



Ihlelo Lokuthuthukisa ilimi kuGreyidi R  
Grade R Language  
Improvement Programme

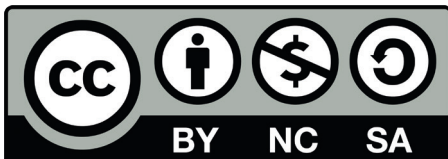
# Umhlahlandlela Womsebenzi Activity Guide

Ithemu yesi-2  
Term 2



IsiNdebele | English





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

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# ★ Umlayezo obuya kuHloko yomNyango



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

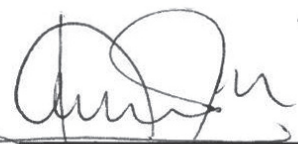
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely

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

## IKomba yomSebenzi iThemu yesi-2

IKomba yeThemu yesi-2 yomSebenzi weLimi leKhaya inikela isijamiso sokufundisa iLimi leKhaya ngethemu yesibili yeGreyidi R. Imisetjenzana idzimelele eendatjaneni begodu ijanyiswe ngokuya komzombe weemveke ezimbili zokufundisa enye nenye indatjana.

Qala okulandelako:

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

## Iinsetjenziswa

Nasi ihlathululo efitjhezana yeendatjana, eziphathelele nemimongo begodu namaledere anqophileko weThemu yesi-2.

| Indatjana                     | Ummongo                              | Amatjhada/amaledere Anqotjhiweko |
|-------------------------------|--------------------------------------|----------------------------------|
| <b>Ungumma na?</b>            | Ikhaya, Ukuphepha                    | <b>q</b> no- <b>o</b>            |
| <b>Ukulindela umnturana</b>   | Umndeni wami, AmaLanga weveke        | <b>n</b> no- <b>i</b>            |
| <b>Isidleke esiyindulungu</b> | Ubujamo bezulu                       | <b>f</b> no- <b>e</b>            |
| <b>Ikghuru neqephe layo</b>   | Itjhada, okubonwako kanye nokuthinta | <b>l</b> no- <b>u</b>            |
| <b>UGoldilogo</b>             | Umnambitho kanye nokunuka            | <b>g</b> no- <b>a</b>            |

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

## IPakana yeenSetjenziswa zeLimi

Kwenye nenye iThemu yeKomba yomSebenzi, uzakufumana ipakana yeenSetjenziswa emumethe:

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

# ★ 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.

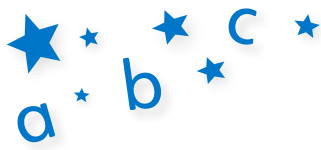
| Story                         | Theme                       | Focus letters/sounds  |
|-------------------------------|-----------------------------|-----------------------|
| <b>Are you my mother?</b>     | Home, Safety                | <b>q</b> and <b>o</b> |
| <b>Waiting for baby</b>       | My family, Days of the week | <b>n</b> and <b>i</b> |
| <b>The beanie nest</b>        | Weather                     | <b>f</b> and <b>e</b> |
| <b>Tortoise and his shell</b> | Sound, sight and touch      | <b>l</b> and <b>u</b> |
| <b>Goldilocks</b>             | Taste and smell             | <b>g</b> and <b>a</b> |

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

### Language resource pack

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

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



## Amalungiselelo wenye nenye indatjana

- ★ iinsekeli namkha ivunulo ephathelene nendatjana okumele isebenze ngesikhathi sokudenjwa kwendaba, ukudlala kokuzenzisa begodu nokudlala indima yomuntu
- ★ imatheriyali egadangisiweko ethintana nendatjana enye nenye: iincwadi zeenthombe, amaphetjhana weenkhangiso, amamagazini begodu namaphepha wezaziso
- ★ izinto namkha iinthombe zamakarada werhelo lamagama nehlathululo lenye nenye indatjana
- ★ izinto zamabhoksi wamaledere
- ★ amakhayoni wewaksi amakhulu ngokweqileko, iimpende begodu namabhratjhi wokupenda, isikere, inovu, amakhokhi kanye neentshwayi zebhodi emhlophe yokutlola
- ★ iphepha le-A4, ikhadibhodi begodu nephepha lokutlola isethulo
- ★ iinthombe ezahlukahlukeneko zamakhaya weenlwana kanye namalunga ahluukahlukeneko womndeni
- ★ imatheriyali egadangisiweko ethintana nendatjana enye nenye: iincwadi zeenthombe, amaphetjhana weenkhangiso, amamagazini begodu namaphepha wezaziso
- ★ izinto namkha iinthombe ezincani zemisebenzi yemifuziselo wamaledere: insalela zephepha namkha iphephandaba, amaqephe waqanda, iphepha elisalamune namkha itjhila, ikelo elomileko lelamune.
- ★ amaphepha angasasebenzi nofana amaphephandaba, amaqephe, iphepha eli-orenji nofana itjhila, amakelo wama-orenji omileko.

## Amalungiselelo wenye nenye indatjana

- ★ Lungisa amaphaphethi ngokuwanamathisela phezulu ezintini zokumunya namkha amaphepha wendlwana yokuzithumela
- ★ Buthelela iinsekelo zokudenjwa kwendatjana, ukudlala indima yomuntu begodu nokudlala kokuzenzisa.
- ★ Gadangisela omunye nomunye umfundi amakhasi womsebenzi.
- ★ Ukulingisa imidlalo begodu namaphazili kanye nokuwabeka esikhwameni namkha esimumathini.
- ★ Yenza ihlama yokudlala begodu nomada wehlama yokudlala (iresiphi ihlanganiswe namakhasi womsebenzi).
- ★ Gadangisela begodu ubhincele omunye nomunye umfundi incwajana (amalayelo ekhasini lomsebenzi).
- ★ Yenza amabhoksi amabili wamaledere wenye nenye indatjana: Zalisa isimumathi ze-ayisikhrimu esinganalitho ngezinto (namkha iinthombe zezinto) ezithoma ngamatjhada anqophileko. Isibonelo, ibhoksi **s** lizakumumatha izinto amabizo wazo athoma ngetjhada u-/s/. Sebenzisa amahelo wamabizo ukuzisiza bona ukwazi ukukhetha ama-ayithemu ephathelene namabhokisi. Lebula elinye nelinye ibhoksi lamaledere ngokusebenzisa amathempleyithi wamaledere. Kumukhumbulo omuhle ukulandela umkhondo wemifuziselo phezulu kwetjhila elithambileko, igwebu namkha isendiphepha ukwenzela bona abafundi bakwazi ukuzwa ijamo leledere.

# Ukufundisa iLimi leKhaya ehlelweni leGreyidi R langamalanga

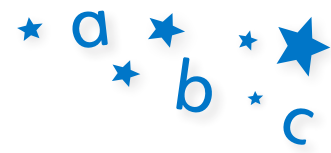
Isikhathi esinqophileko selimi leKhaya sifaka phakathi itlasi loke begodu nemisebenzi yesiqhema esincani elinye nelinye ilanga. Imisetjenzana ihlelwa ngeendlela ezihlukileko:

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

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







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ 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: scrap paper or newspaper, eggshells, orange paper or fabric, dried orange peel.

## 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.








# Umzombe weemveke ezimbili zeLimi leKhaya

## Iveke yoku-1

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

# The Home Language two-week cycle






## Week 1

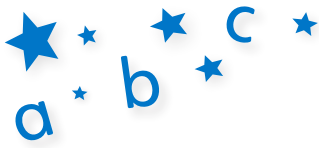
| Whole class activities             | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|------------------------------------|---|---|---|---|---|
| <b>Story-based activities</b>      | <b>Storytelling and building vocabulary</b>   | <b>Storytelling and singing</b>   | <b>Storytelling and role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

## Iveke yesi-2

| Imisetjenzana yetlasi loke  | ngoMvulo   | ngeLesibili  | ngeLesithathu  | ngeLesine  | ngeLesihlanu  |
|---|--|--|--|--|---|
| Imisetjenzana edzimele endatjaneni  | <b>Okunye ngokulandelanisa iinthombe</b>   | <b>Ukufunda ngokwabelana-INCwadi eKulu</b>   | <b>Ukufunda ukulalela</b>  | <b>Ukufunda begodu wenze</b>   | <b>Yenza, gwala bewutlole</b>   |
|   | Abafundi bahlanganisa ilwazi labo lendatjana ngokulandelanisa iinthombe ngokuzijamela okukhulu.  | Abafundi balalela indatjana efundwako ejayelekileko lokha utitjhere nakamodela ikambiso yokufunda.                           | Abafundi balalela ngokuyelela begodu balandele iinlayelo ezikhulunywako.                           | Abafundi barhumutjha imithala etloliweko begodu nesesithombeni.                                  | Abafundi bajamiselela imibono yabo ngendatjana ngokwenza into, umgwalo, isithombe nofana bazibandakanye emtolweni wokutlola ngokuhlanganyela. |
| Imisetjenzana yeledere netjhada   | <b>Ukwethula itjhada elisuselwe endatjaneni</b>  | <b>Ukubumba iledere</b>  | <b>Amabhoksi wamaledere</b>  | <b>Ukulalelela itjhada elinqotjhiweko</b>  | <b>Ukwakha nokuphula</b>  |
|   | Abafundi bethulelwa itjhada elinqotjhiweko lihlanganiswe namagama.                               | Abafundi babumba iledere elinqotjhiweko basebenzisa amamatheriyali ahlukahlukeneko okubanikela ilemuko lemizwa elinothileko. | Abafundi bayabona, babambe bakhulume ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko. | Abafundi babona amatjhada anqotjhiweko emagamani.  | Abafundi bahlanganisa amatjhada ukwenza amagama begodu baphule amagama abe matjhada.  |
| <b>Imisetjenzana yesiqhema esincani</b>   | <b>ngoMvulo</b>  | <b>ngeLesibili</b>   | <b>ngeLesithathu</b>   | <b>ngeLesine</b>   | <b>ngeLesihlanu</b>   |
| UStella uyatjho bona ngiyiphi Imisetjenzana yesiqhema esincani enikelwa itjhejo likatitjhere ngelinye nelinye ilanga. |  |  |  |  |   |
| Isiqhema esihlaza samkayi   | <b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>                               | <b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>   | <b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>   | <b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b> | <b>Umsetjenzana wesi-5: Lingisa ukudlala</b>  |
|   | Abafundi barekhoda imibono yabo ngokudweba begodu nangokuthoma ukutlola.                         | Abafundi benza iinrarejo begodu badlale imidlalo yelimi.   | Abafundi bafunda ngokuzijamela begodu bathabela iincwadi kanye nematheriyali egadangisiweko.       | Abafundi benza Imisetjenzana esikinyisa umzimba begodu bazijayeze ukwakha amaledere.             | Abafundi bakha phezulu kwelimi lendaba begodu nomongo ngokusebenzisa ukudlala kokuzenzisa.  |
| Isiqhema esihlaza satjani   | <b>Umsetjenzana wesi-5: Lingisa ukudlala</b>   | <b>Ukugwala begodu nokutlola okusathomako</b>  | <b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>   | <b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>   | <b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>  |
| Isiqhema esisarulani  | <b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b> | <b>Umsetjenzana wesi-5: Lingisa ukudlala</b>   | <b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>                                 | <b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>   | <b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>  |
| Isiqhema esibomvu   | <b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>   | <b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>                             | <b>Umsetjenzana wesi-5: Lingisa ukudlala</b>   | <b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>                               | <b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>  |
| Isiqhema esisipiridzana   | <b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>   | <b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>   | <b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>   | <b>Umsetjenzana wesi-5: Lingisa ukudlala</b>   | <b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>  |

## Week 2

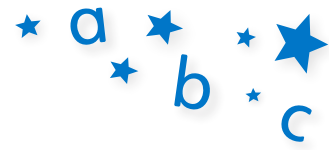
| Whole class activities             | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
|------------------------------------|--|--|--|--|--|
| <b>Story-based activities</b>      | <b>More sequencing pictures</b>  | <b>Shared reading – Big Book</b>   | <b>Learning to listen</b>  | <b>Read and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



## Ihlelo lemisetjenzana akhambelana neTTKH (CAPS)

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

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



## Programme activities are CAPS aligned

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

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



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







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

# ★ Ungumma na?

## Indatjana

Kwasukasukela, ngelinye ilanga kwakunoMma weNyoni owakha isidleke esihle emthini omkhulu. Inyoni le yabekela iqanda esidlekeni sayo emva kwalokho yahlala lapho amalanga amanengi ukufukamela iqanda. Ngesikhatheso iPhuphu leNyoni lakhula ngaphakathi kweqanda.

Emva kwesikhatjhana, uMma weNyoni waphathwa yindlala. Inyoni le yafuna ukukhamba iyokufuna ukudla ukwenzela bona ikwazi ukudla yabese iyaphapha yasuka esidlekeni. Ngokwakho ucabanga bona kwenzekani ngesikhathi inyoni ingekho? IPhuphu leNyoni beliseselincani khulu, kodwana besele likulungele ukuphuma ngeqandeni. Lakokoda ilingaphakathi leqephe leqanda ngomlomo walo begodu lenza intunjana encani. Lasunduzela umlomo walo ngale kwentunjana, iqanda laphuka, begodu iPhuphu leNyoni labese liyaqoqosela! Lathaba khulu kwamanikelela, begodu lanyakazisa iinsitjana zalo. IPhuphu leNyoni laqala unina yoke indawo lathi: "Uphi umma?" Laqala phezulu naphasi begodu nakiyo yoke indawo, kodwana akhenge limbone.

"Ngizakukhamba ngiyokufuna umma," kutjho iPhuphu leNyoni. Lagadanga ngaphandle kwesidleke begodu uyazi bona kwenzekani? Lawela le phasi ehlabathini! Kwamambala, iPhuphu leNyoni belingakabi ukwazi ukuphapha –belisele lincani khulu. Beliyinyonyana encani enesibindi, labuye lasikima, lazithintitha begodu lasuka layokufuna unina.



Nalisendleleni labona ikomo. "Komo, nguwe umma na?" labuza. "Mmuuuu," kutjho ikomo. "Awa, angisuye unyoko, kodwana ngizakunikela ibisana."



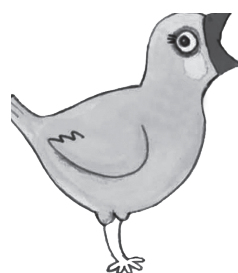
"Awa ngiyathokoza," kutjho iPhuphu leNyoni, "Kufuze ngimfumane umma," latjho njalo begodu laragela phambili.

Ingasi kade lahlanguana nembuzi. "Mbuzi, nguwe umma na?" labuza. "Mmeh, mmeh," kutjho imbuzi begodu yasikinyisa ihloko enoboya. "Awa, angisuye unyoko, kodwana yiza uzokudla utjani obumnandi obuhlaza nami." "Awa ngiyathokoza," kutjho iPhuphu leNyoni, "kumele ngifumane umma." Begodu laragela phambili godu.

IPhuphu leNyoni lathoma ukuzizwa lidanile. Lacabanga: "Kodwana ngisazomthola na umma?" Ingasi kade uGogo begade ehlela enzasi nendlela apethe umantji wabese uzwa iphimbo elincani elimnandi lithi: "Tsiyo-tsiyo, tsiyo-tsiyo." Begade angazi bona iPhuphu leNyoni belibuza kobana unina ukuphi.

Kwanjesi ucabanga bona uGogo wenzani? Nanyana kunjalo, waphakamisa iPhuphu leNyoni begodu walifaka ngaphakathi komantji wakhe. "Uqaleka udurhile," kutjho uGogo. "Ngiyazi bona unyoko ukuphi." UGogo wathola isidleke begodu ngetjhejo elikhulu wabuyisela iPhuphu leNyoni emuva. Nakasuka lapho wahlala phezulu kwelitje begodu wagada. Ungafunisela bona khuyini okwenzeka emva kwalokho?

Unina leNyoni wathola iibungwana begodu wabese uyaphapha ubuyela esidlekeni nesibungu eside emlonyeni wakhe. IPhuphu leNyoni belingakhenge khese limbone ngaphambilini ngebanga lokobana belingaphakathi kweqanda. Warhuwelela ngethabo elikhulu: "Nguwe umma na? Ngiyazi nguwe umma!" Begodu uMma weNyoni wathi: "Iye, sithandwa sami, nginguye." IPhuphu leNyoni ngethabo lavula umlomo walo omncani, begodu ladla isibungu ngokurhaba. UMma weNyoni kanye nePhuphu leNyoni bahlala bobabili esidlekeni. Bathaba khulu ngokobana babuye bahlale bobabili.



**Indatjana le iphelela lapha.**



# ★ Are you my mother?

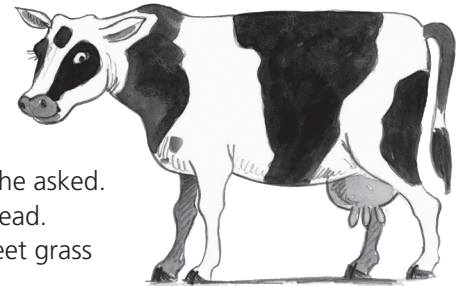
## Story

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.



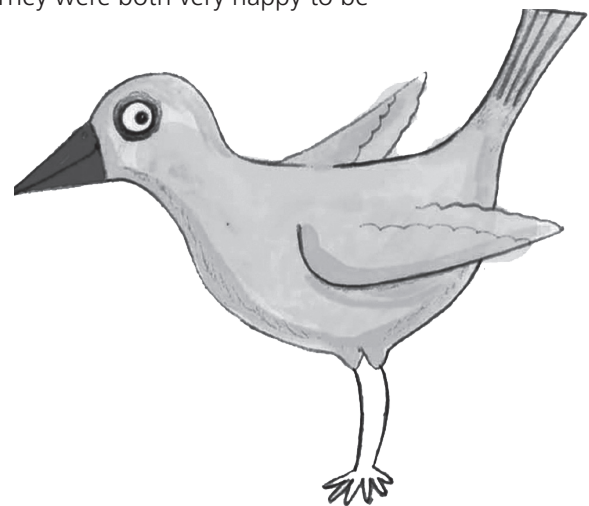
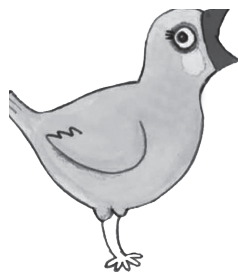
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

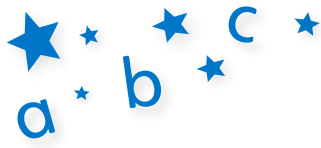
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

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.***





## Ingoma

Iphuphu lenyoni laphuma esidlekeni,  
Layofuna unina.

Iphuphu lenyoni laphuma esidlekeni,  
Layofuna unina.

Lahlangana nekomo.  
Lahlangana nekomo.  
Layofuna unina.

Lahlangana nembuzi.  
Lahlangana nembuzi.  
Layofuna unina.

Iphuphu lenyoni lamthola unina  
Lamthola unina.  
Lamthola unina.

Iphuphu lenyoni lamthola unina,  
Lamthola unina.  
Lamthola unina.

Iphuphu le nyoni lathaba tle!  
Lathaba tle!  
Lathaba tle!

Iphuphu lenyoni lathaba tle!  
Lathaba tle!  
Lathaba tle!

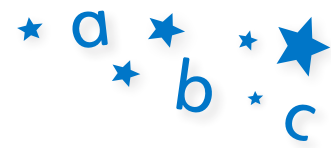


*(Vuma nganasi itjhuni "Merheza, merheza, iinkwekwezi" namkha sebenzisa yakho itjhuni.)*

## Irhelo lamagama avela endatjaneni

| Amagama aqakathekileko: | inyoni  | isidleke       | iqanda  | ikomo    | imbuzi    | -fumana    |
|-------------------------|---------|----------------|---------|----------|-----------|------------|
| Amagama angezelelweko:  | umuthi  | umlomo wenyoni | iphiko  | isibungu | -dla      | -qoqosela  |
|                         | -kokoda | -phula         | -phapha | phezulu  | -kwephasi | -thabileko |





## 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 |



### Uzokudinga lokhu:

- Indatjana: *Ungumma na?*
- Amaphaphethi: Unina leNyoni, IPhuphu leNyoni, ikomo, imbuzi, uGogo, umuthi, isidleke, iqanda, IPhuphu leNyoni eqandeni
- Amaphrophsi: isiqunto sevolo edege/intambo yesibungu, isidleke senyoni, iqanda leplastiki, idzinyani lokudlala, iinsiba, amafremu weembuko zikagogo, umantji
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

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

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *linyoni zihlala kuphi? Uyazi bona amaphuphu weenyoni azalwa njani? Adla ini amaphuphu weenyoni?*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: babonise iinthombe zeendleke ezahlukahlukeneko.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneke. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzwa imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona iPhuphu leNyoni lizamfumana unina na? Ucabanga bona lizizwa njani iPhuphu leNyoni?”*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Ulahlekile na? Uyazi bona kumele wenzeni nawulahlekako?”*

### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“iqanda, ngeqandeni, leqephe liyaqoqoselwa, laqala, uqaleka. Uyalizwa itjhada elinqotjhiweko: iqanda, leqephe, laqala, uqaleka. Iye, uwanembile woke anetjhada u-/q/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/q/: uqalilanga, iqaqqa, iqina, isiqu, iqube.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/q/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/q/: **“q-q-q”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

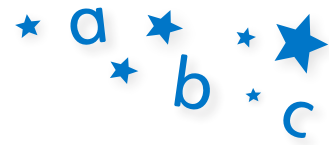
### Imisetjenzana yesiqhema esincani

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

### Ameblo amabili wokubona

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





### 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: *"iqanda, ngeqandeni, leqephe liyaqoqoselwa, laqala, uqaleka. Can you hear the focus sound: iqanda, leqephe laqala, uqaleka? Yes, you are right! They all have the sound /q/."*
- 2 *"Listen carefully, here are some more words with /q/: uqalilanga, iqaqa, iqina, isiqu, iqube."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /q/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /q/: *"q-q-q"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- Amaphaphethi wendaba
- Umvumo kanye neenthombe ezimaphrophsi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

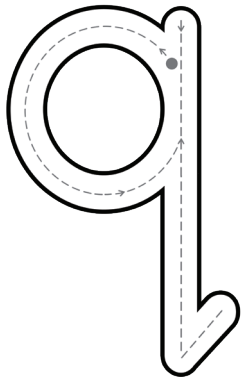
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

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

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/q/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/q/.
- 2 Fundisa abafundi izenzo ezihlobene netjhada. Isibonelo: Abafundi bangasebenza ngabasili, abathintane bese benze sengathi kunento abakhombisana nayona nofana bangakhomba into enye nenye ngeklasini ngesikhathi bathi: "q-q-qala".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-q litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, utjhinge phasi, wenyuke, weyamele ngaphetjheya naphasi."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

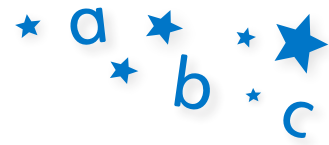


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 2

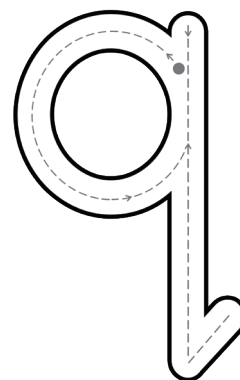
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /q/ or if they can think of any other words that start with the sound /q/.
- 2 Teach learners an action associated with the sound. For example: Learners can work in pairs, touch one another then point to an imaginary object or any object in the class and say: "q-q-qala".
- 3 Show learners how to write the letter q. 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, 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.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophsi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**q**: iqanda, uqalilanga, iqaqa, iqina, iqephe, iqoqomela, iqatha, iqube

## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

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



#### UStella uthi:



Sebenzisa isivalo sebhoksi lamaledere, anovolo obuqinileko namkha amaledere enziwe ngejamo lematheriyali eneraba phezulu kwayo ukutjengisa abafundi bona amaledere uwezwa njani. Abafundi abanengi bayazuza ngokuzwa begodu nangokuthinta ngebanga lokobana kubayasiza bona bakhumbula amajamo wamaledere.

### Amabhoksi wamaledere

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

### Imisetjenzana yesiqhema esincani

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **q**: iqanda, uqalilanga, iqaqa, iqina, iqephe, iqoqomela, iqatha, iqube

## 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: “phapha” and “kokoda”.
- 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.



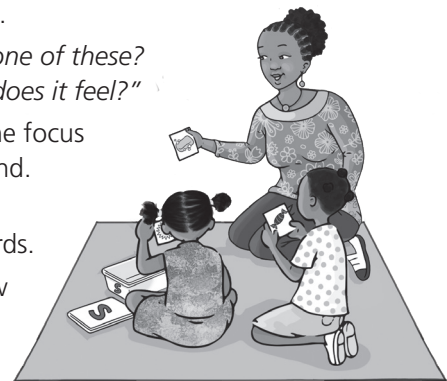
### Stella says:

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 **q**.” Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

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

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukulandelanisa iinthombe

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



#### Ukulalela itjhada elinqotjhiweko

- 1 Bawa abafundi bona bahlale bathule phezulu komada begodu bagubuzese iindlebe ngezandla zabo ukwenzela bona bakwazi ukuzwa kuhle. Hlathulula bona uzokutjho amagama amane, nasele uqedile ukutjho woke amagama amane, abafundi bangaphakamisela izandla zabo phezulu nangabe bayazi bona ngiliphi itjhada elinqophileko abawazwileko kiwoweke amagama.
  - ★ Utitjhere kanye nabafundi: "Lalela, lalela, kuhle nangokuzwakalako, ngiliphi itjhada elinqophileko olizwako?"
  - ★ Utitjhere: "iqanda, iqaqqa, iqina, isiqu".
  - ★ Utitjhere kanye nabafundi: "Yitjho, yitjho, uzwa ini?"
  - ★ Abafundi: "u-/q/!"
- 2 Nasele abafundi batjengise itjhada elinqophileko emagameni, yitjho itjhada buthaka begodu nangokuzwakalako ngesikhathi ugandelela umsikinyeko womlomo wakho.
- 3 Sebenzisa mane wamagama la kwaphela ngesikhathi esithileko esehlakalweni. Buyela emuva emdumeni ofanako ngokubuyelelwe ngendlela ofuna ngayo, ngokusetjenziswa komdidiyelo ohlukileko wamagama ukwenzela bona kukarise.
  - ★ /q/: iqanda, uqalilanga, iqaqqa, iqina, isiqu, iqube
  - ★ /g/: igatara, imigade, igagasi, igalagune, isigidi, ugiqiza, isigoga, ugogo, igolide, igorila
  - ★ /f/: ifarigi, ifene, ifesi, ilifu, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji
  - ★ /z/: izulu, izinyathelo, iziko, izinyo, izuba, izibhu, izambana, izembe, umzoka, umzumi



### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



### Stella says:



These are useful questions to ask about each picture:

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

#### Listening for focus sounds

- 1 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 focus sound they heard in the words.
  - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
  - ★ Teacher: "iqanda, iqaqa, iqina, isiqu".
  - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
  - ★ Learners: "/q/".
- 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.
  - ★ /q/: iqanda, uqalilanga, iqaqa, iqina, isiqu, iqube
  - ★ /g/: igatara, imigade, igagasi, igalagune, isigidi, ugiqiza, isigoga, ugogo, igolide, igorila
  - ★ /f/: ifarigi, ifene, ifesi, ilifu, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji
  - ★ /z/: izulu, izinyathelo, iziko, izinyo, izuba, izibhu, izambana, izembe, umzoka, umzumi



#### Small group activities

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



### Uzokudinga lokhu:

- Isikere, isinamathiseli
- Ikhadibhodi, iphepha eliyisalela, utjani, iinsiba, iinswazi, ipende, amabhratjhi wepende, iphepha namkha ithitjhu yephepha
- Amakhrayoni wewaksi amakhulu
- Indulungu yephepha lokuzisiza yomunye nomunye umfundi
- Iinthombe zeendleko namkha isidleke samambala
- Amagama amalunga amanengi endatjaneni: umntwana, nejuzi enengi, ngokwakhe, umma, ncani, neenhluthu, umantji, uGogo, ujabulile, umuhle, ukutjheja

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Tjengisa abafundi isidleke namkha iinthombe zesidleke begodu ucoce ngalokho iindleke ezahlukeneko ezenziwe ngakho.
- 2 Hlathululela abafundi bona bayokwenza isidleke begodu nenyoni esemthini. Batjengise isibonelo bese uphakamisa bona balandele amagadango alandelako:
  - ★ Sika isiquntu sekhadibhodi sokwenza ilingaphezulu lomuthi.
  - ★ Hloma amataka phezulu komuthi namkha yenza indulungu ngethitjhu yamaphepha ukwenza amataka.
  - ★ Yenza isidleke ngeenswazi, begodu yenza indulungu ngamacezu wamaphepha ukwenza amaqanda ngaphakathi kwesidleke.
  - ★ Dweba begodu ubaze isithombe senyoni.
  - ★ Sebenzisa indulungu yephepha lokuzisiza ukwenza isiqu somuthi (kuzakufuneka bona utshwaye umtletlana ngehlangothini lephepha lokuzisiza ngaphambi kwesifundo).



### UStella uthi:



*Ukwenza iimbhodlwana ngephepha lokuzisiza kuhle ekuthuthukiseni.*

### Ukwakha nokuphula (amalunga)

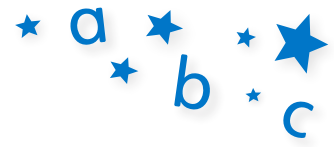
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **u | ja | bu | li | le**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **u** (babethanise izandla) **ja** (babethanise izandla) **bu** (babethanise izandla) **li** (babethanise izandla) **le** (babethanise izandla)
- 3 Yitjho amanye amagama abohlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kanye nenye ilunga.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (isibonelo: "ujabulile" lineenhlavu ezihlanu).



### Imisetjenzana yesiqhema esincani

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





### 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: umntwana, nejuzi enengi, ngokwakhe, umma, ncani, neenhluthu, umantji, uGogo, ujabulile, umuhle, ukutjheja

## 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)

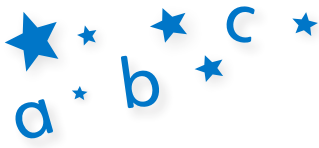
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **u | ja | bu | li | le**.
- 2 Ask learners to face a friend and do a high five for each syllable: **u** (high five) **ja** (high five) **bu** (high five) **li** (high five) **le** (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: "ujabulile" has five syllables).







### Small group activities

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

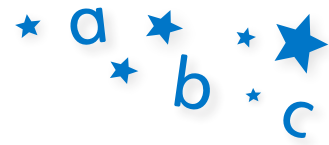







# Imisetjenzana yesiqhema esincani yeveki yoku-1

| Uzokudinga lokhu   | Imisetjenzana  |
|--|--|
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>  <p>Ungumma na?</p> <p>Umntwana weNyoni udle isibungu.</p>  <p><i>Nangabe abafundi bathoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</i></p> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimpakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: <i>“iPhuphu ... leNyoni ... lidla ... uku/i ... Ngiliphi igama elilandelako ebegade ufuna ukulitjho? Isibungu. Kumele ngitole igama elithi ‘isibungu’.”</i></li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebele nokulinga kwabo.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Amaphazili</li> </ul>    | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kumele bathome ngokuqalisisa eenquntwini zesirarejo begodu bazihlukanise ngemihlobo.</li> <li>2 Emva kwalokho kumele babeke iinqunto zeenrarejo ndawonye ukwakha isithombe sesilwana namkha umlingisi ovela endatjaneni. Bangasebenzisa iNcwadi eKulu namkha iinthombe ezilandelanako ngomnqopho womhlahlo.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>   | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakajtjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>  |

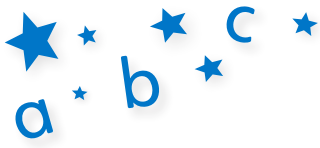


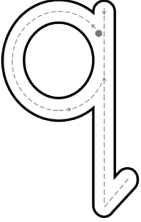



## Small group activities for Week 1

| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Baby ... Bird ... ate ... the ... What word did you want to say next? Worm. I am going to write the word 'worm'."</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol> |
| <ul style="list-style-type: none"> <li>Puzzles</li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners must begin by looking carefully at the puzzle pieces and sorting them.</li> <li>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.</li> </ol>   |
| <ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul>    | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>   |

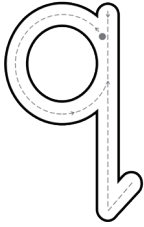





| Uzokudinga lokhu  | Imisetjenzana  |
|---|--|
| <ul style="list-style-type: none"> <li>• I-A5 u-<b>q</b> ithempleyidi yeledere lomunye nomunye umfundi</li> <li>• Iinthombe ezincani namkha ama-ayithemu wezinto ngo-<b>q</b>: iqanda, uqalilanga</li> <li>• Isinamathiseli, isikere</li> <li>• Amamagazini</li> </ul>  | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikela omunye nomunye umfundi ithempleyidi yeledere begodu nama-ayithemu namkha iinthombe ezinetjhada elinqotjhiweko.</li> <li>2 Kumele banamathisele iinthombe namkha ama-ayithemu wezinto ezinetjhada elinqotjhiweko ukuzalisa indawo begodu nokwenza iledere. Bangakwazi ukungezelela imidwebo yezinto eziphathelele netjhada elinqotjhiweko u-<b>q</b>.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Amaphrophi: iingubo ezithileko ezikulu, amalageni namkha amatjhila endlalwe ngaphezulu kweentulo namatafula ukwenza bona "indlu", iintlabagelo zokudla zeplastiki, iimumathi ezenziwe ngobutjha kanye neempoto, ukudla kokuzenzisa (iinthelo namkha imirorho yeplastiki, amabhoksi namkha iimpakana zokudla esinganalitho) umsamelo, ingubo kanye nonompopi</li> </ul> | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.</li> <li>2 Bawa abafundi: "Begade lihlala kuphi iPhuphu leNyoni? Esidlekeni! Abantu bahlala kuphi? Sihlala ezindlini. Ungathanda ukwakha indlu begodu udlale nabangani bakho?"</li> <li>3 Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Nangabe kulungile emdlalweni wabo, yenza kwanga ungumakhelwana ofika ekhaya. Kokoda "emnyango" begodu tjejeja kobana bayakumema bona ungene.</li> </ol>  |





| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• An A5 <b>q</b> letter template for each learner</li> <li>• Small pictures of things or items with <b>q</b>: iqanda, uqalilanga</li> <li>• Glue, scissors</li> <li>• Magazines</li> </ul>  | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and items or pictures with the focus sound.</li> <li>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 <b>q</b>.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props.</li> <li>2 Ask the learners: <i>"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?"</i></li> <li>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.</li> </ol>  |





#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



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



#### Ukwethula itjhada elisuselwe endatjaneni

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

#### Imisetjenzana yesiqhema esincani

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

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

### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: *Ungumma na?*
- I-A5 o ithempleyidi yeledere lomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loke

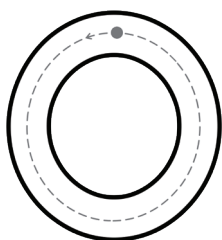
#### Ukufunda ngokwabelana – INcwadi eKulu

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



### Ukubumba iledere

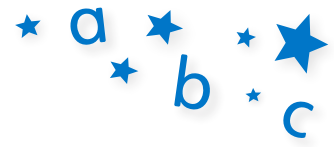
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**o**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**o**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi bararekile bese benza indulunga ngemilomo yabo isandla basibeke emlonyeni oyindulunga bese bathi: "**o**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**o** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatj hazini, uzombeze njalo.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Hlathululela abafundi bona kumele babuyele emuva eentafuleni zabo bayokwenza amaledere wezungu lekosi. Lokhu kutjho bona bazakutlola godu amaledere ekhasini labo ngamakhrayoni wemibala ehluikileko.
- 6 Nangabe abentwana bayakwazi ukucabanga ngezinto ezithoma ngamatjhada lawo enziwa maledere, abangawadweba azombeze iledere lezungu lekosi. Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

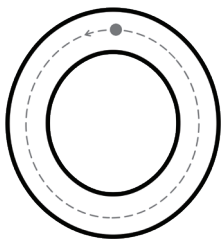
#### Shared reading – Big Book

- 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 **o** shape with their hand positioned in front of a rounded mouth while saying **o**.
- 3 Show learners how to write the letter **o**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.



### Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**o**: iforogo, ugoto, ipoto, i-oli, iwodrobho, iphopho, igobolondo, ikhondlo, isobho, irobodo, i-ondo

### UStella uthi:



Ukwenza lokhu kube bulula ebafundini, yenza amakarada ngeenthombe zeenlwana ezahlukene. Umfundi kumele akhethe ikarada begodu alingise isilwana ngesikhathi itlasi loke kumele lifanise bona lijamele sphi isilwana.

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- Endatjaneni, iphuphu lenyoni lithi "tswi-tswi". Buza abafundi nangabe bayazi bona iphuphu lenyoni libizwa (idzinyani). Buza abafundi nangebe bayazi bona ngiliphi itjhada elenziwa likonyana.
- Yithi: "Iye, ikonyana lithi moo. Begodu ikonyana lekomo libizwa ikonyana."
  - ★ Umntwana kakatsu ubizwa ngokatswana begodu uthi... mmnyawu.
  - ★ Umntwana wenja ubizwa ngomdlwana begodu ithi... whu, whu.
  - ★ Umntwana wedada ubizwa ngedzinyani begodu ithi... kwakh, kwakh.
  - ★ Umntwana wehotji ubizwa ngeputjwana begodu uthi... onk, onk.
  - ★ Umntwana wepera ubizwa ngefoljana begodu uthi... neigh, neigh.
- Hlathululela abafundi kobana bazakutjhintjhisana ukwenzela bona benze kwanga babantwana beenlwana lezi okukhulunywa ngazo begodu netlasi loke kumele bafunisele bona babantwana basiphi isilwana.
- Emva kwalokho bawa abafundi bona balalele ngetjhejo ngesikhathi utjho amatjhada weenlwana: "whu, whu, tswi-tswi". Kumele balinge ukulingisa itjhada olitjhwileko ngendlela efaneleko. Langa lokhu ngemididiyelo eyahlukileko yamatjhada weenlwana: whu, kwakh, kwakh, onk, mmnyawu.

### Amabhoksi wamaledere

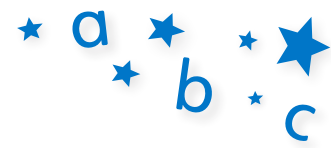
- Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamedere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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

### Imisetjenzana yesiqhema esincani

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







### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **o**: iforogo, ugoto, ipoto, i-oli, iwodrobho, iphopho, igobolondo, ikhondlo, isobho, irobodo, i-ondo

### 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

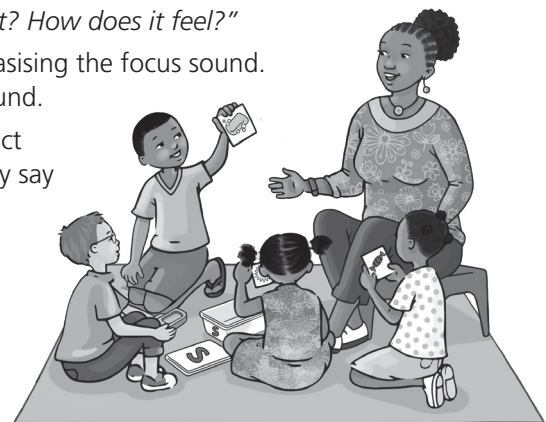
### Whole class activities

#### 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.



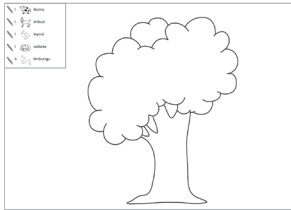
### Small group activities

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



#### Uzokudinga lokhu:

- Ikhasi lokufunda bewenze umsebenzi womunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu



## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Tjela abafundi bona kwanjesi sebakhamba bayokwenza umsebenzi ohlekisako obizwa "ngokufunda nokwenza". Kumele bafunde omunye nomunye umuda bese benza lokho othi abakwenza ngokusebenzisa indawo engakatlolwa litho ekhasini.
- 3 Funda umuda wokuthoma ndawonye godu. Tjela abafundi bona badwebe ikwiye elilodwa, kodwana ungabatjeli bona balidwebe kuphi.
- 4 Bawa nangabe omunye nomunye umfundi angakwazi "ukufunda" lokho okulandelako erhelweni okumele akwenze: kumele badwebe imbuzi eyodwa.
- 5 Ragela phambili ngayo indlela le ngomunye nomunye wemiyalo.
- 6 Kwanjesi funda omunye nomunye wemiyalo godu bese uthi kubafundi: "Ulidwebile na ikwiye elilodwa? Nangabe ulidwebile, tshwaya lokho erhelweni lakho."
- 7 Baragele phambili badwebe begodu batshwaye omunye nomunye umlayelo bekufike ekugcineni kwerhelo.

#### Ukulalelela itjhada elinqotjhiweko

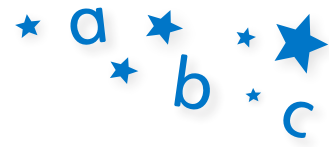
- 1 Bawa abafundi bona bahlale buthule phezulu komada begodu bagabuzese iindlebe zabo ngezandla zabo ukwenzela bona bakwazi ukulalela kuhle. Hlathulula bona uzokutjho amagama amane. Nasele uqedile ukutjho woke womane amagama, abafundi bangaphakamisa izandla nangabe bayalazi itjhada abalizwileko ekuthomeni kwawo woke amagama.
  - ★ Utitjhere nabafundi: "Lalelani, lalelani, ngokuzwakala kuhle, ngiliphi itjhada lokuthoma olizwako?"
  - ★ Utitjhere: "isigoga, ugogo, igolide, igorila".
  - ★ Utitjhere nabafundi: "Ngitjele, ngitjele, uzwa ini?"
  - ★ Abafundi: u-"Ig!".
- 2 Lokha abafundi nabangafumana itjhada elinqophileko ebizweni, atjho itjhada buthaka begodu kuhle ngesikhathi agandelela umsikinyeko womlomo.
- 3 Sebenzisa kwaphela amane wamagama lawo ngesikhathi esithileko emsebenzini. Buyela emuva etjhadeni elifanako ngendlela ebuyelelwe ngokuya kwesidingo sakho, usebenzise imididiyelo eyahlukeneko yamagama ukuyigcina ikarisa.
  - ★ /g/: igatara, imigade, igagasi, igalagune, isigidi, ugiqiza, isigoga, ugogo, igolide, igorila
  - ★ /a/: amamabula, i-avocado, amanzi, amapatlagwana, amaqanda, i-anyanisi, i-alamu, i-asparagasi, amahabhula, amandla
  - ★ /l/: ilamune, ilanga, ilebhula, umlelenjani, isilevu, umlilo, ilori, ileri
  - ★ /f/: ifarigi, ifene, ifesi, ilifu, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji



### Imisetjenzana yesiqhema esincani

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





#### You will need:

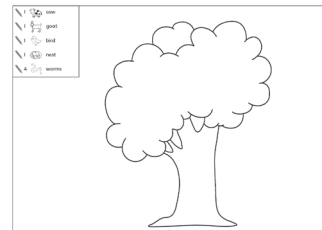
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## 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.



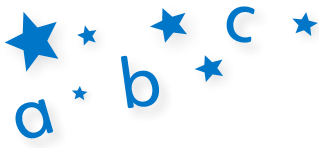
### Listening for focus sounds

- 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: “isigoga, ugogo, igolide, igorila”.
  - ★ 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/: igatara, imigade, igagasi, igalagune, isigidi, ugiqiza, isigoga, ugogo, igolide, igorila
  - ★ /a/: amamabula, i-avocado, amanzi, amapatlagwana, amaqanda, i-anyanisi, i-alamu, i-asparagasi, amahabhula, amandla
  - ★ /l/: ilamune, ilanga, ilebhula, umlelenjani, isilevu, umlilo, ilori, ileri
  - ★ /f/: ifarigi, ifene, ifesi, ilifu, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji



### Small group activities

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



### Uzokudinga lokhu:

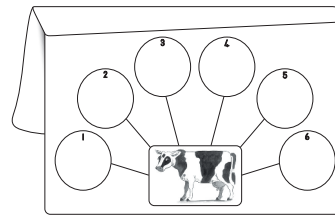
- Isiquntu esikhulu sephepha nendawo ephakathi begodu namabhamuza asithandathu womoya adwetjwe ngefomathi yemebe yomkhumbulo
- Amaphaphethi aphaathelene nendatjana ka *Ungumma na?*
- Isitshwayi esidege esinzima
- Amagama amalunga amanengi endatjaneni: umntwana, nejuzi enengi, ngokwakhe, umma, ncani, neenhluthu, umantji, uGogo, ujabulile, umuhle, ukutjheja
- Iinhlukuzi namkha iingungu

## Iveke yesi-2 ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Yitjho kubafundi: *“Namhlanjesi sizokutlola indatjana yethu ngesilwana esisodwa esisendatjaneni yephuphu lenyoni. Nasithomako, asikhethe bona ngisiphi isilwana esingatlola ngaso.”* Tjengisa abafundi amaphaphethi wesilwana. Nasele uthethe isiqunto ngesilwana ongatlola ngaso, beka iphaphede yesilwana phakathi kwemebhe yomkhumbulo.
- 2 Sebenzisa imibuzo elandelako ukuhlala indlela yekambiso yokutlola indatjana:
  - ★ Ibhoksi 1: Bawa abafundi bona bacabange ngegama lesilwana. Litlole phasi.
  - ★ Ibhoksi 2: Bawa abafundi imibono manqophana nendawo lapha isilwana sihlala khona. Hlathulula indawo leyo ngomutjho.
  - ★ Ibhoksi 3: Cocani ngalokho isilwana esithanda ukukudla; nasele nizwene, tlola umutjho.
  - ★ Ibhoksi 4: Bawa imibono manqophana nalokho isilwana esakwenzako ngelinye ilanga. Khetha umbono owodwa begodu utlole umutjho.
  - ★ Ibhoksi 5: Khuluma ngalokho okwenzekileko. Tlola phasi amagama wabafundi emutjhwini.
  - ★ Ibhoksi 6: Coca nabafundi ngokobana indatjana kumele iphele njani begodu utlole umutjho.
- 3 Kwanjisi fundela abafundi indatjana ngokusebenzisa amabhokisi ukuzisiza.
- 4 Buza abafundi bona bayayithanda indajana na. Nangabe kukhona nanyana ngimaphi amatjhuguluko abangathanda ukuwenza, atlole emebheni womkhumbulo. Emva kwalokho funda indatjana godu.
- 5 Nangabe isikhathi sikhona, ungabawa abanye babafundi bona atjengise indatjana. Namathisela indatjana ebodeni.



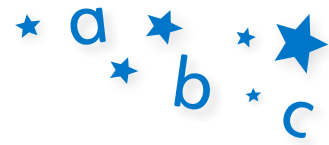
### Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **u | ma | ntji**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **u** (isitepe esisodwa) **ma** (isitepe esisodwa) **ntji** (isitepe esisodwa). Nikela abafundi abathileko iinkhuhluzi namkha iingungu ukobana babakhuhluze namkha bakokode kwenye nenye ilunga.
- 3 Yitjho amanye amagama alunganengi avela endatjaneni ngesikhathi abafundi nabafanisa enye nenye ilunga. Khuthaza abafundi bona babale inani leenlunga emagameni (Isibonelo: “umantji” lineenhlamvu ezitathu).

### Imisetjenzana yesiqhema esincani

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





### You will need:

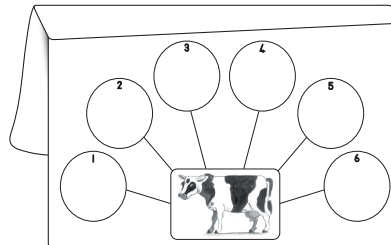
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: umntwana, nejuzi enengi, ngokwakhe, umma, ncani, neenhluthu, umantji, uGogo, ujabulile, umuhle, ukutjheja
- 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)


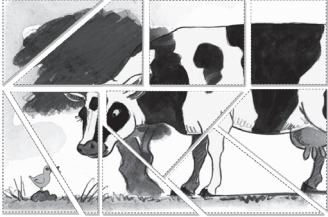

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **u | ma | ntji**.
- 2 Ask learners to march for each syllable: **u** (one step) **ma** (one step) **ntji** (one step). Give some learners shakers or drums 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: "umantji" has three syllables).

### Small group activities

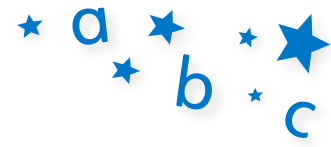
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



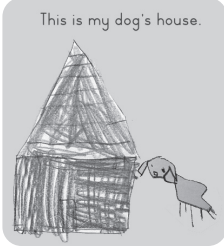


## Imisetjenzana yesiqhema esincani yeveki yesi-2

| Uzokudinga lokhu  | Imisetjenzana   |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
|---|---|-----------------------------|-----------------------------|------------------------------|------------------------|------------------------------------|--------------------------------------|----------------------------------|----------------------------|---------------------------------|--------------------------|--------------------------------|----------------------|--|--------------------------|
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Umgadangiso wekondlo: <i>Ikhaya</i></li> <li>• Iinthombe zamakhaya ahlukeneko weenlwana: isidleke, indlwana yenja, umantji, isibaya, iwebhu yesiswebu, iqephe, ibhoksi leenyosi</li> </ul> <div data-bbox="262 852 499 1122"> <p>Lena yindlu yenja yami.</p>  </div> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako/ okusaphuhlayo</b></p> <ol style="list-style-type: none"> <li>1 Fundela abafundi ikondlo begodu ukhombene neenthombe zemihlobo eyahlukeneko yamakhaya weenlwana: isidleke, indlu, indlwana yenja, umantji, isibaya, iwebhu yesiswebu, iqephe, ibhoksi leenyosi, njll.</li> <li>2 Abafundi kumele badwebe iinthombe zamakhaya begodu neenlwana ezihlala kilawo makhaya. Isibonelo: indlwana yenja begodu nenja, isiswebu kanye newebhu yesiswebu.</li> </ol> <div data-bbox="690 837 1459 1126" style="background-color: #e0f0ff; padding: 10px;"> <p><b>Ikhaya</b></p> <table border="0"> <tr> <td><i>Umluko nofana iqepho</i></td> <td><i>Irholo nofana iqanda</i></td> </tr> <tr> <td><i>nofana umgodi likhaya</i></td> <td><i>nofana isidleke</i></td> </tr> <tr> <td><i>ukusuka ngaphasi kwelwandle</i></td> <td><i>nofana kungabangiyiphi indawo</i></td> </tr> <tr> <td><i>ukuya ngaphezuli emuthini</i></td> <td><i>lapha uthanda khona</i></td> </tr> <tr> <td><i>ikhaya linanyana kukuphi</i></td> <td><i>okuhle likhaya...</i></td> </tr> <tr> <td><i>lapha ufuna ukuba khona</i></td> <td><i>likhaya lakho</i></td> </tr> <tr> <td></td> <td><i>ikhaya elimnandi!</i></td> </tr> </table> </div> | <i>Umluko nofana iqepho</i> | <i>Irholo nofana iqanda</i> | <i>nofana umgodi likhaya</i> | <i>nofana isidleke</i> | <i>ukusuka ngaphasi kwelwandle</i> | <i>nofana kungabangiyiphi indawo</i> | <i>ukuya ngaphezuli emuthini</i> | <i>lapha uthanda khona</i> | <i>ikhaya linanyana kukuphi</i> | <i>okuhle likhaya...</i> | <i>lapha ufuna ukuba khona</i> | <i>likhaya lakho</i> |  | <i>ikhaya elimnandi!</i> |
| <i>Umluko nofana iqepho</i>   | <i>Irholo nofana iqanda</i>   |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <i>nofana umgodi likhaya</i>  | <i>nofana isidleke</i>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <i>ukusuka ngaphasi kwelwandle</i>  | <i>nofana kungabangiyiphi indawo</i>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <i>ukuya ngaphezuli emuthini</i>  | <i>lapha uthanda khona</i>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <i>ikhaya linanyana kukuphi</i>   | <i>okuhle likhaya...</i>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <i>lapha ufuna ukuba khona</i>  | <i>likhaya lakho</i>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
|   | <i>ikhaya elimnandi!</i>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <ul style="list-style-type: none"> <li>• Amaphazili</li> </ul> <div data-bbox="227 1223 552 1439">  </div>   | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kumele bathome ukuqalisisa iinquntu zeenrarejo begodu Bazihlukanise ngemihlobo.</li> <li>2 Emva kwalokho kumele babeke iinquntu zeenrarejo ndawonye ukwenza isithombe sesilwana namkha umlingisi ovela endatjaneni. Bangasebenzisa iNcwadi eKulu namkha iinthombe ezilandelanako ngomnqopho womhlahlo.</li> </ol>   |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |
| <ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="291 1639 493 1904">  </div>  | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathloga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>  |                             |                             |                              |                        |                                    |                                      |                                  |                            |                                 |                          |                                |                      |  |                          |



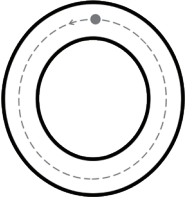



## Small group activities for Week 2

| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• A copy of the poem: <i>Home</i></li> <li>• Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive</li> </ul>  | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><b>Home</b></p> <p><i>A web or a shell<br/>or a hole is a home<br/>from deep in the sea<br/>to up in a tree<br/>home is whatever<br/>you want it to be.</i></p> <p><i>A cave or an egg<br/>or a nest is a home<br/>the busiest place<br/>or all on your own<br/>wherever you love<br/>the best is your home...<br/>your home<br/>sweet home!</i></p> </div> |
| <ul style="list-style-type: none"> <li>• Puzzles</li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Learners must begin by looking carefully at the puzzle pieces and sorting them.</li> <li>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.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul>   | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>  |

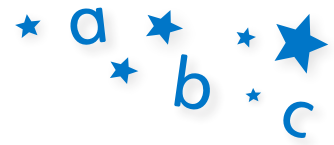


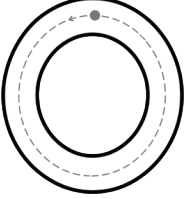
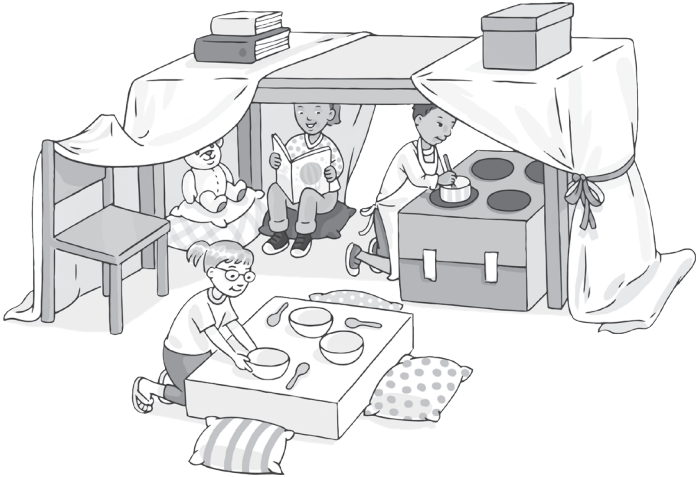


| Uzokudinga lokhu  | Imisetjenzana   |
|---|---|
| <ul style="list-style-type: none"> <li>• I-A5 o ithempleyidi yeledere lomunye nomunye umfundi</li> <li>• Iinthombe ezincani namkha ama-ayithemu wezinto ngo-<b>o</b>: iforogo, igobolondo</li> <li>• Isinamathiseli, isikere</li> </ul>   | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikela omunye nomunye umfundi ithempleyidi yeledere begodu nama-ayithemu namkha iinthombe ezinetjhada elinqotjhiweko.</li> <li>2 Kumele banamathisele iinthombe namkha ama-ayithemu wezinto ezinetjhada elinqotjhiweko ukuzalisa indawo begodu nokwenza iledere. Bangakwazi ukungezelela imidwebo yezinto eziphathelele netjhada elinqotjhiweko "o".</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Amaphropshi: iingubo ezithileko ezikulu, amalageni namkha itjhila eligubuzese iintulo namatafula ukwenza bona "indlu", iintlabagelo zeplastiki zokudla, iimumathi ezisetjenziswa ngobutjha begodu neempoto, ukudla kokuzenzisa (iinthelo namkha imirorho yepastiki, amabhoksi wokudla namkha amamantji anganalitho), umsamelo, ingubo kanye nonompopi</li> </ul> | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphropshi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi bazenzisa kwanga badlala umdlalo wendlu nendlu.</li> <li>2 Dosa phambili isiqhema esizakwenza kwanga sidlala ikhona begodu buza nemibuzo: <i>Belihlala kuphi iPhuphu leNyoni? Esidlekeni! Abantu bahlalaphi? Sihlala ezindlini. Ungakuthabela ukwakha indlu begodu udlale nabangani bakho na?</i></li> <li>3 Vakajtjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Nangabe kufanele umdlalo wabo, wenza kwanga ungumakhelwana ofika endlini. Akokode "emnyango" begodu aqale nangabe bamemela ngaphakathi.</li> </ol>  |







| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• An A5 o letter template for each learner</li> <li>• Small pictures or items of things with o: iforogo, igobolondo</li> <li>• Glue, scissors</li> <li>• Magazines</li> </ul>   | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and items or pictures with the focus sound.</li> <li>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".</li> </ol>   |
| <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play house-house.</li> <li>2 Lead the group to the pretend play corner and ask learners: <i>"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?"</i></li> <li>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.</li> </ol>  |

# ★ Ukulindela umntwana

## Indatjana

Ibizo lami nginguThabi begodu ngineminyaka esithandathu ubudala. Ingasi kade ngakwethu sizokufumana umntwana womsana namkha womntazana begodu ngizizwa ngithabe kwamanikelela ngalokhu! Ekuseni namhlanjesi uMma uze ngekumbeni yami begodu wathi: “UThabi, umntwana sele akhulile begodu ulungele ukuza kufuze ngizilungiselele gadesi. Ngiya esibhedlela namhlanjesi begodu ngizabe ngingekho ngoMvulo, uLesibili, uLesithathu, uLesine, begodu ngizokubuya ngeLesihlanu.

Unina kaThabi uzilungiselela ukuya esibhedlela. “Sala kuhle, sithandwa sehliziywami,” kutjho yena. “Ngizabe ngisekhaya ingasi kade, nesimanga esikhulu kithi soke.” Umntwana sele akhule khulu ngaphakathi kwamathumbu kanina nokwenza bona uThabi angakwazi ukuhlanganisa idini mazombe ngezandla zakhe ukukumsingatha njengangaphambilini.

Iteksi iyapipiza ngaphandle kwendlu begodu sekusikhathi sokobana unina akhambe. UThabi abambebele engubeni yakhe begodu athome alile, bona uyise amphakamisele phezulu amubeke emahlombe wakhe. Uyathanda ukuba phezulu kangaka kude nephasi.

UThabi kumele alinde kwaphela amalanga amahlanu: uMvulo, uLesibili, uLesithathu, uLesine, uLesihlanu – kodwana kuye kuzwakala kusikhathi eside, eside khulu. UThabi ubuza uyise imibuzo eminengi ngomntwana omutjha. Uyise unombono. “Kubayini ungatloleli uNyoko incwadi? Ungamtjela bona umkhumbule kangangani begodu ungambuza nemibuzo eminengi ngomntwana.” Begodu uThabi athi: “Kulungile Baba, ungangisiza na, ngiyabawa?”



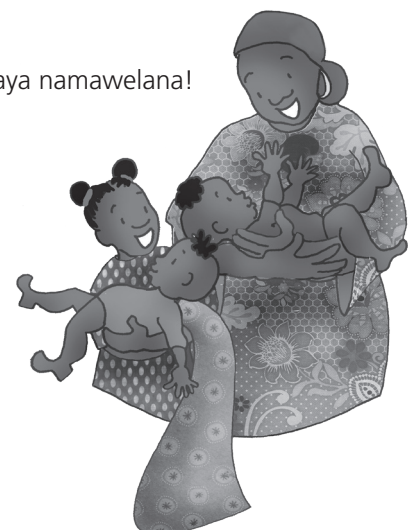
Ngemva kokuphuma kwesikolo, uyise kaThabi amsize ukutlola incwadi eya kunina.

*“Mma Othandekako  
Ngiyakuthanda begodu ngikukhumbulile! UBaba uthi wena nomntwana nizabe nisekhaya ngeLesihlanu. Ngithabile ngombana kuzabe kuyipelaveke. Akuyiwa esikolweni ngoMgqibelo begodu nangoSondo, okutjho bona ngizakwazi ukudlala nomntwana wakwethu ilanga loke begodu ngizomphuthela ngengubo. Umntwanakwethu msana namkha mntazana na? Angafana nami? Umntwana wakwethu uzokuthoma nini ukukhamba begodu nokukhuluma?  
Ngimi okuthandako  
UThabi (umntwana wakho omkhulu)”*

KungeLesihlanu begodu ilanga elikhulu lifikile. UThabi uthabe kwamanikelela, wavuka ekuseni khulu walindela unina begodu nomntwana kobana beze ekhaya. UThabi uzwa unina emnyango wangaphambili, kodwana azithulele. Ufuna ukummangaza.

Kodwana uThabi uzokuhlangabezana nesimanga esikhulu esirarako. Unina uze ekhaya namawelana! UThabi unodadwabo kanye nomfowabo!

**Indajana le iphelela lapha.**



# ★ 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*

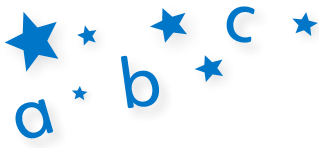
*Thabi (your big baby)"*

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.**





## Ingoma

Thula nanami! Thula nanami!  
Thula nanami! Umma uzokuthengela amaswidi!

Thula nanami! Thula nanami!  
Thula nanami! Umma uzokuthengela amaswidi!

Lala nanami! Lala nanami!  
Lala nanami! Ubaba uye emberegweni!

Lala nanami! Lala nanami!  
Lala nanami!  
Umnakwenu uzokudlala nawe!

Thula nanami! Thula nanami.

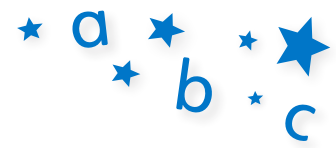


*(Ingoma izokuvunywa ngetjhuni yengoma yokulalisa abantwana.)*

## Irhelo lamagama avela endatjaneni

| Amagama aqakathekileko: | -thabileko     | -danileko       | -thabileko        | -mangeleko         | amawelani  | isibhedlela |
|-------------------------|----------------|-----------------|-------------------|--------------------|------------|-------------|
| Amagama angezelelweko:  | amathumbu      | -khula          | -ngaphakathi kwa- | -mazombe, -zombako | -singatha  | -lila       |
|                         | -khamba, -lisa | -linda, -jamela | ingubo            | ipelaveke          | -hlulukela | incwadi     |





## 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

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





### Uzokudinga lokhu:

- Indatjana: *Ukulindela umntwana*
- Amaphaphethi: uThabi, unina kaThabi, uyise kaThabi, amawelani, ikhalenda
- Amaphrophsi: ingubo kaThabi, incwadi evela kuThabi (isiquantu sephepha kanye nepensela), ikhalenda, intanjana, abonompopi ababili (namkha iingubo ezisonge into ethileko eqaleka njengabantwana)
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

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

#### Ameblo amabili wokubona

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

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Bangaki abantu emndenini wakho? Unaye umntwana womsana namkha womntazana? Unamawele owaziko?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Bawa abafundi bakubonise bona baqalleka njani nabadanileko, nabathabileko, nabathakasileko begodu nanyana bararekileko.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza izenzo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Uzakuza ngelesingaki ekhaya unina kaThabi? Kubayini uThabi afuna ukulila? Ucabanga bona uThabi utlole ini encwadini eya kunina? Ucabanga bona umraro bekuyini?”*

#### 3 Ngemva kobana ucoce indatjana

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

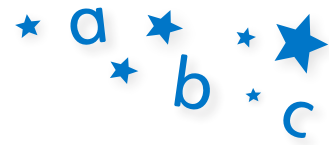
### Ukwethula itjhada elisuselwe endatjaneni

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

### Imisetjenzana yesiqhema esincani

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





### 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: *"unina, namkha, namhlanjesi, na, nami, nomntwana nizabe, nini nokukhuluma. Can you hear the focus sound: unina, namhlanjesi, nami, nomntwana nizabe, nini? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: unana, inani, inalidi, unesi, unikiliza, inarha, inethi, inungu."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: **"n-n-n"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

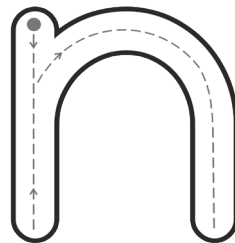
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamabizo owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufuniseka kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amabizo, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana iinsetjenziswa zokulingisa nanyana yenza izenzo ukusiza abafundi bazwisisile ilimi lengoma.
- 6 Buza abafundi nangabe bazi nanyana ngimuphi umdunduzelo namkha umvumo wokunduzela abangabelana ngawo netlasi. Ibani nethabo ukuvuma ngehla kwelimi linye.

#### Ukubumba iledere

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

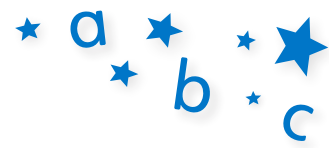


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 2

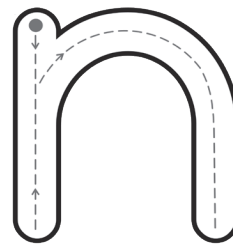
### Whole class activities

#### Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 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 /n/ or if they can think of any other words that start with the sound /n/.
- 2 Teach learners an action associated with the sound. For example: Learners can cross their arms in front of their chest and pretend to be rocking a baby to sleep in their arms while saying: "n-n-nana".
- 3 Show learners how to write the letter **n**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over and down."
- 4 Let learners practise the letter formation in the air, on the carpet, 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.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



#### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**n**: unana, inalidi, unesi, unikiliza, inungu, inethi



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

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

#### Amabhoksi wamaledere

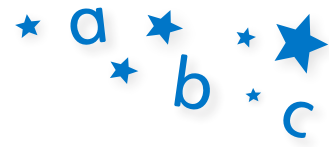
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **n**: unana, inalidi, unesi, unikiliza, inungu, inethi



## Week 1 Day 3

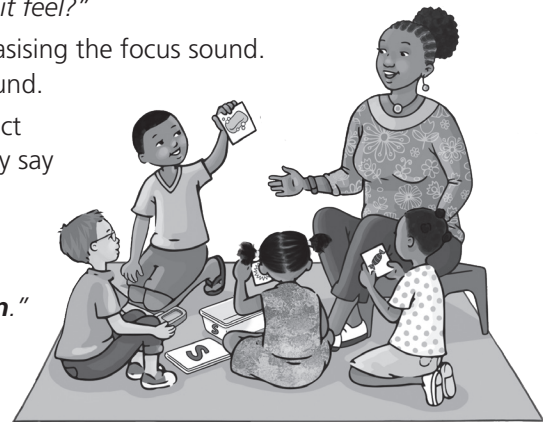
### Whole class activities

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



#### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Izinto namkha iinthombe ezinetjhada lomnqopho owodwa

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

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

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

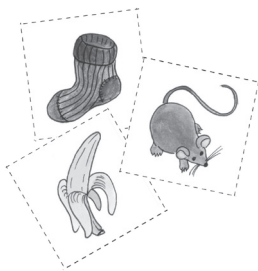
#### Ukulandelanisa iinthombe

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



#### Ukulalelela itjhada elinqotjhiweko

- 1 Khetha amatjhadi weminqopho emibili begodu fumana amasede weenthombe namkha izinto ezithoma ngamatjhada anqophileko (ungasebenzisa izinto ezivela emabhoksini wamaledere).
- 2 Bawa abafundi abane bona bajame ngaphambi kwetlasi. Nikela enye nenye ipara yabafundi izinto namkha iinthombe uthome ngetjhada lomnqopho ofanako ubambe ukwenza bona boke abafundi babone. Bawa abafundi bona bakusize ukuthiya iinthombe namkha izinto amagama.
- 3 Yitjho igama lesinye nesinye isithombe namkha into kabuthaka, ngesikhathi nawugandelela itjhada elinqotjhiweko.
- 4 Bawa abafundi batjho bona ngiziphi izinto namkha iinthombe ezinetjhada elinomnqopho ofanako. Abafundi abaneenthombe namkha izinto kumele zitjhade begodu zijame eduze kokunye nomunye. Ragela phambili ngamakarada weenthombe namkha izinto ezintathu namkha ezine.
- 5 Nangabe abafundi bawujayele umdlalo, linga umehluko olandelako: Qinisekisa bona unezinto namkha iinthombe ezaneleko ukwenzela bona sinikele omunye nomunye umfundi okukodwa. Hlathululela abafundi bona kumele bafumane omunye umfundi into namkha isithombe sakhe esinetjhada lomnqopho ofanako begodu bahlale ndawonye phezulu kwemada.



### Imisetjenzana yesiqhema esincani

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





### 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:



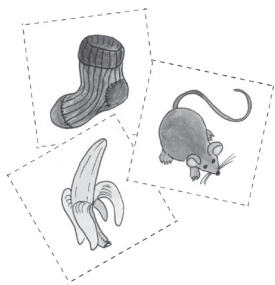
These are useful questions to ask about each picture:

- "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.



### Uzokudinga lokhu:

- **Umntwana webhoksi lomlilo:** ibhoksi lomlilo elilodwa umfundi ngamunye begodu nesampula yomntwana ebhoksini ukubonisa abafundi
- Amatje amancani, amakhokho, igwebu, ivolo yekoteni, intambo, iinquntu zetjhila, iphepha elinombala, ilente
- **Ukuretlila:** ibhodlela leplastiki elinganalitho lomunye nomunye umfundi, amatje amancani, imincamo, amabhontjisi, isanda, iphepha elinombala
- Amakhrayoni wewaksi amakhulu neemeregi ezimnyama
- Isikere, isinamathiseli
- Amagama amalunga amanengi endatjaneni: umntwana, ukuthakasa, ukubetha ibhele, iteksi, umraro, isibhedlela, umnakwenu, udade, amathumbu, uMvulo, uLesibili, uLesithathu, uLesine, uLesihlanu, ipelaveke

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bayokwenza wabo umntwana begodu nombede womntwana ngebhoksini lomlilo. Kumele basebenzise umatheriyali ophezulu kwetafula begodu nekhokhi ukudweba ubuso bomntwana phezulu kwelitje namkha ikhokho. Kumele babuye bahlobise ibhoksi lomlilo ukwenza umbhede womntwana wabo. Tjengisa abantwana isampula oyenzileko.
- 2 Bawa abafundi bona banikele "umntwana" wabo ibizo begodu tlola igama lakhe phezulu kwesiquntu sephepha bangalinamathisela ngaphambi namkha ngeqadi kwebhoksi lomlilo. Bahlathululele bona batlole igama ngendlela ababona bona litlolwa ngayo.
- 3 Khuthaza abafundi bona babawe umngani "ngomntwana" wabo: Ngubani igama lakhe? Umsana namkha umntazana? Ulila khulu?

#### NAMKHA

- 1 Hlathululela abafundi bona bayokwenzela umntwana omncani ukuretlila. Kumele bafake amatje amancani, imincamo namkha isanda ngemabhodlelweni wamaplastikini begodu babuye bavale ibhodlelo ngamaphetjhana amancani anombala ukwenzela bona liqaleke lilihle ukobana lisetjenziswe mntwana.



### Ukwakha nokuphula (amalunga)

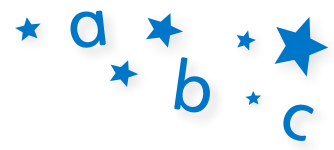
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **i | si | bhe | dle | la**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **i** (babethanise izandla) **si** (babethanise izandla) **bhe** (babethanise izandla) **dle** (babethanise izandla) **la** (babethanise izandla)
- 3 Yitjho amanye amagama abohlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kanye nenye ilunga.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (isibonelo: "isibhedlela" lineenhlavu ezihlanu).



### Imisetjenzana yesiqhema esincani

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





### 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, glue
- A list of multisyllabic words relating to the story: umntwana, ukuthakasa, ukubetha ibhele, iteksi, umraro, isibhedlela, umnakwenu, udade, amathumbu, uMvulo, uLesibili, uLesithathu, uLesine, uLesihlanu, ipelaveke

## 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.



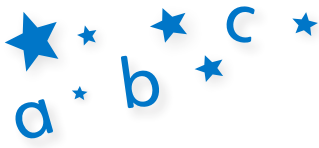
### Blending and segmenting (syllables)

- 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: **i | si | bhe | dle | la**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **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: "isibhedlela" has five syllables).

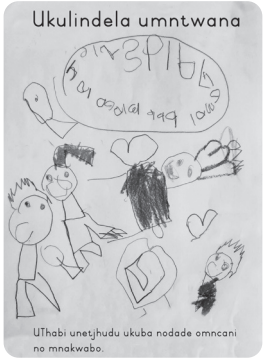

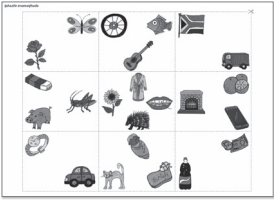



### Small group activities

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





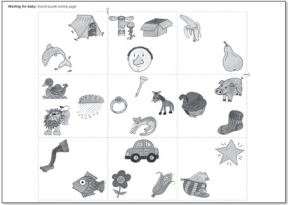

# Imisetjenzana yesiqhema esincani yeveki yoku-1

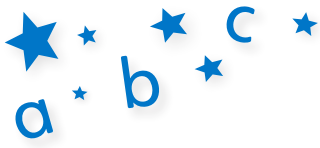
| Uzokudinga lokhu   | Imisetjenzana   |
|--|---|
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="267 683 527 1042"> <p>Ukulindela umntwana</p>  <p>UThabi unetjhuu ukuba nodade omncani no mnakwabo.</p> </div> <div data-bbox="210 1081 586 1314">  <p>Nangabe abafundi batlhoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</p> </div> | <p><b>Umsebenzi 1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimpakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: "uThabi unetjhuu lokuba nomntwana womntazana nomsana."</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebele nokulinga kwabo.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Iphazile enamatjhada</li> </ul> <div data-bbox="256 1415 527 1615">  </div>  | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi bathoma ngokufumana isiquntu sesirarejo esineenthombe ezine. Kumele babeke isiquntu sesirarejwesi phakathi kwetafula.</li> <li>2 Abafundi kumele batjho amagama bebanqophe ematjhadeni wesinye nesinye isithombe.</li> <li>3 Abafundi kumele baphakamise esinye nesinye isiquntu sesirarejo begodu sisimadanise namatjhada anqotjhiweko wazozoke iinthombe eziphezulu kwesiquntu sesirarejo. Isirarejo siphele nangabe zoke iinquntu zenza isikwere.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="309 1791 505 2054">  </div>   | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakathjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>  |

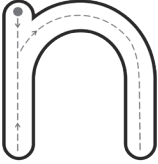
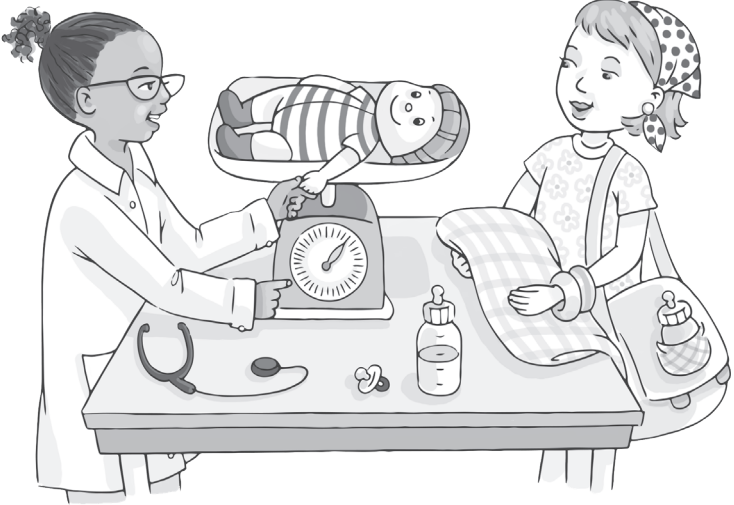




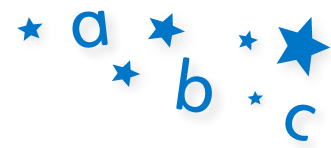
## Small group activities for Week 1

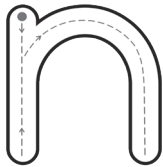
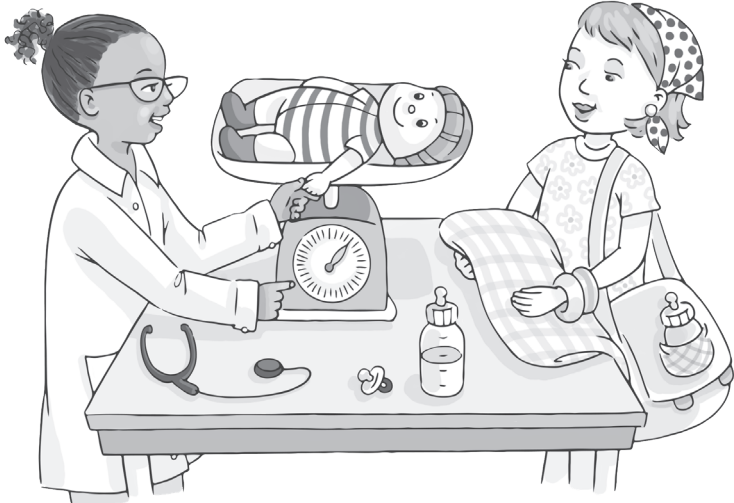
| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: <i>"Thabi is lucky to have a baby sister and a brother."</i></li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol> |
| <ul style="list-style-type: none"> <li>Sounds puzzle</li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table.</li> <li>Learners must say the names and focus sounds of each picture.</li> <li>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.</li> </ol>  |
| <ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul>   | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>   |



| Uzokudinqa lokhu   | Imisetjenzana  |
|--|--|
| <ul style="list-style-type: none"> <li>I-A5 n ithempleyidi yeledere lomunye nomunye umfundi</li> <li>Iinthombe ezincani namkha ama-ayithemu wezinto ngo <b>n</b>: unana</li> <li>Isikere, isinamathiseli</li> <li>Amamagazini</li> </ul> | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>Nikela omunye nomunye umfundi ithempleyidi yeledere begodu nama-ayithemu namkha iinthombe ezinetjhada elinqotjhiweko.</li> <li>Kumele banamathisele iinthombe namkha ama-ayithemu wezinto ezinetjhada elinqotjhiweko ukuzalisa indawo begodu nokwenza iledere. Bangakwazi ukungezelela imidwebo yezinto eziphatelene netjhada elinqotjhiweko u-<b>n</b>.</li> </ol>    |
| <ul style="list-style-type: none"> <li>Amaphrophi: iingubo, abonompopi, amanabukeni, ipremu, ikhothi, amabhodlela, ibhada yabanturana, okuthengiswako, amathawula amancani</li> </ul>  | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>Dosa phambili use abafundi ekhoneni lokwenza kwanga uyadlala bese ubahlalisa phasi ngokurhabako.</li> <li>Hlathulula bona bazokwenza kwanga bababelethi abanomntwana omutjha. Bangembesa bebaphe umntwana wabo begodu bayokuvakajhela ababelethi abanye nomntwanabo omutjha. Bangabuye godu bayokuvakajhela itliniki ukwenzela bona inesi likwazi ukutjhega isikali somntwana.</li> <li>Vakajhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Ungafika begodu wenza kwanga ulethe isipho somntwana omutjha. Bawa "ababelethi" ngomntwana wabo, begodu batjele nokobana umntwana wabo muhle kangangani!</li> </ol>  |





| You will need   | Activities   |
|---|--|
| <ul style="list-style-type: none"> <li>• An A5 <b>n</b> letter template for each learner</li> <li>• Small pictures or items of things starting with <b>n</b>: unana</li> <li>• Glue, scissors</li> <li>• Magazines</li> </ul> | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and items or pictures with the focus sound.</li> <li>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 <b>n</b>.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel</li> </ul>   | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props.</li> <li>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.</li> <li>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!</li> </ol>  |





#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe

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



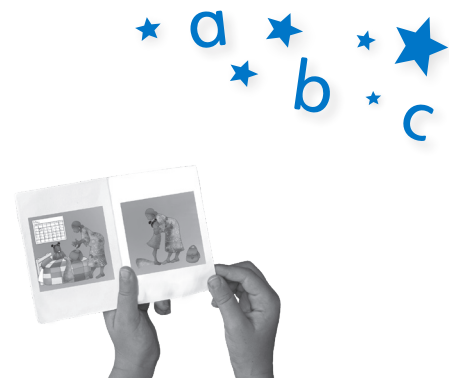
### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "incwadi, idini, ingasi, iteksi iyapipiza, iminyaka, imibuzo, ilanga, uLesibili, kithi, lifikile. Uyalizwa itjhada elinqotjhiweko: **incwadi, idini, uLesibili?** Iye, uwanembile woke anetjhada u-**il**."
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**il**: isipikiri, iye, umaliledinini, ilimi, ipisi, itipi." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**il**/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**il**: "**i-i-i**". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*incwadi, idini, ingasi, iteksi iyapipiza, iminyaka, imibuzo, ilanga, uLesibili, kithi, lifikile.* Can you hear the focus sound: **incwadi, idini, uLesibili**? Yes, you are right! They all have the sound **ii**.”
- 2 “Listen carefully, here are some more words with **ii**: *isipikiri, iye, umaliledinini, ilimi, ipisi, itipi.*” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/i/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/i/**: “**i-i-i**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: *Ukulindela umntwana*
- I-A5 i ithempleyidi yeledere lomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loko

#### Ukufunda ngokwabelana – INcwadi eKulu

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



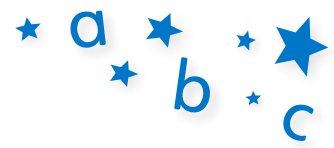
#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/i/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/i/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangavuma ngehloko ngesikhathi bathi: "i-i-ye".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-i litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhezini, yehla, phakamisa isandla, beka iqatjheza ngehla."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo.
- 5 Hlathululela abafundi kobana kumele babuyele emuva ematafuleni wabo ukuyokwenza amaledere wezungu lekosi. Lokhu kutjho bona bazakutlola iledere ekhasini labo elikhrayonwe ngombala ohlukileko.
- 6 Nangabe abafundi bayakwazi ukucabanga ngezinto ezithoma ngetjhada elenziwa liledere, bangakwazi ukuwadweba ngeqadi kweledere lezungu lekosi. Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big Book: *Waiting for baby*
- 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 nod their heads while saying: “**i-i-iyé**”.
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.



#### Uzokudinga lokhu:

- Iretlili yomntwana eyenziwe ekhaya
- Amaphaphethi wendatjana
- Iinthombe ezivela kumagazini wamalunga womndeni ahlukeneko
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-i: isipikiri, ipilisi, ifiliji, ibilibili, ithikithi, ipikiniki, iswitjhi, ibhigiri, itsikiri

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Tjela abafundi bona baqalisise amaphaphethi avela endatjaneni. Babonise munye qobe sikhathi begodu babawe bona bakusize ukuhlathulula omunye nomunye: *“Bade namkha bafitjhani? Baneenhluhu ezide namkha ezifitjhani? Badala namkha batjha? Bembethe ini?”* Emva kwalokho Hlathulula iinthombe ozisike kamagazini. Namathisela amaphaphethi neenthombe phezulu kweboda.
- 2 Hlathululela abafundi bona kumele balalele kuhle ngesikhathi nawuhlathulula oyedwa wabantu. Bawa abafundi bona baphakamise izandla zabo nangabe bayamazi umuntu omhlathululako. Isibonelo: *“Umuntu engimcabangako mude khulu. Wembethe ezambatho zebusika. Uqaleka anomusa.”*
- 3 Buza abafundi nangabe ukhona oyedwa ongafisa ukuhlathulula omunye wabalingisi ngesikhathi abanye abafundi balalele.

#### UStella uthi:



*Indlela ehle yokufuna bona abafundi bezwisise ukwamukela umsebenzi wokulalelwa kubatjela bona bavale amehlo wabo. Emva kwalokho khamba uye ekhoneni letlasi begodu usikinyise iretlili khulu. Bawa abafundi bona bakhombe lapha itjhada livela khona. Khamba buthule uye ngemuva kwekamuru begodu usikinyise iretlili godu. Yenza lokhu ngemahlangothini ahlukeneko, usikinyisele phezulu iritlili kokuthoma bese ubuyela phasi.*

#### Amabhoksi wamaledere

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



#### Imisetjenzana yesiqhema esincani

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







### 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 **i**: isipikiri, ipilisi, ifiliji, ibilibili, ithikithi, ipikiniki, iswitjhi, ibhigiri, itsikiri

## 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.

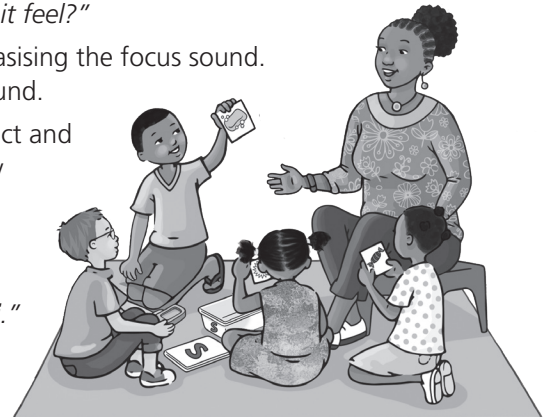
#### Stella says:



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.

#### 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.



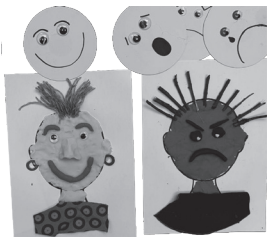
#### Small group activities

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



#### Uzokudinga lokhu:

- Umgadangiso wobunye nobunye ubuso be-emoji (ebugadangiswe bebasikwa ekhasini **Ubuso bamayimoji**)
- **Ubuso bamayimoji** bomunye nomunye umfundi
- Ibumba lokudlala namamada webumba lokudlala yomunye nomunye umfundi
- Iinswazi, ivolo, "amehlo" wemincamo namkha weplastiki
- Okukhethwe ngokuthanda: amamagazini



## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

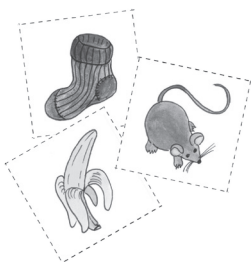
- 1 Tjela abafundi bona bahlale phezulu kwemada begodu babukele ubuso bakho ngetjhejo. Yenza bona ubuso butjengise amazizo begodu bawa abafundi bona bakhophe ubuso bakho, bese emva kwalokho batjho ibizo lamazizo.
- 2 Yenza lokhu godu, kodwana tjengisa abafundi isithombe somunye nomunye u-emoji ngesikhathi ukhuluma ngamazizo womunye nomunye. Emva kwalokho yenza ubuso bese ubawa umfundi bona eze ngaphambili bese akhombe isithombe se-emoji. Bawa umfundi bona atjengise amazizo, begodu nomunye umfundi ukobana afumane i-emoji yamambala.
- 3 Abafundi kumele basebenzise elinye lebumba labo lokudlala ukwenza ibholo begodu emva kwalapho bayiparalalise ukwenza ijamo eliyindulungu yobuso. Khuthaza abafundi "ukufunda" i-emoji begodu benze ubuso ngebumba lokudlala ukumadanisa amazizo i-emoji ngokusebenzisa amamatheriyali aphezulu kwetafula.
- 4 Bangabuye barweyile i-emoji ngomunye umfundi ukobana enze iphandluselo elehlukileko lobujamo bobuso bakhe.

#### NAMKHA

- 1 Umfundi angasika iinthombe zemagazini zabantu ezimadanisa iphandluselo nama-emoji. Isithombe singahlonywa esiquntwini setjhadi lephepha lokutlolela esiseduze netshwayo le-emoji.

#### Ukulalelela itjhada elinqotjhiweko

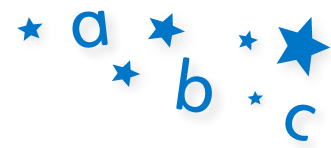
- 1 Khetha amatjhadi amabili anqotjhiweko begodu ufumane amasede weenthombe namkha izinto ezithoma ngawo amatjhada anqotjhiweko (ungasebenzisa izinto avela emabhoksini wamaledere). Bawa abafundi abane ukobana bajame ngaphambi kwetlasi. Nikela enye nanye ipara yabafundi izinto namkha iinthombe ukuthoma ngetjhada elifanako ukwenzela bona boke abafundi bakwazi ukubona. Bawa abafundi bona bakusize ukuthiya izinto neenthombe amagama.
- 2 Yitjho igama lesinye nesinye isithombe namkha into kabuthaka, ngesikhathi agandelela itjhada elinqotjhiweko.
- 3 Bawa abafundi batjho bona ngiziphi izinto namkha iitheombe ezimbili ezinetjhada elinqotjhiweko. Abafundi abafumene iinthombe namkha izinto kumele basuke begodu bayokujama omunye eduze komunye. Baragele phambili ngamathathu namkha mane ngaphezulu amakarada weenthombe namkha izinto.
- 4 Nakungenzeka abafundi bawujaye umdlalo lo, linga umehluko olandelako: Qinisekisa bona unezinto ezaneleko namkha iinthombe ukwenzela bona ukwazi ukunikela omunye nomunye umfundi. Hlathululela abafundi kobana kumele bafumane omunye umfundi izinto namkha iinthombe zakhe ezinetjhada lomnqopho ofanako begodu nihlale ndawonye emadani.



### Imisetjenzana yesiqhema esincani

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





### 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.

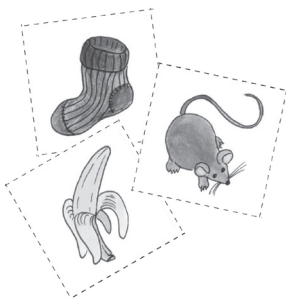
OR

- 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.



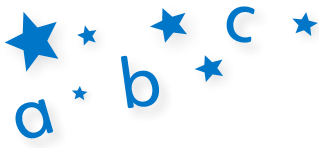
### Listening for focus sounds

- 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.



#### Uzokudinga lokhu:

- Isiquntu sephepha le-A3 namkha ikhadibhodi
- Isitshwayi sebhodi emhlophe yokutlolela
- Amakhrayoni wewaksi amakhulu
- Amagama amalunga amanengi endatjaneni: umntwana, ukuthakasa, ukubetha ibhele, iteksi, umraro, isibhedlela, umnakwenu, udade, amathumbu, uMvulo, uLesibili, uLesithathu, uLesine, uLesihlanu, ipelaveke
- Iinhlukuzi namkha iingungu

## Iveke yesi-2 ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bazokwenza kwanga banguThandi begodu bakusize ukwenza ikarada lokwaMukela uMma namawele.
- 2 Buza abafundi nangabe omunye nomunye uyakwazi ukuthoma atlole umlayezo ekaradeni. Hlathulula bona sivamise ukuthoma amakarada ngegama elithi: Othandekako...
- 3 Yeke coca ngalokho ozokutlola esikhathini esilandelako. Ngemva kobana sele uvumile, tlola amagama wabafundi ekaradeni. Emva kobana kufaniswe ukutlolwa kwemitjho emibili ukuya kwemithathu, bawa abafundi bona bakusize ngokucabanga kobana kumele uthini ekugcineni kwekarada.
- 4 Abanye abafundi bangahlobisa ikarada nangabe isikhathi sikhona.

### Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **u | Le | si | hla | nu**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **u** (igadango linye) **Le** (igadango linye) **si** (igadango linye) **hla** (igadango linye) **nu** (igadango linye). Nikela abafundi abathileko iinkhuhluzi namkha iingungu bona bazikhuhluze namkha bakokodele enye nenye ihlavu.
- 3 Yitjho amanye amagama ahlavunengi avela endatjaneni ngesikhathi abafundi bamadanisa enye nenye ihlavu.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (Isibonelo: "uLesihlanu" uneenhlavu ezihlanu).



### Imisetjenzana yesiqhema esincani

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



#### 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, ukuthakasa, ukubetha ibhele, iteksi, umraro, isibhedlela, umnakwenu, udade, amathumbu, uMvulo, uLesibili, uLesithathu, uLesine, uLesihlanu, ipelaveke
- Shakers or drums

## 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: **u | Le | si | hla | nu**.
- 2 Ask learners to march for each syllable: **u** (one step) **Le** (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: "uLesihlanu" has five syllables).


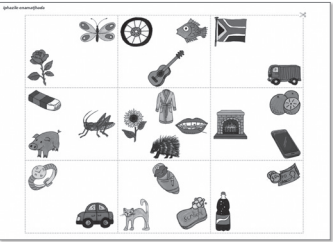



### Small group activities

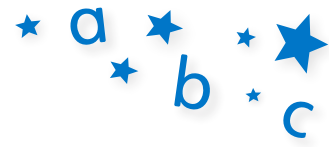
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



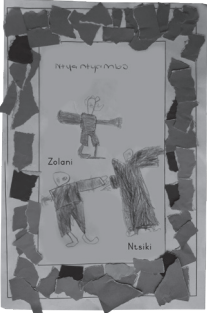
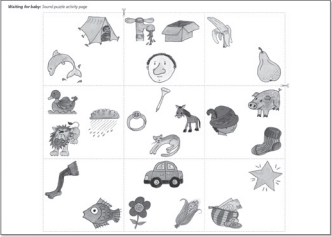

## Imisetjenzana yesiqhema esincani yeveki yesi-2

| Uzokudinga lokhu   | Imisetjenzana  |
|--|--|
| <ul style="list-style-type: none"> <li>• Umgadangiso <b>Wekhasi lomsetjenzana wephahla lesithombe</b> womunye</li> <li>• Iphepha elinombala namkha Amakhasi avela kamagazini wokobana abafundi bangayidabula iinquntu ezincani.</li> </ul> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kumele badabule begodu banamathisele iphepha elinombala ovela kamagazini eqadi komphetho wephepha lokwenza iphahla.</li> <li>2 Lokha lasele benze iphahla, kumele badwebe isithombe somndenabo phakathi kwephepha.</li> <li>3 Khuthaza abafundi bona batlole amabizo wabo eduze komdwebo omumethe bona, begodu nokulinga ukutlola amabizo wamanye amalunga womndeni nangabe bangakghona. Nakungasinjalo, bawa bona bakutjele amabizo wamalunga womndeni wabo begodu ubatlolele.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• <b>Iphazile enamatjhada</b></li> </ul>   | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi bathoma ngokufumana isiquntu sesirarejo esineenthombe ezine. Kumele babeke isiquntu sesirarejwesi phakathi kwetafula.</li> <li>2 Abafundi kumele batjho Amabizo begodu namatjhada anqotjhiweko wesithombe esinye nesinye.</li> <li>3 Abafundi kumele omunye nomunye aphakamise esinye nesinye isirarejo begodu umadanise netjhada elinqophileko yazozoke iinthombe zeenquntu zesirarejo sabo. Isirarejo siphelele nangabe zoke iinquntu zenza isikwere.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>   | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathlola ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>   |



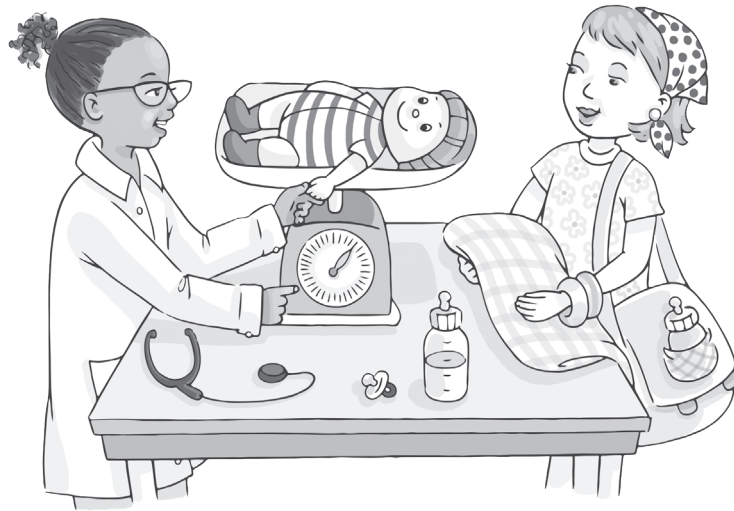


## Small group activities for Week 2

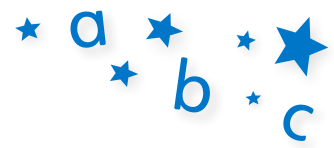
| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>A photocopy of the <b>Picture frame activity page</b> for each learner</li> <li>Coloured paper or pages from a magazine that learners can tear into small pieces</li> </ul> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Learners must tear and stick coloured paper or pages from a magazine around the edge of the paper to make a frame.</li> <li>Once they have made a frame, they must draw a picture of their family in the middle of the page.</li> <li>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.</li> </ol>  |
| <ul style="list-style-type: none"> <li><b>Sounds puzzle</b></li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table.</li> <li>Learners must say the names and focus sounds of each picture.</li> <li>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.</li> </ol>  |
| <ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul>                 | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>   |


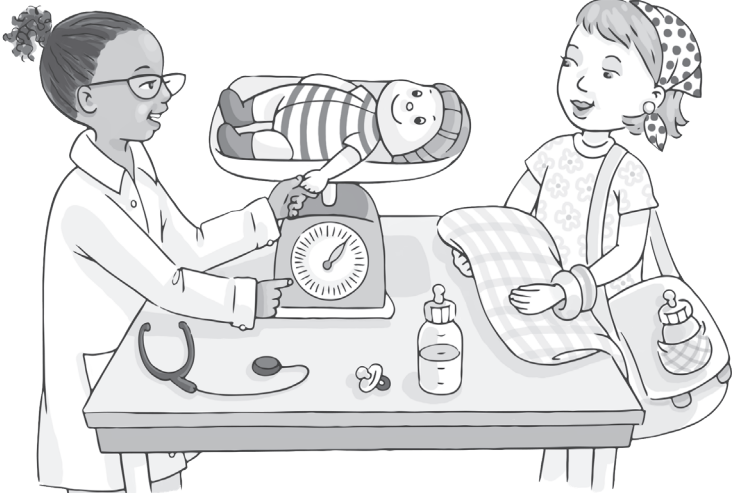


| Uzokudinga lokhu  | Imisetjenzana  |
|---|--|
| <ul style="list-style-type: none"> <li>• I-A5 i ithemplyidi yeledere lomunye nomunye umfundi</li> <li>• Iinthombe ezincani namkha ama-ayithemu wezinto ezithoma ngo-i: isipikiri</li> <li>• Isikere, isinamathiseli</li> <li>• Amamagazini</li> </ul> | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikela omunye nomunye umfundi ithemplyidi yeledere begodu nama-ayithemu namkha iinthombe ezinetjhada elinqotjhiweko.</li> <li>2 Kumele banamathisele iinthombe namkha ama-ayithemu wezinto ezinetjhada elinqotjhiweko ukuzalisa indawo begodu nokwenza iledere. Bangakwazi ukungezelela imidwebo yezinto eziphatelene netjhada elinqotjhiweko u-i.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Amaphrophi: iingubo, abonompopi, amanabukeni, ipremu, ikhotho, amabhodlela, ibhade lomntwana, iinkali, amathawula amancani</li> </ul>  | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphrophi ekhoni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 nabazenza kwanga babelethi abahlala nabantwana babo amatjha.</li> <li>2 Dosa phambili use abafundi ekhoni lokulingisa ukudlala begodu ubabonise amaphrophi.</li> <li>3 Hlathulula bona benza kwanga babelethi bomntwana omutjha. Bangembathisa bebaphe umntwana wabo ukudla begodu bakhambe bayokuvakatjela abanye ababelethi nomntwana wabo. Basengakwazi ukubuye bayokuvakatjha etliniki begodu bakwazi ukukalisa abantwana bebahlolwe ngunesi.</li> <li>4 Vakatihela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Nangabe kufanelene nomdlalo wabo, wokwenza kwanga ngumakhelwana afika endlini. Ukokode "emnyango" begodu ubone nangabe bayakumema bona ungene.</li> </ol> |







| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• An A5 <b>i</b> letter template for each learner</li> <li>• Small pictures of things or items starting with <b>i</b>: isipikiri</li> <li>• Glue and scissors</li> <li>• Magazines</li> </ul> | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and items or pictures with the focus sound.</li> <li>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 "i".</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel</li> </ul>  | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner. Encourage learners to continue from Week 1 when they pretended to be parents looking after their new babies.</li> <li>2 Lead the group to the pretend play corner and show them the props.</li> <li>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.</li> <li>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!</li> </ol>  |

# ★ Isidleke esiyindulungu

## Indatjana

Bekulilanga elimakhaza ngeSiruthwana begodu uWendy banonina bebaqale ngaphandle kwefesidere, baqale umoya ovunguza emithini. “Ngokuzithoba, ngibawa ukuyokudlala ngaphandle?” uWendy ubawa unina. “Wendy, umoya uyavunguza. Kufuze wembathe ufuthumale nangabe uya ngaphandle,” kutjho unina.

UWendy wembatha imbaji yakhe efuthumeleko begodu wabamba indlela wakhamba. Nakaphuma emnyango unina wathi: “Thatha, naku umncwazi omncani ukwazi ukufuthumeza ihloko neendlebe zakho.”

UWendy wagijima waphumela ngaphandle emoyeni omakhaza. Waqala phezulu emithini begodu watjheja bona eminye imithi ilahlekelwe makari wayo amanengi.

Ngokumekeza kwelihlo umoya onamandla waphephula umncwazi wakhe omncani ehloko. “Bababelo! Umncwazami ukhambile! Angikwazi ukuwubamba!” kurhuwelela uWendy ngesikhathi agijima ngemva kwawo. Kodwana umoya wavunguza ngamandla begodu umncwazi wami waphephuka waya phambili begodu waragela phambili waze bewayokusithela.

UWendy wagijima wabuyela emuva ekhaya begodu wazisa unina ngalokho okwenzekileko. “Mma, umoya onamandla uvunguze ngamandla amakhulu, waphephula umncwazi ehlokwami begodu gadesi angikwazi ukuwufumana! Ngilinge ukugijima ngemva kwawo, kodwana waphephuka wakhamba ngehla kwemithi.” Unina kaWendy wathi: “Kuyangikhathaza ukuzwa bona umncwazakho ulahlekile, kodwana akusiwo umlwandwakho, Wendy. Umncwazi loya besele umncani khulu kuwe begodu mhlamunye omunye uzawufumana uzawu sebenzisa ngendlela ehle.”



Ubjamo bezulu bathoma ukuba makhaza khulu begodu bekusebusika. Ngemva kweenyanga ezimbalwa, uWendy watjheja bona bekukhona amakari amatjha nahlaza satjani emithini begodu bekakwazi ukuzwa bona ubujamo bezulu buthoma ukutjhisisa. Begade kuSilimela begodu uBusika besele kusele bomnyaka olandelako. Msinyana uWendy uzabe embethe amapatlagwana wakhe begodu nengwani yakhe yelanga begodu adlale ngaphandle ngendlela afuna ngayo.

Ekuseni ngelinye ilanga elitjhisako ngeSilimela uWendy begodu nonina baqunta ukuvakatjhela abanye babangani babo. Bafumana isimanga nabafika emthini omude omkhulu. Lapha phezulu kude le, bekukhona umncwazi kaWendy begodu ogade ahlezi ngaphakathi nguMma weNyoni. Gade enza isidleke esincani samaqanda wakhe.

Qala!” kutjho unina kaWendy. “Umncwazi omncani usetjenziselwe into enetlha begodu uzakwenza isidleke esifuthumeleko ngesikhathi kuqoqosela amadzinyani!” UWendy nonina bahleka ngesikhathi baragela phambili nekhambo labo. UWendy akhenge akwazi ukulinda angatjeli umnganakhe ngesidleke somncwazi omncani.

**Indatjana le iphelela lapha.**



# ★ The beanie nest

## Story

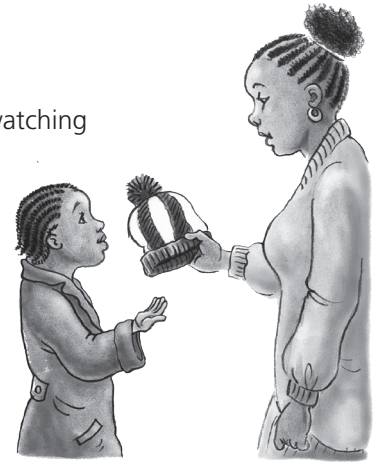
It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

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.

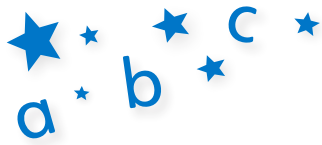
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

"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.***





## Ingoma

Vunguza, vunguza, vunguza moya  
 Ngamandla wakho.  
 Wehlise, wehlise, wehlise, wehlise  
 Woke amakari!

Vuthela, vuthela vuthela moya  
 Ngamandla wakho  
 Uvuthele, uvuthele, uvuthele  
 Ngokuthanda kwakho.  
 Vunguza, vunguza, vunguza moya  
 Uvunguze ngamandla.  
 Uvunguze, uvunguze, uvunguze, uvunguze  
 Uzale umhlaba woke!

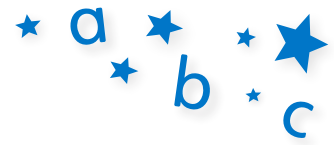


*(Vuma nganasi itjhuni "-Gwedla, -gwedla, -gwedla isikepe" namkha sebenzisa yakho itjhuni.)*

## Irhelo lamagama avela endatjaneni

| Amagama aqakathekileko: | isidleke esiyindulungu | iSiruthwana | ummoya          | ubuSika        | amakhaza   | iSilimela |
|-------------------------|------------------------|-------------|-----------------|----------------|------------|-----------|
| Amagama angezelelweko:  | imithi                 | amakari     | ukwanda kommoya | -nyamalala     | -futhumala | -bamba    |
|                         | -vuthela               | -de         | -mangalisa      | ubujamo bezulu | -ngaphandl | -qoqosela |





## 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

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





### Uzokudinga lokhu:

- Indatjana: *Isidleke esiyindulungu*
- Amaphaphethi: UMma, uWendy, umuthi, amakari, inyoni, ingwani yelanga, izambatho zehlobo, izambatho zebusika, Isidleke esiyindulungu
- Amaphrophsi: imbaji, Isidleke esiyindulungu, tjala/umuthi omcane onganamakari, tjala/umuthi omcane onamakari, inyoni yeplastiki, ingwani yelanga
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



## Iveke yoku-1 Ilanga loku-1 Imisetjenzana yetlasi loke

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

### Amehlo amabili wokubona

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

## Ukucoca indatjana nokwakha illwazi-magama

### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Ubujamo bezulu bunjani ngaphandle namhlanjesi? Nawembathako ekuseni namhlanjesi, bewudinga izambatho ezifuthumeleko na, namkha izambatho zobusika eziphathelene nobujamo bezulu obumakhaza?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo, buza abafundi bona: *“Bunjani ubujamo bezulu ngesiruthwana? Wembatha izambatho ezinjani ngesiruthwana? Begodu ebusika? Kanye nethwsahlobo?”*

### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzwa imibuzo enganamikhawulo, efana naleyo ethi: *“Kubayini unina kaWendy amnikela ingwani esabhontjisi ukobana ayithwale? Ucabanga bona kuzakwenzekani emva kwalokhu? Isetjenziselwa ini isidleke kaWendy esiyindulungu?”*

### 3 Ngemva kobana ucoce indatjana

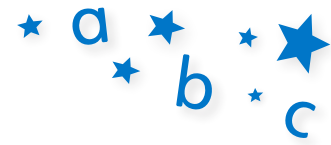
- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Wakhe walahlekelwa yinto ethileko? Uzizwe njani ngemva kobana ulahlekelwe ngokuthileko?”*

## Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“ifesidere, ufuthumale, efuthumeleko, ukufuthumeza, afuna, nabafika. Uyalizwa itjhada elinqotjhiweko: ifesidere, afuna, nabafika? Iye, uwanembile woke anetjhada u-/f/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/f/: ifarigi, ifene, ifesi, ilifu, iflarha, ifadugu, ifasikoti, ufezela, ifiliji.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/f/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/f/: **“f-f-f”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

## Imisetjenzana yesiqhema esincani

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



### You will need:

- 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: *"ifesidere, ufuthumale, efuthumeleko, ukufuthumeza, afuna, nabafika. Can you hear the focus sound: ifesidere, afuna, nabafika? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words with /f/: ifarigi, ifene, ifesi, ilifu, iflarha, ifadugu, ifasikoti, ufezela, ifiliji."* (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.





#### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphropshi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

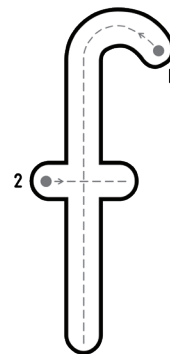
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

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

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/f/ nofana bangacabanga nanyana ngiwaphi amabizo athoma ngetjhada u-/f/.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangenza sengathi bafafa amanzi phezulu kwamathuthumbo ngesikhathi bathi: "f-f-fafaza".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-/f/ litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, zombeleza kancani, yehla. Phakamisa isandla, thala umuda orabhula edinini."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

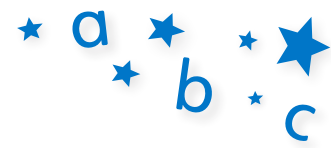


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 2

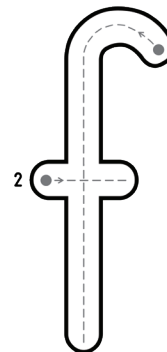
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /f/ or if they can think of any other words that start with the sound /f/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are sprinkling water on flowerbeds while saying: "**f-f-fafaza**".
- 3 Show learners how to write the letter **f**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "*Start at the dot, go over and all the way down. Lift and cross in the middle.*"
- 4 Let learners practise the letter formation in the air, on the carpet, 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.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophsi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-f: ifarigi, ifene, ifesi, ilifu, iflarha, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *"Ngesikhathi ingwani kaWendy esabhontjisi iphephuka, azange asakwazi ukuyibona godu, kungebangelo ... (yanyamalala)."*
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

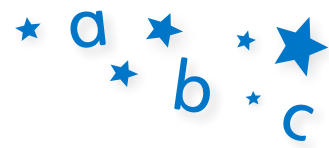
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: ifarigi, ifene, ifesi, ilifu, iflarha, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji



## Week 1 Day 3

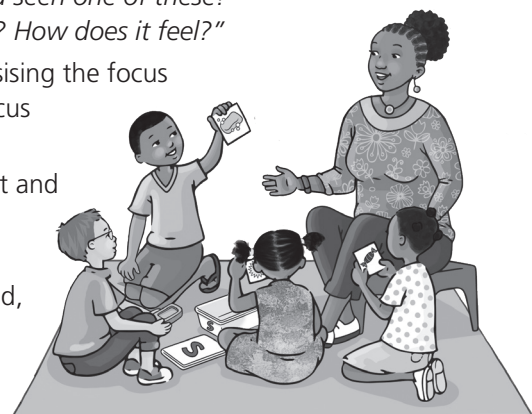
### Whole class activities

#### 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 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.



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Ikarada leenthombe, ukumadanisa amaledere atlolwe phequ kwephepha le-A4

### UStella uthi:



*Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:*

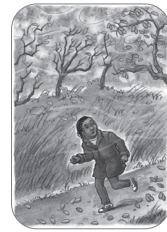
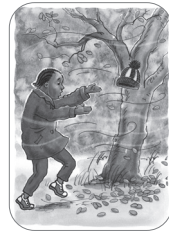
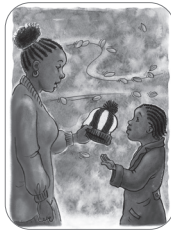
- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

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



### UStella uthi:



*Ngemva kokusika amakarada weledere letjhada, wabulunga elinye nelinye isede leenthombe namaledere amadana nawo begodu wawavikela ngesibopho serege ukwenzela bona zingatjharagani.*

#### Ukulalelela itjhada elinqotjhiweko

- 1 Khetha amasede wamaledere asithandathu bese umadanisa namakarada wesithombe esele azise abafundi.
- 2 Fihla amakarada wamaledere akhona ekamurwini.
- 3 Abafundi bajame indulungu. Bahlathululele bona uzobanikela isithombe sekarada ngamunye ngamunye. Nawuthi "khamba", kumele batjho itjhada elinqotjhiweko manqophana nesithombe sabo bese bathola abanye esiqhemeni sabo abaneenthombe ezinetjhada elinqotjhiweko elifanako. Emva kwalokho kumele bathole iledere elikhambisana netjhada elinqotjhiweko.
- 4 Lokha nasele bafumene iledere labo elimadanako, bahlala phasi phezulu kwemada namakarada wabo woke.

### Imisetjenzana yesiqhema esincani

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





### 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 "khamba", 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.



### Uzokudinga lokhu:

- Amagaja amancani namkha iinswazi ezincani, iinquntu zetjhila (ihlobo elithambileko levolo namkha Itjhila elifuthumeleko, nangabe kunokwenzeka) namkha iphepha elinombala, amabhoksi wamaqanda (isimumathi sebhoksi elihafu lamaqanda leqanda elilodwa nalo lingasetjenziswa njengengwani esabhontjisi), ivolo yekoteni (yamafu), amakari
- Isinamathiseli, amakhrayoni wewaksi amakhulu, isikere
- Amagama amalunga amanengi endatjaneni: ipelaveke, ngaphandle, ukuvuthela, ngokufuthumala, ukuya phambili, ubujamo bezulu, ukuhlala, nyamalala, isiruthwana, ubusika

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona kumele bafake umbala emkayini begodu notjani ephepheni labo.
- 2 Emva kwalokho benza imithi ngamakari begodu nangamagaja amancani (iinswazi ezincani) abazinamathisela phezulu kwephepha ngesinamathiseli.
- 3 Lokha nasele benze umuthi wabo, kuzakufuneka bona basike ingwani esabhontjisi ngetjhila namkha iphepha elinombala namkha ibhoksi lamaqanda begodu banamathisele lokho emithini. Bangasebenzisa ivolo yekotini ukwenza amafu.



### Ukwakha nokuphula (amalunga)

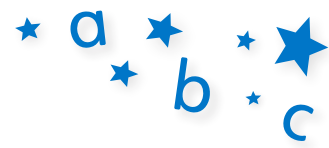
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **u | bu | si | ka**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **u** (babethanise izandla) **bu** (babethanise izandla) **si** (babethanise izandla) **ka** (babethanise izandla)
- 3 Yitjho amanye amagama abohlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kanye nenye ilunga.
- 4 Khuthaza abafundi ukubala inani leenhlavu ezikhona emagameni (Isibonelo: "ubusika" ineenhlavu ezine).
- 5 Njengeselulo somsebenzi lo, ungasula ingcenywe yegama bese uyabona nangabe abafundi bangatjho lokho okuseleko. Isibonelo: Tjela abafundi bona batjho "ngaphandle", emva kwalokho babawe bona batjho godu, kodwana ungatjho ukuthi "ngapha". Khuyini okuseleko? ("ndle"). Kwanjesi ragela phambili ngamagama amanye:
  - ★ "Ipelaveke" ngaphandle kwe-"veke" sithi ... (ipela).
  - ★ "isiruthwana" ngaphandle kwe-"isiru" sithi ... (thwana).



### Imisetjenzana yesiqhema esincani

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





#### 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: ipelaveke, ngaphandle, ukuvuthela, ngokkufuthumala, ukuya phambili, ubujamo bezulu, ukuhlala, nyamalala, isiruthwana, ubusika

## 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.



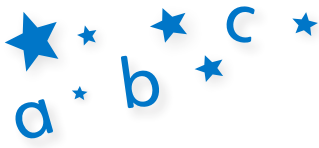
### Blending and segmenting (syllables)

- 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: **u | bu | si | ka**.
- 2 Ask learners to face a friend and do high fives for each syllable: **u** (high five) **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: "ubusika" has four 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 "ngapha". What is left? ("ndle"). Now continue with more words:
  - ★ "Ipelaveke" without "veke" is ... (pela).
  - ★ "isiruthwana" without "isiru" is ... (thwana).

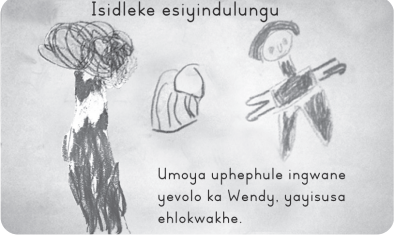





### Small group activities

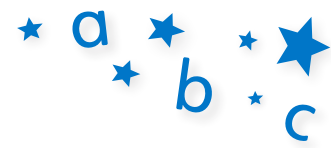
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



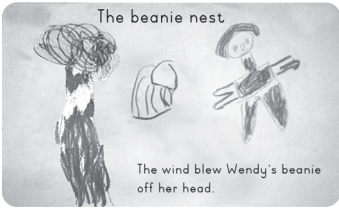



# Imisetjenzana yesiqhema esincani yeveki yoku-1

| Uzokudinga lokhu   | Imisetjenzana   |
|--|---|
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>  <p>Isidleke esiyindulungu</p> <p>Umoya uphephule ingwane yevolo ka Wendy, yayisusa ehlokwakhe.</p>  <p>Nangabe abafundi batlhoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</p> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandileko.</li> <li>4 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>5 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>6 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako.</li> <li>7 Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: <i>“Ummoya uphephule ingwani kaWendy esabhontjisi yayisusa kuye ... Ngiliphi igama elilandelako ebewufuna ukulitjho? Iye, ‘ihloko’ ... Yithi ngitlole igama elithi ‘ihloko’.”</i></li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Ibhoksi lamaqanda asi-6</li> <li>• Ibhontjisi elilodwa namkha ilitje</li> <li>• Ikarada leenthombe, ukusika</li> </ul>   | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka amakarada weenthombe uwaqalise phezulu etafuleni.</li> <li>2 Abafundi kumele bakhuhluze ibhoksi lamaqanda, livule bese uqale lapha kunebhontjisi/ilitje lehlile (isib. iledere <b>b</b>).</li> <li>3 Emva kwalokho kumele bafumane isithombe esithoma ngo-<b>b</b> (isibonelo: “ibholo”).</li> <li>4 Abafundi bayadlhelana bebabuthelele iinthombe.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>   | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>  |

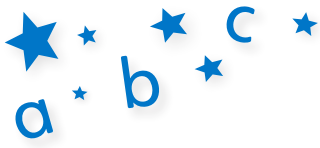




## Small group activities for Week 1

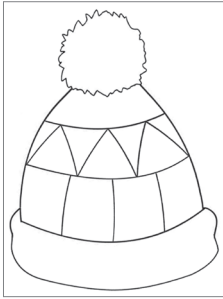
| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: <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></li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol> |
| <ul style="list-style-type: none"> <li>A 6-egg box</li> <li>One bean or stone</li> <li>Picture cards, cut up</li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the picture cards face up on the table.</li> <li>Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter <b>b</b>).</li> <li>They must then find a picture that begins with <b>b</b> (for example: "ibholo").</li> <li>Learners take turns and collect pictures.</li> </ol>   |
| <ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul>   | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>   |





### Uzokudinqa lokhu

- Umgadangiso **Wekhasi lomsebenzi wesidleke esiyindulungu** womunye nomunye umfundi
- Ivolo yekotini, amaseviyethi, ivolo, isiquntu setjhila/sematheriyali
- Amakhrayoni wewasi amakhulu
- Isikere, isinamathiseli



- Amaphrophi: itjhadi lobujamo bezulu, iswazi lokukhoma, ibhoksi elikhulu elinentunja esikwe phakathi (ukobana liqaleke njengesivezi se-TV), imakhrofoni yeplastiki namkha ibhratjhi, izambatho ezihle zombuzi mibuzo we-TV, ikhamera yevidiyo yokuzenzisa

### Imisetjenzana

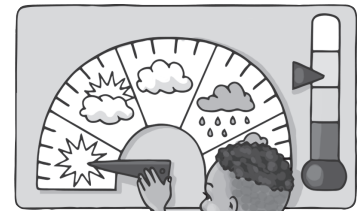
#### **Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla**

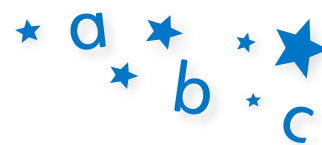
- 1 Hlathululela abafundi bona bayokwenza isidleke esiyindulungu ngokuhlakanipha ngamaphetheni.
- 2 Abafundi banganamathisela ivolo yekotini emphethweni wangaphasi begodu ndulunga iincezu zamaseviyethi ukunamathisela ngaphakathi kwepomu-pomu phezulu.
- 3 Bangabuye bahlobise yoke isidleke esiyindulungu enamamatheriyali namkha umbala osemaphethenini.

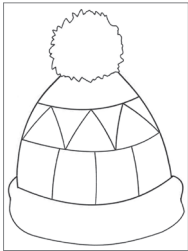

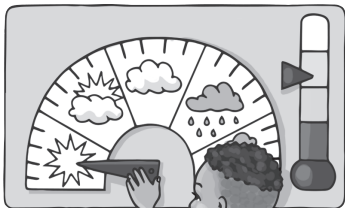


#### **Umsetjenzana wesi-5: Lingisa ukudlala**

- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Hlathulula bona bazokwenza kwanga babethuli bamahlelo we-TV ababika ngobujamo bezulu. Kumele kube nabethuli ababili: usokhamera kanye nomunye obukele umbiko wobujamo bezulu ku-TV.
- 3 Vakatihela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.





| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• A photocopy of the <b>Beanie activity page</b> for each learner</li> <li>• Cotton wool, serviettes, wool, pieces of cloth/materials</li> <li>• Glue, scissors</li> <li>• Jumbo wax crayons</li> </ul>  | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to make a creative beanie with patterns.</li> <li>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.</li> <li>3 They can then decorate the rest of the beanie with materials or colour in the patterns.</li> </ol>                         |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props. Explain that they are going to pretend that they are TV presenters giving the weather report.</li> <li>2 There needs to be two presenters: a cameraman and someone watching the weather report on TV.</li> <li>3 Visit the corner at least once to observe and encourage the learners' game.</li> </ol>  |





#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



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



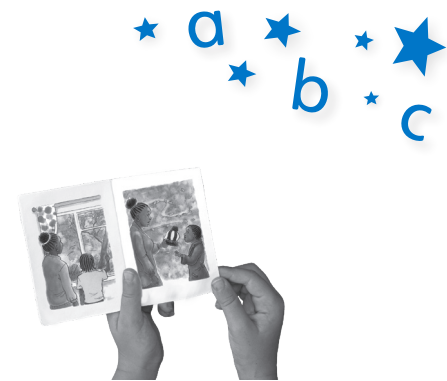
#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "embethe, esincani, emithini, emmoyeni, eminye, emuva, ekhaya, 'Ekuseni elitjhisako enza'. Uyalizwa itjhada elinqotjhiweko: **emuva**, **ekhaya**, 'Ekuseni elitjhisako enza'? Iye, uwanembile woke anetjhada u-/e/."
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/e/: i-eyi, i-enjini, i-eretjisi, ikerege." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/e/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/e/: "e-e-e". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"embethe, esincani, emithini, emmoyeni, eminye, emuva, ekhaya, 'Ekuseni elitjhisako enza'.* Can you hear the focus sound: **emuva, ekhaya, 'Ekuseni elitjhisako enza'**? Yes, you are right! They all have the sound **/e/**."
- 2 *"Listen carefully, here are some more words with /e/: i-eyi, i-enjini, i-eretjisi, ikerege."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/e/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/e/**: **"e-e-e"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: *Isidleke esisabhontjisi*
- I-A5 e ithempleyidi yeledere lomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loke

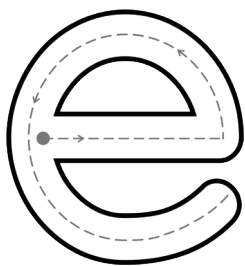
#### Ukufunda ngokwabelana – INcwadi eKulu

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



### Ukubumba iledere

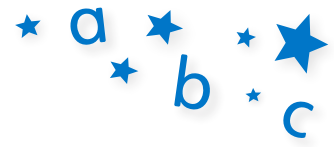
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**e/** nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**e/**.
- 2 Fundisa abafundi isenzo esihlobana netjhada. Isibonelo: Abafundi banga sebenzisa uthumbakghuru wabo ngesikhathi eminye imino ivalekile ngendlela yokubumba ifeyisi; abase ifeyisi yabo emuva naphambili ukukhomba ngemuva – bathi: "**e-e-emuva**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**e** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, khamba unqophe ngesidleni, yenyukela phezulu, uzombeze.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo.
- 5 Hlathululela abafundi kobana kumele babuyele emuva ematafuleni wabo ukuyokwenza amaledere wezungu lekosi. Lokhu kutjho bona bazakutlola iledere ekhasini labo elikhrayonwe ngombala ohlukileko.
- 6 Nangabe abafundi bayakwazi ukucabanga ngezinto ezithoma ngetjhada elenziwa lilelere, bangakwazi ukuwadweba ngeqadi kweledere lezungu lekosi. Khuthaza abafundi ukutjho itjhada elenziwa lilelere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

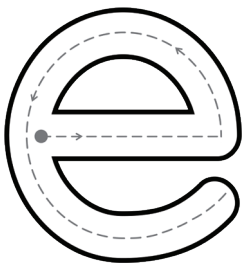
#### Shared reading – Big Book

- 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 /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can stick out their thumb with their other fingers folded in a fist shape; let them move their fists back and forth with their thumb pointing backwards while saying: “**e-e-emuva**”.
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go straight, over and around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.



#### Uzokudinga lokhu:

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

#### UStella uthi:

Ungabuye urhulule amatjhadi wobujamo bezulu (izulu, ummoya) begodu dlalela abafundi amatjhada la.



## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- Yiba nemibono eyahlukahlukeneko ngamatjhada ahlukileko afana nephepha elitshohliweko, iphepha elisikwako, iphepha elidatjulwako, ukubethwa kwefengwana, ukubetha ihlombe, ukutjhikitjha izandla ndawonye, ukuqwarhazisa imino yako namkha ilimu lakho.
- Tjengisa elinye nelinye itjhada ngesikhathi abafundi bakuqalile nawubanga itjhada, ukwenzela bona balizwe. Ukwenabisela phambili isenzwesi, yenza mabili ukuya kamathathu amatjhada elinye ngemva kwelinye. Bawa abafundi bona bafunisele amatjhadi bawalandelanise ngendlela efaneleko. Isibonelo: Ekuthomeni bewubetha izandla, muva nje usika amaphepha.

#### Amabhoksi wamaledere

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



### Imisetjenzana yesiqhema esincani

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







### You will need:

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

### Stella says:



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

## Week 2 Day 3

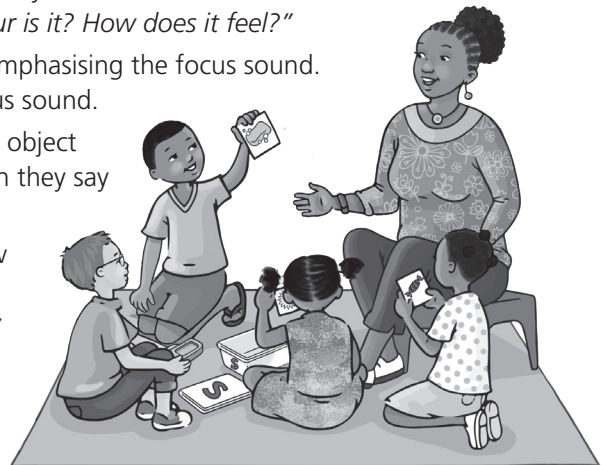
### Whole class activities

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



### Small group activities

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



#### Uzokudinga lokhu:

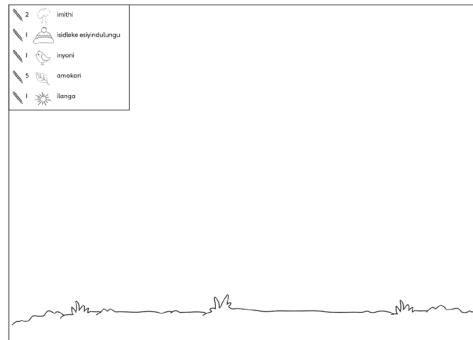
- **Ikhasi lokufunda bewenze umsebenzi** womunye nomunye umfundi
- Ikarada leenthombe, ukumadanisa amaledere atlolwe phequ kwephepha le-A4

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

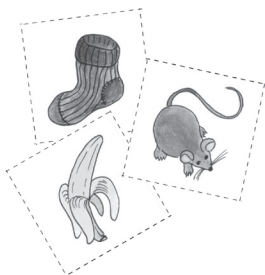
#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Tjela abafundi bona kwanjisi sebakhamba bayokwenza umsebenzi ohlekisako obizwa "ngokufunda nokwenza". Kumele bafunde omunye nomunye umuda bese benza lokho othi abakwenza ngokusebenzisa indawo engakatlolwa litho ekhasini.
- 3 Funda umuda wokuthoma ndawonye godu. Tjela abafundi badwebe amakari amahlanu.
- 4 Buza nangabe omunye nomunye umfundi angakwazi "ukufunda" lokho okulandelako erhelweni okumele akwenze: kumele badwebe isidleke esiyindulungu eyodwa.
- 5 Ragela phambili ngayo indlela le ngomunye nomunye wemiyalo.
- 6 Kwanjisi funda omunye nomunye wemiyalo godu bese uthi kubafundi: *"Uwadwebile amakari amahlanu? Nangabe ukwenzile lokho, yenza njalo-ke ngokutshwaya irhelo lakho."*
- 7 Baragele phambili badwebe begodu batshwaye omunye nomunye umlayelo bekufike ekugcineni kwerhelo.



### Ukulalelela itjhada elinqotjhiweko

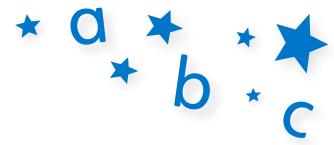
- 1 Khetha amasede wamaledere asithandathu bese umadanisa namakarada wesithombe esele azise abafundi.
- 2 Fihla amakarada wamaledere akhona ekamurwini.
- 3 Abafundi bajame indulungu. Bahlathululele bona uzobanikela isithombe sekarada ngamunye ngamunye. Nawuthi "khamba", kumele batjho itjhada elinqotjhiweko manqophana nesithombe sabo bese bathola abanye esiqhemeni sabo abaneenthombe ezinetjhada elinqotjhiweko elifanako. Emva kwalokho kumele bathole iledere elikhambisana netjhada elinqotjhiweko.
- 4 Lokha nasele bafumene iledere labo elimadanako, bahlala phasi phezulu kwemada namakarada wabo woke.



### Imisetjenzana yesiqhema esincani

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





### You will need:

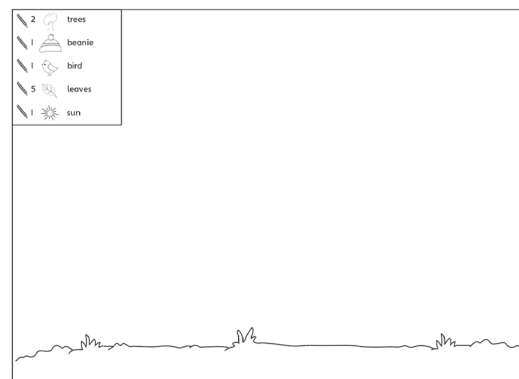
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

## Week 2 Day 4

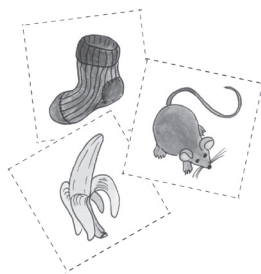
### Whole class activities

#### 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 "khamba", 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.



### Uzokudinga lokhu:

- Iphepha elikhulu letjhadiphendu
- Amakhrayoni wewaksi amakhulu
- Isitshwayi sebhodi emhlophe
- Khetha iingwani ezisabhontjisi ezenziwe bafundi
- Amagama amalunga amanengi endatjaneni: ingwani yelanga, ngaphandle, ukuphephula, ngokufuthumeleko, ukuya phambili, ubujamo bezulu, -hlala, -nyamalala, -msinyana, isiruthwana, ubusika
- Iinhlukuzi namkha iingungu

## Iveke yesi-2 ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Thoma ngokucocisana nabafundi ngezinto ezakhe zabalalekela ngaphambili, isibonele, ikowusu, nofana isikhafuthini samadina. Babawe bona bahlathulule bona bazizwa njani ngesikhathi bazifumana. Cocisanani ngeendlela ezihlukileko zokwazisa abantu bona ulahlekelwe lilitho begodu ubawa bakufunise ukulithola. Isibonelo: Ungatjela utitjhere begodu angatjela abanye abafundi bakufunise isikhafuthini samadina ngaphambili bona uye ekhaya. Ungenza umkhangiso owazisa abantu bona ulahlekelwe lilitho.
- 2 Hlathululela abafundi bona bazokusiza ukwenza umkhangiso "Wokulahlekelwa noKufumana".
- 3 Khetha umcwazi munye owenziwe mfundi ngetlasini. Bawa abafundi basize ukuhlathulula umcwazi ukuze ukwazi ukudweba nokwenza umkhangiso ephepheni.
- 4 Lalela ihlathululo yabafundi bese udweba umcwazi loyo, bese utlola ihlathululo efitjhani.
- 5 Buza abafundi bonyana khuyini okusamele kufakwe emkhangisweni: isihloko esikhulu "Kulahlekile", igama nenomboro kafunyathwako yomunut olahlekelweko.



### Ukwakha nokuphula (amalunga)

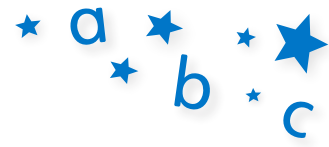
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **u | bu | si | ka**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **u** (igadango linye) **bu** (igadango linye) **si** (igadango linye) **ka** (igadango linye)
- 3 Yitjho amanye amagama ahlavunengi avela endatjaneni ngesikhathi abafundi bamadanisa enye nenye ihlavu. Khuthaza abafundi bona babale inani leenhlavu ezisemagameni (isibonelo: "ubusika" lineenhlavu ezine).
- 4 Njengesengezelelo sesenzwesi, ungasula ingcenywe yegama begodu bona nangabe abafundi bangatjho bona khuyini okuseleko. Isibonelo: Tjela abafundi bona bathi "ingwani yelanga", emva kwalokho babawe bona bakutjho, kodwana ungatjho kobana "ilanga". Kusele ini? ("ingwani"). Kwanjesi ragela phambili ngamanye amagama:
  - ★ "nyamalala" ngaphandle kwe-"lala" kuno ... (nyama).
  - ★ "Ubusika" ngaphandle kwe-"ubu" kuno- ... (sika).



### Imisetjenzana yesiqhema esincani

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





### 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: ingwani yelanga, ngaphandle, ukuphephula, ngokufuthumeleko, ukuya phambili, ubujamo bezulu, -hlala, -nyamalala, -msinyana, isiruthwana, ubusika
- 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: **u | bu | si | ka**.
- 2 Ask learners to march for each syllable: **u** (one step) **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: "ubusika" 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 "ingwani yelanga", then ask them to say it again, but don't say "ilanga". What is left? ("ingwani"). Now continue with more words:
  - ★ "nyamalala" without "lala" is ... (nyama).
  - ★ "Ubusika" without "ubu" si ... (sika).





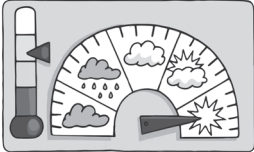
### Small group activities

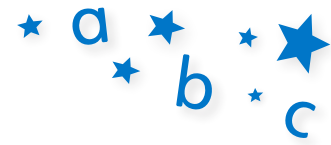
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







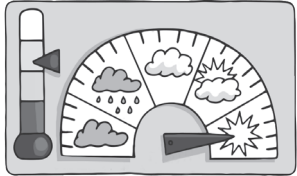


## Imisetjenzana yesiqhema esincani yeveki yesi-2

| Uzokudinga lokhu  | Imisetjenzana  |
|---|--|
| <ul style="list-style-type: none"> <li>• Iinthombe zemihlobo eyahlukeneko yobujamo bezulu</li> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>   | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tjengisa abafundi iinthombe zemihlobo eyahlukeneko yobujamo bezulu.</li> <li>2 Hlathulula bona kumele badwebe isithombe sentandokazi yabo yobujamo bezulu (isibonelo: nelanga, nezulu). Kumele bacabange ngalokho abazabe bakwembethe ngesikhathi ubujamo bezulu nabungalendlela, begodu babuye badwebe lokho abathanda ukukwenza ebuja men i bezulu obufana nalobu.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Ibhoksi lamaqanda asi-6</li> <li>• Ibhontjisi elilodwa namkha ilitje</li> <li>• Ikarada leenthombe, ukusika</li> </ul>    | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka amakarada wesithombe aqale phezulu kwetafula.</li> <li>2 Abafundi kumele bakhuhluzwe ibhoksi lamaqanda begodu baqale lapha ingwani esabhontjisi iwele khona (isibonelo: iledere "f").</li> <li>3 Emva kwalokho kumele bathole isithombe esithoma ngo-f (isibonelo: "ifarigi").</li> <li>4 Abafundi bayadl hegana begodu bathatha neenthombe.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>    | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhonen i leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathloga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhonen i ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Imihlobo eyahlukeneko yamakari</li> </ul>  | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Abafundi bangabeka imihlobo eyahlukeneko yamakari ngaphasi kwephepha begodu bahlikihle ngekhayoni ngesikhathi babambe iphepha ngokuqinileko endaweni. Iphetheni yekari izakubonakala.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Amaphrophsi: itjhadi lobujamo bezulu, iswazi lokukhoma, ibhoksi elikhulu elinomgodi othunjuswe phakathi (elifana nesivezi se-TV), imayikhrofoni yeplastiki namkha ibhratjhi, izambatho ezihle zombuzi mibuzo we-TV, ikhamera yevidiyo yokuzenzisa</li> </ul>  | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphrophsi ekhonen i lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga bethuli beendaba ze-TV abanikela ngombiko wobujamo bezulu.</li> <li>2 Dosa phambili use abafundi ekhonen i lokulingisa ukudlala begodu ubatjengise amaphrophsi.</li> <li>3 Hlathulula bona bazokwenza kwanga bethule beendaba ze-TV abanikela ngombiko wobujamo bezulu. Kumele kube nabethuli beendaba amabili: usokhamera kanye nomunye obukela ukwethulwa kombiko wobujamo bezulu ku-TV.</li> <li>4 Vakatihela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> |



## Small group activities for Week 2

| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>• Pictures of different kinds of weather</li> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>    | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Show learners pictures of different kinds of weather.</li> <li>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.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• A 6-egg box</li> <li>• One bean or stone</li> <li>• Picture cards, cut up</li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the picture cards face up on the table.</li> <li>2 Learners must shake the egg box and look where the bean has landed (for example: letter <b>f</b>).</li> <li>3 They must then find a picture that begins with <b>f</b> (for example: "ifarigi").</li> <li>4 Learners take turns and collect pictures.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul>    | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Different types of leaves</li> </ul>  | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>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!</li> </ol>    |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be TV presenters giving a weather report.</li> <li>2 Lead the group to the pretend play corner and show them the props.</li> <li>3 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.</li> <li>4 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> |



# ★ Ikghuru neqephe layo

## Indatjana

UTommy ikghuru beahlala yedwa esikghweni. Qobe langa bekajama emaphethelweni wotjani obude lapha angakwazi ukubona begodu ezwe ezinye iinlwana zigijigijima indawo yoke begodu zizithabisa. UTommy bekasilengekile. Begade anomzindlo owodwa – wazindla ngokobana akwazi ukugijima ngebelo elikhulu kwamanikelela njengezinye iinlwana. Ekuseni ngelinye ilanga uTommy begade asendaweni yakhe yangamalanga asidla kamnandi, utjani obunamanzana amnandi. “Ngicabanga bona iqephe lami libudisi khulu,” ngokucabanga kwakhe, “begodu kungebangelo ngingakwazi ukugijima ngebelo eliphezulu. Mhlamunye nangingakhasa ngiphume eqepheni lameli elibudisi begodu ngilitjhiye lapha, ngingakwazi ukugijima ngebelo eliphezulu ukufana nezinye iinlwana.”

Begodu ngilokho akwenzako. UTommy ikghuru wazitshopha begodu wasunduzwa umzimbakhe bekwafika lapha akghona khona ukukhasa aphume ngaphakathi kweqephe lakhe. Ngemva kobana iqephe lakhe liphume, wezwa utjani obude bukitaza isikhumba sakhe esibuthakathaka begodu nelanga elitjhisako emhlana wakhe. UTommy wagijima wakhamba arhuwelela ngethabo: “Ngiqalani! Ngiqalani! Kwanjesi nami sengiyakwazi ukugijima ngebelo eliphezulu.”



Ngemva kwesikhatjhana uTommy wajama, bekanesifuthefuthe. Bekangakajayeli ukugijima ngendlela efana nale begodu iinyawo zakhe zezwakala zidiniwe. UTommy akhenge athande ukuzibona ezwa ukutjhisa kwelanga elikhanyisa ngaphezulu kwesikhumba sehloko yakhe. Bekuzwakala kwanga imisebe yelanga itjhisa isikhumba esibuthakathaka emhlana wakhe.

UTommy wazizwa adanile. Belingasekho iqephe lakhe ebegade limvikela. “Ngicabanga bona ngizakujama begodu ngiphumule emthunzini womuthi bekufike lapha sele ngizizwa ngiphumule ngokwaneleko godu,” ngokomcabango wakhe. Waphumulela lapho bekwafika isikhathi lapha azizwa angcono khona begodu walungela ukugijima godu.



Ngemva kobana uTommy aphumule, wagijima magega nendlela. Bekungasi sikhathi eside ngaphambi kobana ezwe itjhada elikhamba nommoya emkayini ngehla kwakhe. UTommy waqala phezulu begodu wabona ikhozi. “Afeke!” walila. “Ikhozela lizongidla begodu anginaqephe lami elingivikelako!” UTommy wabona umuthi eduze onentunja esiqwini sawo. Wazifihla ngokumekeza kwelihlo ngaphakathi kwentunja begodu walinda bona ikhozi liphaphe liye kude.

Ngesikhathi uTommy aphuma entunjeni yomuthi, waqala phezulu emkayini begodu wabona amafu anzima. Angakalindeli wezwa kuraramba ngamandla umdumo – bhum! Ngemva kwalokho wathintwa into emakhaza begodu nomhlanakhe obulanzu wathamba. Izulu belina! “Ngifisa kwanga iqephe lami belikhona emgogodlhenami ukungivikela,” watjho njalo ngesikhathi agijima abuyela emva ayokufuna iqephe lakhe.

Ngesikhathi afumana iqephe lakhe, ilanga besele litjhinga begodu besele kuthoma ukuba mnyama. UTommy wazizwa akhathazekile. Bekathukile begodu ezwa amakhaza. Begodu nanyana kunjalo uTommy wakhasa wabuyela eqepheni lakhe eliqinileko, begodu nelitjhisako. “Anginandaba nangabe angikwazi ukugijima ngebelo,” watjho acabanga. “Ngiyikghuru. Ngithanda ukufuthumala. Ngithanda ukuphepha. Ngiyakuthabela ukuba ngimi!”

Begodu bekube kunamhlanjesi, iinkghuru azikwazi ukususa iinqephe zazo.

**Indatjana le iphelela lapha.**







## ★ Tortoise and his shell

### Story

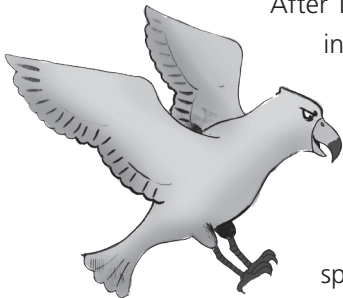
Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his 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.

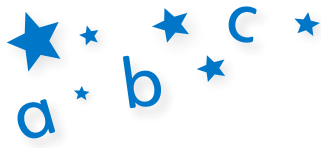
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his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





## Ingoma

Ngiyikghuru begodu ngifuna ukugijima ngebelo! [wahla! wahla!]  
 Ngiyikghuru begodu ngifuna ukugijima ngebelo! [wahla! wahla!]  
 Nangabe ngiyakhamba eqephe lami, ngingenza kuhle khulu.  
 Ngiyikghuru begodu ngifuna ukugijima ngebelo! [wahla! wahla!]

Maye s'thandwa! Ngizwa ilanga liyangitjhisana! [wahla! wahla!]  
 Maye s'thandwa! Ngibona ikhozi liyangigijimisa! [wahla! wahla!]  
 Kwanjesi liyana begodu ngithambile, begodu angikafiki ekhaya nanjesi.  
 Ngokunjalo, ngicabanga bona ngizakubuyisela iqephe phezu kwami.  
 [wahla! wahla!]

Ngiyikghuru begodu ngiyajabula ukuba ngimi. [wahla! wahla!]  
 Ngiyikghuru begodu ngiyajabula ukuba ngimi. [wahla! wahla!]

Ngiyikghuru, awuboni begodu iqephe liyangivikela.  
 Ngiyikghuru begodu ngiyajabula ukuba ngimi! [wahla! wahla!]



*Phakathi kweveke,  
 nakungenzeka bona  
 abafundi bazi ingoma,  
 bangawatjhintjha amabizo wabo  
 evesini lokugcina. Isibonelo:  
 NginguSizani begodu ngiyajabula  
 ukuba ngimi!*

*(Vuma nganasi itjhuni "Nangabe bewuthabile begodu uyazi, wahla izandla ..." namkha sebenzisa yakho itjhuni.)*

## Irhelo lamagama avela endatjaneni

| Amagama aqakathekileko: | ikghuru  | iqephe    | -qinileko | -vikela   | ikhozi    | -buthakathaka |
|-------------------------|----------|-----------|-----------|-----------|-----------|---------------|
| Amagama angezelelweko:  | -ngebelo | -budisi   | -kitaza   | isikhumba | -tjhisako | -phumula      |
|                         | umthunzi | -diniweko | intunja   | umdumo    | -khasa    | -futhumala    |





## 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

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





### Uzokudinga lokhu:

- Indatjana: *Ikguru neqephe layo*
- Amaphaphethi: ikghuru ngaphandle kweqephe, iqephe, ikhozi, umuthi onontunja, ilanga, amafu womdumo
- Amaphrophsi: amaphaphethi, itjhila/ imatheriyali yeqephe leghuru namkha isifumbu esisetjenziswa njengeqephe, iinsiba zekhozi, into engasetjenziswa njengomuthi
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

## Iveke yoku-1 Ilanga loku-1 Imisetjenzana yetlasi loke

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

### Amehlo amabili wokubona

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

## Ukucoca indatjana nokwakha illwazi-magama

### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: Buza nangabe kukhona oyedwa okhe wabona ikghuru. Hlathulula bona ikghuru inomzimba obuthakathaka, iqephe eliqinileko begodu ikhamba kabuthaka. Tjengisa abafundi iinthombe zeenkghuru. Buza abafundi nangabe bayamazi nanyana ngisiphi isidalwa esineqephe (ikume).
- 1.3 Ithi: *"Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni."* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Ukuhlathulula igama elithi "ukuvikela", ungabuza abafundi nangabe bakhe bezwa izulu emzimbeni wabo namkha bezwa ilanga litjhisa isikhumba sabo. Nangabe abanawo amaqephe, basebenzisa ini ukuzivikela? (imbaji, isambrel, ingwani)

### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko.
- 2.2 Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi. Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *"Ucabanga bona kuzakwenzekani emzimbeni kaTommy lokha iqephe nalisukako? UTommy angayozifihlela ikhozi kuphi?"*

### 3 Ngemva kobana ucoce indatjana

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

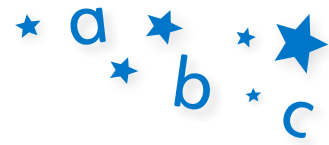
## Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"lakhe, lami, lapha, lapho, layo, leli, imvikela, liye. Uyalizwa itjhada elinqotjhiweko: lakhe, lami, leli? Iye, uwanembile woke anetjhada u-III."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-III: ilanga, ilebhula, umlelenjani, isilevu, umlilo, ilori, ileri."*
- 3 Yitjho itjhada u-III lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-III: **"I-I-I"**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

## Imisetjenzana yesiqhema esincani

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





### 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: *"lakhe, lami, lapha, lapho, layo, leli, imvikela, liye. Can you hear the focus sound: lakhe, lami, leli? Yes, you are right! They all have the sound /l/."*
- 2 *"Listen carefully, here are some more words with /l/: ilanga, ilebhula, umlelenjani, isilevu, umlilo, ilori, ileri."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /l/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /l/: **"l-l-l"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphropshi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

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

#### Ukubumba iledere

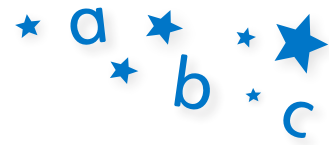
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/I/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/I/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi banga sengathi bayalila bese bathi: "I-I-lila".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-I litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhezini, wehlele phasi."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigotjana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

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





#### You will need:

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



## Week 1 Day 2

### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

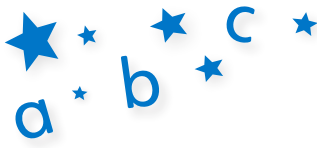
- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /I/ or if they can think of any other words that start with the sound /I/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be crying and say: "I-I-lila".
- 3 Show learners how to write the letter I. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their 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.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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





#### Uzokudinga lokhu:

- Namaphaphethi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-I: ilamune, ilanga, ilebhula, ilifu, iluju, ilori, ileri



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *"Bawa abafundi bona bezwe isikhumba sabo emikhonweni. Babuze nangabe siyatjhisa namkha sifuthumele. Bangakwazi ukuzwa bona isikhumba sabo sibuthakathaka kangangani na?"*
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

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



### Imisetjenzana yesiqhema esincani

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







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound I: ilamune, ilanga, ilebhula, ilifu, iluju, ilori, ileri



## Week 1 Day 3

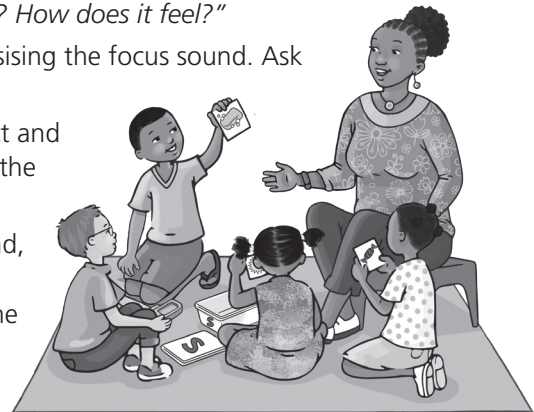
### Whole class activities

#### 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 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.



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Ukukhethwa kwezinto ezivela emabhoksini amane wamaledere (linye komunye nomunye umfundi)
- Umsaka namkha isaka lomsamelo
- Umaliledinini wokudlala umvumo

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

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

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

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



#### Ukulalelela itjhada elinqotjhiweko

- 1 Beka izinto ezithileko ezivela emabhoksini wamaledere angaphakathi komgodla.
- 2 Abafundi bahlala ngendulungu ngesikhathi kudlalwa umvumo begodu umgodla uyadluliselwana. Nakujama umvumo, umfundi ophethe umgodla uthatha into leyo, atjho bona iyini begodu nokobana ngiliphi itjhada abalizwe ekuthomeni. Umdlalo ungaragela phambili bekufike lapha omunye nomunye afumana idlhego yakhe.
- 3 Ekugcineni, iinqhema zabafundi abanezinto ezithoma ngetjhada elifanako, zijama ngeenyawo zibuyisele emuva izinto zazo ngemabhoksini wamaledere afaneleko.



### Imisetjenzana yesiqhema esincani

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





### 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.



#### Uzokudinga lokhu:

- Ihafu yesitja sephepha somunye nomunye umfundi
- Iinquntu zetjhila namkha iphepha elinombala, ikhadibhodi yeenyawo kanye nehloko
- Isikere, isinamathiseli
- Amakhrayoni wewaksi amakhulu namkha lbumba lokudlala, amabhontjisi namkha amalenthili
- Amagama amalunga amanengi endatjaneni: ikghuru, ikhozi, -budisi, -thabileko, -gijimako, ukuswitjha, ekuseni, -vikela, ngakathabi, isilwana

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

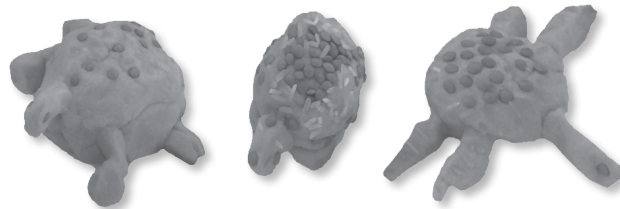
#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi labo bayokwenza ikghuru ngokusebenzisa isitja sephepha begodu netjhila elithileko namkha iphepha elinombala.
- 2 Abafundi basika iinquntu zetjhila namkha iphepha elinombala begodu balinamathisele phezulu kwesitja sephepha ukwenza iqephe lekghuru.
- 3 Kuzakufuneka bona basike imilenze kanye nehloko ukobana banamathisele phezulu kwesitja sephepha nekuliqephe.



#### NAMKHA

- 1 Nikela omunye nomunye umfundi ibholo lebumba lokudlala begodu uhlathulule bona bayokwenza ikghuru yebumba lokudlala.
- 2 Hlathulula bona bangasebenzisa amabhontjisi/amalenthisi phezulu kwetafula ukuhlobisa ikghuru.
- 3 Lokha abafundi Nabaqeda ukwenza ikghuru yabo, kumele bayibeke elangeni izokoma.
- 4 Yenzela abafundi isikhathi sokukhuluma ngekghuru yabo ngamapara.
- 5 Tjengisa woke amatlasi iinkghuru nasele ziphelele.



#### Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **i | kghu | ru**.
- 2 Bawa abafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **i** (babethanisa izandla) **kghu** (babethanisa izandla) **ru** (babethanisa izandla).
- 3 Yitjho amanye amagama ahlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kenye nenye.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (isibonelo: "ikghuru" ineenhlavu ezithatu).

### Imisetjenzana yesiqhema esincani

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





#### 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: ikghuru, ikhozi, -budisi, -thabileko, -gijimako, ukuswitjha, ekuseni, -vikela, ngakathabi, isilwana

## Week 1 Day 5

### Whole class activities

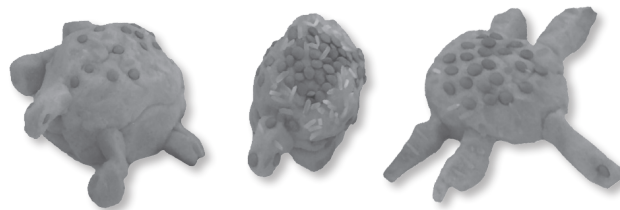
#### Make, draw and write

- 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 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: **i | kghu | ru**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **kghu** (high five) **ru** (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: "ikghuru" has three syllables).

### Small group activities

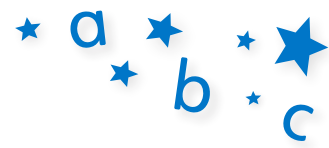
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



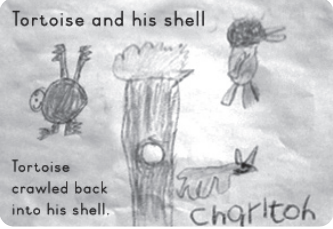
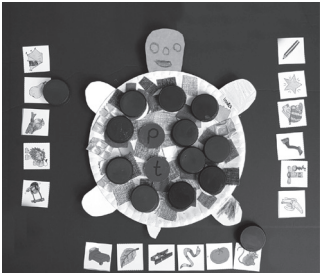



# Imisetjenzana yesiqhema esincani yeveki yoku-1

| Uzokudinga lokhu  | Imisetjenzana   |
|---|---|
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <p><i>Tortoise and his shell</i></p> <p>Tortoise crawled back into his shell.</p> <p><i>Nangabe abafundi batlhoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</i></p> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: <i>“Ikghuru ... yakhasela ... emuva ... ngaphakathi ... kwakhe ... Ngiliphi igama ebewufuna ukulitjho emva kwalapha? Iqephe. Ngiyokutlola igama elithi ‘iqephe’.”</i></li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Amathobho neemvalo zamabhodlelo</li> <li>• Ikarada leenthombe, ukusika</li> <li>• <b>Ibhodi yomdlalo wekghuru</b></li> </ul>   | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka <b>Ibhodi yomdlalo wekghuru</b> phakathi kwetafula.</li> <li>2 Omunye nomunye umfundi uneenthombe ezisithandathu zamatjhada anqotjhiweko ezembozwe zimfundo. Tlola lawo maledere anqotjhiweko ngeqadi kwamathobho webhodlelo begodu uzibeke ngaphezulu kweqephe lekghuru ukwenzela bona abafundi bangakwazi ukubona amaledere. Omunye nomunye umfundi unedlhego lokuphakamisa ithobho yebhodhlalo, ijikise, Yitjho itjhada begodu qala nangabe anaso isithombe esithoma ngetjhada.</li> <li>3 Nangabe ziyenza, zithatha ithobho yebhodlelo begodu ivale nebhodlelelo. Nangabe ayimadani nenye yeenthombe zabo, babeka ithobho yebhodlela emuva lapha beyikhona. Umthumbi mfundi wokuthoma owenza zoke iinthombe zabo.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• lincwadi, imagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>  | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathlola ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>   |


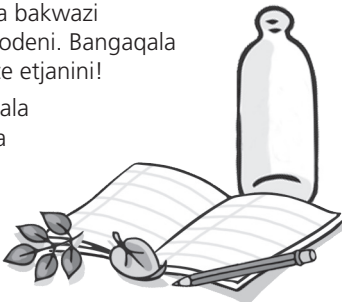


# Small group activities for Week 1

| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'."</li> <li>8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Bottle tops or lids</li> <li>• Picture cards, cut up</li> <li>• The <b>Tortoise game board</b></li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Tortoise game board</b> in the middle of the table.</li> <li>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.</li> <li>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.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul>    | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>   |

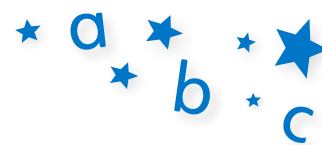






| Uzokudinga lokhu  | Imisetjenzana  |
|---|--|
| <ul style="list-style-type: none"> <li>• I-A5 I ithemplyidi yeledere lomunye nomunye umfundi</li> <li>• Iinthombe ezincani namkha ama-ayithemu wezinto ngo I: ilamune, ilanga, ilebhula</li> <li>• Isikere, isinamathiseli</li> </ul>   | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikela omunye nomunye umfundi ithemplyidi yeledere begodu nama-ayithemu namkha iinthombe ezinetjhada elinqotjhiweko.</li> <li>2 Kumele banamathisele iinthombe namkha ama-ayithemu wezinto ezinetjhada elinqotjhiweko ukuzalisa indawo begodu nokwenza iledere. Bangakwazi ukungezelela imidwebo yezinto eziphatelene netjhada elinqotjhiweko u-I.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• Amaphropshi: umebhe weentabeni, amadondolo wokukhamba, ingwani yelanga begodu neromu, neembonisakude ezenziwe ngamaphepha wokuzisiza, namkha isifumbu esinebhodlela lamanzi, iimbukozelanga, ipahla encani efunekako yesizo lokuthoma, ikomba yendawo, ama-ayithemu wemvelo (amakari, amatje aseduze kwamanzi), iinunwana ezithileko zeplastiki namkha iinlwana zokudlala (namkha iinthombe zeenunwana namkha neenlwana) - phadhlalaja lokhu yoke indawo namkha zinamathisele phezulu kwemithangala</li> </ul> | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.</li> <li>2 Hlathulula bona bazokuthatha ikhambo. Abafundi bangaba yingcenywe yesiqhema esizokuba ngekhambo (nenja). Bafuna umebhe weentaba, amadondolo wokukhamba, iingwani zelanga begodu neromu, iimbuko kanye nesifumbu esinebhodlela lamanzi, iimbonisakude, ipahla encani yesizo lokuthoma kanye nekomba yendawo.</li> <li>3 Omunye nomunye umfundi kumele athathe incwadi yokutlolela amanothi kanye nepensela nabo ukwenzela bona bakwazi ukudweba namkha ukutlola lokho abakubona ebodeni. Bangaqala ikhozi elineembonisakude namkha ikghuru ebhace etjanini!</li> <li>4 Vakajtjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Khuthaza abafundi ukwenza amanothi namkha badwebe lokho abakubonako ebodeni labo.</li> </ol>  |







| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>• An A5 I letter template for each learner</li> <li>• Small pictures of things or items with the focus sound I: ilamune, ilanga, ilebhula</li> <li>• Jumbo wax crayons</li> <li>• Glue and scissors</li> </ul>   | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and items or pictures with the focus sound.</li> <li>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 I.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props. Explain that they are going on a walk.</li> <li>2 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. 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!</li> <li>3 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.</li> </ol>  |



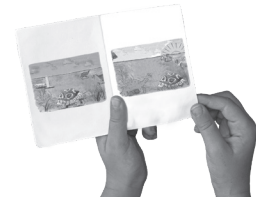
#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



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



#### Ukwethula itjhada elisuselwe endatjaneni

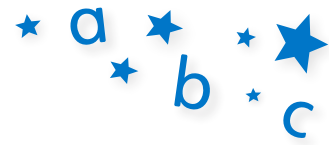
- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“ikghuru, khulu, izulu, utjani, umuthi, phezulu, ukuba. Uyalizwa itjhada elinqotjhiweko: ikghuru, khulu, umuthi? Iye, uwanembile woke anetjhada u-/u/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/u/: ugubudu, unompopi, ukatsu, isithuthuthu.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/u/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/u/: **“u-u-u”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.



### Imisetjenzana yesiqhema esincani

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





#### You will need:

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

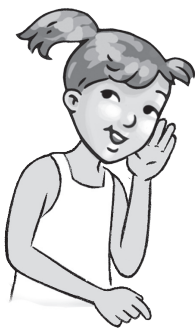
## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “ikghuru, khulu, izulu, utjani, umuthi, phezulu, ukuba. Can you hear the focus sound: ikghuru, khulu, umuthi? Yes, you are right! They all have the sound /u/.”
- 2 “Listen carefully, here are some more words with /u/: ugubudu, unompopi, ukatsu, isithuthuthu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: “u-u-u”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





#### Uzokudinga lokhu:

- INcwadi eKulu: *Ikghuru neqephe layo*
- I-A5 u ithemplyidi yeledere lomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loke

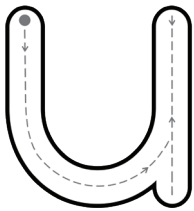
#### Ukufunda ngokwabelana – INcwadi eKulu

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



### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**u**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**u**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi abenze itjhada "bu-bu-bu" ngesikhathi imilomo yabo yenza indunlunga bese bathi: "**u-u-ububula**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**u** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, yehla, zombezeza, yenyuka, wehle.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo.
- 5 Hlathululela abafundi bona kumele babuyele emuva ematafuleni wabo ukwenza amaledere wezungu lekosi. Lokhu kutjho bona bazakutlola godu incwadi ekhasini labo ngamakhrayoni wombala ohlukileko.
- 6 Nangabe abafundi bayakwazi ukucabanga ngezinto ezithoma ngetjhada iledere elilenzako, bangawadweba eduze kweledere lezungu lekosi. Khuthaza abafundi ukutjho itjhada elenziwa iledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

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





### 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

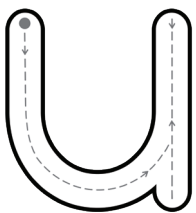
#### Shared reading – Big Book

- 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 can make the sound ‘bu-bu-bu’ with their mouth rounded and say: “**u-u-ububula**”.
- 3 Show learners how to write the letter **u**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. 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.



### Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**u**: ugubudu, ibulululu, isiwuruwuru, isithuthuthu, ikudu, inungu, iluju, ifucufucu



## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- Beka ithoni yemisebenzi le yokulalela ngokutjho okulandelako ngesikhathi abafundi bathatha amagadango: *"Ngaphambi kobana sithome ukulalela, asijameni kuhle: Khuhluza woke amajigili wakho, hlikihla ilingaphakathi lendlebe ukuvuselela iindlebe yakho, bese ubeka izandla zakho phezulu kwethanga."*
- Hlela boke abafundi phezulu kwemada begodu ubabawe bahlale phasi buthule. Yithi kibo: *"Endatjani le ephathelene nekghuru, uyakhumbula bona uTommy ulinge kangangani ukuzifihlela ikhozi? Ungazifihla ngaphasi kwetafula yakho? Kwanjesi, phuma. Ungakwazi ukusukuma begodu ubone bona ungaba mude kangangani?"* Kwanjesi yitjho: *"Ungakwenza lokhu?"*
  - ★ *"Jama ngenyawo lakholesincele."*
  - ★ *"Beka izandla zakho ehloko."*
  - ★ *"Thinta amazwani wakho."*
  - ★ *"Beka izandla zakho ngehla kwehloko yakho."*
  - ★ *"Qwarhazisa imino yakho."*
  - ★ *"Jama phezulu kwamazwani wakho."*
  - ★ *"Beka izandla zakho phezulu kweenyonga zakho"*
- Yitjho ebafundini bona: *"Kwanjesi ngizokutjho okuthileko. Kumele nilalele kuhle begodu nithathe amagadango enikwazi ukuwathatha kwaphela. Amamnye wawo akukghonakali!"*
  - ★ *"Songa izandla zakho."*
  - ★ *"Dzimelela ngenyawo elilodwa."*
  - ★ *"Vala amazwani wakho."*
  - ★ *"Khamba neenyawo zakho."*
  - ★ *"Jikisa ihloko yakho."*
  - ★ *"Cwayiza amehlo wakho."*
  - ★ *"Wahla izandla zakho."*

### Amabhoksi wamaledere

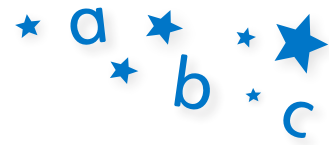
- Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: ugubudu, ibulululu, isiwuruwuru, isithuthuthu, ikudu, inungu, iluju, ifucufucu



## Week 2 Day 3

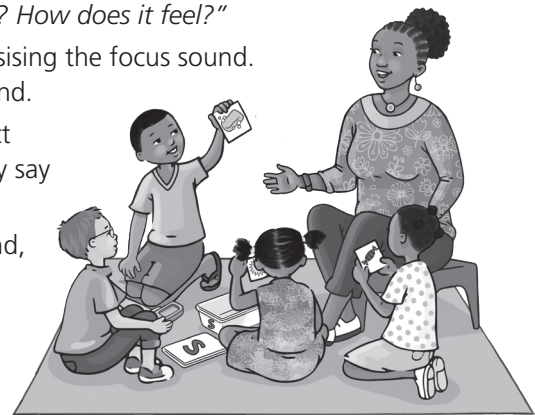
### Whole class activities

#### 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.”*
- 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.”*

#### Letter boxes

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



#### Small group activities

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



#### Uzokudinga lokhu:

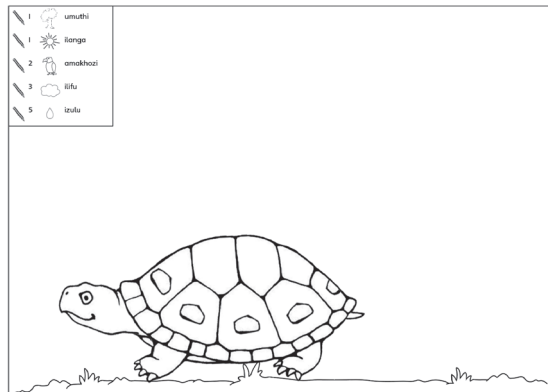
- Ikhasi lokufunda bewenze umsebenzi womunye nomunye umfundi
- Ukukhethwa kwezinto ezivela emabhoksini amane wamaledere (linye komunye nomunye umfundi)
- Umsaka namkha isaka lomsamelo
- Umaliledinini wokudlala umvumo

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

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



### Ukulalelela itjhada elinqotjhiweko

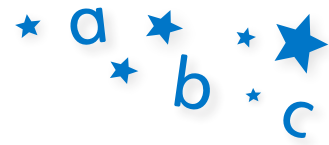
- 1 Beka izinto ezithileko ezivela emabhoksini wamaledere angaphakathi komgodla.
- 2 Abafundi bahlala ngendulungu ngesikhathi kudlalwa umvumo begodu umgodla uyadluliselwana. Nakujama umvumo, umfundi ophethe umgodla uthatha into leyo, atjho bona iyini begodu nokobana ngiliphi itjhada abalizwe ekuthomeni. Umdlalo ungaragela phambili bekufike lapha omunye nomunye afumana idlhego yakhe.
- 3 Ekugcineni, iinqhema zabafundi abanezinto ezithoma ngetjhada elifanako, zijama ngeenyawo zibuyisele emuva izinto zazo ngemabhoksini wamaledere afaneleko.

### Imisetjenzana yesiqhema esincani

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







### You will need:

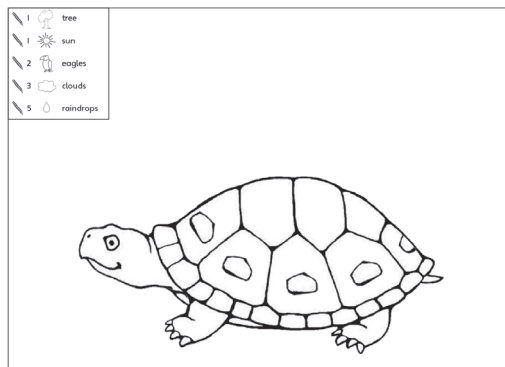
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## 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.





#### Uzokudinga lokhu:

- Iinquntu zamaphepha ezinebizo lakho begodu Namabizo wabafundi atlolwe phasi ngesandleni sesincele sekhasi; ngesitshwayi esidege esinzima
- Amagama amalunga amanengi endatjaneni: ikghuru, ikhozi, -budisi, -thabileko, -gijimako, ukuswitjha, ekuseni, -vikela, ngakathabi, isilwana
- Iinhlukuzi namkha iingungu

## Iveke yesi-2 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Thoma ngokukhuluma ngekghuru evela endatjaneni. Ekuthomeni kwendatjana, uDolo y akhenge afune iqephe lakhe, kodwana ekupheleni kwendatjana wafumanisa bona iqephe lakhe begade lilisizo elikhulu begodu limenza abe ngongafani nabanye begodu nokhethekileko. Begade azikhakhazisa ngeqephe lakhe.
- 2 Khuluma ngenye into eyenza bona ukhetheke begodu ungafani nabanye. (Cabanga ngemikghwa ephathelene nomzimba efana neenhluthu ezide nezinamakheli, zingaba ngezifitjhani namkha ezide, iimphiwo ezifana nokwazi ukudlala umdlalo namkha ukuvuma kuhle, begodu nemikghwa yomuntu ngenyama ezifana nokuba nesibindi namkha umuntu olungileko.)
- 3 Kwanjesi tjengisa Amabizo wabafundi atlolwe ephepheni. Thoma ngebizo lakho begodu ubuze abafundi kobana bacabanga bona kuyini ekwenza mumuntu okhethekileko. Tlola phasi amezwi wabo begodu ufundele itlasi. Isibonelo: *“Umma u-de Vries uhlekisa uhlekisa khulu begodu ulungile kanti ubuye asithabise.”*
- 4 Kwanjesi qala ebizweni elilandelako erhelweni. Bawa abafundi bona bobani amabizwabo; ngethemba omunye nomunye wabafundi bazakwazi ukutjho amabizwabo uqobo. Bawa abafundi etlasini ukucabanga ngezinto ezenza omunye nomunye umfundi azizwe akhethekile.
- 5 Yenza umutjho ngamagama owanikelwe bafundi begodu uwatlole eduze nebizo lomunye nomunye umfundi. Ngezelela ngawakho amagama ukuqinisekisa bona omunye nomunye umfundi uzizwe bona amakhwalithi wabo akhethekileko ayatjhejwa. Fundela itlasi omunye nomunye umutjho ngokutjengisa elinye nelinye idama.
- 6 Namathisela irhelo phezulu kweboda. Kungasikade abafundi bazabe “bafunda” amagama lawo abanye abafundi abakhetha ukuwahlathulula.



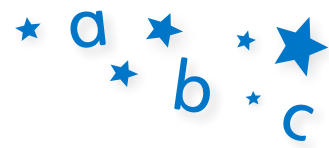
### Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **i | kho | zi**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **i** (igadango linye) **kho** (igadango linye) **zi** (igadango linye). Nikela abafundi abathileko umkhuhluzi namkha iingungu ukukhuhluza namkha ukukokoda enye nenye ihlavu.
- 3 Yitjho amanye amagama ahlavunengi avela endatjaneni ngesikhathi abafundi bamadanisa enye nenye ihlavu. Khuthaza abafundi bona babale inani leenhlavu ezisemagameni (Isibonelo: “ikhozi” lineenhlavu ezintathu).

### Imisetjenzana yesiqhema esincani

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





#### 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: ikghuru, ikhozi, -budisi, -thabileko, -gijimako, ukuswitjha, ekuseni, -vikela, ngakathabi, isilwanai
- 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: **i | kho | zi**.
- 2 Ask learners to march for each syllable: **i** (one step) **kho** (one step) **zi** (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: "ikhozi" has three syllables).


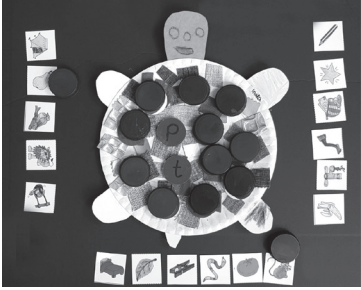

### Small group activities

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

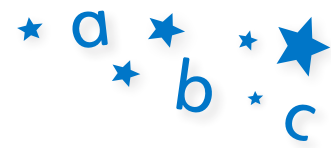





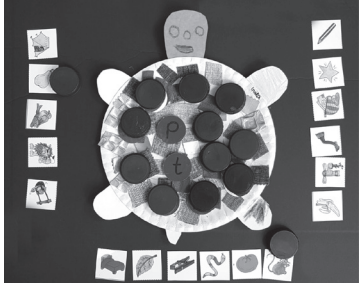

## Imisetjenzana yesiqhema esincani yeveki yesi-2

| Uzokudinga lokhu  | Imisetjenzana  |
|---|--|
| <ul style="list-style-type: none"> <li>• Iphepha le-A4 elinganalitho namkha isiquntu sekhadibhodi somunye nomunye umfundi</li> <li>• Umgadangiso <b>Wekhasi lomsetjenzana weqephe lekghuru</b> womunye nomunye umfundi</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Iimpende zamanzi zombala kanye namabhratjhi wepende</li> <li>• Isikere, isinamathiseli</li> </ul> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Nikela omunye nomunye umfundi ikhophi yeqephe lekghuru. Hlathulula bona kumele bafake iphetheni umbala ngamakhrayoni wewaksi.</li> <li>2 Emva kwalokho bangapenda loke iqephe ngeempende ezilula zamanzi zombala. Ngesikhathi ipende nayomako, bangasika ihloko, Imilenze kanye nomsila. Nasele ipende yomile, bangasika iqephe elipendiweko begodu banamathisele ikghuru, ihloko, kanye nomsila phezu kwesiquntu sekarada namkha sephepha.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Amathobho neemvalo zamabhodlelo</li> <li>• Ikarada leenthombe, ukusika</li> <li>• <b>Ibhodi yomdlalo wekghuru</b></li> </ul>    | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka <b>Ibhodi yomdlalo wekghuru</b> phakathi kwetafula.</li> <li>2 Omunye nomunye umfundi uneenthombe ezisithandathu zetjhada elinqotjhiweko ezenzeke esifundweni esidlulileko. Tlola amaledere la anqotjhiweko ngaphakathi kwamathobho wamabhodlelo begodu uwabeke phezulu kweqephe lekghuru ukwenzela bona abafundi bakwazi ukubona amaledere. Omunye nomunye umfundi unedlhego yokudobha ithobho yebhodlelo, ayijike, atjho itjhada bese uyabona nangabe banesithombe esithoma ngalelotjhada.</li> <li>3 Nangabe bakhona, bathatha ithobho yebhodlelo bavale isithombe lesi. Nangabe asimadani nesinye seenthombe zabo, babuyisela ithobho yebhodlelo emuva lapha bayikhona. Umthumbi kuba mfundi wokuthoma owenze zoke iithombe zabo.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>    | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhetha into angathabela ukuyifunda.</li> <li>4 Vakajtjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>  |

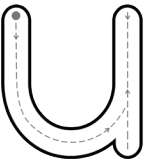





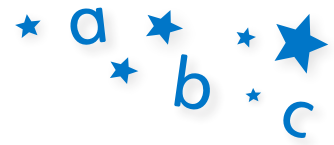
## Small group activities for Week 2

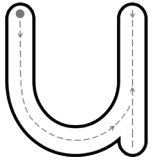

| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>• A blank A4 page or piece of cardboard for each learner</li> <li>• A photocopy of the <b>Tortoise shell activity page</b> for each learner</li> <li>• Jumbo wax crayons</li> <li>• Water colour paints and paintbrushes</li> <li>• Glue and scissors</li> </ul> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a copy of the shell of the tortoise. Explain that they must colour in the pattern with wax crayons.</li> <li>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.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Bottle tops or lids</li> <li>• Picture cards, cut up</li> <li>• The <b>Tortoise game board</b></li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Tortoise game board</b> in the middle of the table.</li> <li>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.</li> <li>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.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul>    | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>   |



| Uzokudinga lokhu   | Imisetjenzana  |
|--|--|
| <ul style="list-style-type: none"> <li>I-A5 u ithempleyidi yeledere lomunye nomunye umfundi</li> <li>Iinthombe ezincani namkha ama-ayithemu wezinto ezithoma ngo-<b>u</b> nofana ezino-<b>u</b>: isiwuruwuru, isuru, umuntu</li> </ul>   | <p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>Nikela omunye nomunye umfundi ithempleyidi yeledere begodu nama-ayithemu namkha iinthombe ezinetjhada elinqotjhiweko.</li> <li>Kumele banamathisele iinthombe namkha ama-ayithemu wezinto ezinetjhada elinqotjhiweko ukuzalisa indawo begodu nokwenza iledere. Bangakwazi ukungezelela imidwebo yezinto eziphatelene netjhada elinqotjhiweko u-<b>u</b>.</li> </ol>    |
| <ul style="list-style-type: none"> <li>Amaphrophi: umebhe weentabeni, amadondolo wokukhamba, ingwani yelanga begodu neromu, neembonisakude ezenziwe ngamaphepha wokuzisiza, namkha isifumbu esinebhodlela lamanzi, iimbukozelanga, ipahla encani efunekako yesizo lokuthoma, ikomba yendawo, ama-ayithemu wemvelo (amakari, amatje aseduze kwamanzi), iinunwana ezithileko zeplastiki namkha iinlwana zokudlala (namkha iinthombe zeenunwana namkha neenlwana) – phadhlalaja lokhu yoke indawo namkha zinamathisele phezu kwemithangala</li> </ul> | <p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>Khumbuza abafundi ngamaphrophi ekhloneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi nabakhambakhambako.</li> <li>Dosa phambili use abafundi ekhloneni lokwenza kwanga uyadlala begodu ubatjengise amaphrophi.</li> <li>Hlathulula bona basafuna ukukhambakhamba. Abafundi bangaba yingcenywe yesiqhema esikhambakhambako (nenja). Batlhoga umebhe weentaba, amadondolo, ingwani yelanga begodu neromu, iimbuko kanye nesifumbu esinebhodlela lamanzi, ukudla iimbonisakude, ipahla encani yesizo lokuthoma kanye nekomba yendawo.</li> <li>Omunye nomunye umfundi kumele athathe incwadi yamanothi kanye nepensela akhabe nazo ukwenzela bona akwazi ukudweba namkha ukutlola koke abakubonako nabakhambakhambako. Bangaqala ikhozi ngeembonisakude namkha ikghuru ezifihle etjanini!</li> <li>Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Khuthaza abafundi bona benze amanothi namkha badwebe lokho abakubona nabakhambakhambako.</li> </ol>  |





| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>• An A5 <b>u</b> letter template for each learner</li> <li>• Small pictures of things or items starting with <b>u</b>: isiwuruwuru, isuru, umuntu</li> </ul>  | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and items or pictures with the focus sound.</li> <li>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 <b>u</b>.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they went on a walk.</li> <li>2 Lead the group to the pretend play corner and show them the props.</li> <li>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.</li> <li>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!</li> <li>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.</li> </ol> |

## Indatjana

Kwasukasukela kwakukhona amabhere amathathu: UBaba weBhere ebegade amkhulu kwamanikelela, UmNtwana weBhere obegade amncani khulu begodu noMma weBhere obegade angasi mkhulu khulu begodu angasi mncani khulu – begade anesilinganiso esiphakathi. Amabhere amathathu bekahlala endlini encani esehlathini.



Qobe langa amabhere bekadla umratha njengesidlo sekuseni. Ngelinye ilanga uBaba weBhere ngephimbo lakhe elidzimeleleko wathi: “Umratha wethu utjhisa khulu. Asikhambeni siye ngesikhweni ngesikhathi umratha uphola.” Ngokunjalo, amabhere amathathu aphuma athatha ikhambo esikhweni. Ngesikhathi esifanako, omunye naye ebegade akhamba khona esikhweni – mntazanyana oneenhluthu ezilirhawuda. Uyalazi ibizo lakhe? BekunguGoldilogo. Bekabizwa ngoGoldilogo ngebanga lokobana umyekwakhe weenhluthu begade unombala osagolide.

UGoldilogo wabona indlu yamabhere. Wakhamba ngendlela wegodu bakokoda emnyango. “Koko-koko-koko!” Azange kubekhona ipendulo. Wahloa ngefesidere – kwaqaleka kukuhle khulu ngaphakathi. Ngokunjalo, niyazi bona uGoldilogo wenzani? Wakhamba waya ngaphakathi kwendlu yamabhere! UGoldilogo wabona umratha phezulu kwetafula. Begade alambe khulu. Kokuthoma, wanambitha umratha kaBaba uBhere ekhabe ungaphakathi kwesitja esikhulu, kodwana akhenge awuthande ngebanga lokobana begade unetswayi elinengi. Ngemva kwalokho wanambitha umratha kaMma weBhere ebegade ungesitja esinesilinganiso esiphakathi, kodwana akhenge awuthande nakancani ngebanga lokobana begade usudu khulu. Emva kwalokho, wanambitha umratha womNtwana weBhere osesitjeni esincani. “Mmm,” watjho bona, “Ngiyawuthanda umratha lo, mratha wamambala!” Begodu wawudla woke umratha womNtwana weBhere.

UGoldilogo besele adiniwe kwanjesi, begodu afuna ukulala. UGoldilogo waqala umbhede lapha angalala khona. Wafumana ikamuru lokulala begodu wabona imibhede emithathu. Umbhede kaBaba weBhere begade umkhulu khulu. Umbhede kaMma weBhere bewunesilinganiso esiphakathi begodu umbhede womNtwana weBhere begade umncani khulu.

UGoldilogo wakhwela embhedeni omkhulu kaBaba weBhere, kodwana kwaba budisi khulu. Okwalandela lapho, uGoldilogo wakhwela phezulu kombhede kaMma weBhere onesilinganiso esiphakathi, kodwana begade ubuthakathaka khulu. Emva kwalokho uGoldilogo wakhwela phezulu kombhede womNtwana weBhere. Walala phasi begodu wadosa ingubo wabese uthi: “Ngiyawuthanda umbhede lo, ulunge kwamambala!”



UGoldilogo wavala amehlo wakhe begodu waya ngobuthongo. Ngesikhathi uGoldilogo asalele, amabhere amathathu abuya ekhaya. Begade alambile. UBaba weBhere waqala isitja sakhe somratha begodu wathi ngephimbo lakhe elidzimeleleko: “Ngubani odle umrathami?” UMma weBhere waqala isitja sakhe somratha begodu wathi ngokusilingeka: “Ngubani odle umrathami?” UmNtwana weBhere waqala umratha wakhe. Gade asilingeke khulu wabese uthi: “Ngubani odle umrathami?” Emva kwalokho wabese uthi: “Ukhambe woke!”

Amabhere akhamba angena ngekamurwini lokulala. UBaba weBhere waqala embhedeni wakhe wabese uthi: “Ngubani obegade alele embhedenami?”

UMma weBhere waqala embhedeni wakhe wabese uthi: “Ngubani obegade alele embhedenami?”

UmNtwana weBhere waqala umbhede wakhe wabese uthi: “Ngubani obegade alele embhedenami?”

Waqala godu wabese uyalila: “Nangiya lapha akhona!”

UGoldilogo wafumana ukusaba okukhulu! Weqa waphuma embhedeni begodu wabaleka ngebelo ebekangakhona ngalo. Amabhere amathathu akhenge asambona uGoldilogo godu.

### Indatjana le iphelela lapha.

*Indatjana kaGoldilogo inikela ithuba elihle lokudlala amaphimbo ahlu kahlukeneko: iphimbo elikhulu, elidzimeleleko elingajamela uBaba weBhere; iphimbo lesilinganiso esiphakathi elijamele uMma weBhere begodu nephimbo elimabhombi eliphezulu, elijamele umNtwana weBhere. Ungafumana bona kunabafundi etlasini lakho abazi indatjana le kuhle. Ngebanga lokobana indatjana le yakhelwe phezulu kwebuyelelo, ngitjho nalabo abatjha endatjaneni le bazakuthatha masinyana imida yabo. Bakhuthaze bona batjho amagama nawe, namkha bawabuyelele ngemva kobana sele uyitjhwile imida yabo. Khuthaza abafundi bona basebenzise amaphimbo wabo wabalingisi abahlukileko.*





# ★ 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!”

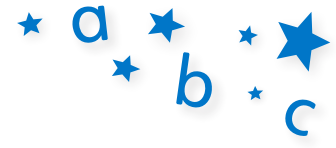
The bears went into the bedroom. Father Bear looked at his bed and said: “Who’s been sleeping in my bed?” Mother Bear looked at her bed and said: “Who’s been sleeping in my bed?” Baby Bear looked at his bed and said: “Who is sleeping in my bed?” He looked again and cried: “There she is!”

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.*





## Igido

UGoldilogo uthethe ikhambo lokuzelula,  
Begodu ucabanga bona uboneni?

Ufumene indlu, kodwana bekungekho noyedwa lapho, begodu kungebangelo avula umnyango.

Umratha kaBaba bewutjhisa; umratha kaMma bewusudu;

Umratha womNtwana begade ulungile kwaphela.

"Ngiyalithanda inambitho! LiYam yam!" watjho njalo, begodu ngokunjalo wawudla woke.

*Fundisa abantwana umehluko phakathi kwengoma nefanatjhada. Ungavuma amagama wengoma begodu bese utjho amagama ngefanatjhada.*

*Ukuvuma ingoma namkha ukutjho ufanatjhada kuyindlela ehle yokudosa itjhejo labafundi ngemva kwesikhathi sokuphumula namkha semisebenzi enetjhada.*



## Irhelo lamagama avela endatjaneni

| Amagama aqakathekileko: | ibhere    | isikghwa   | indlu            | ifesidere | isilinganiso - esiphakathi | -lambileko   |
|-------------------------|-----------|------------|------------------|-----------|----------------------------|--------------|
| Amagama angezelelweko:  | ingubo    | isitja     | isigobho         | umratha   | -nambitha                  | -khwela      |
|                         | -satswayi | -neswigiri | ikamuru lokulala | -diniweko | isiphambano                | buthakathaka |





## 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

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





### Uzokudinga lokhu:

- Indatjana: *UGoldilogo*
- Amaphaphethi: amabhere amathathu, *UGoldilogo*, imibhede emithathu, izitja ezintathu zomratha
- Amaphrophsi: itafula, iintulo, imibhede emithathu, iimpoto, izitja, izitja ezintathu, iingobho, amamaski wamabhere amathathu, izambatho/ezinye izembatho zokuhlobisa zikaGoldilologo, ingubo
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

### Amehlo amabili wokubona

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

## Iveke yoku-1 Ilanga loku-1 Imisetjenzana yetlasi loke

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

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi ngokubuza: *“Ngubani owazi bona yini ibhere? Ngubani onethoyi elibuthakathaka lokudlala ekhaya? Ngubani onomratha wokudla kwekuseni?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Bawa abafundi bona batjengise ngefesidereni etlasini begodu ubale bona bangaki abakhona. Tjengisa abafundi amabhere amathathu begodu utjengise abafundi amabhere amathathu begodu nikhulume nangokobana ngiyiphi ephakathi ngesilinganiso.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Ngimuphi umbhede ocabanga uGoldilogo esicabanga bona uyokulala phezulu kwawo: Mbhede kaBaba uBhere, mbhede kaMma uBhere namkha mbhede womNtwana uBhere? Kubayini? UGoldilogo uzazizwa njani ngesikhathi avuka bese ubona amabhere?”*

#### 3 Ngemva kobana ucoce indatjana

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

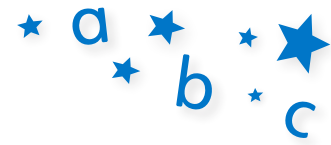
### Ukwethula itjhada elisuselwe endatjaneni

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

### Imisetjenzana yesiqhema esincani

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





### 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.

### 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: "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: "UGoldilogo, oligolide, godu, obegade, begodu. Can you hear the focus sound: UGoldilogo, oligolide, godu? Yes, you are right! They all have the sound /g/."
- 2 "Listen carefully, here are some more words with /g/: igatara, igagasi, ugiqiza, isigoga, ugogo, igolide, igorila." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: "g-g-g". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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

#### Two eyes to see

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





#### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Amaphrophsi begodu neenthombe zegido



## Iveke yoku-1 Ilanga lesi-2

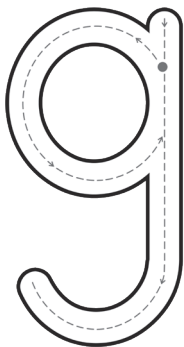
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisele kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa igido etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yegido ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa igido ngeengaba.
- 5 Yiba neenthombe nofana amaphrophsi nanyana yenza izenzo ukusiza abafundi bazwisisile ilimi legido.
- 6 Fundisa abafundi umsikinyeko wegido begodu yibani nethabo ngokulirhuba ngehla kwelimi elilodwa.

#### Ukubumba iledere

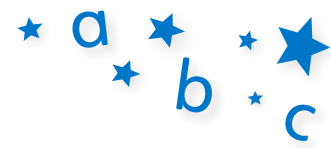
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/g/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/g/.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangagadanga sakugida ngenyawo ngesikhathi bathi: "**g-g-gadanga**".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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

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



## Week 1 Day 2

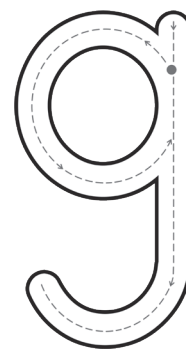
### Whole class activities

#### 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: "g-g-gadanga".
- 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 carpet, 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.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



#### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophsi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**g**: igatara, gjjima, igalaguni, igawuni, igagasi, ugiqiza, ugogo, igolide, igorila



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Rhaya igido.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Buza bona bangakwazi ukuthiya ukudla okuthileko okunetswayi begodu nokhunye ukudla okuthileko okusudu. Ungabuye ukwazi ukuba namanye amasampula wokudla begodu ukhethe abafundi abambalwa ukobana banambithe ukudla begodu batjho bona kunetswayi namkha kusudu.
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdemi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

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

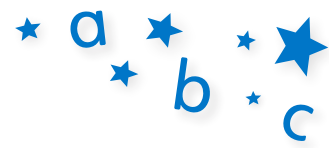


### Imisetjenzana yesiqhema esincani

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







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **g**: igatara, gijima, igalaguni, igawuni, igagasi, ugiqiza, ugogo, igolide, igorila



## Week 1 Day 3

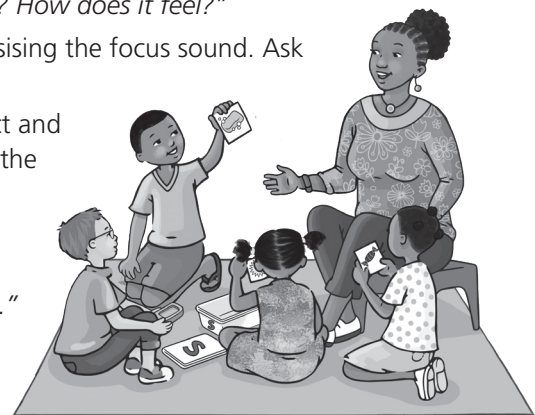
### Whole class activities

#### 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.

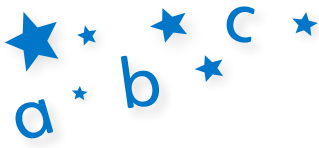
#### Letter boxes

- 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.



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Amakarada wesithombe setjhada leledere begodu namakarada weledere

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

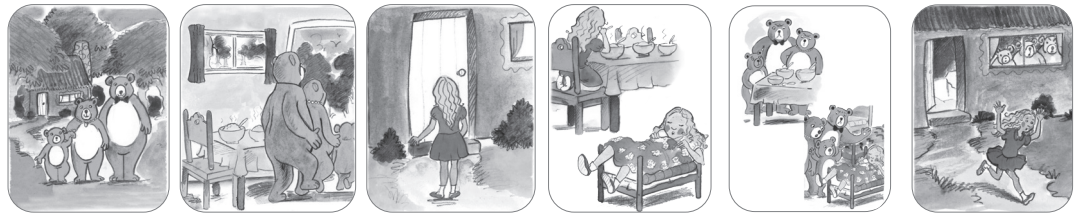
- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

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



#### Ukulalelela itjhada elinqotjhiweko

- 1 Fihla amakarada wesithombe angetlasini ngaphambi kwesifundo.
- 2 Hlathululela abafundi bona bayokudlala "iinthombe zikamabhacelana".
- 3 Beka abafundi ngeenqhema begodu unikela esinye nesinye isiqhema iledere phezulu kwekarada. Abafundi kumele batjho itjhada iledere elilenzako, bese emva kwalokho baqala iinthombe ezinetjhada elinqotjhiweko.
- 4 Lokha abafundi nasele bafumene woke amakarada weenthombe akhambisana neledere labo, kumele bahlale ngendulungu phazu kwemada.
- 5 Abafundi kumele emva kwalokho badlhegane ngokuthiya esinye nesinye isithombe bese batjho itjhada elinqotjhiweko.



### Imisetjenzana yesiqhema esincani

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



### You will need:

- Big sequence pictures
- Picture cards and letter cards

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

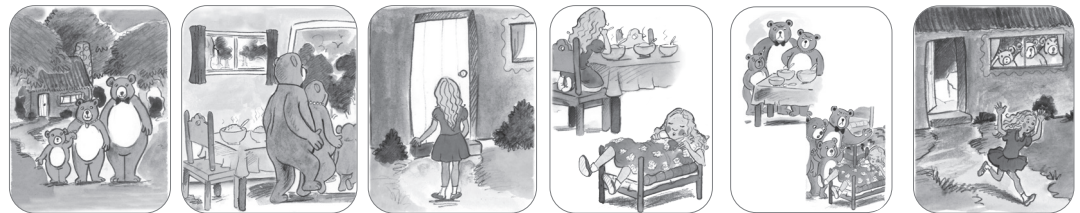
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the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



#### Uzokudinga lokhu:

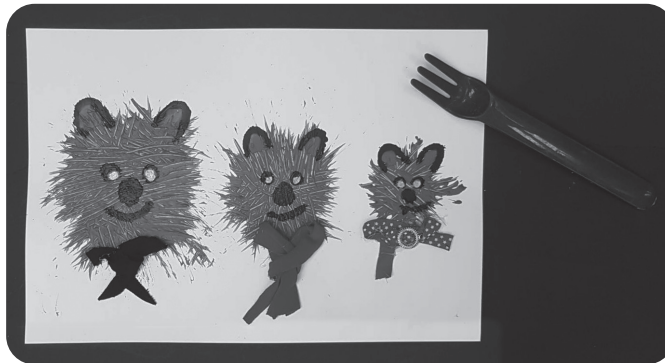
- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho
- Ipende ezotho, enzima, ebomvu/ebukhobe kanye nemhlophe
- Amabhratjhi wepende
- Isampula yeforogo yobuso bebhere
- Iforogo yeplastiki yomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu
- Amagama amalunga amanengi endatjaneni: isikhwa, umratha, ifesidere, okunetswayi, UGoldilogo, ikamuru lokulala, ingubo, ukudla, ukuhlala, umntwana, -lambileko, itafula, leleko, umuntu

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bazokwenza ubuso bamabhere ngokusebenzisa iimforogo.
- 2 Coca ngobungako bamabhere begodu ubakhumbuze bona kumele benze ubaba webhere omkhulu, umma webhere ophakatjhana ngobukhulu bese wenza nomntwana webhere omncani.
- 3 Bangathoma ngokubeka indawo ekulu yepende phezulu kwephepha esikhundleni sebhere likababa begodu bayirhwaye ngeforogo. Emva kwalokho bangenza indawo encani esikhundleni sebhere likamma bese bagcina ngendawo ematsikana esikhundleni sebhere lomntwana. Bangangezelela ngamehlo, iindlebe, ipumulo kanye nomlomo ebhereni ngokusebenzisa eminye imibala.



### Ukwakha nokuphula (amalunga)

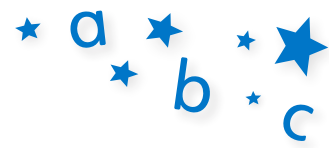
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **um | ra | tha**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **um** (babethanise izandla) **ra** (babethanise izandla) **tha** (babethanise izandla).
- 3 Yitjho amagama ahlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kanye nenye ilunga.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (isibonelo: "umratha" uneenhlavu ezintathu).



### Imisetjenzana yesiqhema esincani

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





#### You will need:

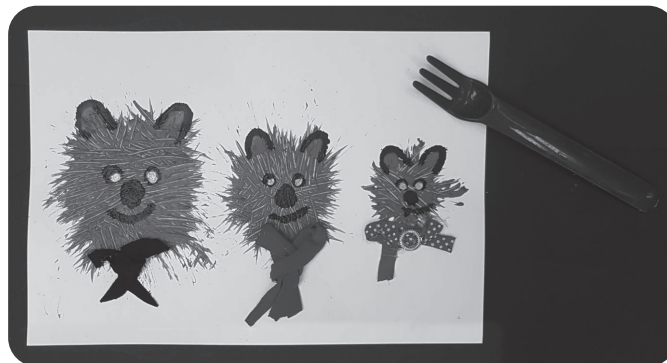
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: isikghwa, umratha, ifesidere, okunetswayi, UGoldilogo, ikamura lokulala, ingubo, ukudla, ukuhlala, umntwana, -lambileko, itafula, leleko, umuntu

## 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: **um | ra | tha**.
- 2 Ask learners to face a friend and do high fives for each syllable: **um** (high five) **ra** (high five) **tha** (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: "umratha" has three syllables).



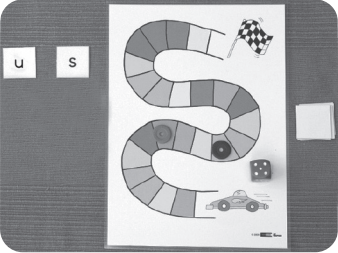



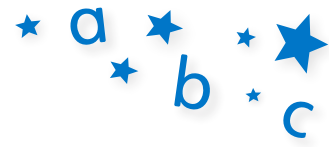
### Small group activities

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



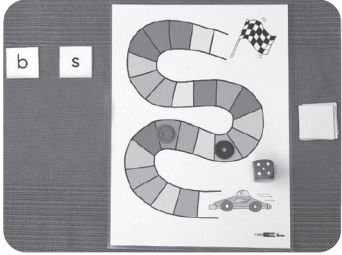



# Imisetjenzana yesiqhema esincani yeveki Yoku-1

| Uzokudinga lokhu   | Imisetjenzana   |
|--|---|
| <ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>  <p>UGoldilogo wadla woke umratha womntwana webhere. Umntwana webhere wadana khulu ngalokhu.</p>  <p>Nangabe abafundi batlhoga isizo ngalokho abangakudweba, batjengise ukulandelana kweenthombe ukubanikela imibono.</p> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo. Isibonelo: "UGoldilogo... wadla ...wooke umratha wamabhere amancani. Khuyini ebewufuna ukukutjho emva kwalokhu? Iye, iBhere eliNcane lalidane khulu. Ngiyokutlola bona iBhere eliNcane belidane khulu'."</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Amabhodi amabili Womdlalo weenkoloyi ezimbili zokureyisisa</li> <li>• Ikarada leenthombe, ukusika</li> <li>• Amadayisi amabili</li> </ul>    | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka <b>Ibhodi yomdlalo weenkoloyi zokureyisisa</b> phezulu kwetafula nabafundi ababili ukuya kabathathu abahlezi balizombelezileko.</li> <li>2 Beka amakarada wesithombe ewobhini, eliqale phasi. Beka amakarada wamaledere aqale phezulu ukwenzela bona abafundi bababone.</li> <li>3 Hlathululela abafundi imithetho:             <ul style="list-style-type: none"> <li>• Omunye nomunye umfundi unedlhego yakhe yokuphosa idayisi begodu atjhidise isibali sendawo ngenani elifaneleko.</li> <li>• Ngemva kobana atjhidise isibali, umfundi uthatha ikarada lesithombe ewobhini, athiye isithombe ibizo bese utjho itjhada elinqotjhiweko.</li> <li>• Emva kwalokho umfundi bese ubeka ikarada lesithombe phezulu kwekarada okungilo leledere.</li> <li>• Umdlalo uphela ngesikhathi umfundi wokuthoma afika eflarheni begodu uba mthumbi.</li> </ul> </li> </ol>   |
| <ul style="list-style-type: none"> <li>• Iincwadi, imagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>    | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathlola ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakajtjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>   |



## Small group activities for Week 1

| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "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'."</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol> |
| <ul style="list-style-type: none"> <li>Two <b>Racing car game boards</b></li> <li>Picture cards, cut up</li> <li>Two dice</li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the <b>Racing car game board</b> on the table with two to three learners seated around it.</li> <li>Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them.</li> <li>Explain the rules to the learners: <ul style="list-style-type: none"> <li>Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>The learner then puts the picture card next to the correct letter card.</li> <li>The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol>  |
| <ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul>   | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>   |



### Uzokudinga lokhu

- Ithempleyidi yamabherei neentunja ezithunjusiweko
- Imitja yamanyathelo asithandathu namkha neenquntu zentambo



### Imisetjenzana

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

- 1 Nikela omunye nomunye umfundi ibhere begodu uhlathulule bona niyokuthunga iintunja ngemitja yamanyathelo.
- 2 Kumele babuye godu basuse umitja namkha intanjana ngetjhejo ukwenzela umfundi olandelako bona ayisebenzise.
- 3 Lokha nasele baqedile, kumele batjhintjisane nabanye abafundi begodu babophe ibhere lobukhulu obuhlekileko.



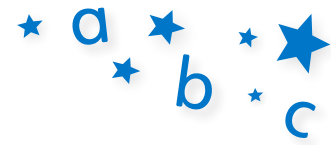
- Amaphrophi: ikhadibhodi begodu nesitshwayi sebhodi emhlophe sokwenza itshwayo lendlu yokudlela, ipensela, nephepha labapheki amaduna/ nabasikazi ukobana benze ama-oda, ingwani yompheki, itafula kanye neentulo ezikhambisana namatjhila wetafuna, iinkomitji, izitja, iinsetjenziswa zokudla, umtato omdala, irhelo lokudla okukhanjwa nakho




#### **Umsetjenzana wesi-5: Lingisa ukudlala**

- 1 Khumbuza abafundi ngamaphrophi ekhoni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga basebenza namkha bavakatjhela indlu yokudlela.
- 2 Dosa phambili use abafundi ekhoni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako. Tjengisa abafundi amaphrophi, begodu uhlathulule lokho ngokulandela ummango wokunambitha nokunuka, abazokudlala endlini yokudlela/ekhefi.
- 3 Babawe bona benze itshwayo lebizo lekhefi, irhelo lokudliwako, itshwayo elithi kuvuliwe/kuvaliwe. Bangenza kwanga benza ukudla, begodu banikele abantu abahlezi endlini yokudlela/ekhefi ukudla. Bangabuye benze kwanga badosela indlu yokudlela umtato bese bathatha ama-oda wokudla okukhanjwa nakho.
- 4 Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Bewungadosa "umtato" wenze i-oda lokudla okukhanjwa nakho.







| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• Six bear templates with holes punched out</li> <li>• Six shoelaces or pieces of string</li> </ul>    | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a bear and explain that they are going to thread the lace through the holes.</li> <li>2 They must also remove the lace or string carefully for the next learner to use.</li> <li>3 Once they have finished, they must swop with another learner and lace a different-sized bear.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and settle them down quickly.</li> <li>2 Show learners the new props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.</li> <li>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.</li> <li>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.</li> </ol>  |





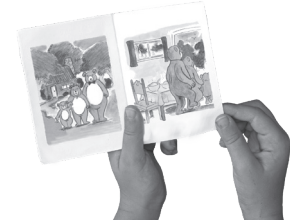
#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



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



#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“amabhere, amathathu, athatha, ‘Amabhere akhamba angina’.* Uyalizwa itjhada elinqotjhiweko: **Amabhere akhamba angina? Iye, uwanembile woke anetjhada u-/a/.**”
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/a/: awa, abantu, abantwana, amanzi, amamabula, i-avocado.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/a/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/a/: **“a-a-a”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

#### Imisetjenzana yesiqhema esincani

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





#### You will need:

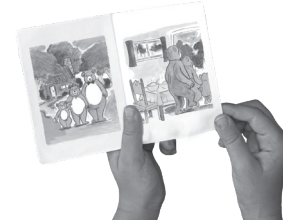
- Big sequence pictures
- Photocopied and folded little book for each learner

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"amabhere, amathathu, athatha, 'Amabhere akhamba angina'.* Can you hear the focus sound: **Amabhere akhamba angina**? Yes, you are right! They all have the sound /a/."
- 2 *"Listen carefully, here are some more words with /a/: awa, abantu, abantwana, amanzi, amamabula, i-avocado."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: **"a-a-a"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: UGoldilogo
- I-A5 a ithempleyidi yeledere lomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loke

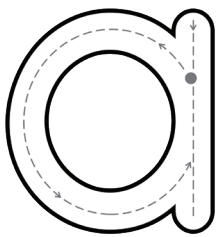
#### Ukufunda ngokwabelana – INcwadi eKulu

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



#### Ukubumba iledere

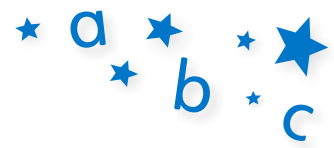
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/a/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/a/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangasikinya iinhloko zabo ziyengapha nangapha ngesikhathi abathi: "a-a-awa".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-a litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatj hazini, zombeleza, yenyuka, wehla."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo.
- 5 Hlathululela abafundi bona kumele babuyele emuva eentafuleni zakho ukwenza amaledere wezungu lekosi. Lokhu kutjho bona bazakutlola godu iledere ekhasini ngemibala eyahlukileko yamakhrayoni.
- 6 Nangabe abafundi bayakwazi ukucabanga ngezinto ezithoma ngetjhada iledere elilenzako, bangawadweba mazombe ngeledere lezungu lekosi.
- 7 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

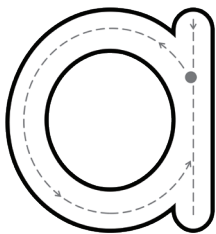
#### Shared reading – Big Book

- 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 shake their head in different directions while saying: “**a-a-awa**”.
- 3 Show learners how to write the letter **a**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go round, then up and down.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.
- 7 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.



#### Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**a**: i-abhula, amanzi, amaqanda, ipalapala, ibhanana, itjhatjhatjha, isandla, thandaza, uhagana



## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Thoma namhlanjesi umsebenzi wokulalelwa ngokutjho bona: *"Lalela ngetjhejo begodu emva kwalokho khopha amatjhada engiwezenako."* Wahla ngezandla zakho ngokulandela/igido. Abafundi kumele akukhophe:
  - ★ wahla kokoda-kokoda wahla kokoda-kokoda
  - ★ kokoda-kokoda-kokoda wahla kokoda-kokoda-kokoda wahla
  - ★ wahla kokoda-kokoda wahla wahla
- 2 Lokha abafundi nasele bahlelile, yithi: *"Kwanjesi ngizokunikela umtlhala othileko begodu kumeleulinge ukufunisela bona ngicabanga ngani. Beka isandla sakho ehloko nangabe ucabanga bona uyayazi ipendulo"*:
  - ★ *"Ngicabanga ngokudla uGoldilogo akudlileko ngesikhathi nakaya endlini yamabhene amathathu."* (umratha)
  - ★ *"Ngicabanga ngokudla okunepilo khulu. Lilamune begodu lide belitsikana. Kuyarwamuzela nawukudlako. Kumila ngaphasi kwephasi."* (ikherothi)
  - ★ *"Ngicabanga ngento ethileko esarulani ongayezesa eburothweni bakho."* (ibhodoro namkha imajarini)
  - ★ *"Ngicabanga ngento ethileko esudu. Yenziwe ngeenithelo. Ungayifaka eburothweni bakho namkha eburothweni obubasiweko."* (ijemu)

#### Amabhoksi wamaledere

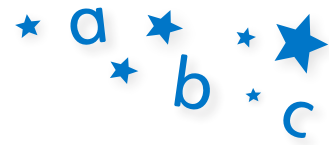
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **a**: i-abhula, amanzi, amaqanda, ipalapala, ibhanana, itjhatjhatjha, isandla, thandaza, uhagana



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



### Small group activities

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





#### Uzokudinga lokhu:

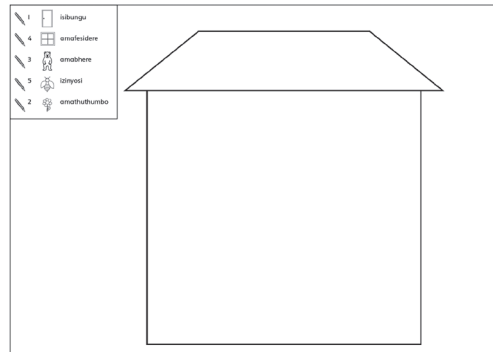
- **Ikhasi lokufunda bewenze umsebenzi** womunye nomunye umfundi
- Amakarada wesithombe setjhada leledere begodu namakarada anamaledere

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Bawa abafundi baqale umuda wokuthoma besebasunda bona uthini. Bese bafunda omunye nomunye umuda ndawonye.
- 3 Tjela abafundi bona kwanjisi sebakhamba bayokwenza umsebenzi ohlekisako obizwa "ngokufunda nokwenza". Kumele bafunde omunye nomunye umuda bese benza lokho othi abakwenza ngokusebenzisa indawo engakatlolwa litho ekhasini.
- 4 Funda umuda wokuthoma ndawonye godu. Tjela abafundi bona badwebe umnyango, kodwana ungabatjeli bona balidwebe kuphi.
- 5 Bawa nangabe omunye nomunye umfundi angakwazi "ukufunda" lokho okulandelako erhelweni okumele akwenze: kumele badwebe amafesidere amane.
- 6 Ragela phambili ngayo indlela le ngomunye nomunye wemiyalo.
- 7 Kwanjisi funda omunye nomunye wemiyalo godu bese uthi kubafundi: "Wakhe wawudweba umnyango owodwa? Nangabe ulidwebile, tshwaya lokho erhelweni lakho."
- 8 Baragele phambili badwebe begodu batshwaye omunye nomunye umlayelo bekufike ekugcineni kwerhelo.



### Ukulalelela itjhada elinqotjhiweko

- 1 Fihla amakarada wesithombe angetlasini ngaphambi kwesifundo.
- 2 Hlathululela abafundi bona bayokudlala "iinthombe zikamabhacelana".
- 3 Beka abafundi ngeenqhema begodu unikela esinye nesinye isiqhema ilelere phezulu kwekarada. Abafundi kumele batjho itjhada ilelere elilenzako, bese emva kwalokho baqala iinthombe ezinetjhada elinqotjhiweko.
- 4 Lokha abafundi nasele bafumene woke amakarada weenthombe akhambisana neledere labo, kumele bahlale ngendulungu phazu kwemada.
- 5 Abafundi kumele emva kwalokho badlhegane ngokuthiya esinye nesinye isithombe bese batjho itjhada elinqotjhiweko.

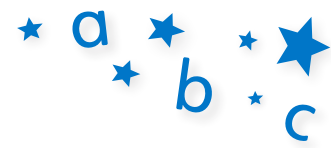


### Imisetjenzana yesiqhema esincani

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







### You will need:

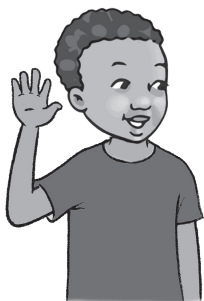
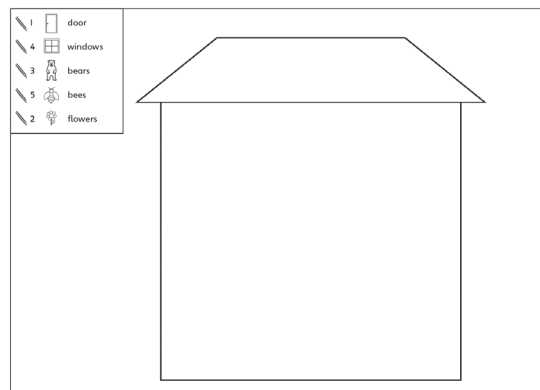
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

## 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.

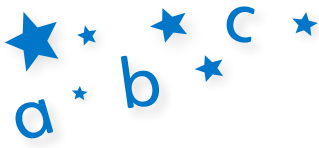


### Listening for focus sounds

- 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.

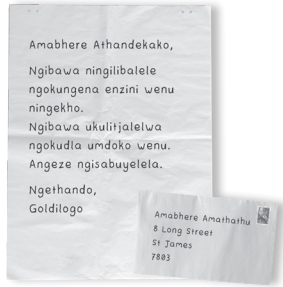
### Small group activities

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



### Uzokudinga lokhu:

- Isiquntu esikhulu sephepha elimhlophe, imvilobhu ekulu, iintembu zeposi, ikhokhi enzima
- Amagama amalunga amanengi endatjaneni: isikghwa, umratha, ifesidere, okunetswayi, UGoldilogo, ikamuru lokulala, ingubo, ukudla, ukuhlala, umntwana, -lambileko, itafula, leleko, umuntu



## Iveke yesi-2 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Coca ngombono wokuncancabeza netlasi: *"Kubayini sithi nancabe? Sitjho nini sithi nancabe? Sitjho njani bona nancabe?"*
- 2 Coca ngamagadango kaGoldilogo endatjaneni: *"Kwakukukuziphatha kuhle ukungena ekhaya lamabhere ngesikhathi angekho? Kwakukukuziphatha kuhle ukudla ukudla nokulala embedeni? Kwakukukuziphatha kuhle ukubaleka ngesikhathi amabhere nakabuya ekhaya?"*
- 3 Coca ngokuqatheka kokuhlonipha izinto zabanye abantu etlasini. Hlobanisa indatjana nelemuko labafundi langemihla lokwabelana itlasi nabanye abafundi.
- 4 Buza abafundi bona bekumele aziphathe njani uGoldilogo.
- 5 Hlathulula bona uGoldilogo ufuna ukutlolela amabhere incwadi yokucolisa ngendlela aziphethe ngayo endlini yawo. Tjela abafundi bona bazokusiza ukutlolela incwadi.
- 6 Namathisela amatjhidi amakhulu wephepha ebhodini.
- 7 Coca ngokobana incwadi ithonywa njani. Tlola *"Amabhere Athandekako"*.
- 8 Buza abafundi: *"Ucabanga bona uGoldilogo kumele athini emaBhereni?"* Lalela imibono yabafundi bese ubatlolela ngendlela elula.
- 9 Coca ngokuvalwa kwencwadi. Tlola *"Ngethando, Goldilogo"* ekugcineni kwencwadi.
- 10 Funda incwadi ndawonye, utjengise elinye nelinye igama ngendlela itlasi efunda ndawonye kanye nawe.
- 11 Coca bona ungayithumela ngayiphi indlela incwadi ngeposi. Nangabe abafundi baneminye imibono yokuthumela incwadi, coca ngezinto ezihle begodu nezimbi zemibono efana nale. Isibonelo, i-imeyili ingaba msinya khulu kunencwadi.
- 12 Incwadi izokufuna bona uyibhince bese uyifaka ngaphakathi kwemvilophu. Coca ngezinto zamambala ezenzakalako nawuposa iincwadi, okufaka phakathi: ukutlolela isiphande ngaphambili kwemvilobhu, nginamathisele iintembu phezulu kwemvilobhu begodu nokuposa incwadi. (Nangabe kuyakghonakala, thatha abafundi ubase ebhoksini leposi ukwenzela bona bakwazi ukuthabela ilemuko lokuposa incwadi)
- 13 Thumela *"ipendulo"* incwadi etlasini evela emabhereni. (Ungaposela incwadi esikolweni.)

### Ukwakha nokuphula (amalunga)

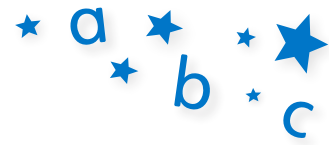
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama amalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **um | ntwá | na**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ilunga: **um** (igadango linye) **ntwá** (igadango linye) **na** (igadango linye). Nikela abafundi abathileko umkhuhluzi namkha iingungu bona zikhuhluze namkha zikokode kelinnye nelinye ihlavu.
- 3 Yitjho amanye amagama ahlavunengi avela endatjaneni ngesikhathi abafundi bamadanisa enye nenye ihlavu. Khuthaza abafundi bona babale iihlavu emagameni (isibonelo: *"umntwana"* kuneenhlavu ezinthatu).



### Imisetjenzana yesiqhema esincani

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





### 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: isikghwa, umratha, ifesidere, okunetswayi, UGoldilogo, ikamura lokulala, ingubo, ukudla, ukuhlala, umntwana, -lambileko, itafula, leleko, umuntu



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

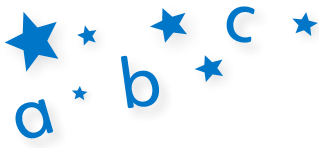
- 1 Discuss the idea of an apology with the class: "Why do we say sorry? When do we say sorry? How do we say sorry?"
- 2 Talk about Goldilocks' actions in the story: "Was it good manners to enter the bears' home when they were not there? Was it good manners to eat the food and sleep on the beds? Was 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)


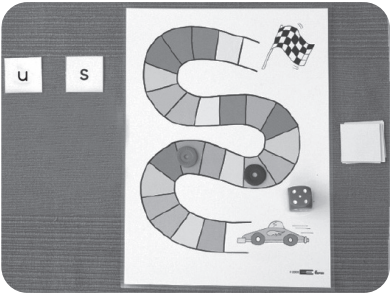

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **um | ntwā | na**.
- 2 Ask learners to march for each syllable: **um** (one step) **ntwā** (one step) **na** (one step). Give some learners shakers or 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: "umntwana" has three syllables).

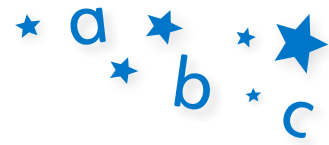
### Small group activities

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


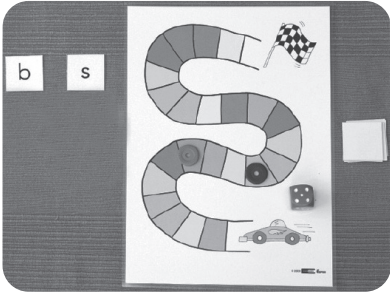



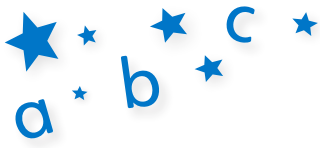
## Imisetjenzana yesiqhema esincani yeveki yesi-2

| Uzokudinga lokhu   | Imisetjenzana   |
|--|---|
| <ul style="list-style-type: none"> <li>• Amatjhidi amakhulu wephepha lomgadangiso weendaba</li> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Isikere, isinamathiseli</li> <li>• linthombe zemithi engafaniko</li> </ul> | <p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Namathisela umgadangiso weendaba emthangaleni ngaphambi kwesifundo.</li> <li>2 Omunye nomunye wabafundi kumele adwebe umuthi phezulu kwephepha le-A4 begodu emva kwalokho alisike azombeze imiphetho womuthi wabo.</li> <li>3 Emva kwalokho bangayinamathisela phezulu komgadangiso weendaba ukwenza "ihlathi".</li> <li>4 Abafundi banga kwanga badlulisa amaphaphethi ehlatini ngesikhathi ukuzenzisa kwabo kukhambisa isikhathi.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• Amabhodi amabili <b>Womdlalo weenkoloyi zokureyisisa</b></li> <li>• Ikarada leenthombe, ukusika</li> <li>• Amadayisi amabili</li> </ul>                          | <p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka <b>Ibhodi yomdlalo weenkoloyi zokureyisisa</b> kwetafula nabafundi ababili ukuya kabathathu abahlezi balizombelezileko.</li> <li>2 Beka amakarada wesithombe ewobhini, eliqale phasi. Beka amakarada wamaledere aqale phezulu ukwenzela bona abafundi bababone.</li> <li>3 Hlathululela abafundi imithetho:             <ul style="list-style-type: none"> <li>• Omunye nomunye umfundi unedlhego yakhe yokuphosa idayisi begodu atjhidise isibali sendawo ngenani elifaneleko.</li> <li>• Ngemva kobana atjhidise isibali, umfundi uthatha ikarada lesithombe ewobhini, athiye isithombe ibizo bese utjho itjhada elinqotjhiweko.</li> <li>• Emva kwalokho umfundi bese ubeka ikarada lesithombe phezulu kwekarada okungilo leledere.</li> <li>• Umdlalo uphela ngesikhathi umfundi wokuthoma afika eflarheni begodu uba mthumbi.</li> </ul> </li> </ol> |
| <ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul>   | <p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakajtjhela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>   |



## Small group activities for Week 2

| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• Large sheets of flipchart paper</li> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Scissors, glue</li> <li>• Pictures of different trees</li> </ul>  | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Stick a few pieces of flipchart paper on the wall before the lesson.</li> <li>2 Learners must each draw a tree on an A4 paper and then cut out around the edges of their tree.</li> <li>3 They can then stick them on the flipchart paper to form a “forest”.</li> <li>4 Learners can pretend to walk the puppets through the forest during their pretend play time.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Two <b>Racing car game boards</b></li> <li>• Picture cards, cut up</li> <li>• Two dice</li> </ul>  | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Racing car game board</b> on the table with two to three learners seated around it.</li> <li>2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them.</li> <li>3 Explain the rules to the learners: <ul style="list-style-type: none"> <li>• Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>• After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>• The learner then puts the picture card next to the correct letter card.</li> <li>• The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol> |
| <ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul>                           | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners’ reading.</li> </ol>  |



### Uzokudinga lokhu

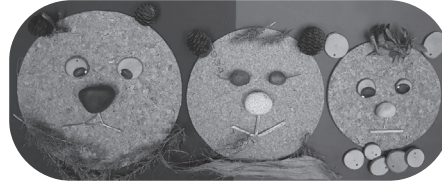
- Iinquntu zekhadibhodi eziyindulungu
- Imatheriyali enengi yemvelo efana namatje, iinswazi, iimbewu, amakari, amakhoni wepayini, amatjana abutjhelelezi, ama-ayikhoni, utjani, ithunjana, ihoyi



### Imisetjenzana

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

- 1 Hlathululela abafundi bona bayokutlama ubuso bebhere.
- 2 Abafundi benza ubuso bebhere ngamamatheriyali ahlukehlukeneko. Akukameli bona banamathisele imatheriyali phezu kwendulungu. Ngalendlela iindulungu zekhadibhodi zingasetjenziswa godu begodu abafundi bangenza ubuso obahlukahlukeneko ngamamatheriyali ahlukehlukeneko wemvelo.

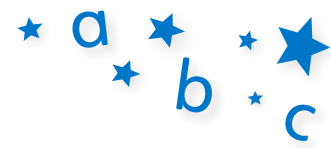





- Amaphrophsi: ikhadibhodi begodu nesitshwayi sebhodi emhlophe sokwenza itshwayo lendlu yokudlela, ipensela, nephepha labapheki amaduna/ nabasikazi ukobana benze ama-oda, ingwani yompheki, itafula kanye neentulo ezikhambisana namatjhila wetafuna, iinkomitji, izitja, iinsetjenziswa zokudla, umtato omdala, irhelo lokudla okukhanjwa nakho

#### **Umsetjenzana wesi-5: Lingisa ukudlala**

- 1 Khumbuza abafundi ngamaphrophsi ekhoni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga basebenza namkha bavakatjhela indlu yokudlela.
- 2 Dosa phambili use abafundi ekhoni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako. Tjengisa abafundi amaphrophsi, begodu uhlathulule lokho ngokulandela ummango wokunambitha nokunuka, abazokudlala endlini yokudlela/ekhefi.
- 3 Babawe bona benze itshwayo lebizo lekhefi, irhelo lokudliwako, itshwayo elithi kuvuliwe/kuvaliwe. Bangenza kwanga benza ukudla, begodu banikele abantu abahlezi endlini yokudlela/ekhefi ukudla. Bangabuye benze kwanga badosela indlu yokudlela umtato bese bathatha ama-oda wokudla okukhanjwa nakho.
- 4 Vakatihela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: Bewungadosa "umtato" wenze i-oda lokudla okukhanjwa nakho.





| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>• Round pieces of cardboard</li> <li>• Lots of natural materials like stones, sticks, seeds, leaves, pine cones, pebbles, acorns, grass/straw/hay</li> </ul>           | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to design a bear's face.</li> <li>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.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a restaurant.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>  |









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

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

# ★ Ithemu yesi-2: Ukulalela nokukhuluma Irubhriki 1 & 2

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

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

| Assessment criteria  | 1. Not achieved<br>(0 – 29%)   | 2. Moderate achievement<br>(30 – 49%)   | 3. Adequate achievement<br>(50 – 74%)  | 4. Outstanding achievement<br>(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 yesi-2: Amatjhada, ukufunda nokubukela Irubhriki 1-3

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

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

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

# Ithemu yesi-2: Ukutlola okusathomako begodu nomtlole wesandla

## Irbhriki 1-3

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



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

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

# ★ Yenza ibumba lokudlala

## Uzokudinga lokhu

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

## Amagadango

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

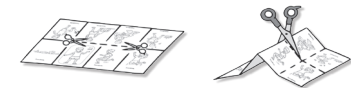
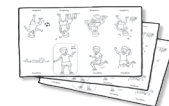


Futhumeza ibumba lokudlala ngokulikiniya ngezandla zakho. Lokhu kuthabulula umzimba okuhle emisipheni yezandla zabantwana. Paka ibumba lokudlala emgodleni weplastikini ukuligcina lelitjha begodu silifake esiqandisini, nangabe kulungile, namkha endaweni emakhaza.

# ★ Yenza Incwadi Encani

## Amagadango

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



# ★ How to make playdough

## You will need

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



## Steps

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

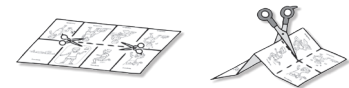
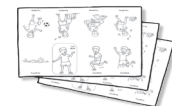
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

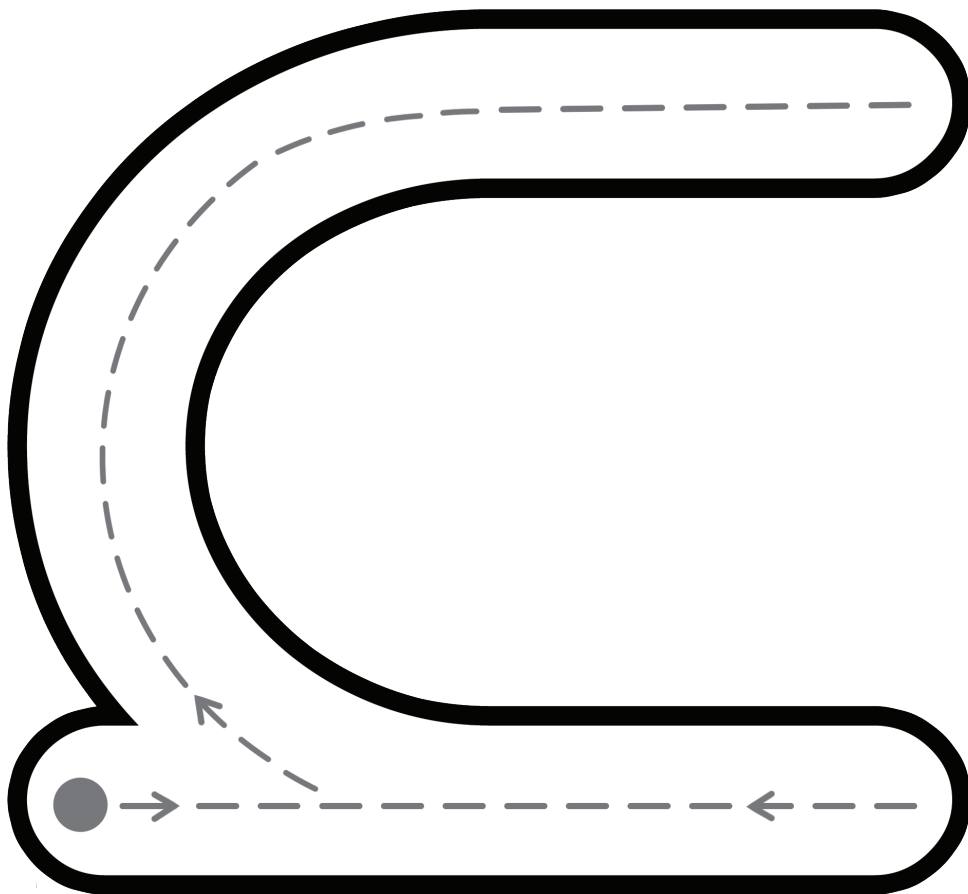
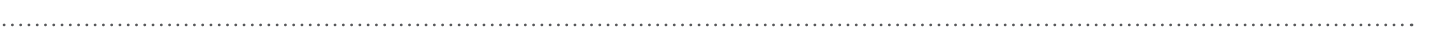
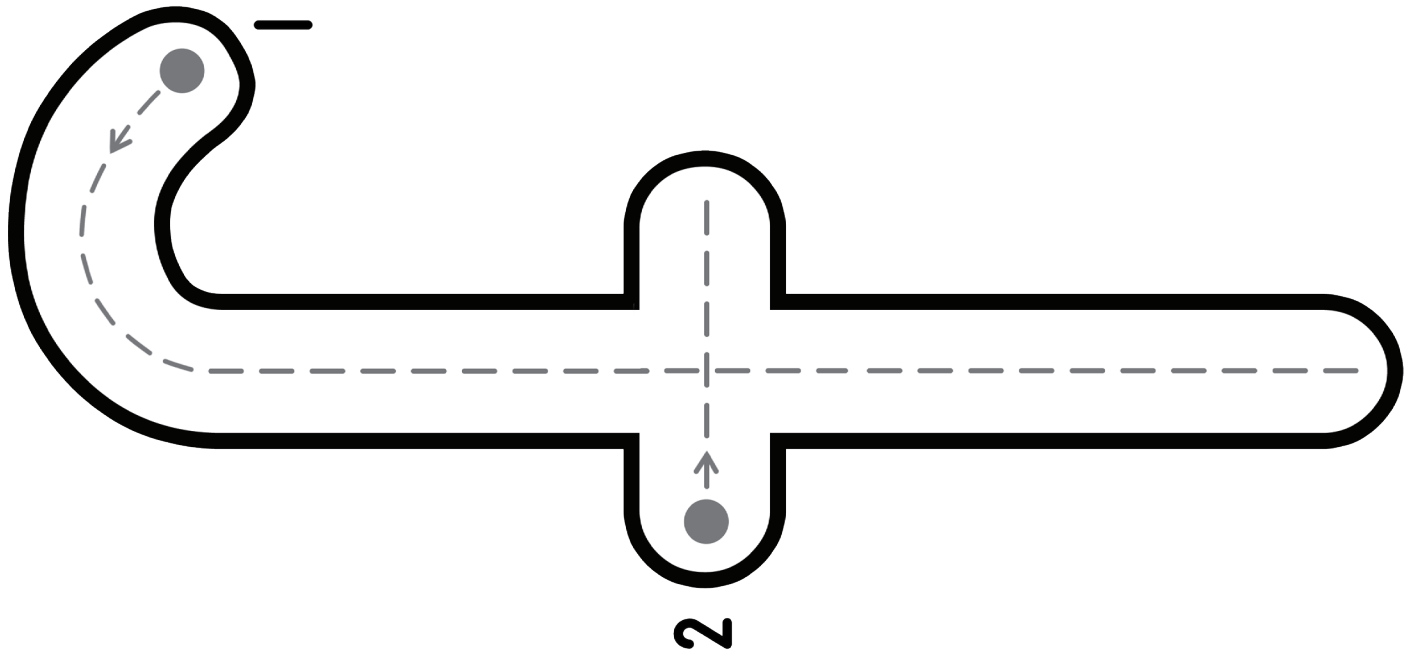


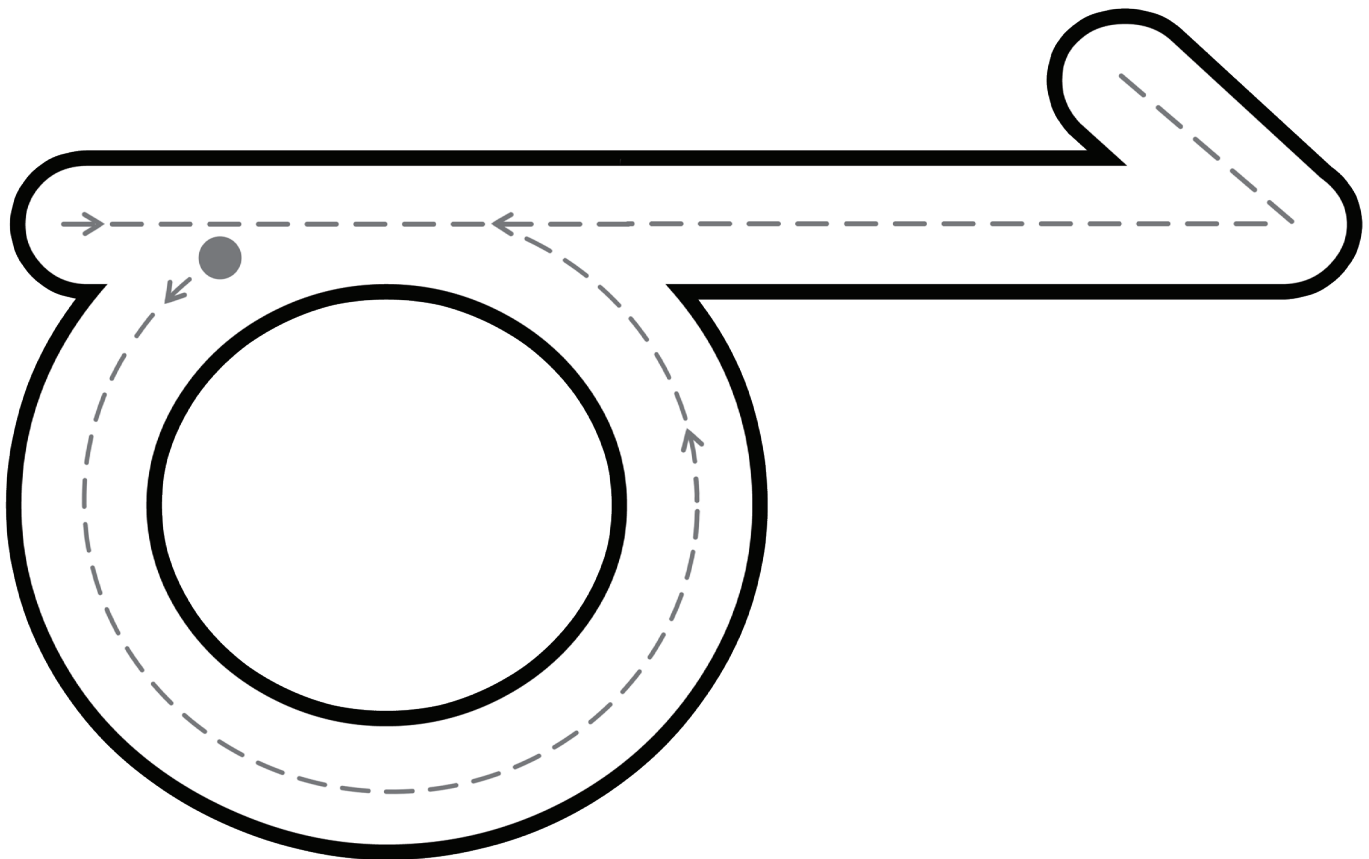
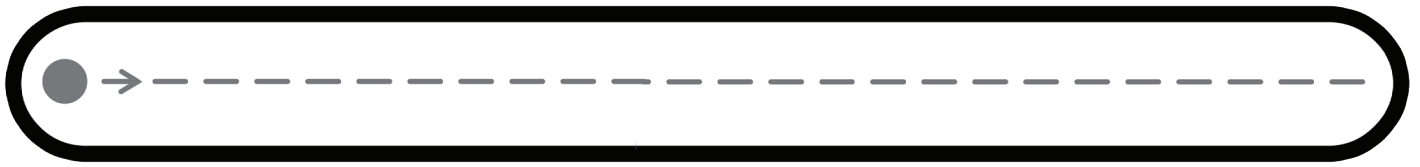
# ★ How to make a little book

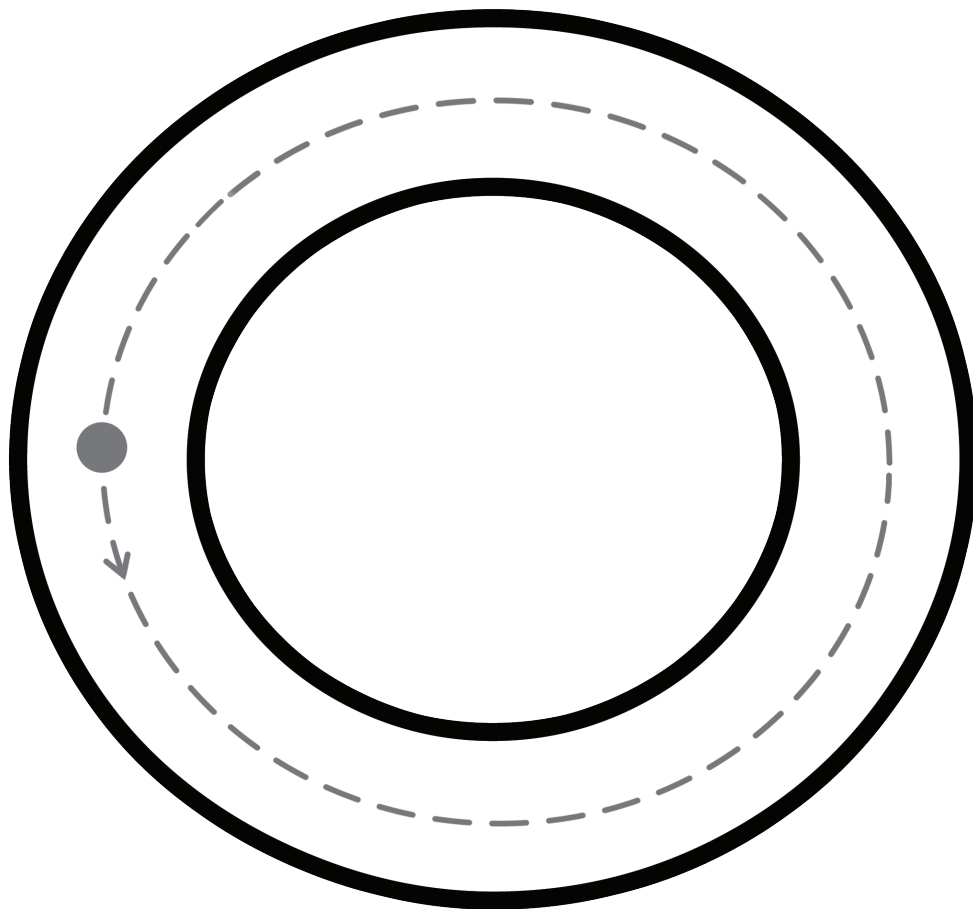
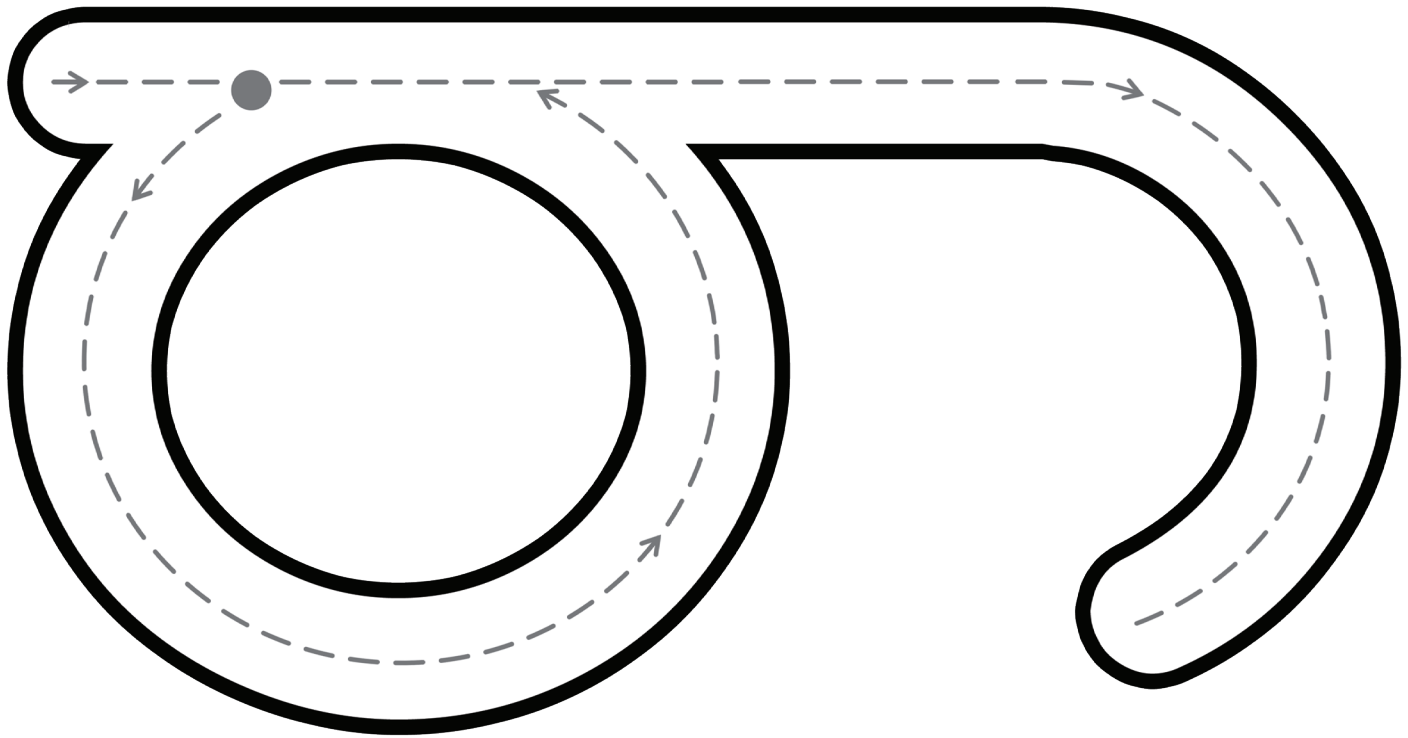
## Steps

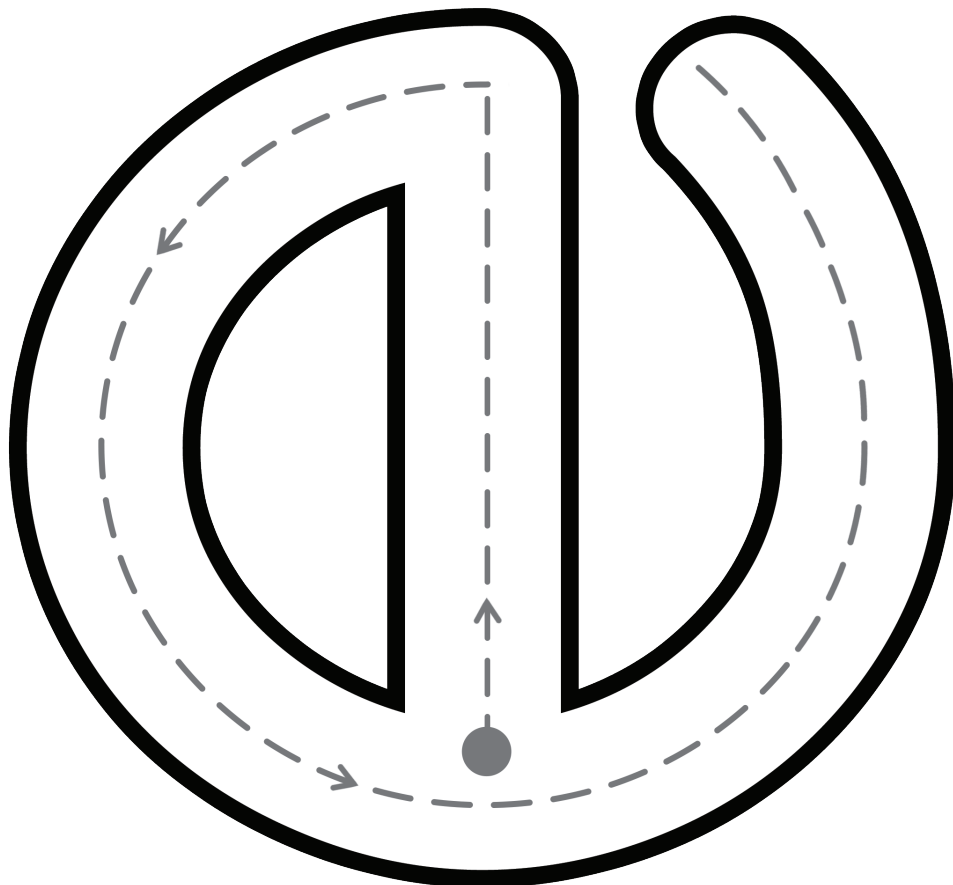
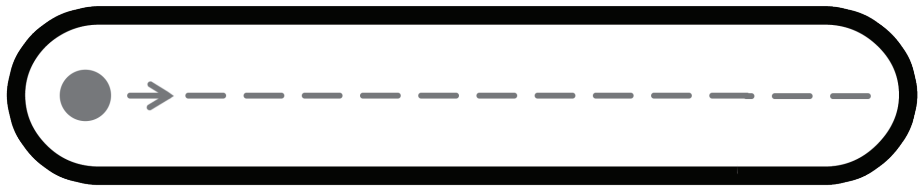
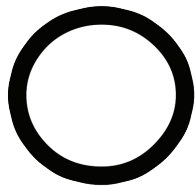
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

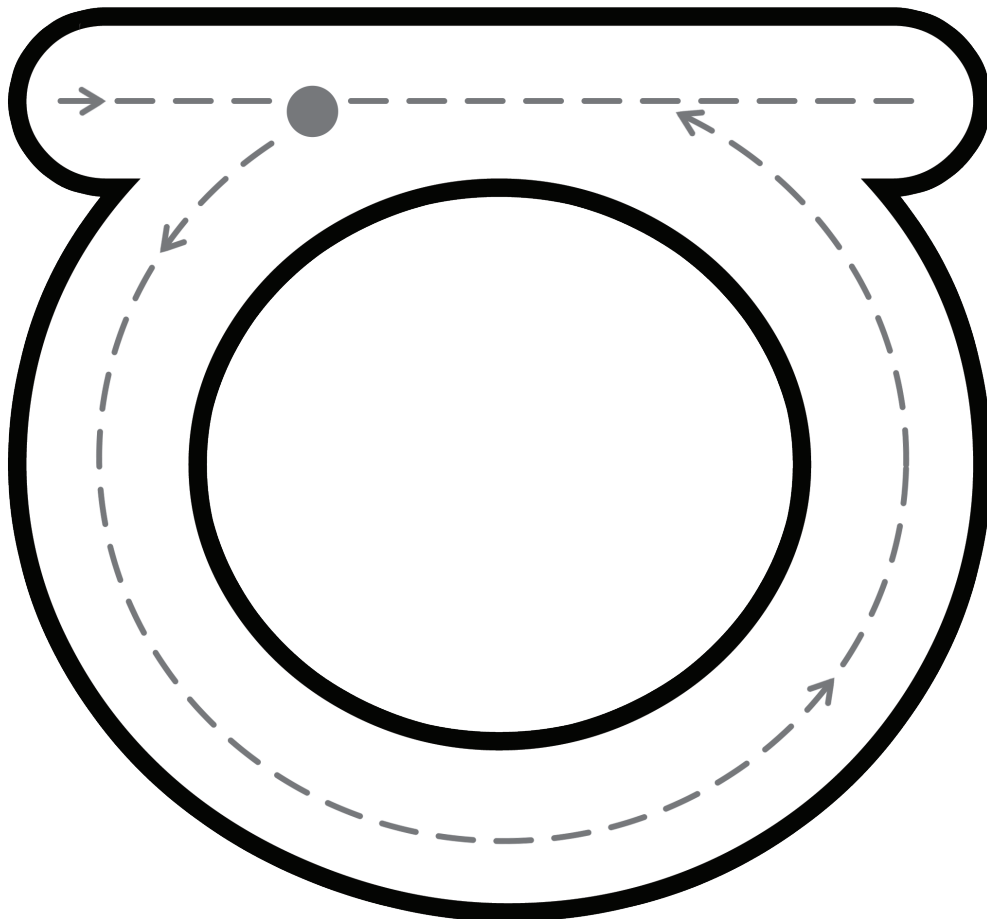
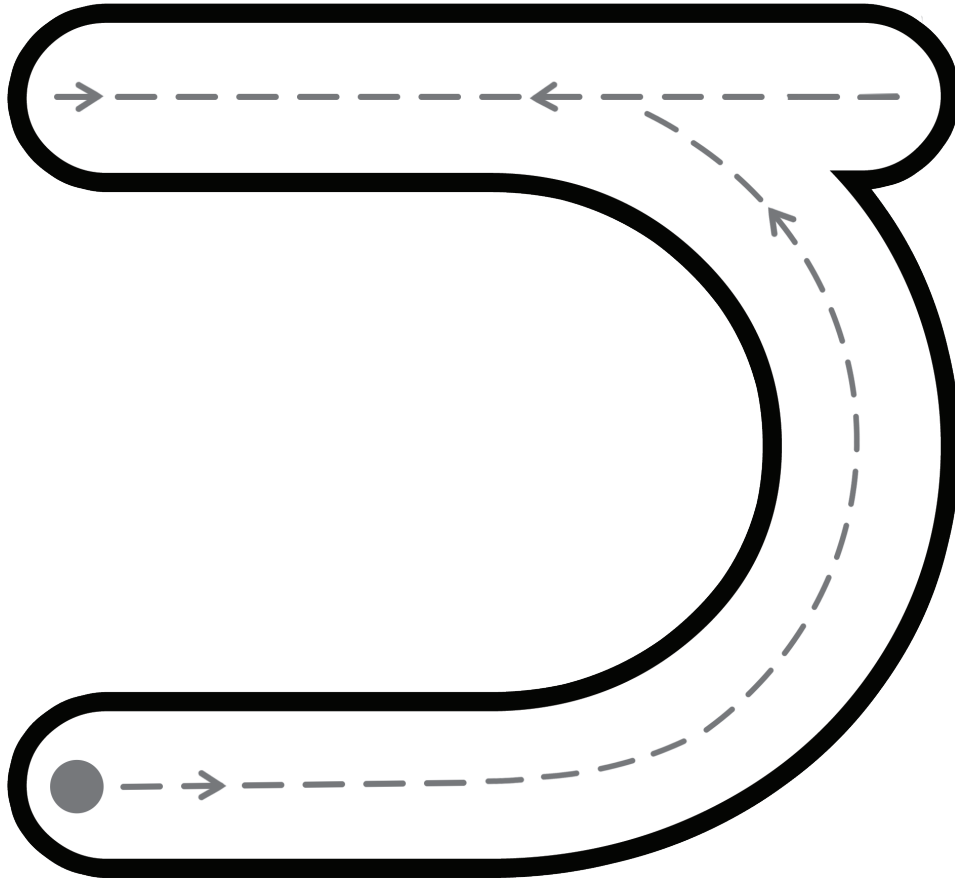
















3



4



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6

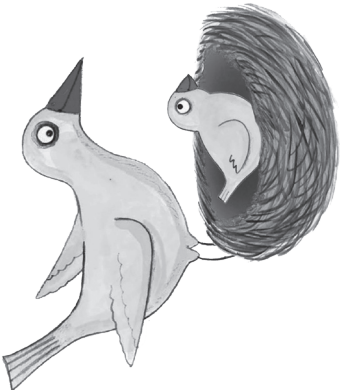



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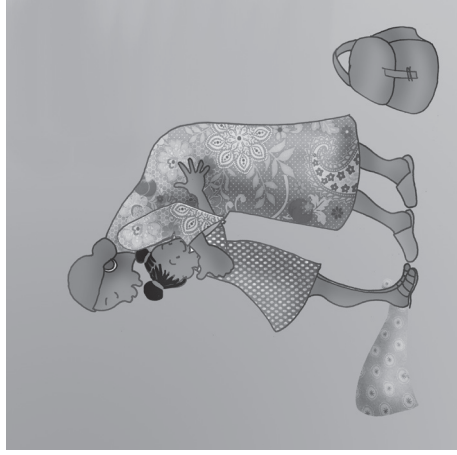
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Ungumma na?

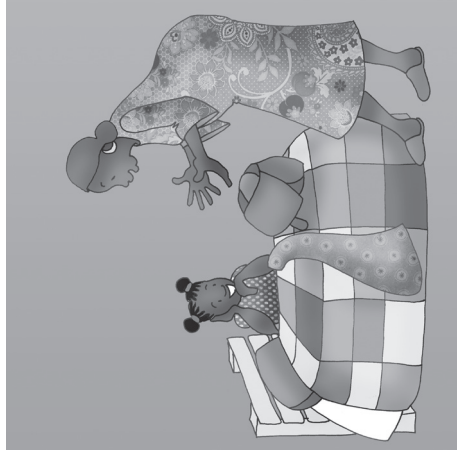



Indawo yencwadi le kuse:

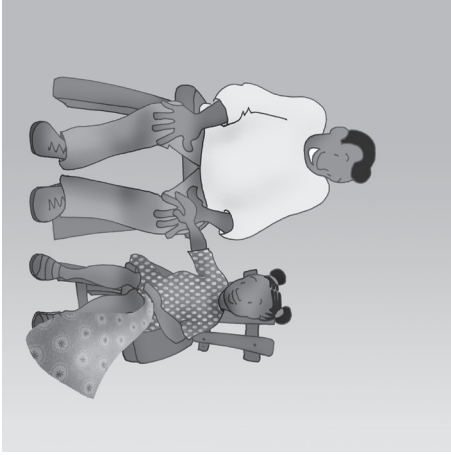
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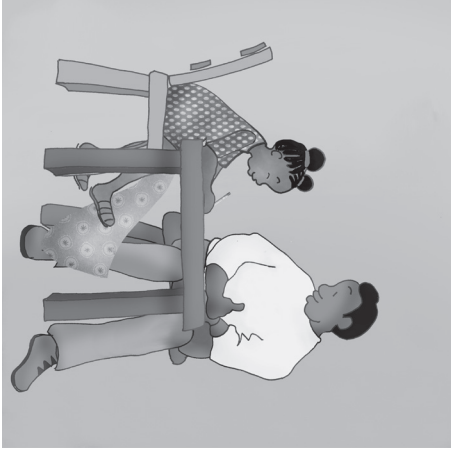
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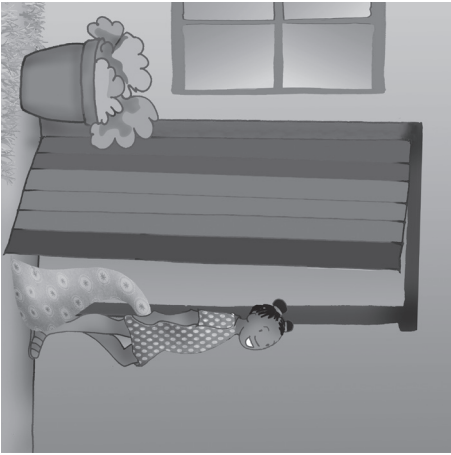
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3



4



5



6

Ukulindela umntwana

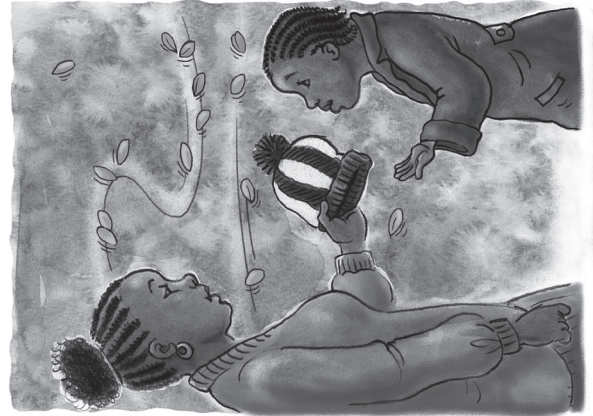
African Storybook.org

Indawo yencwadi le kuse: .....





3



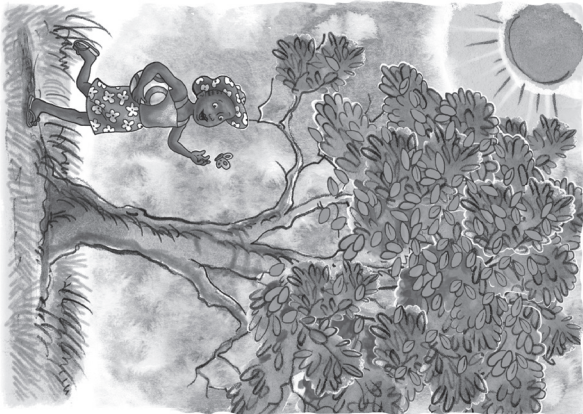
2



4



1



5



6

Isidleke  
esiyindulungu



  
Wordworks  
Changing lives through literacy

Indawo yencwadi  
le kuse:

.....



9



5



7



3



1



2



Ikghuru neqephe layo



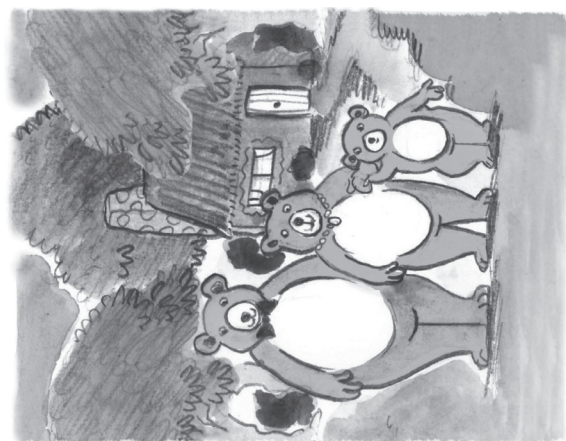
Wordworks  
Changing lives through literacy

Indawo yencwadi le kuse:  
.....

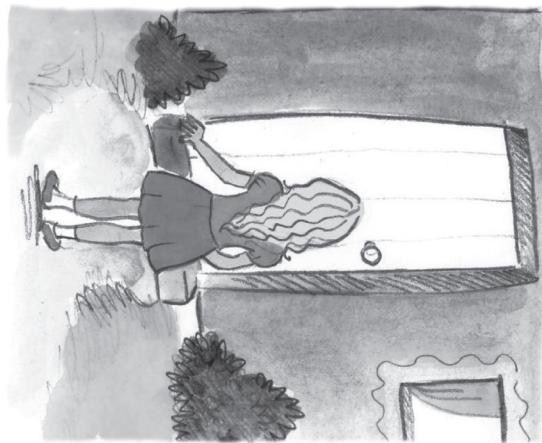




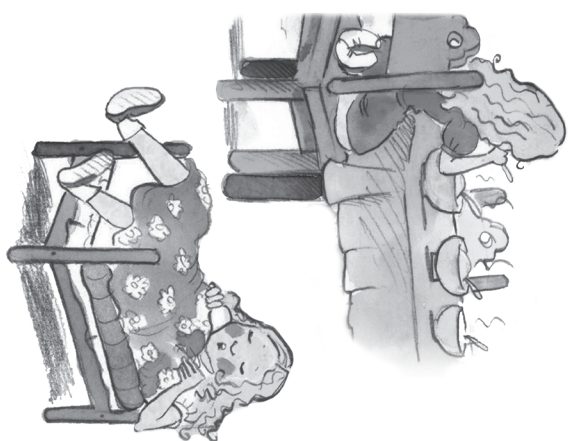
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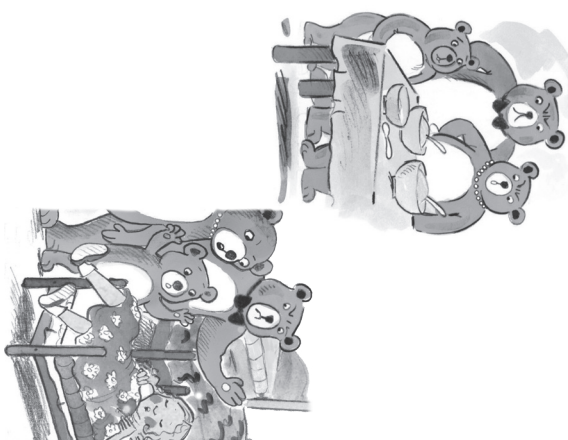
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3



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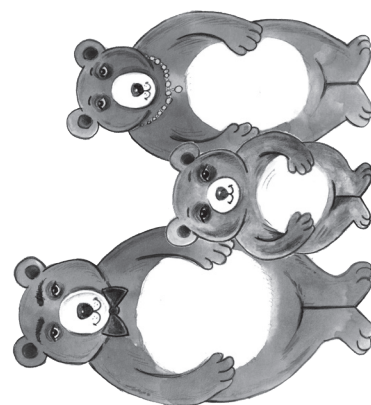


5



6

UGoldilogo



**Wordworks**  
Changing lives through literacy

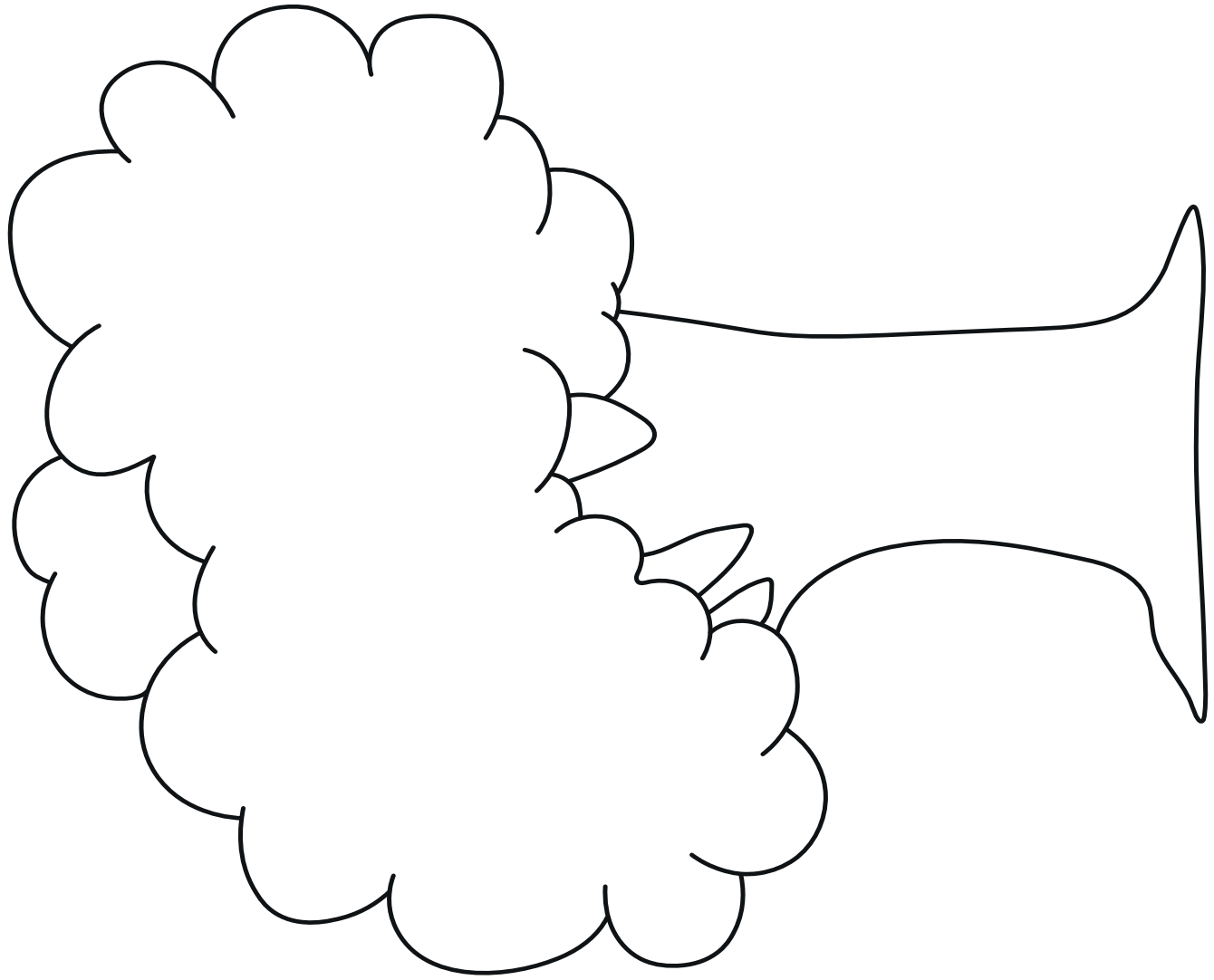
Indawo yencwadi  
le kuse:











.....





**Ungumma na?:** Ikhasi lomsebenzi wekufunda bewenze

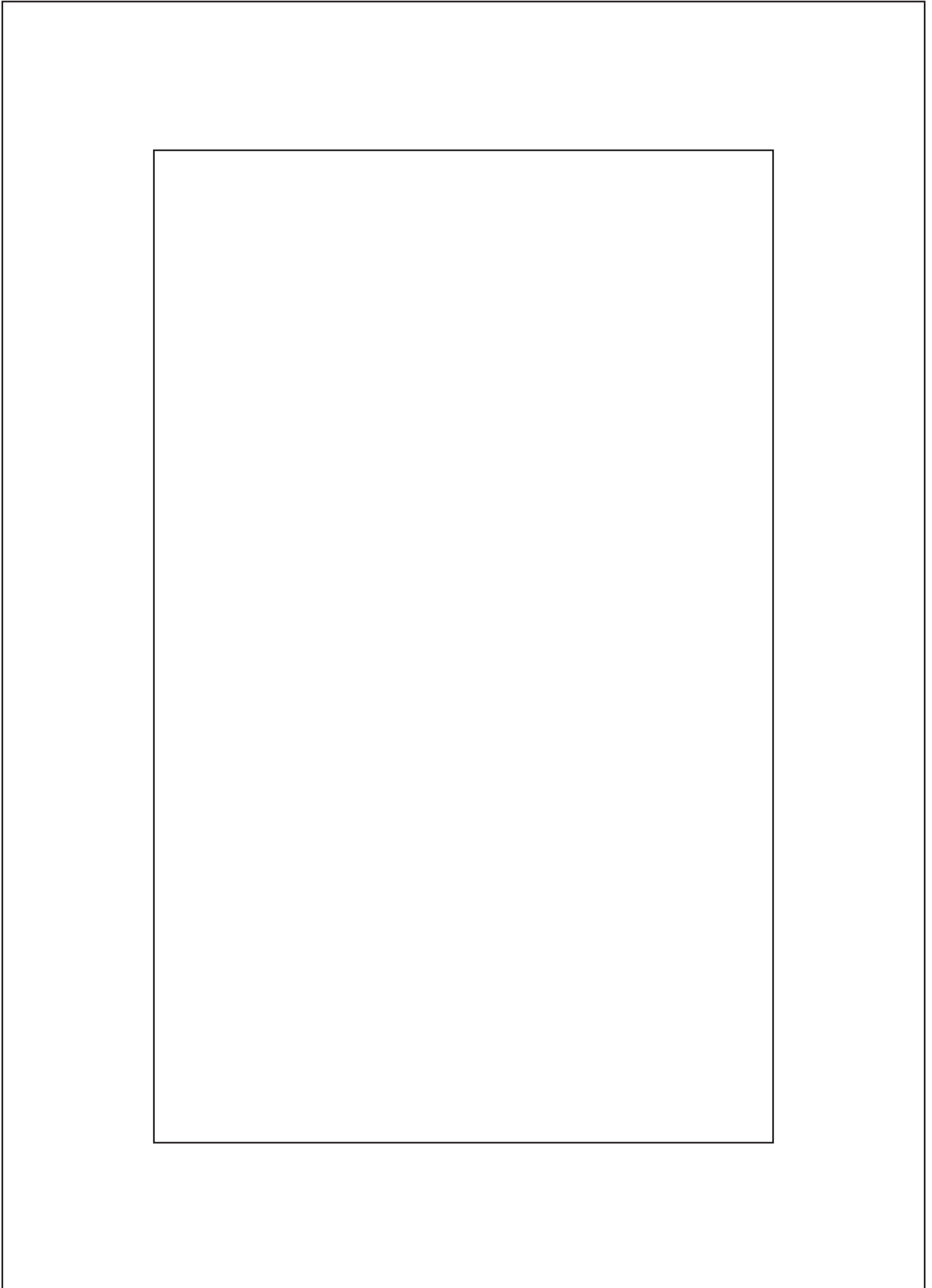


|   |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
| ikomo   | imbuzi  | inyoni  | isidleke  | iimbungu  |
| 1   | 1   | 1   | 1   | 4   |
|  |  |  |  |  |















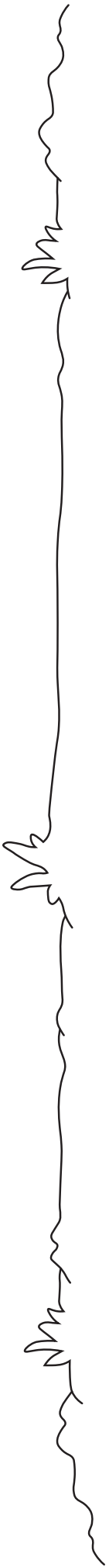
**Ukulindela umntwana:** *Ikhasi lomsebenzi wephahla lesithombe*





**Isidleke esiyindulungu:** Ikhasi lomsebenzi wekufunda bewenze

|   |  |
|---|--|
| <br><b>2</b> | <br><b>imithi</b>                 |
| <br><b>1</b> | <br><b>isidleke esiyindulungu</b> |
| <br><b>1</b> | <br><b>inyoni</b>                 |
| <br><b>5</b> | <br><b>amakari</b>                |
| <br><b>1</b> | <br><b>ilanga</b>                 |

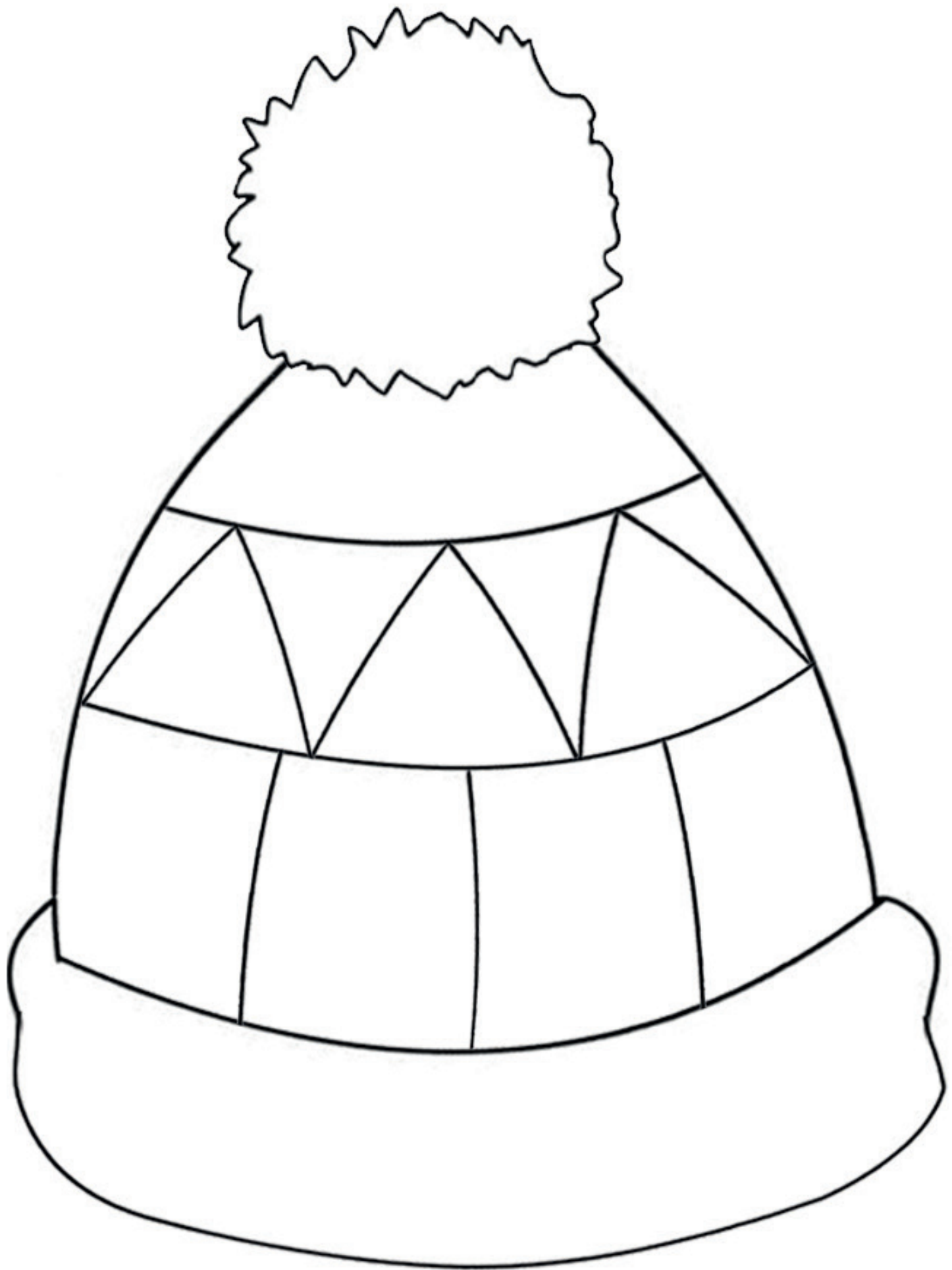


















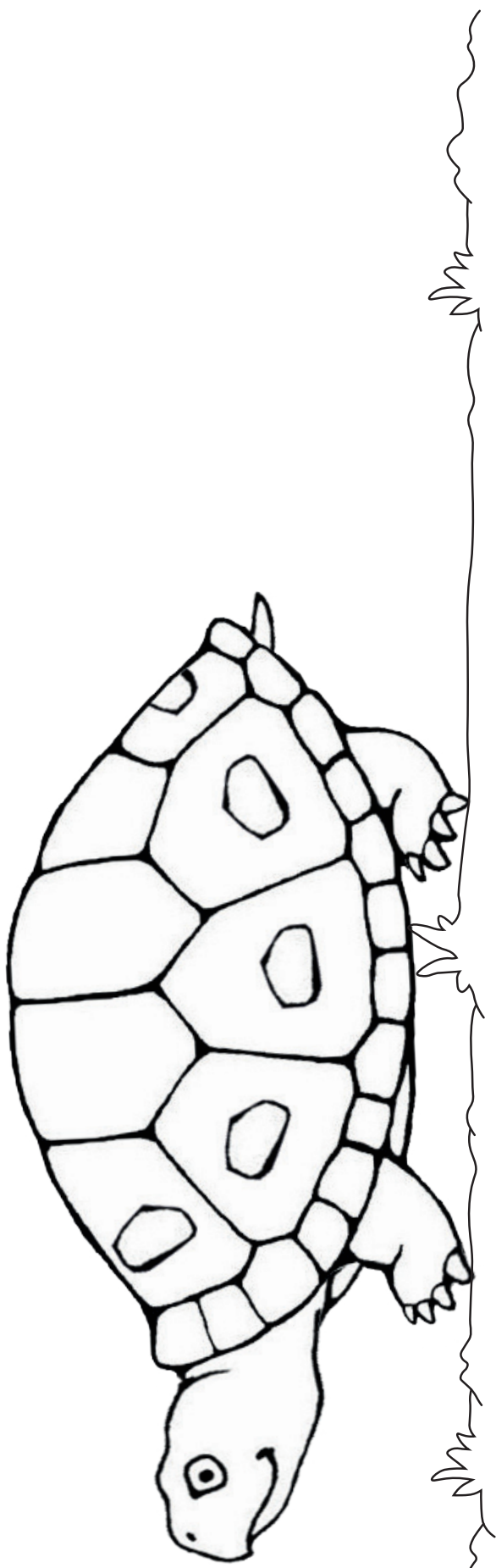
*Isidleke esiyindulungu: Ikhasi lomsebenzi wesidleke esiyindulungu*





**Ikghuru neqephe layo:** Ikhasi lomsebenzi wekufunda bewenze

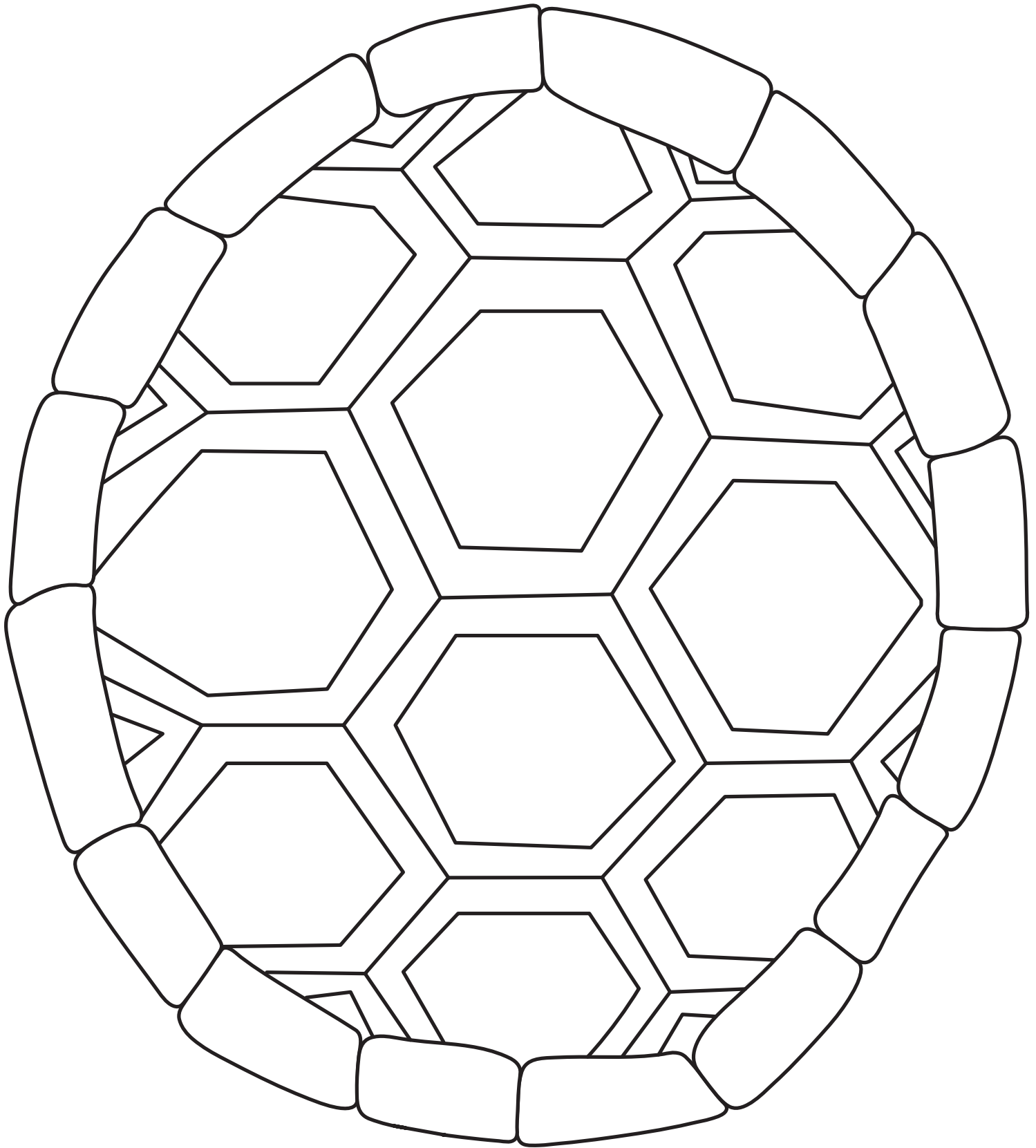
|   |   |   |          |
|---|---|---|----------|
|  | 1 |  | umuthi   |
|  | 1 |  | ilanga   |
|  | 2 |  | amakhozi |
|  | 3 |  | ilifu    |
|  | 5 |  | izulu    |







***Ikguru neqephe layo: Ikhasi lomsebenzi wekguru neqephe layo***





**UGoldilogo:** Ikhasi lomsebenzi wekufunda bewenze

|          |             |          |          |              |
|----------|-------------|----------|----------|--------------|
| 1<br>    | 4<br>       | 3<br>    | 5<br>    | 2<br>        |
|          |             |          |          |              |
| isibungu | amafesidere | amabhere | izinyosi | amathuthumbo |

