focus sound: **i**ndlu, **i**ngubo, **i**shisa? Yes, you are right! They all have the sound **i**.”
- 2 “Listen carefully, here are some more words that start with **i**! sipikili, ifiliji, sisini, sigici, liphilisi, liso, emafilikiki.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **i** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **i**: “**i-i-i**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Utawuzinga loku:

- Libhuku Lelikhulu: Goldilocks
- Liphepha le A5 lethempleti yeluhlavu i lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

Kufundza ngekuhlanganyela – Libhuku Lelikhulu

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



Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /i/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /i/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangabeka tandla totimbili esuswimi kulingisa kutsi sisu sibihlungu bese batsi: “i-i-i”.
- 3 Khombisa bafundzi kubumba luhlavu /i/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “Cala etulu wehle, beka lichashati ngetulu kwalendvuku.”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo.
- 5 Chazela bafundzi kutsi kumele babuyele ematafuleni abo kuyowenta tinhlamvu temushi wenkhosatana. Loku kusho kutsi batawubhala etulu kweluhlavu ekhasini labo ngemakhrayoni lanemibala lehlukahlukene.
- 6 Uma bafundzi bakhona kucabanga ngetintfo letinalomsindvo waloluhlavu, bangatidweba emaceleni aloluhlavu aloluhlavu lemushi wenkhosatana. Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.

Imisebenti yemacembu lamancane

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





You will need:

- Big Book: *Goldilocks*
- An A5 **i** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

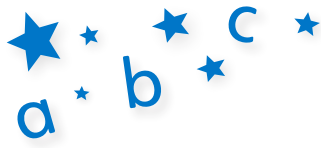
- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can put both hands on their stomach and groan to show they are in pain while saying: “**i-i-i**”.
- 3 Show learners how to write the letter **i**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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





Utawuzinga loku:

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



Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Ukuzejwayeza ukulalela

- 1 Cala umsebenti wekulalela walomuhla ngekutsi: *“Lalelani ngekucopelela bese nilingisa lemisindvo lengiyentako.”* Shaya tandla ngekulandzelana/sigci. Bafundzi bafanele kuba bayakulingisa:
 - ★ tha pha-pha tha pha-pha
 - ★ pha-pha-pha tha pha-pha-pha
 - ★ tha pha-pha tha tha
- 2 Uma bafundzi sebahlalisekile, tsani: *“Nyalo ngitawuninika umkhondvo bese netama kucombela kutsi ngicabangani. Beka sandla sakho enhloko uma ucabanga kutsi uyayati imphendvulo.”*
 - ★ *“Ngicabanga ngalokudla lokudliwe nguGoldilocks ngalesikhatsi aya endlini yemabhele lamatsatfu.”* (incwancwa)
 - ★ *“Ngicabanga ngekudla lokuphephile kuwe. Kusawolintji, kudze futsi kuncama. Kuyaklamutela uma ukudla. Kumila ngaphasi emhlabatsini.”* (sicadze)
 - ★ *“Ngicabanga ngentfo lemtfubi longayigcobisa esinkhweni.”* (ibhotela nobe imajarini)
 - ★ *“Ngicabanga ngentfo lenashukela. Yentiwe ngetitselo. Ungayifaka esinkhweni nobe sinkhwa lesithosiwe.”* (jamu)

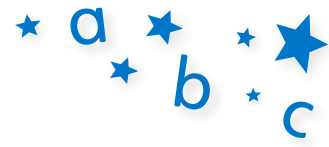
Emabhokisi etinhlamvu

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

Imisebenti yemacembu lamancane

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





You will need:

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



Week 2 Day 3

Whole class activities

Learning to listen

- 1 Begin today's listening activity by saying: *"Listen carefully and then copy the sounds I make."* Clap a sequence/rhythm with your hands. The learners should copy you:
 - ★ clap tap-tap clap tap-tap
 - ★ tap-tap-tap clap tap-tap-tap clap
 - ★ clap tap-tap clap clap
- 2 Once learners are settled, say: *"Now I am going to give you some clues and you must try to guess what I am thinking of. Put your hand on your head if you think you know the answer."* Here are the clues:
 - ★ *"I am thinking of the food that Goldilocks ate when she went to the house of the three bears."* (porridge)
 - ★ *"I am thinking of a food that is very healthy for you. It is orange and long and thin. It is crunchy when you eat it. It grows underground."* (a carrot)
 - ★ *"I am thinking of something yellow that you can spread on your bread."* (butter or margarine)
 - ★ *"I am thinking of something sweet. It is made from fruit. You can put it on your bread or toast."* (jam)

Letter boxes

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



Small group activities

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





Utawuzinga loku:

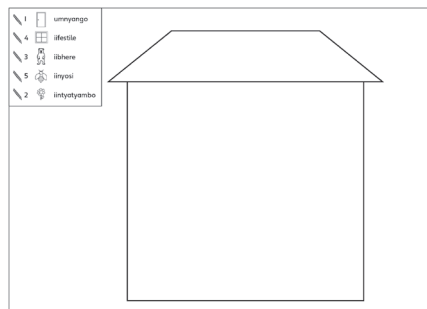
- Likhasi lemsebenti **lekuFundza nekwenza**
- Emakhadi etitfombe nemakhadi lanetinhlamvu

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, titfombe kanye nemagama).
- Cela bafundzi kutsi babuke emugceni wekucala bese "bafundza" lokushiwo ngulomugca. Ngemuva kwaloko, fundzani kanyekanye lemigca.
- Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- Fundzani kanye umugca wekucala futsi. Tjela bafundzi kutsi badvwebe sivalo, kepha ungabatjeli kutsi basidvwebe kuphi.
- Buta kutsi bakhona yini ebafundzi "labangafundza" kutsi yini lelandzelako eluhlwini lekumele yentiwe: Kumele badvwebe emafasitelo lamane.
- Chubeka ngalendlela ngayo yonkhe imilayeto.
- Nyalo phindza ufundze yonkhe imilayeto bese utsi kubafundzi: "Usidvwebile sivalo sinye? Uma usidvwebile, faka umkhathi eluhlwini lwakho."
- Ebafundzi kumele bachubeke ngekudvweba bafake umkhathi kulemilayeto baze balucedze luhla.



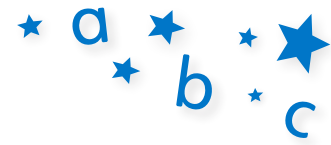
Kulalela imisindvo lesemcoka

- Fihla emakhadi etitfombe ekilasini ngembi kwesifundvo.
- Chazela bafundzi kutsi batawudlala "mabhacelana ngetitfombe".
- Beka bafundzi ngemacembu unike licembu ngalinye luhlavu lolusekhadini. Bafundzi kumele basho umsindvo lowentiwa nguluhlavu, bese babuka titfombe letina lomsindvo ngco.
- Uma bafundzi sebawatfole onkhe emakhadi etitfombe letina lomsindvo, kumele bahlale bente siyingi emethini.
- Bafundzi kumele banikane litfuba lokubita sitfombe ngasinye babuye basho umsindvo ngco.

Imisebenti yemacembu lamancane

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





You will need:

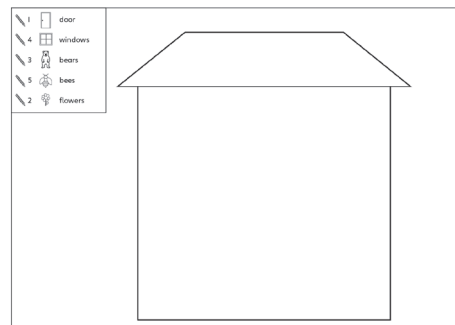
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

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 Ask learners to look at the first line and “read” what it says. Then read each of the lines together.
- 3 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.
- 4 Read the first line together again. Tell learners to draw a door, but don’t tell them where to draw the door.
- 5 Ask if any of the learners can “read” what to do next on the list: They must draw four windows.
- 6 Continue in this way with each of the instructions.
- 7 Now read each of the instructions again and say to the learners: “Have you drawn one door? If you have, then tick that on your list.”
- 8 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds



- 1 Hide picture cards around the classroom before the lesson.
- 2 Explain to learners that they are going to play “hide and seek pictures”.
- 3 Put learners into groups and give each group a letter on a card. Learners must say the sound the letter makes, and then look for pictures that have that focus sound.
- 4 Once learners have found all the picture cards that go with their letter, they must sit in a circle on the mat.
- 5 Learners must then take turns to name each picture and say the focus sound.

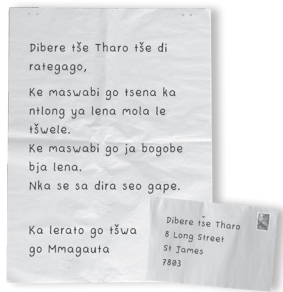
Small group activities

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



Utawuzingana loku:

- Sicephu lesikhulu seliphepha lelimhlophe, imvilophu lenkhulu, titembu tekuposa, ikoki lemnyama
- Emagama lanemalunga lamanyenti lahlobene nendzaba: lihlati, incwancwa, lifastelo, lokusasawoti, Goldilocks, ligumbi lekulala, ingubo, kudlani, kuhlala, umntfwana, lamba, litafula, incwancwa, libhelelibhele
- Tinyakatsi nobe tigubhu



Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Cocisana nelikilasi ngemcondvo wekucolisa: "Kungani sicolise? Sicolisa uma kwente njani? Sicolisa njani?"
- 2 Khuluma ngetento taGoldilocks letisenzabeni: "Bekumkhuba lomuhle kungena ekhaya lemabhele angekho? Bekumkhuba lomuhle kudla kudla futsi alale embhedzeni? Bekumkhuba lomuhle kubaleka ngalesikhatsi emabhele abuya ekhaya?"
- 3 Coca ngebuhle bokuhlonipha tintfo talabanye bantfu ekilasini. Chumanisa lendzaba nemphilu yebafundzi yemalanga onkhe yokuhlanganyela likilasi nalabanye.
- 4 Buta bafundzi kutsi bekafanele atiphatse njani Goldilocks.
- 5 Chaza kutsi Goldilocks ufuna kubhalela emabhele incwadzi acolise ngendlela latiphetse ngayo endlini yawo. Tjela bafundzi kutsi batawukusita kubhala incwadzi.
- 6 Namatselisa liphepha lelikhulu ebhodini.
- 7 Khuluma ngekutsi incwadzi icalwa njani. Bhala "Mabhele latsandzekako."
- 8 Buta ebafundzi: "Nicabanga kutsi Goldilocks atsini kulamabhele?" Lalela imicondvo yebafundzi bese uyibhala ngendlela lelula.
- 9 Khuluma ngekutsi incwadzi igcina njani. Bhala "Lutsandvo loluvela kuGoldilocks" ekugcineni kwencwadzi.
- 10 Fundzani lencwadzi kanyekanye, nikhomba emagama ngalinye ngalesikhatsi likilasi lifundza nawe.
- 11 Cocani kutsi incwadzi itfunyelwa njani ngeliposi. Uma bafundzi banemicondvo leminyeyekutfumela incwadzi, cocani ngebuhle nebubi balemicondvo. Sibonelo, tincwadzi letiposwa ngangcondvomshini tihamba masinyane.
- 12 Lencwadzi itawuzingana kugocwa ifakwe emvilophini. Cocani ngekutsi kusebenta njani kuposa incwadzi, lokufaka: kubhala likheli embi kwemvilophu, kunamatselisa titembu kulemvilophu nekuposa lencwadzi. (Uma kwenteka, tsatsa bafundzi niye ebhokisini leposi bativale bumnandzi bokuposa incwadzi.)
- 13 Tfumela incwadzi "yemphendvulo" ekilasini lebuya kumabhele. (Ungaposela incwadzi esikolweni.)

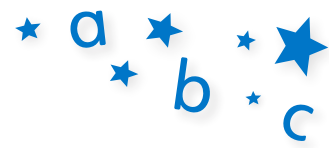
Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukeniswa njani ngemalunga, Sibonelo: **li** | **bhe** | **le**.
- 2 Cela ebafundzi kutsi bamashele lelo nalelo lilunga: **li** (sinyatselo sinye) **bhe** (sinyatselo sinye) **le** (sinyatselo sinye). Niketa labanye bafundzi tinyakatsi nobe tigubhu nobe ushaye kulelo nalelo lilunga.
- 3 Shano lamanye emagama lanemalunga lamanyenti laphuma endzabeni ngalesikhatsi bafundzi bamashela lilunga ngalinye. Gcugcutela bafundzi kutsi babale emalunga emagama (Sibonelo: "libhele" unemalunga matsatfu).

Imisebenti yemacembu lamancane

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





You will need:

- A large white piece of paper, a large envelope, postage stamps, a black koki
- A list of multisyllabic words relating to the story: *lihlatsi, incwancwa, lifastelo, lokusasawoti, Goldilocks, ligumbi lekulala, ingubo, kudlani, kuhlala, umntfwana, lamba, litafula, incwancwa, libhelelibhele*
- Shakers or drums



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Discuss the idea of an apology with the class: *“Why do we say sorry? When do we say sorry? How do we say sorry?”*
- 2 Talk about Goldilocks’ actions in the story: *“Was it good manners to enter the bears’ home when they were not there? Was it good manners to eat the food and sleep on the beds? Was it good manners to run away when the bears came home?”*
- 3 Discuss the value of respecting other peoples’ things in the classroom. Relate the story to the learners’ daily experiences of sharing a classroom with other learners.
- 4 Ask learners how Goldilocks should have behaved.
- 5 Explain that Goldilocks wants to write a letter to the bears to say sorry for the way she behaved in their house. Tell learners they are going to help you write a letter.
- 6 Attach a large sheet of paper to the board.
- 7 Talk about how to start a letter. Write *“Dear Bears”*.
- 8 Ask learners: *“What do you think Goldilocks should say to the bears?”* Listen to the learners’ ideas and write them in a simple way.
- 9 Talk about how to end a letter. Write *“Love from Goldilocks”* at the end of the letter.
- 10 Read the letter together, pointing to each word as the class reads along with you.
- 11 Discuss how to send the letter by post. If learners have other ideas for sending the letter, discuss the advantages and disadvantages of these ideas. For example, an email will be much quicker than a letter.
- 12 The letter will need to be folded and put into an envelope. Discuss the practicalities of posting letters, including: writing the address on the front of the envelope, sticking stamps on the envelope and posting the letter. (If it is possible, take learners to a post box to enjoy the experience of posting the letter.)
- 13 Send a *“reply”* letter to the class from the bears. (You can post the letter to the school.)

Blending and segmenting (syllables)


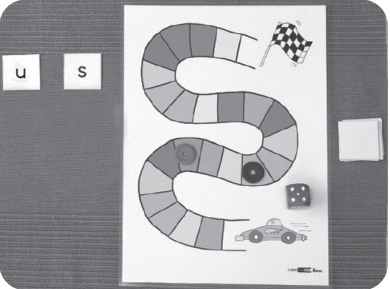

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **li | bhe | le**.
- 2 Ask learners to march for each syllable: **li** (one step) **bhe** (one step) **le** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: *“libhele”* has three syllables).

Small group activities

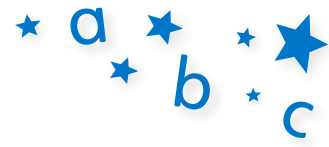
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




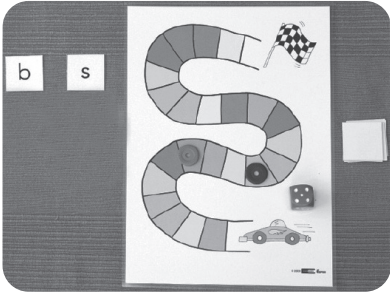

Imisebenti yemacembu lamancane weliviki 2

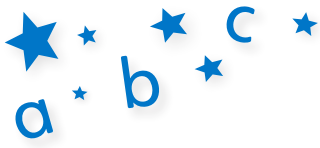
Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> • Emaphepha lamakhulu eliphepha letindzaba • Likhasi le A4 lelingenalutfo lemfundzi ngamunye • Emakhrayoni embala ewaksi lamakhulu • Sikelo, iglu • Titfombe tetihlahla letahlukahlukene 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> 1 Namatselisa ticephu letimbalwa teliphepha letindzaba eludvongeni ngaphambi kwesifundvo. 2 Umfundzi ngamunye kumele advwebe sihlahla ephepheni le A4 bese usika emaphetselweni esihlahla sakhe. 3 Ngemuva kwaloko bangatnamatselisa etulu kweliphepha letindzaba kutsi bente "lihlatsi". 4 Bafundzi bangenta shangatsi bahambisa emaphaphethi ehlotsini ngesikhatsi sabo sekudlala kutentisa. 
<ul style="list-style-type: none"> • Emabhodi emdlalo wetimoto temjaho lamabili • Emakhadi titfombe, lasikiwe • Emadayizi mabili 	<p>Umsebenti 2: Timpheca kanye nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yemdlalo wetimoto temjaho etafuleni lelinebafundzi babili kuye kulabatsafu labahleli balihacile. 2 Beka emakhadi etitfombe abe yincwaba, abuke phasi. Beka emakhadi emsindvo abuke etulu ute bafundzi bawabone. 3 Chazela bafundzi imitsetfo: <ul style="list-style-type: none"> • Umfundzi ngamunye unelitfuba lekuphosa lidayizi ahambise intfo yekubala ngayo sibalo setikhala lesifanele. • Ngemuva kwekuhambisa intfo yekubala, umfundzi utsatsa likhadi lesitfombe kulesicumbi, usho lesitfombe abuye asho umsindvo ngco. • Umfundzi ubeka likhadi lesitfombe dvute nelikhadi lemsindvo lekungilo. • Umdlalo uphelile uma umfundzi wekucala afika efulegini futsi uncobile.
<ul style="list-style-type: none"> • Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, emabhuku lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> 1 Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. 2 Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. 3 Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. 4 Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • Large sheets of flipchart paper • A blank A4 page for each learner • Jumbo wax crayons • Scissors, glue • Pictures of different trees 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Stick a few pieces of flipchart paper on the wall before the lesson. 2 Learners must each draw a tree on an A4 paper and then cut out around the edges of their tree. 3 They can then stick them on the flipchart paper to form a “forest”. 4 Learners can pretend to walk the puppets through the forest during their pretend play time. 
<ul style="list-style-type: none"> • Two Racing car game boards • Picture cards, cut up • Two dice 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Racing car game board on the table with two to three learners seated around it. 2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them. 3 Explain the rules to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner.
<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.



Utawudzinga loku

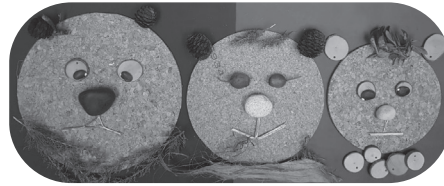
- Ticephu letisiyngi tekhadibhodi
- Tintfo letinyenti temvelo njengematje, tindvuku, inhlanyelo, tigaca temaphayi, ematje lamancane, ema-akhoni, tjani/ lifolishi



Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

- 1 Chazela bafundzi kutsi batakwakha buso belibhele.
- 2 Bafundzi batawucamba buso belibhele ngetintfo letahlukahlukene. Kumele banganamatselisi letintfo etulu kwesiyngi. Ngalandlela letiyngi telikhadibhodi tingabuye tisebente futsi bafundzi bangenta buso lobuhlukahlukene ngaletintfo temvelo letahlukahlukene.



- Tinsita: ikhadibhodi nemakha yebhodi lemhophe yokwenta luphawu lwenzawo yekutsenga kudla/likhefi, ipenseli neliphepha kwaboweta kwekutsatsa ema-oda, sigcoko sempheki, litafula netitulo nendwangu yelitafula, tinkomishi, titja, tikhali tekudla ngato, licingo lelidzala, amamenyu ekudla



Umsebenti 5: Umdlalo wekutentisa

- 1 Khumbuta ebafundzi ngetisetjentiswa letisekhoneni lemdlalo wekutentisa bese ubagcugcutela kutsi bachubeke kusukela evikini 1 uma batentisa shangatsi basebenta nobe bavakashe endzaweni letsengisa kudla.
- 2 Holela licembu ekhoneni lemdlalo wekutentisa ubahlalise phasi ngekushesha. Khombisa bafundzi letinsita letisha, chaza kutsi kute kulandzelwe ingcikitsi yekunambitsa nekunuka, batawudlala endzaweni yekutsenga kudla.
- 3 Bacele bentele likhefi ligama/luphawu, imenyu yekudla, luphawu lolutsi kuvuliwe/kuvaliwe. Bangatentisa kwenta kudla bawete ebantfu labahleli kulenzawo yekudla. Bangatentisa nekushayela indzawo yekudla licingo ba-ode kudla lokutsatswa uhambe.
- 4 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi. Sibonelo: Unga "shaya licingo" u-ode kudla lokutsatswa uhambe.





You will need

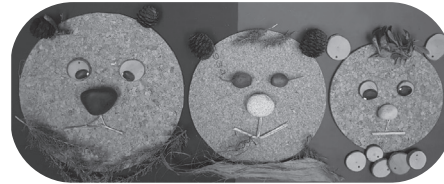
- Round pieces of cardboard
- Lots of natural materials like stones, sticks, seeds, leaves, pine cones, pebbles, acorns, grass/straw/hay



Activities

Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they are going to design a bear's face.
- 2 Learners create a face of a bear with different materials. They must not glue the material onto the circle. This way the cardboard circles can be reused and learners can make different faces with different materials from nature.



- Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus



Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a restaurant.
- 2 Lead the group to the pretend play corner and settle them down quickly. Show learners the props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.
- 3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food.
- 4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order.



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

	Kulalela kanye nekukhuluma	Imisindvo, kufundza nekubuka	Kubhala ngesandla nekubhala lekuvelako/kubhala lekuvelako																
✓ Ufinyelele	Ulaela imitsetfo lemahlala aphinde ayente	Ulaela emaculo lamafisha bese uyenta	Ubuta imibuto	Usebentisa luhlami kucabanga nekunoma: umatanza tinto	Ucala kubona kutshi emagama entwa ngenisindvo: unika umsindvo	Ucalisa emagama lacofive emacoco etinhlamvu: usebentisa kushaya tandla kumbe kushaya tighubu elicocweni ngalinye eligameni nobe akhetse emacoco. Etinhlamvu (kushaya) emagameni ebafundzi ekilasini	Ubamba incwadzi ngendlela lefanele ngekuqhakama agucule emakhasi ngemfanelo	Wenta incenye yendzaba, liculo nobe umlotele	Ucaphela/ubona ligama lakhe nemagama alabanye batundzi	Ufundza ngekuqhululeka tincwadzi ngekujabula emtapeni wetincwadzi nobe eligunjini lekufundza ekilasini	Ufundza emagama lakhulisive njengetinkondlo, emabhuku lamakhulu kanye nemaphosta njengekikilasi lonkhe nathishela (kufundza ngekuhlanganyela)	Ukhulisa imisipha acondize kusebentisa tikelo kusika imigca lejulle legaga tiffombe netimo njll.	Ubamba emapenseli emibala ngendlela lefanele nalevumlekile yekubamba ipensela.	Ubumba tinhlamvu ngetindlela letehlukile asebentise umunwe wekudvweba, emabhulashi ekupenda, emapenseli emafutsa njll acale endzaweni lefanele aphinde alandzele indlela lefanele.	Ucokela imibono ngenidvwebo nekucokela imisho esiceshini sekubhala selikilasi.	Udweba nobe apende tiffombe kuffumela imlayeto	Utama kubhala tinhlamvu ngekusebentisa kuhlikihla, abuye afundze umbhalo wakhe afundze kutshi kuhlikihla kutshini	Ulingisa kubhala ngesimo sekudala: utsatsa umlayeto welicingo, ubhala sijeziso sekwephula umsetfo wemgwaco njll. Utsatsela imibhalo emangweni ngalesikhatsi adlala.	
• Akafinyeleli																			
✗ Ciske																			
Lusuku																			
Emagama																			

★ Term 2: Exemplar record of continuous assessment (checklist)

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

★ Ithemu 2: Irubhriki 1 & 2 Kulalela nekukhuluma

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
1 Coca tindzaba utiphindze tindzaba ngemagama akho	Akakwati kucoca tindzaba nekutiphindza aticoce: ukwati kusho emagama lambalwa	Ucoca lokulingene; ugqwalisa letinye tigameko: kulandzelana lokungakalungi: usebentisa imisho lemifishane nemagama lamalula	Ukwati kucoca cishe tonkhe tigameko tendzaba, ngesicalo, emkhatsini nesiphetho kepha ngemibandzela lembalwa: udzinga lusito njenga; "kwase" kwase kwentekani? Ucala kusebentisa imisho lemidzanyana	Indzaba ilandzalana ngendlela lengiyo inesicalo, umkhatsi nesiphetho. Balingisi bakhombisa, bachaze imibandzela, tinhlolo nemiva yebalingisi iyachazwa, usebentisa imisho lemidze lelukhuni ahlanganise emagama lafana na "kwase" emva kwaloko usebentisa emagama lamasha laphuma endzabeni
2 Uhlela umculo wetitfombe ngendlela leyakha indzaba ngendlela lenemcondvo wekulandzelana kwetigameko nayentiwa ihlobane nendzaba leyakhekile	Akakwati kuhlela umculo wemakhadi ngekulandzelana lekufanele	Uyakwati kuhlela umculo wemakhadi ngekulandzelana lokufanele kepha akakwati kucoca indzaba.	Uhlela umculo wemakhadi ngekulandzelana lokufanele, uyakwati kucoca indzaba lemfishane.	Uhlela umculo wemakhadi ngekulandzelana lokufanele, uyakwati kucoca indzaba ngemibandzela lefanele.

★ Term 2: Listening and speaking rubric 1 and 2

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

★ Ithemu 2: Irubhrikhi 1-3 Imisindvo, kufundza nekubuka

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

★ Term 2: Phonics, reading and viewing rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Recognises aurally and visually some consonants and vowels	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 1–4 letters and say the sounds that these letters make.	Is able to recognise 5–7 letters and say the sounds that these letters make.	Is able to recognise 8–10 letters and say the sounds that these letters make.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

Ithemu 2: Irubhrikhi 1-3 Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela

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

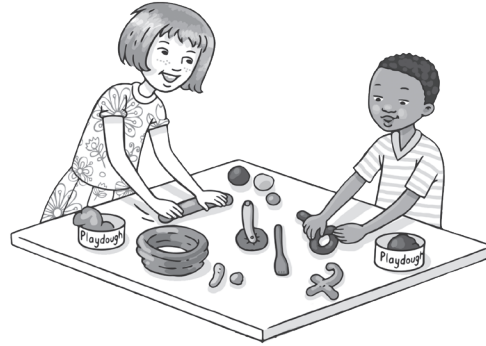
★ Term 2: Emergent writing and handwriting rubric 1 to 3

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

★ Yenta inhlama yekudlala

Utawudzinga loku

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



Tinyatselo

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

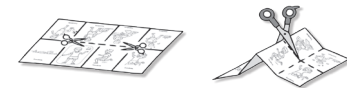
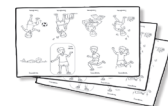
Futfumeta inhlama yekudlala ngekuyifoca etandleni takho. Loku kutilolonga lokukahle kwemisipha yetandla tebantfwana. Paka inhlama yekudlala emapulasitikini kuze ihlale iyisha bese uyigcina kusicandzisi, uma kufanele, nobe endzaweni lepholile.



★ Yenta libhuku lelincane

Tinyatselo

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



★ How to make playdough

You will need

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



Steps

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

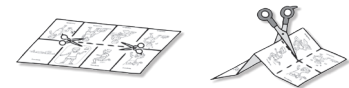
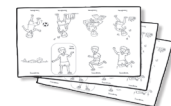
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

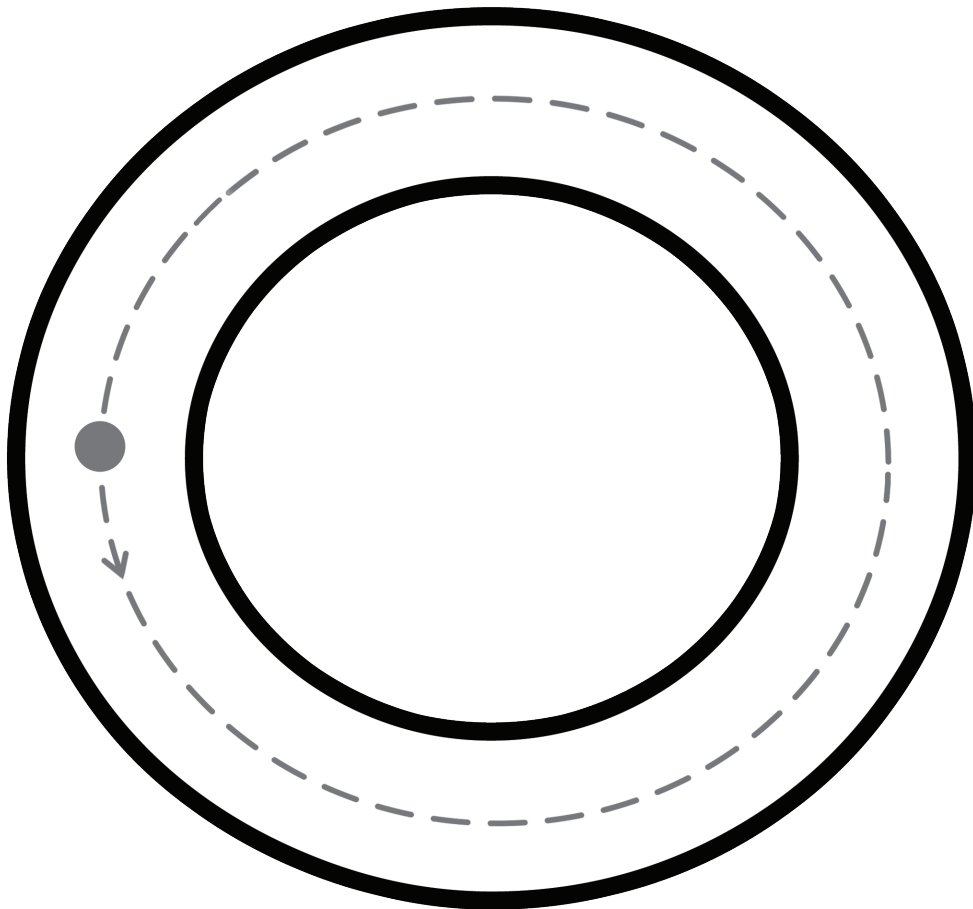
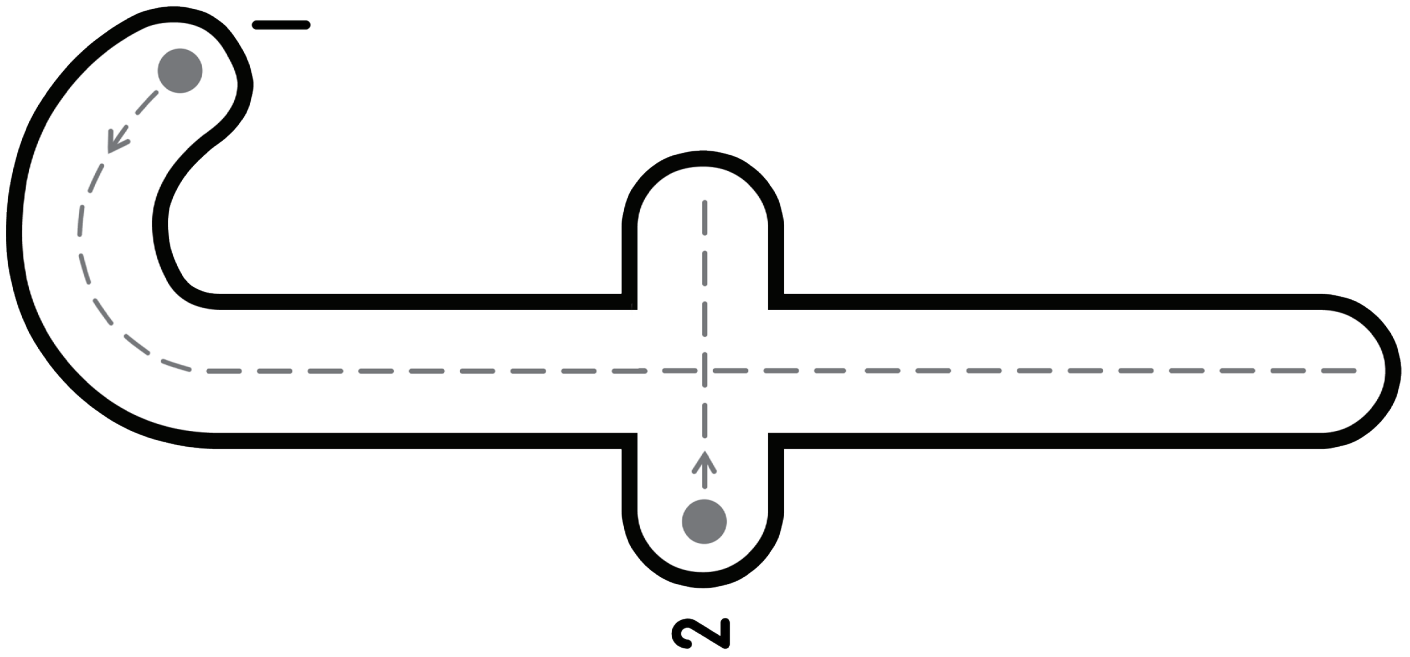


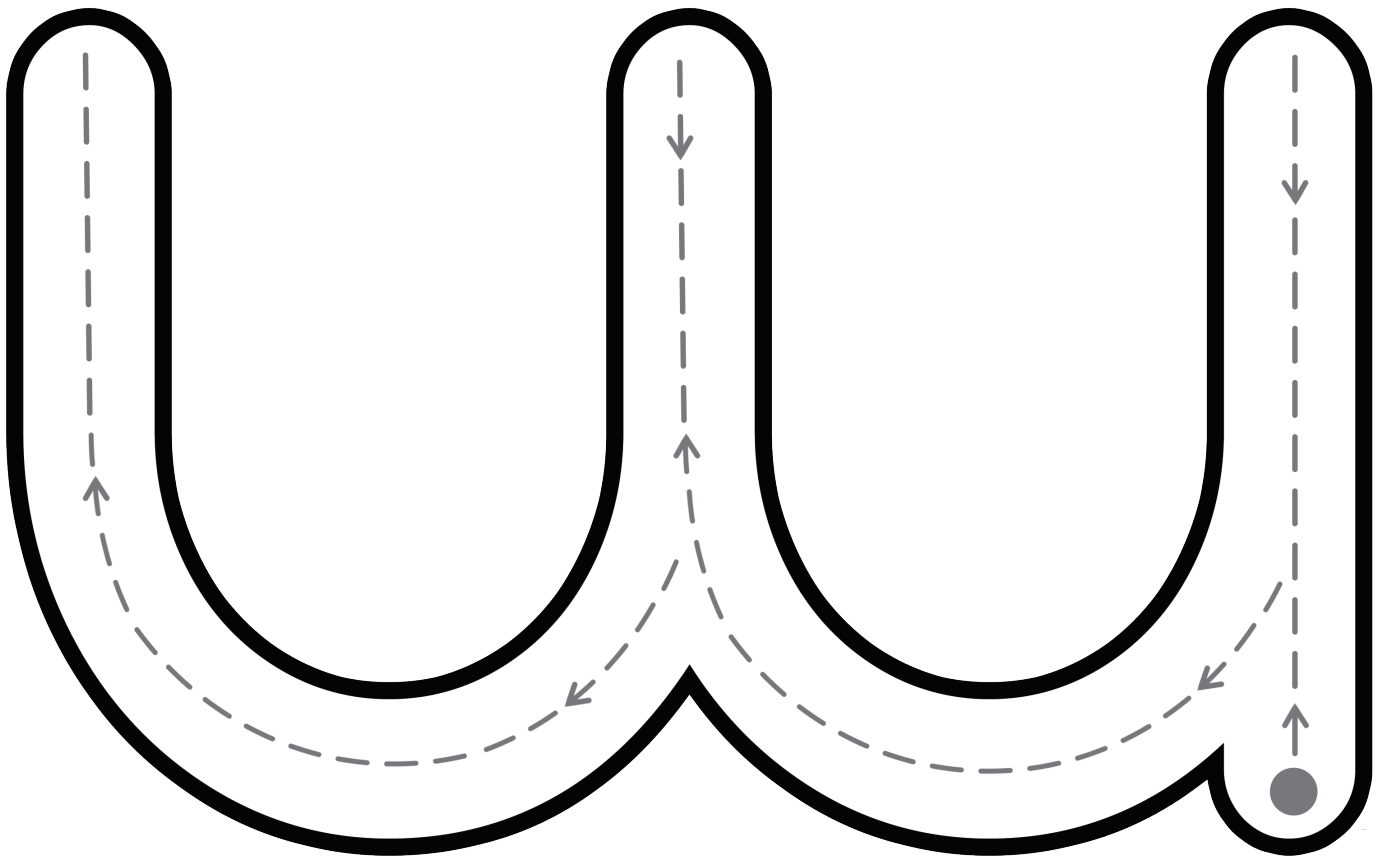
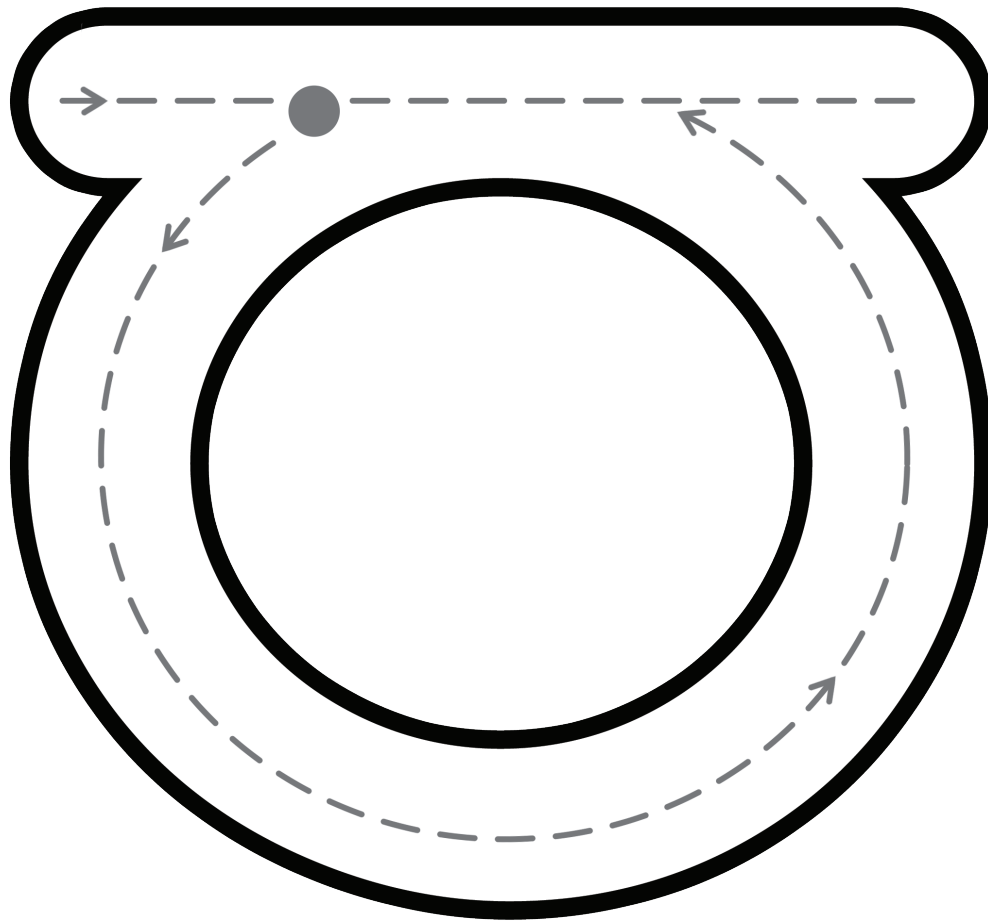
★ How to make a little book

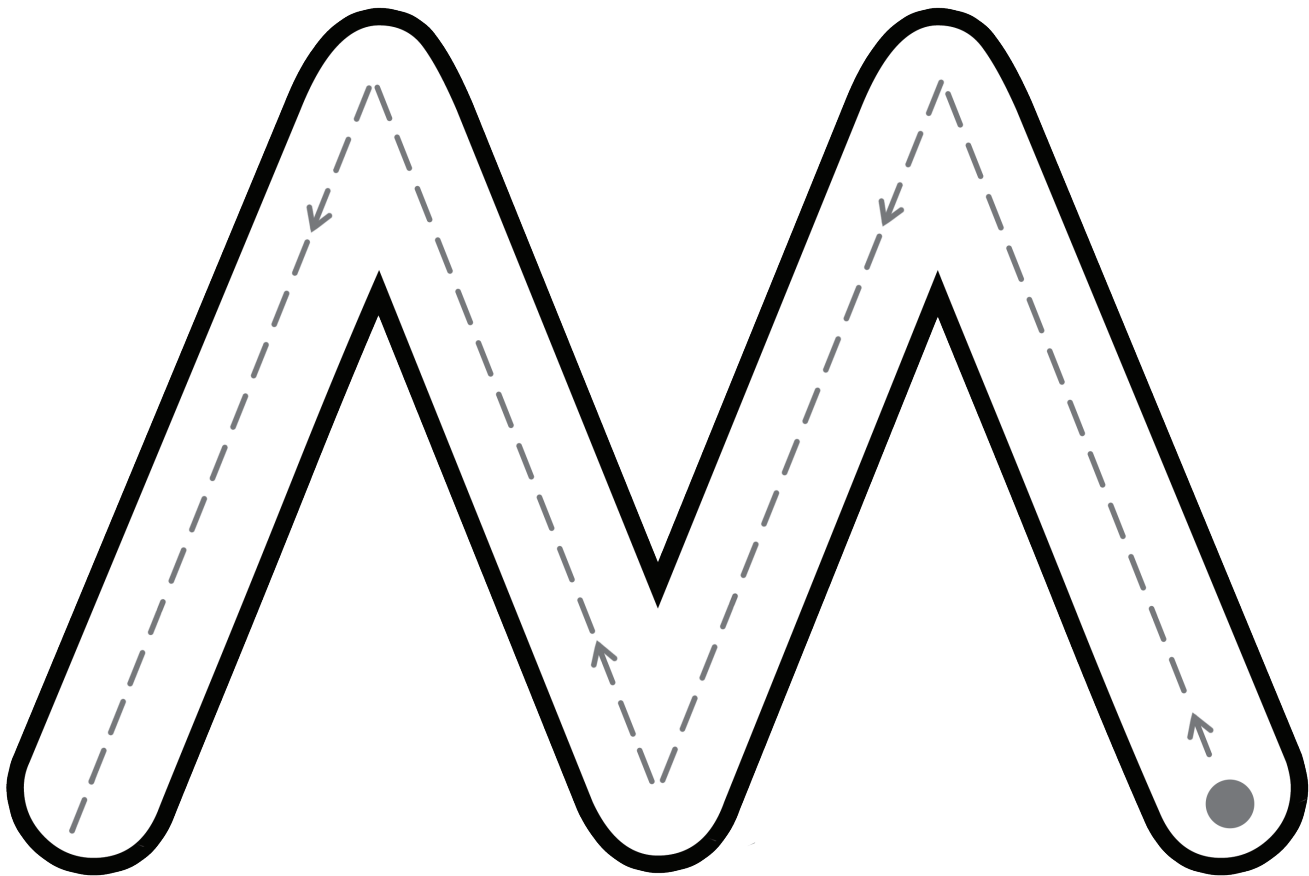
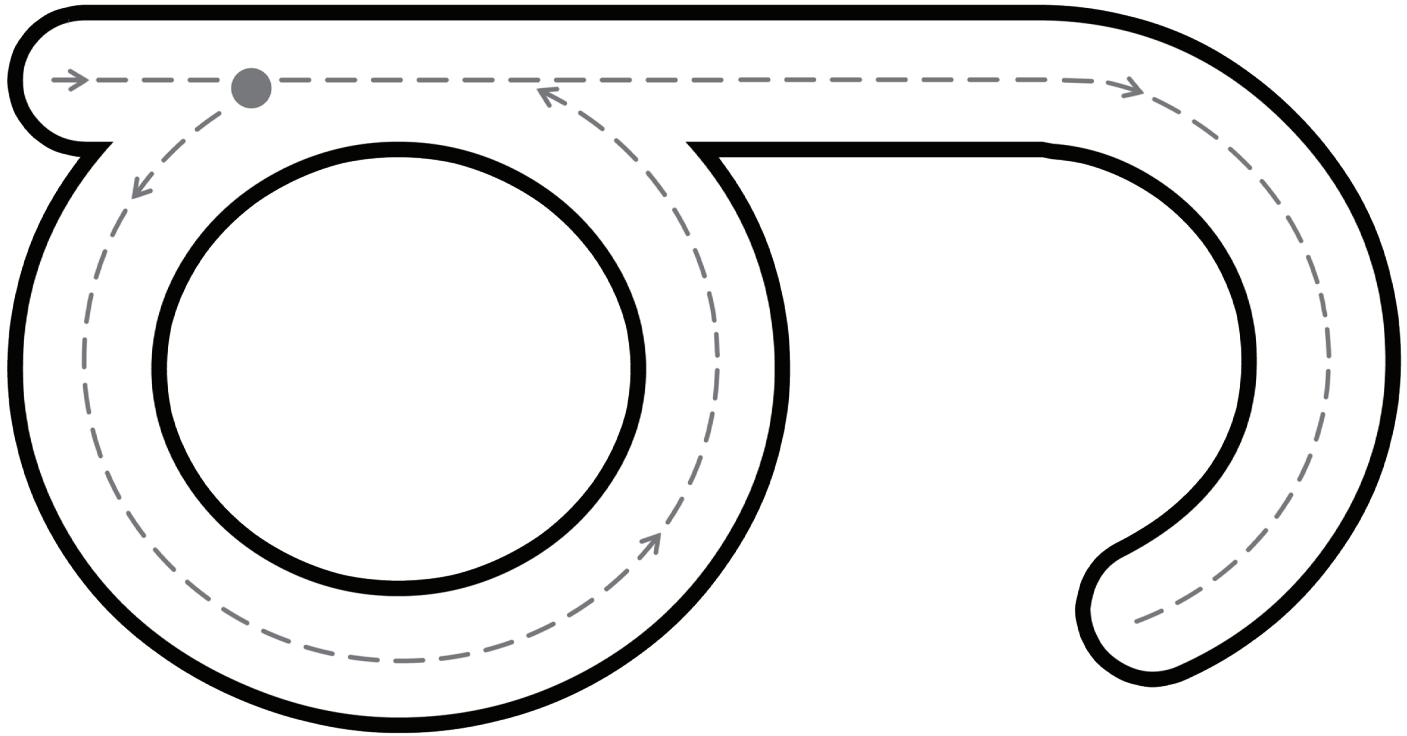
Steps

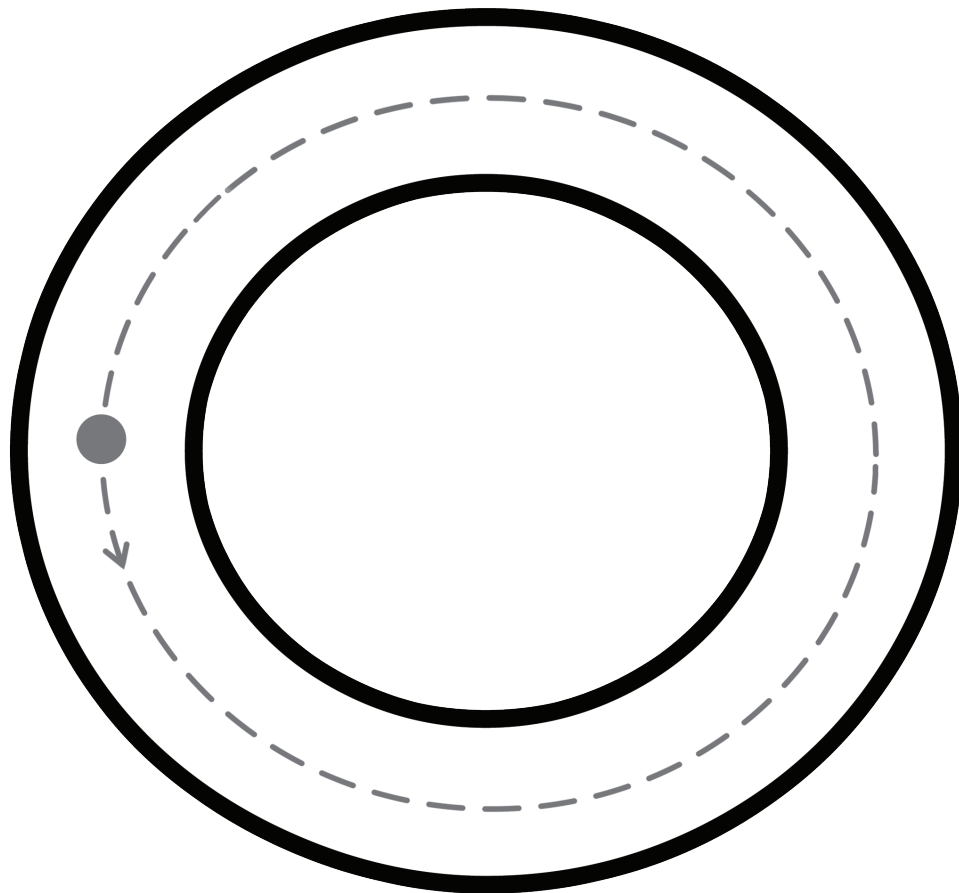
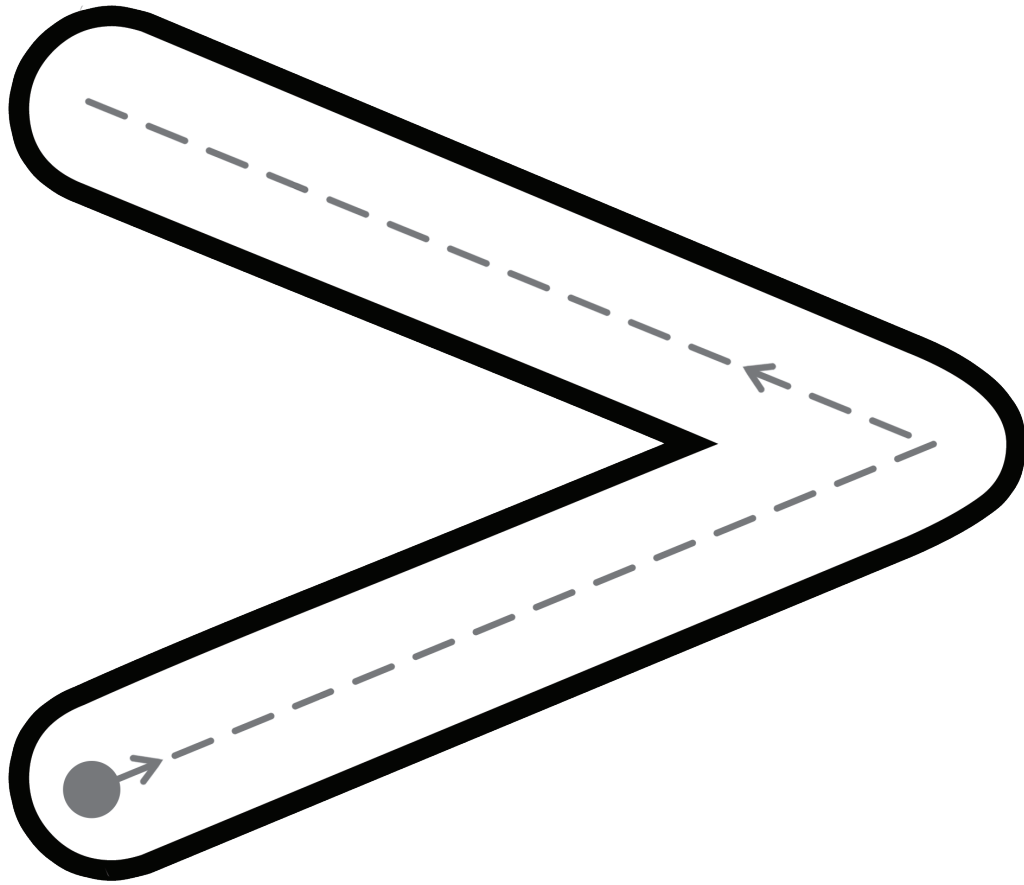
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

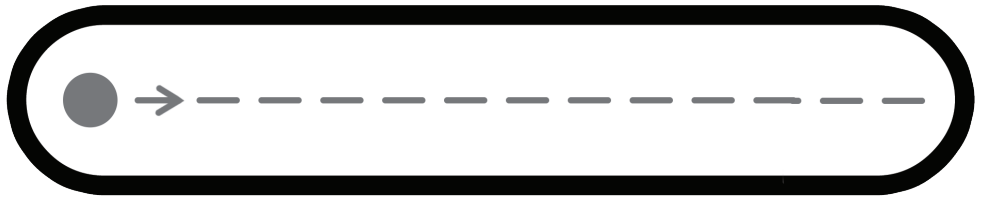
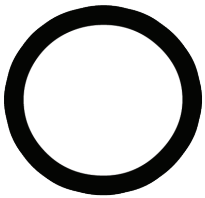
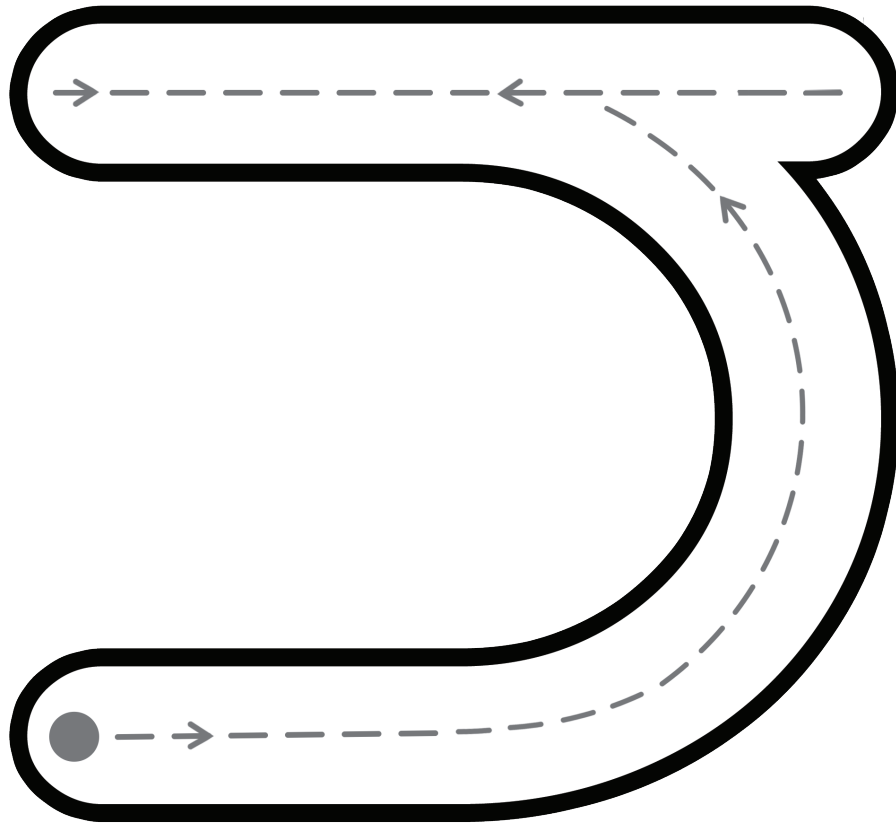














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4



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6

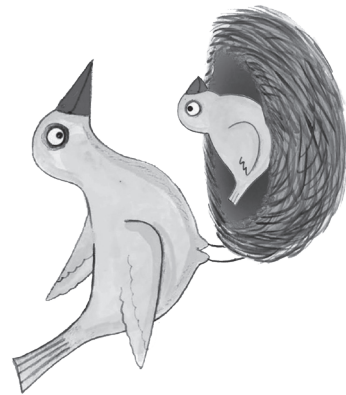


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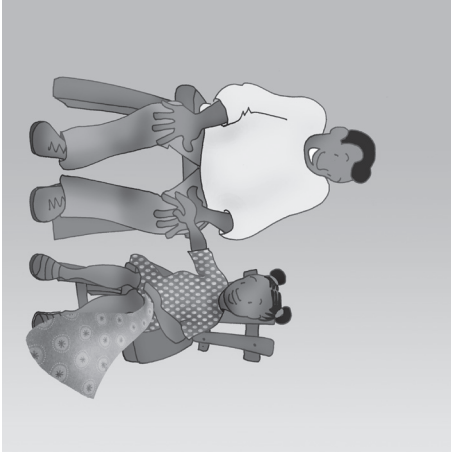


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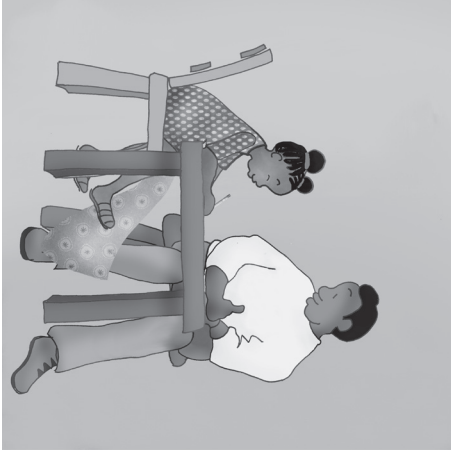
Ngabe unguye make wami?



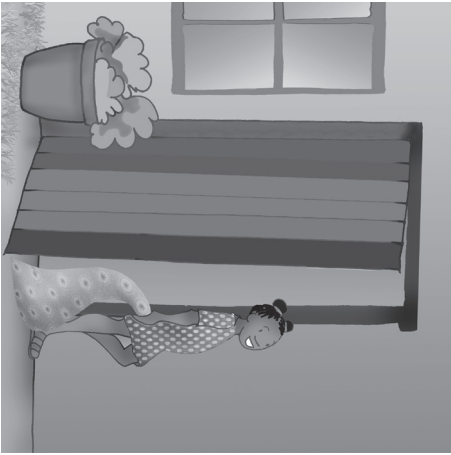
Lelibhuku la:
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3



4



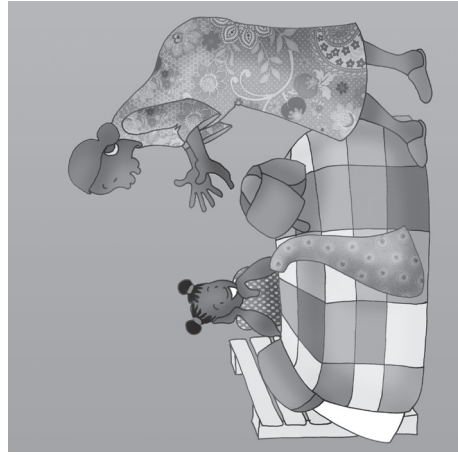
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6



2



1

Kulindzela umntwana

African Storybook.org

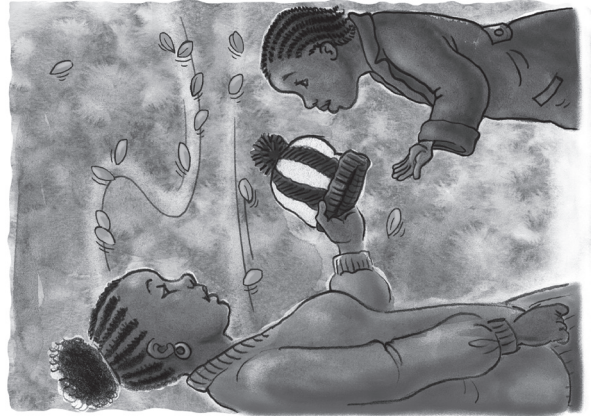
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3



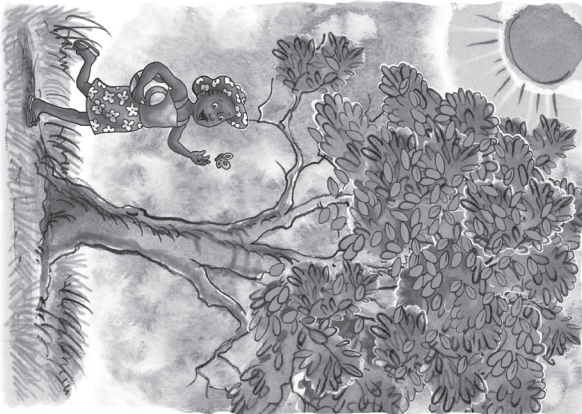
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4



1



5



6

Sidleke
sesigcoko
savolo




Wordworks
Changing lives through literacy

Letibhuku la:
.....



9



5



7



3



1



2



Lufudvu
neligobolondvo
lalo

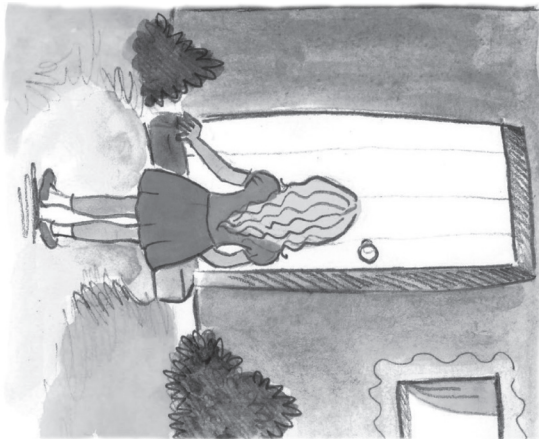


Lelibhuku la:
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3



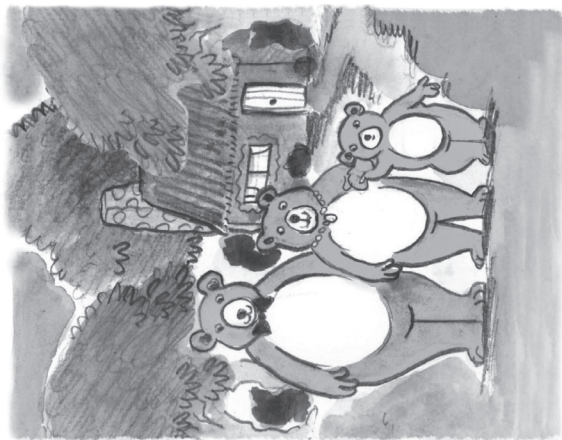
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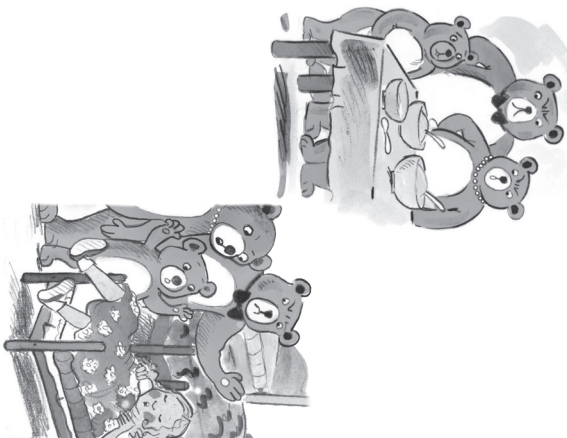
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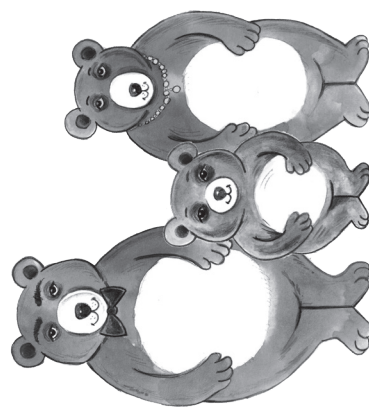
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9



Goldilocks



Wordworks
Changing lives through literacy

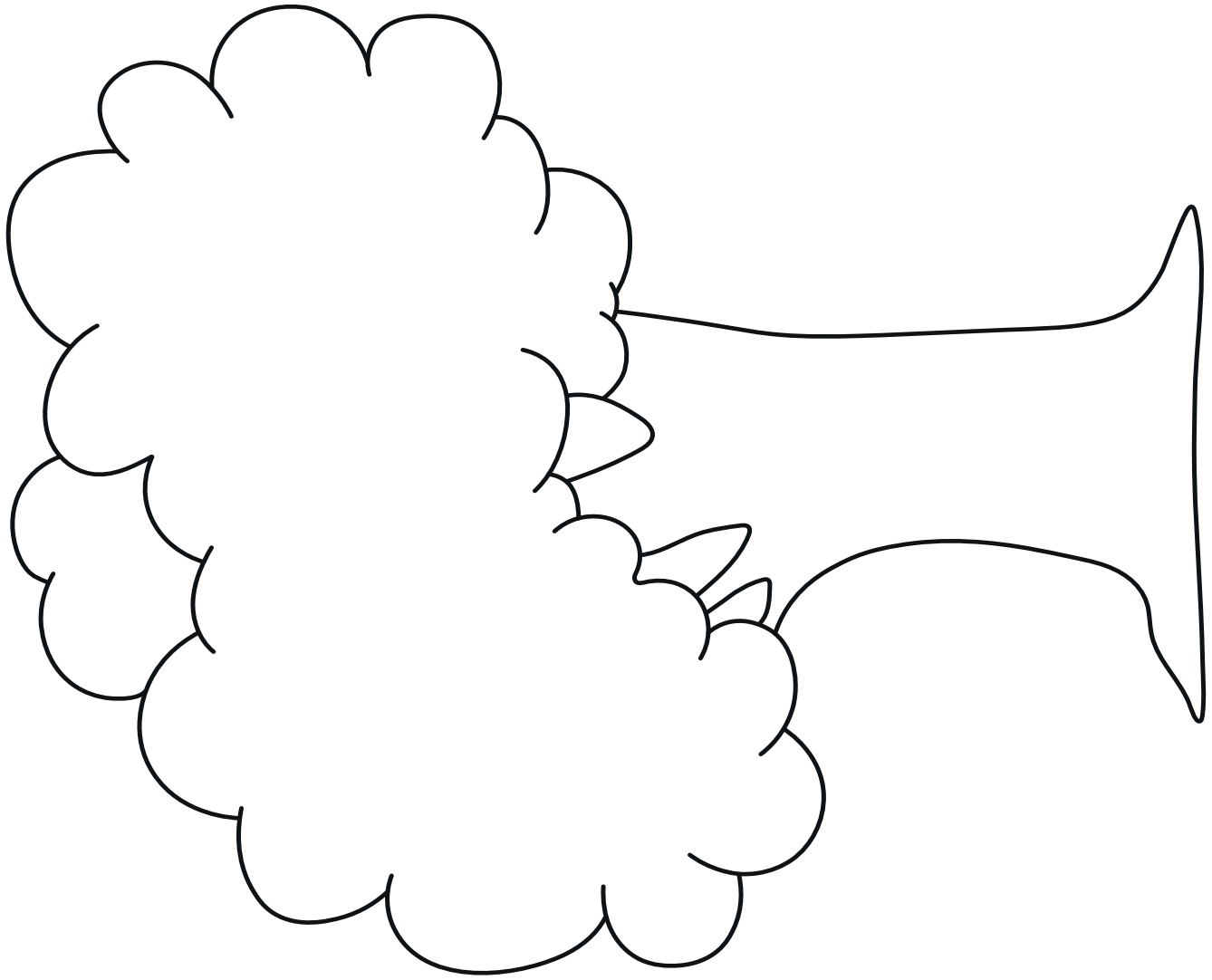
Lelibhuku la:

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Ngabe unguye make wami?: Likhasi lemsebenti lekuFundza nekwenta



inkomo



1



imbuti



1



nyoni



1



sideleke



1



tibungu

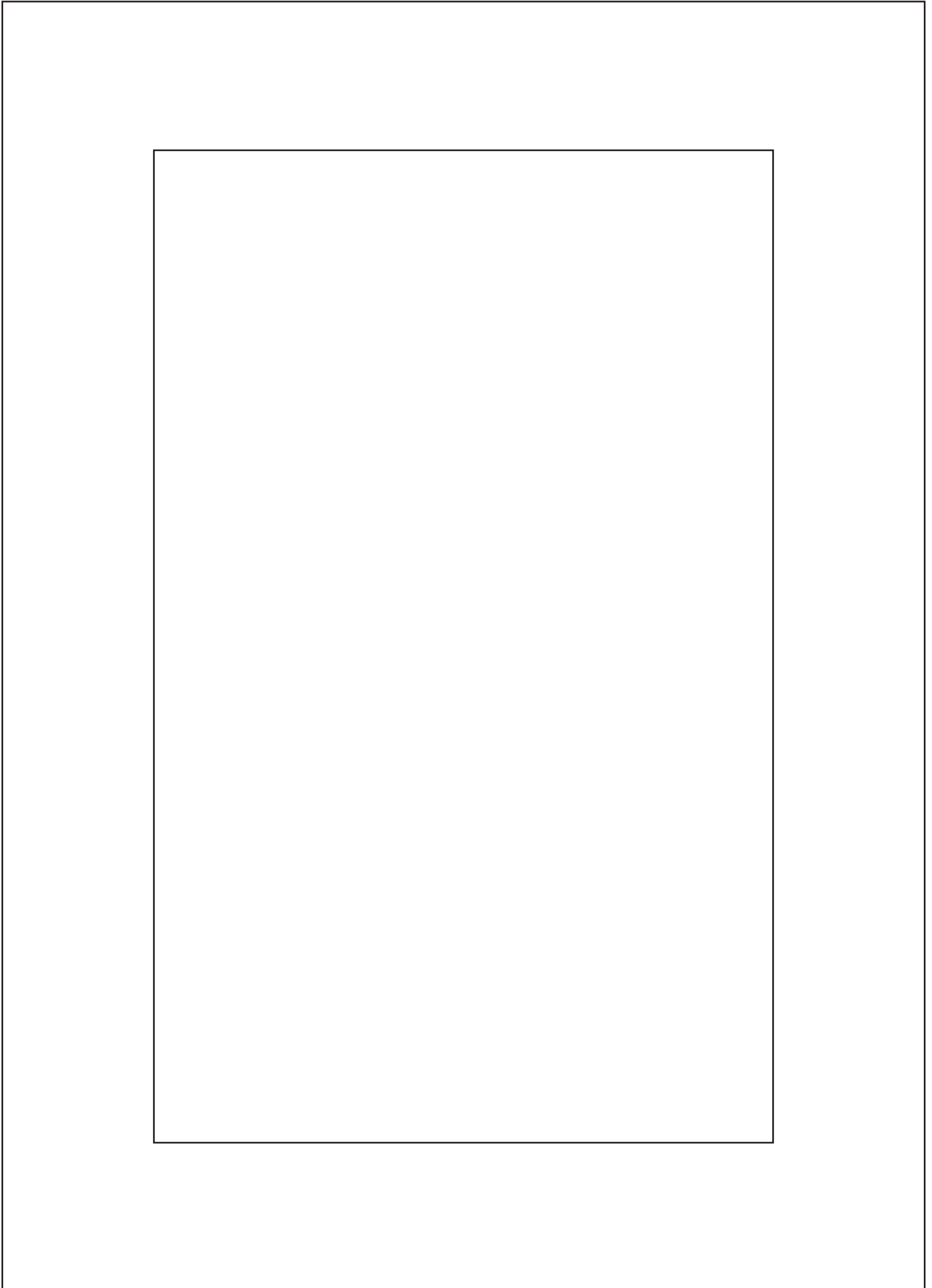


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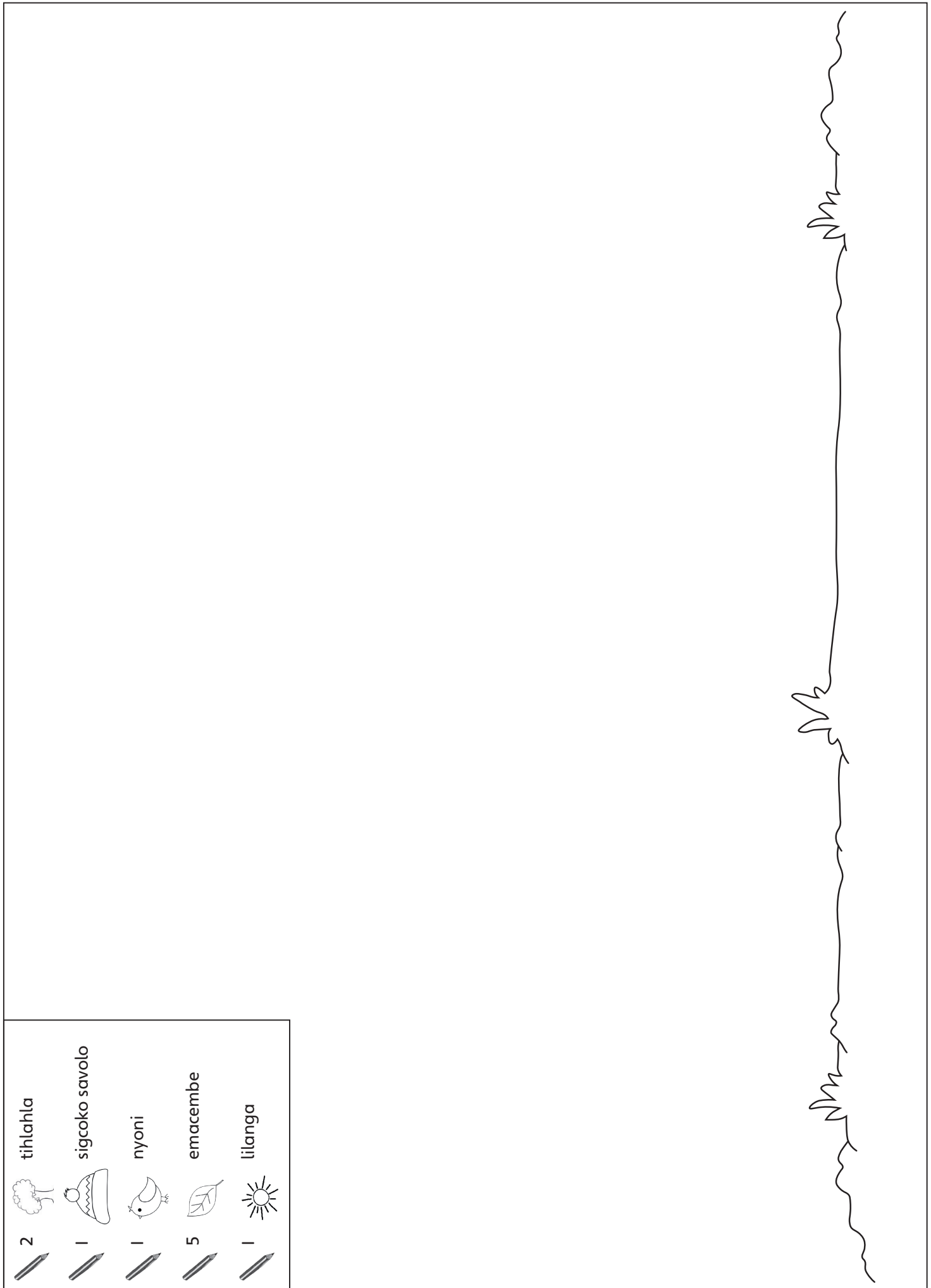
Kulindzela umntfwana: *Likhasi lemsebenti weluhlaka lwesitfombe*





Sidleke sesigcoko savolo: Likhasi lemsebenti lekuFundza nekwenta

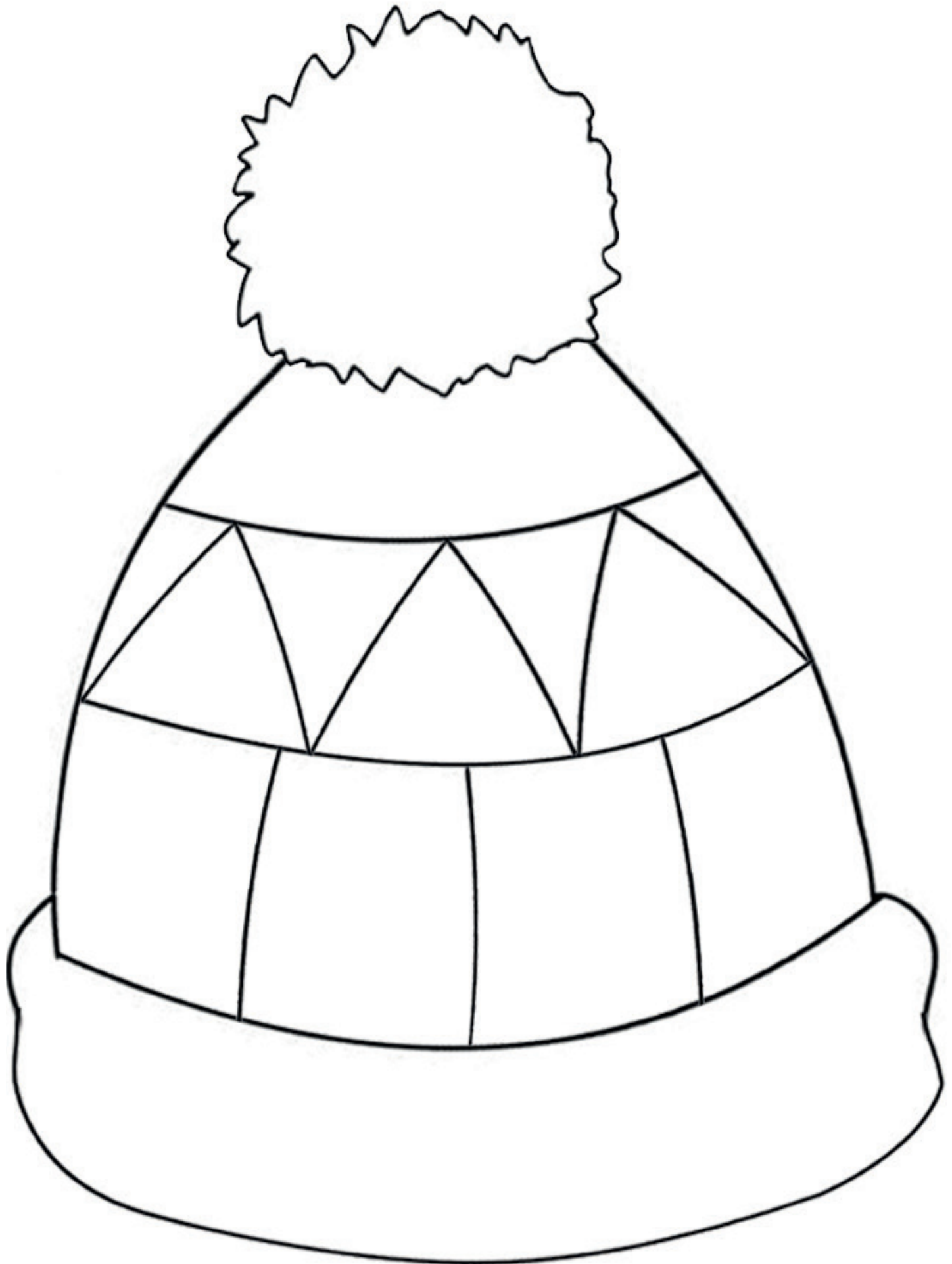
 2  tihlahla	 1  sigcoko savolo	 1  nyoni	 5  emacembe	 1  lilanga
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






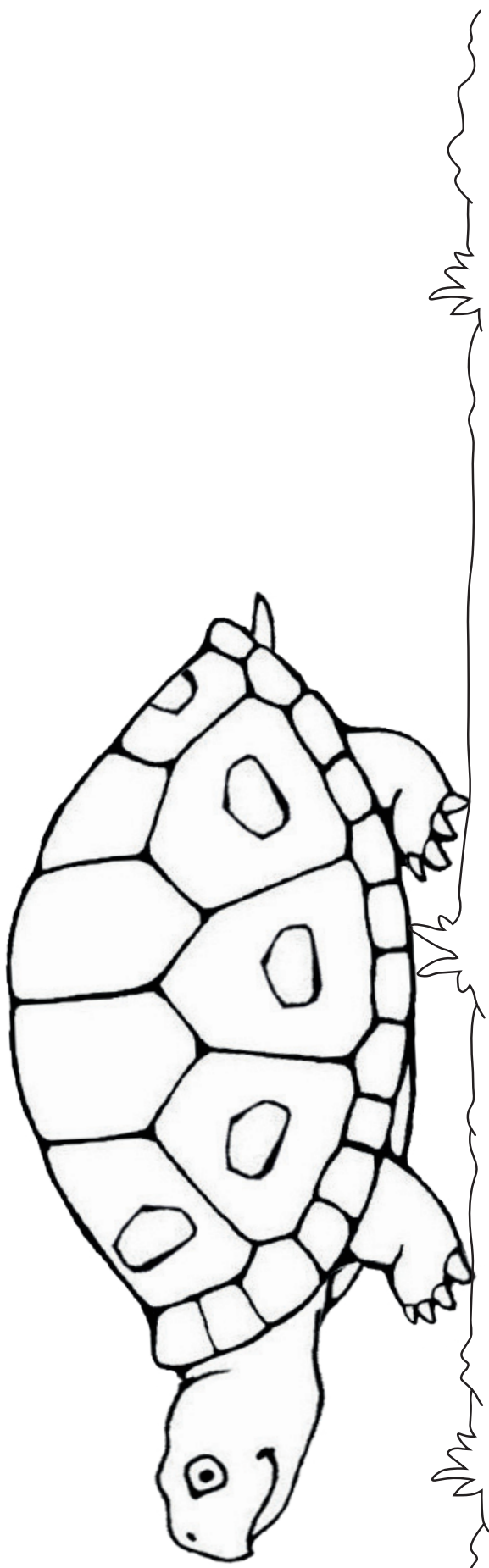
Sideleke sesigcoko savolo: Likhasi lemsebenti wesigcoko savolo





Lufudvu neligobolondvo lalo: Likhasi lemsebenti lekuFundza nekwenta

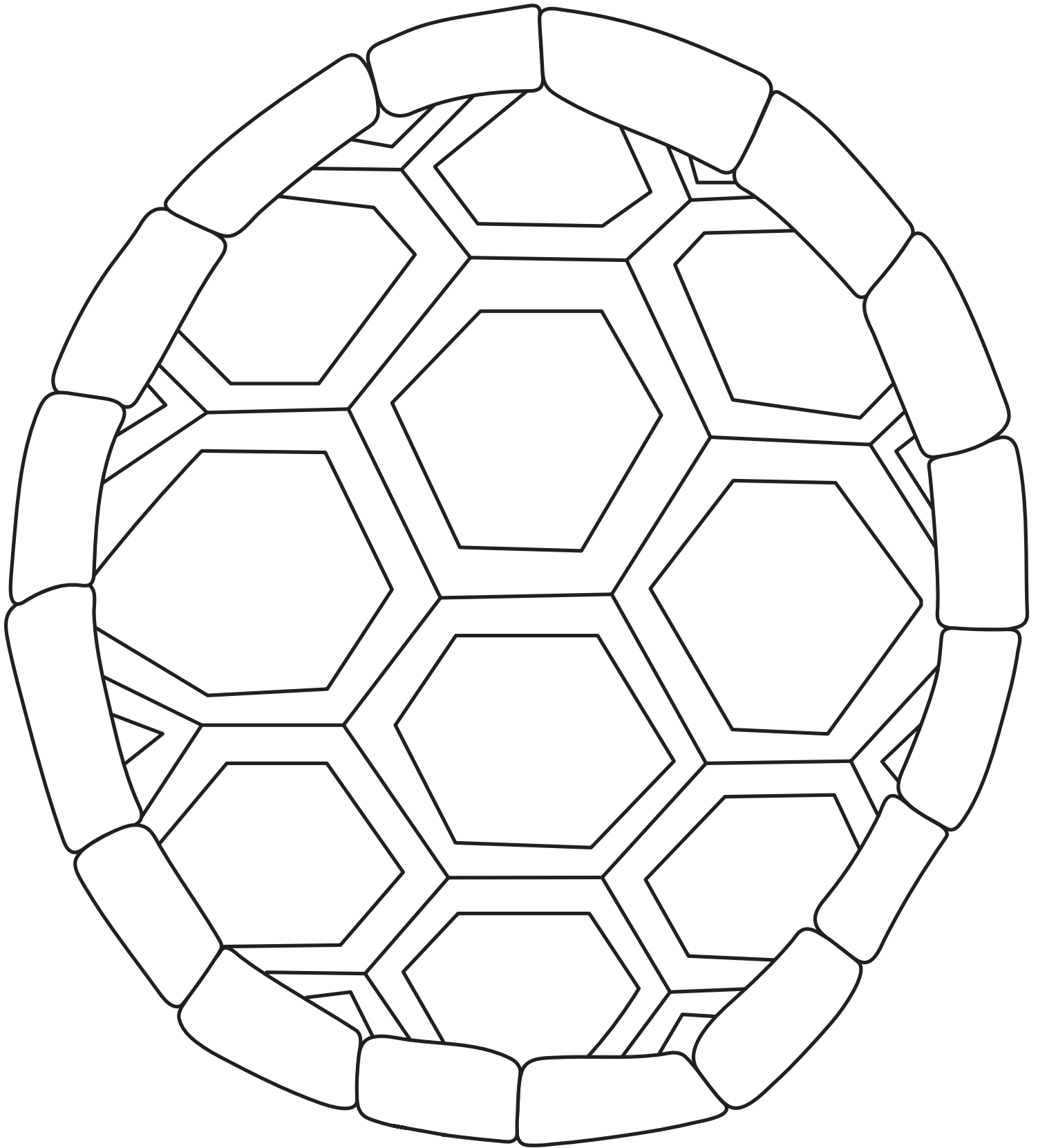
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	1		lilanga
	2		lusoti
	3		lifu
	5		ematfonsi emvula





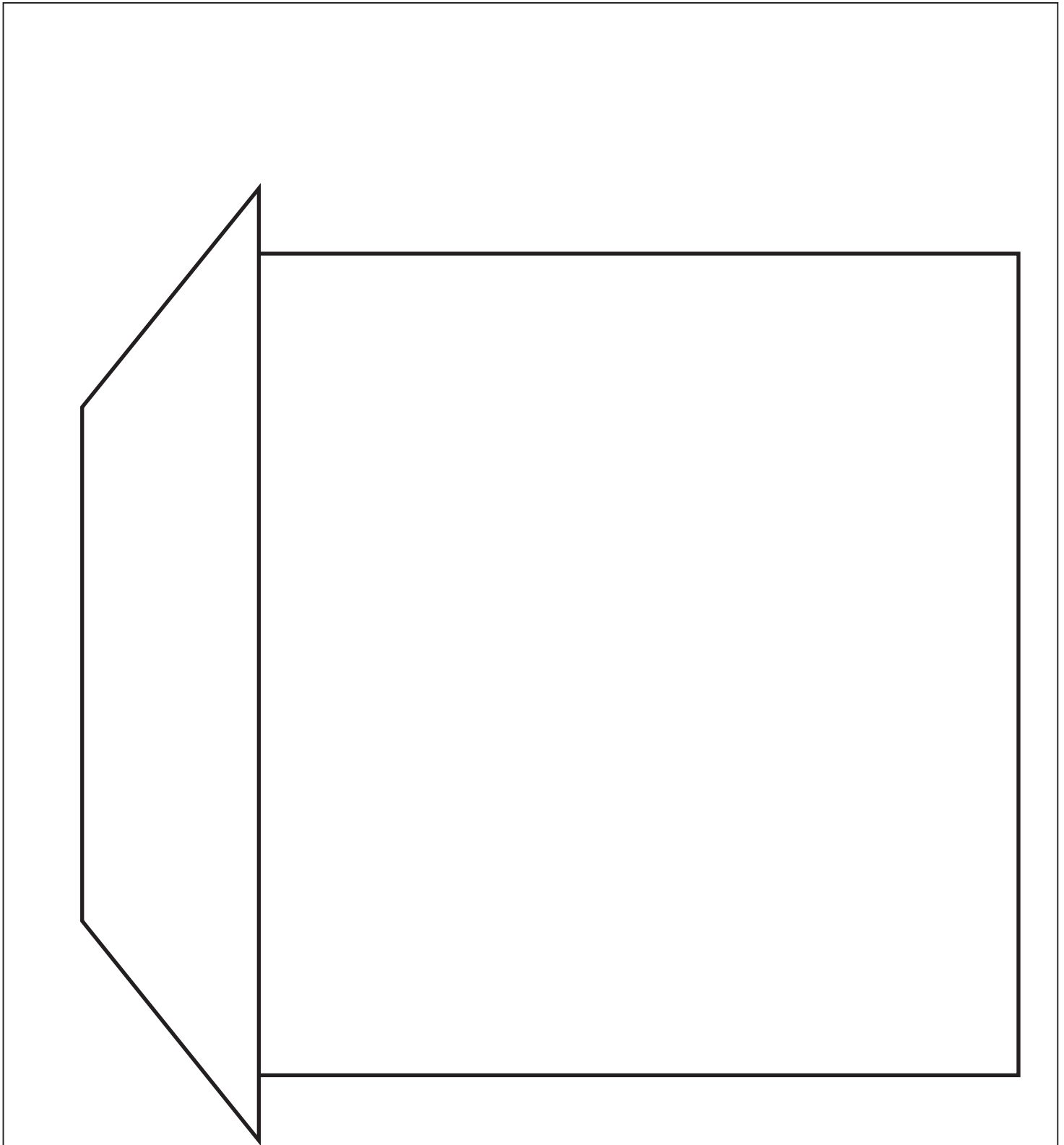


Lufudvu neligobolondvo lalo: Likhasi lemsebenti seligobolondvo lelufudvu





Goldilocks: Likhasi lemsebenti lekuFundza nekwenta



1	umnyango	emafasitelo	emabhele	tinyosi	timbali

