



INkqubo yokuPhucula uLwimi
kwiBanga R

Grade R Language
Improvement Programme

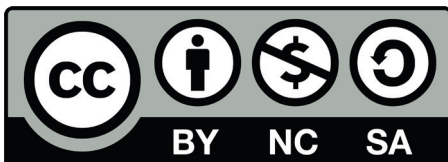
IsiKhokelo seMisebenzi Activity Guide

seKota yesi-2
Term 2



IsiXhosa | English





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Uvumelekile ukuba wabelane nabanye ngezi zixhobo (ungenza iikopi uze uzithumele ezi zixhobo nakwabanye) ungazitshintsha (usenokuzixuba, usenokuziguqula futhi uzandise ezi zixhobo) ukuze ufezekise nayiphi na injongo. Kufuneka unike ikhredithi efanelekileyo, unike indlela yokunxibelelana kunye nelayisensi futhi ucacise ukuba kubekho izinto ezitshintshiweyo.

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Amazwi engabula-zigcawu aphuma kwiNtloko yeSebe leMfundo



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

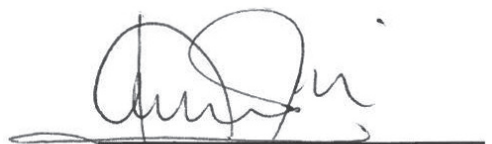
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely


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



IsiKhokelo seMisebenzi seKota yesi-2

IsiKhokelo seMisebenzi seKota Yesi-2 soLwimi lwaseKhaya, sikuxhobisa ngendlela yokufundisa uLwimi lwaseKhaya kwiBanga R ngekota yesibini. Imisebenzi isekelwe kumabali kwaye yenzelwe ukuba kufundiswe ibali ngalinye ngokomjikelo okanye ngokwesayikili yeeveki ezimbini.

Qaphela ezi zinto zilandelayo:

- ★ uluhlu lwezinto ekufuneka uzilungiselele umjikelo okanye isayikili nganye yeeveki ezi-2
- ★ isicwangciso seeveki ezimbini esikubonisa imisebenzi ekufuneka yenziwe, yonke imihla ngeeveki ezimbini
- ★ iphepha lokuhlola okuqhubekayo okusekelwe kwimisebenzi yekota futhi linokusetyenziswa xa kurekhodishwa inkqubela-phambili yekota yomfundi ngamnye
- ★ iirubhrikhi zokuhlola
- ★ imisebenzi esemaphepheni anokufotokotshwa, iincwadi ezincinci, kunye neethempleyithi zoonobumba.

Izixhobo zokufundisa nokufunda

Nasi isishwankathelo samabali, imixholo yamabali kunye noonobumba/nezandi ekugxilwe kuzo.

Ibali	Umxholo	Oonobumba/izandi ekugxilwe kuzo
Ingaba ungumama wam?	Ikhaya, uKhuseleko	a no-l
Silindele usana	Usapho lwam, lintsuku zeveki	i no-k
Indlwane eyenziwe ngomnqwazi	Imozulu	e no-m
UFudwazana neqokobhe lakhe	Isandi, ukujonga nokuphatha	o no-f
UNwelezelanga	Ukungcamla nokunukisa	u no-s

Kuza kufuneka uziqokelelele ezakho izixhobo zokufunda nokufundisa le nkqubo. Ezinye uza kuzinikwa njengenxalenye yale nkqubo, ezinye kuza kufuneka uzikhangelele ze ezinye uzenzele ngokwakho. Sicebisa ukuba izifundo zakho uzicwangcise ekuqaleni kweveki nganye uze ulungise zonke izixhobo oza kuzisebenzisa kuselithuba. Qiniseka ukuba yonke into ilungile phambi kokuqala isifundo sakho ukuze ukwazi ukuchitha ixesha lakho elininzi kunye nabafundi.

Umqulu wezixhobo zokufunda nokufundisa ulwimi

KwisiKhokelo seMisebenzi seKota nganye uza kufumana umqulu wezixhobo zokufundisa ezihamba kunye:

- ★ neepapethi zebali ngalinye
- ★ nemifanekiso eza kulandelelaniswa yebali ngalinye
- ★ neNcwadi eNkulu yebali ngalinye
- ★ nemidlalo kunye neephazili (ekuza kufuneka zilungiswe ngokuthi zisikwe kakuhle).

★ 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.

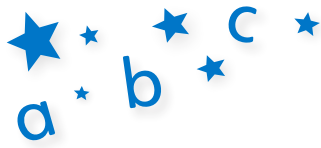
Story	Theme	Focus letters/sounds
Are you my mother?	Home, Safety	a and l
Waiting for baby	My family, Days of the week	i and k
The beanie nest	Weather	e and m
Tortoise and his shell	Sound, sight and touch	o and f
Goldilocks	Taste and smell	u and s

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).



Izixhobo onokuziqokelela okanye uzithenge

- ★ iipropu kunye nezinto zokunxiba ezihambelana neballi oza kuzisebenzisa xa ubalisa ibali, nililinganisa okanye nisenza umdlalo wokulinganisa
- ★ izixhobo zokufunda ezishicilelweyo ezihamba neballi ngalinye: incwadi yemifanekiso, amaphetshana anezinto ezithengiswayo, iimagazini kunye neepowusta
- ★ Izinto okanye amakhadi anemifanekiso ahambelana noluhlu lwesigama kwibali ngalinye
- ★ Izinto eziza kuba kwiibhokisi zoonobumba
- ★ iikhrayoni ezinkulu zewax, ipeyinti kunye neebhrashi zokupeyinta, iglu, iikhoki kunye nekhoki zokubhala kwiwhiteboard
- ★ Iphepha elinguA4, ikhadibhodi kunye nephepha elikhulu elimhlophe leflipchart
- ★ Imifanekiso yamakhaya ezilwanyana ezahlukeyo kunye neyamalungu osapho ahlukeneyo
- ★ izinto ezilahliweyo oza kuzisebenzisa kwimisebenzi yobugcisa neyokubumba izinto: amaphepha alahliweyo, ingca, iintsiba, izinti, uboya, iibhokisi zamaqanda, iziciko zeebhottle, iibhottle zeplastiki, iibhokisi zematshisi, amatye amancinci, iipeyinti zephepha, iifolokhwe zeplastiki, iintambo kunye nemitya yezihlangu, iiserviette
- ★ izinto ezincinci okanye imifanekiso eza kusetyenziswa xa kusenziwa imisebenzi yeethempleyithi zoonobumba: iphepha okanye iphepha langasese, itoti yefoil, ifoam, ilaphu, ipeyinti yokupeyinta ngeminwe, iribhoni, amatye amancinci, amaso, iimbotyi, isanti, iintliziyo, iminqwazi, iinwele, ihay, iihighlights, iilentile, amaphepha ebesongele izitoki-lekese, ilace, amagqabi, imicinga yokuvungula, itape, iziqwengana zeekhadibhodi, isivingco, amagaqana ekofu.

Amalungiselelo afunekayo ebali ngalinye

- ★ Qokelela iipropu zokubalisa ibali, zokulinganisa ibali nezokwenza umdlalo wokulinganisa
- ★ Fotokopela umfundi ngamnye amaphepha omsebenzi
- ★ Lungisa imidlalo kunye neephazili uze uzifake kwisingxobo okanye ungazifaka nakweyiphi into eziza kuhlala kuyo kakuhle
- ★ Yenza intlama yokudlala kunye neemethi zokuhlala (iresiphi uyinikiwe kumaphepha omsebenzi)
- ★ Fotokopela umfundi ngamnye incwadi encinci uyisonge (imiyalelo yokusonga ifumaneka kumaphepha omsebenzi)
- ★ Yenzela ibali ngalinye iibhokisi ezimbini zoonobumba: Zalisa izikhongozeli ebezifake iayisikhrim ngezinto ezahlukeyo (okanye ingayimifanekiso yezinto) ezigxile kwisandi esithile. Umzekelo, ibhokisi engu-**s**, iyakuba nezinto ezigxile kwisandi u/**s**/. Uluhlu lwamagama luza kukunceda ukwazi ukukhetha izinto oza kuzifaka kwibhokisi nganye. Leyibhelisha ibhokisi nganye yoonobumba usebenzise iithempleyithi zoonobumba. Kungakuhle ke xa unokuzitreyisela kwindawo ezithambileyo okanye ezirhabaxa ezi thempleyithi khonukuze abantwana bakwazi ukuphatha beve imilo kanobumba ngamnye.

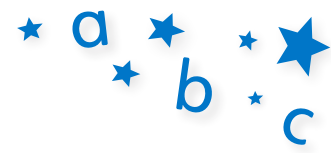
Ukufundisa uLwimi lwaseKhaya kwinkqubo yemihla ngemihla yeBanga R

Ixesha elabelwe ukufundiswa koLwimi lwaseKhaya liquka imisebenzi eyenziwa yiklasi yonke kunye naleyo yenziwa ngamaqela amancinci yonke imihla. Imisebenzi ke ilungiswe ngeendlela ezahlukeneyo:

- ★ Utitshala ukhokela isifundo emi ngaphambili eklasini.
- ★ Utitshala uhlala kunye neqela elincinci ngeenjongo zokukhokela nokusebenza ngenyameko kunye nabafundi.
- ★ Utitshala ucacisela abafundi umsebenzi aze abacele ukuba basebenze ngokuzimela emaqeleni abo.

Umjikelo/isayikili yeeveki ezimbini iyakubonisa imisebenzi yeeveki ezimbini ekufuneka yenziwe yonke imihla. Le misebenzi yenzelwe ukuba iphuhlise futhi yomeleze ulwimi olufundwe ebalini, ikwakhulisa imiba ebalulekileyo yelitheresi efumaneka kumxholo onentsingiselo webali. Le ndlela yokufundisa ke iyaphindaphindwa kumjikelo okanye kwisayikili nganye yeeveki ezimbini. Le ndlela yokwenza iqheleka lula kwaye inceda utitshala kunye nabafundi. Ootitshala bayazithemba xa befundisa ngolu hlobo kwaye nabafundi baziva bekhuselekile xa besazi ukuba yintoni elindeleke kubo.





Resources to collect or buy

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

Preparation for each story

- ★ Collect props for storytelling, role play and pretend play.
- ★ Photocopy the activity pages for each learner.
- ★ Prepare the games and puzzles and store in a packet or container.
- ★ Make playdough and playdough mats (recipe included with the activity pages).
- ★ Photocopy and fold a little book for each learner (instructions in the activity pages).
- ★ Make two letter boxes for each story: Fill empty ice-cream containers with objects (or pictures of objects) that start with a specific sound. For example, the **s** box will contain objects whose names begin with the sound /s/. Use the word lists to help you choose items for the boxes. Label each letter box using the letter templates. It is a good idea to trace the templates onto felt, foam or sandpaper so that learners can feel the shape of the letter.

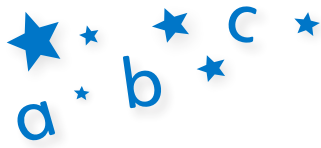
Teaching Home Language in the Grade R daily programme

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

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






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

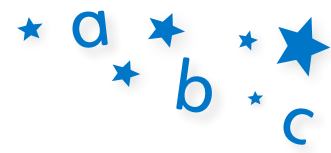




Isayikili yeeveki ezimbini yoLwimi lwaseKhaya






Iveki yoku-1

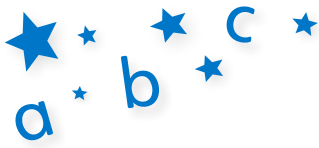
Imisebenzi yeklassi yonke	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
Imisebenzi esekelwe ebalini	Ukubalisa ibali nokukhulisa isigama Abafundi beva ibali okokuqala ngelixa befunda isigama esitsha.	Ukubalisa ibali nokucula Abafundi baphulaphula ibali kwakhona baze bacule ingoma emalunga nebali.	Ukubalisa nokulinganisa ibali Abafundi badlala iindima ezahlukileyo ze basebenzise ulwimi olusetyenziswe ebalini ngethuba libaliswa ibali.	Ukulandelelanisa imifanekiso Abafundi baphinda balibalise ngokwabo ibali besebenzisa imifanekiso.	Yenza, zoba uze ubhale Abafundi babonisa iingcinga zabo ngebali ngokwenza into ethile, ngokuzoba umfanekiso okanye ngokuthatha inxaxheba ekubhaleni kunye.
Imisebenzi yoonobumba kunye nezandi	Ukwazisa abafundi isandi esiphuma ebalini Abafundi baziswa ngesandi ekugxilwe kuso esinxulumene namagama aphuma ebalini.	Ukwakhiwa konobumba Abafundi bakha unobumba ekugxilwe kuye besebenzisa izinto ezahlukeneyo nto leyo ibanika ithuba lokusebenzisa iziva-mvo zabo ezahlukeneyo.	libhokisi zoonobumba Abafundi bayabona, bayabamba ze bancokole ngezinto kunye nemifanekiso egxile kwisandi esithile.	Ukuphulaphula izandi ekugxilwe kuzo Abafundi bachonga izandi agxile kuzo amagama.	Ukuxuba nokwahlula izandi Abafundi baxuba izandi bakhe amagama baze baphinde bahlule amagama abe zizandi.
Imisebenzi yamaqela amancinci	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
UStella ubonisa ukuba yiyiphi imisebenzi yamaqela amancinci ekhokelwa ngutitshala kusuku ngalunye.					
Iqela elizuba	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo  Abafundi bashicilela iingcinga zabo ngokuzoba nokubhala okusavelayo/ okusakhulayo.	Umsebenzi wesi-2: Iiphazili nemidlalo Abafundi benza iiphazili badlale nemidlalo yolwimi.	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela Abafundi bayazifundela bodwa/ ngokuzimela baze bonwabele iincwadi kunye nezinye izinto ezishicilelweyo.	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla Abafundi benza imisebenzi yokomeleza izihlunu ezincinci baze baziqhelanise nokwakha oonobumba.	Umsebenzi wesi-5: Umdlalo wokulinganisa Abafundi bakhulisa ulwimi nomxholo webali ngokwenza umdlalo wokulinganisa.
Iqela eliluhlaza	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo 	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla
Iqela elityheli	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo 	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela
Iqela elibomvu	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo 	Umsebenzi wesi-2: Iiphazili nemidlalo
Iqela elimsobo	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo 



The Home Language two-week cycle

Week 1

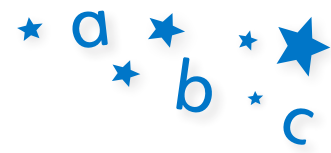
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary Learners hear the story for the first time while learning new vocabulary.	Storytelling and singing Learners listen to the story again and sing a song related to the story.	Storytelling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



Iveki yesi-2

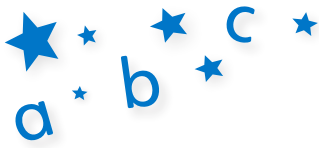
Imisebenzi yeklasu yonke	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
Imisebenzi esekelwe ebalini	Eminye imifanekiso eza kulandelelaniswa	Ukufunda kunye notitshala – iNcwadi eNkulu	Ukufunda ukuphulaphula	Funda uze wenze	Yenza, zoba uze ubhale
	Abafundi bazikhumbuza ngolwazi lwabo lwebali ngokulandelelanisa imifanekiso bebodwa.	Abafundi baphulaphula ibali abaliqhelileyo abalifundelwa ngutitshala obonisa inkqubo yokufunda.	Abafundi baphulaphula ngenyameko baze balandele imiyalelo.	Abafundi batolika izikhokelo ezibhaliweyo nezo ziyimifanekiso.	Abafundi babonisa iingcinga zabo ngebali ngokuthi benze into ethile, bazobe umfanekiso okanye bathathe inxaxheba ekubhaleni kunye.
Imisebenzi yoonobumba nezandi	Ukwazisa abafundi isandi esiphuma ebalini	Ukwakhiwa konobumba	Iibhokisi zoonobumba	Ukuphulaphula izandi ekugxilwe kuzo	Ukuxuba nokwahlula izandi
	Abafundi baziswa ngesandi ekugxilwe kuso esinxulumene namagama aphuma ebalini.	Abafundi bakha unobumba ekugxilwe kuye besebenzisa izinto ezahlukeneyo nto leyo ibanika ithuba lokusebenzisa iziva-mvo zabo ezahlukeneyo.	Abafundi bayabona, bayabamba ze bancokole ngezinto kunye nemifanekiso egxile kwisandi esithile.	Abafundi bathi bachonge izandi agxile kuzo amagama.	Abafundi baxuba izandi bakhe amagama baze baphinde bahlule amagama abe zizandi.
Imisebenzi yamaqela amancinci	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
UStella ubonisa ukuba yiyiphi imisebenzi yamaqela amancinci ekhokelwa ngutitshala kusuku ngalunye.					
Iqela elizuba	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa
	Abafundi bashicilela iingcinga zabo ngokuzoba nokubhala okusavelayo/ okusakhulayo.	Abafundi benza iiphazili badlale nemidlalo yolwimi.	Abafundi bayazifundela bodwa/ ngokuzimela baze bonwabele iincwadi kunye nezinye izinto ezishicilelweyo.	Abafundi benza imisebenzi yokomeleza izihlunu ezincinci baze baziqhelanise nokwakha oonobumba.	Abafundi bakhulisa ulwimi nomxholo webali ngokwenza umdlalo wokulinganisa.
Iqela eliluhlaza	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla
Iqela elityheli	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela
Iqela elibomvu	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/velayo	Umsebenzi wesi-2: Iiphazili nemidlalo
Iqela elimsobo	Umsebenzi wesi-2: Iiphazili nemidlalo	Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela	Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla	Umsebenzi wesi-5: Umdlalo wokulinganisa	Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo





Week 2

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

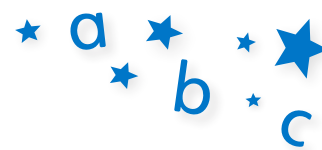


Imisebenzi yale nkqubo ihambelana neCAPS

Le theyibhile ibonisa indlela imisebenzi yomjikelo/yesayikili yeeveki ezimbini ethi ikhulise ngayo izakhono zolwimi ezimiselwe yiCAPS, kwaye iphinda ibonise indlela onokuyisebenzisa ngayo le misebenzi ukuze uhlole inkqubo yomfundi ugxile kwizinto ekufuneka zihloliwe ngokweCAPS.

Isayikili yeeveki ezimbini	Umsebenzi weklasi yonke woonobumba nezandi	Izakhono zolwimi zikaCAPS	Itshekhlisti Yohlolo	Irubriki Yohlolo
			(ifunyenye kwikhritheriya yohlolo kaCAPS)	
Iveki yoku-1: Mvulo	Ukubalisa ibali nokukhulisa isigama	Ukuphulaphula nokuthetha	Bonwabela ukuphulaphula amabali amafutshane baze balandele amakhorasi ngexesha elifanelekileyo Babuza imibuzo	
Lwesibini	Ukubalisa amabali nokucula	Ukuphulaphula nokuthetha	Bacula iingoma ezilula baze benze iintshukumo/izijekulo (bencediswa).	
Lwesithathu	Ukubalisa nokulinganisa ibali	Ukuphulaphula nokuthetha	Badlala indawo ethile yebali, yengoma okanye yesicengcelezo	
Lwesine	Ukulandelelanisa imifanekiso	Ukuphulaphula nokuthetha		Irubhriki yokuphulaphula nokuthetha yoku-1: Babalisa amabali ze baphinde bawabalise khwakhona ngamazwi abo
Lwesihlanu	Yenza, zoba uze ubhale	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusaphuhlayo	Bavelisa iingcinga zabo ngemizobo baze banike izivakalisi xa bebhala beyiklasi Bayazoba okanye bazobe imifanekiso enomyalezo ngepeyinti	
Iveki yesi-2: Mvulo	Eminye imifanekiso eza kulandelelaniswa	Ukuphulaphula nokuthetha Ukufunda nokubukela		Irubhriki yokuphulaphula nokuthetha yesi-2: Bacwangcisa isethi yemifanekiso ngendlela eza kwenza ibali kwaye ilandelanise iziganeko ngendlela eyamkelekileyo xa sele libaliswa ibali eliyiliweyo
Lwesibini	Ukufunda kunye notitshala – iNcwadi eNkulu	Ukufunda nokubukela	Bekunye notitshala “bafunda” itekisi enamagama amakhulu efana nemibongo, iiNcwadi eziNkulu kunye neepowusta	
Lwesithathu	Phulaphula uze wenze	Ukuphulaphula nokuthetha	Baphulaphula imiyalelo elula ze bayilandele	
Lwesine	Funda uze wenze	Ukufunda nokubukela	Banakana amagama abo namagama abanye abafundi	
Lwesihlanu	Yenza, zoba uze ubhale	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusaphuhlayo	Bavelisa iingcinga zabo ngemizobo baze banike izivakalisi xa bebhala beyiklasi Bazoba imifanekiso enomyalezo ngepeyinti	





Programme activities are CAPS aligned

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

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





Isayikili yeeveki ezimbini	Umsebenzi weklasi yonke woonobumba nezandi	Izakhono zolwimi zikaCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
Iveki yoku-1 neyesi-2: Mvulo	Ukwazisa abafundi unobumba ophuma ebalini	Izandi		Irubhrikhi yoku-1 yeZandi, Ukufunda nokuBukela: Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesibini	Ukwakhiwa konobumba	Ukubhala ngesandla	Bakha oonobumba ngeendlela ezahlukeneyo ngokubabhala ngeminwe besebenzisa ipeyinti, ibhrashi yokupeyinta, iikhrayoni zewax, njl. beqala ukubhala kwindawo efanelekileyo baze balandele indlela echanekileyo	Irubhrikhi yoku-1 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla: Baphuhlisa isakhono sokusebenzisa izihlunu ezincinci
Lwesithathu	Iibhokisi zoonobumba	Izandi	Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona ingakumbi ekuqaleni kwegama	Irubhrikhi yoku-1 yeZandi, Ukufunda nokuBukela: Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesine	Ukuphulaphula izandi ekugxilwe kuzo	Izandi		Irubhrikhi yesi-2 yeZandi, Ukufunda nokuBukela: Baqalisa ukunakana ukuba amagama enziwa zizandi: banika isandi sokuqala kumagama abo
Lwesihlanu	Ukuxuba nokwahlula izandi	Izandi	Bahlula amagama anamalungu amaninzi ngokwamalungu: basebenzisa ukuqhwaba okanye ukubetha igubu xa bebiza ilungu ngalinye legama okanye bachaze inani lamalungu (ngokuqhwaba) xa kubizwa amagama abantwana abaseklasini	
Isayikili yeeveki ezimbini	Imisebenzi yamaqela amancinci	Izakhono zolwimi zikaCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
Iveki yoku-1 neyesi-2: Mvulo	Ukuzoba nokubhala okusavelayo/ okusakhulayo	Ukubhala okusavelayo/ okusakhulayo	Bazama ukubhala oonobumba berhiphiza, bebhala amarhoqololo, baze "bafunde" into abayibhalileyo "bafunde" ukuba athini amarhoqololo Babamba ngeendlela echanekileyo iikhrayoni besebenzisa indlela eyamkelekileyo yokubamba ipensile	Irubhrikhi yesi-3 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla: Bazoba imifanekiso ebonisa iingcinga ezingundoqo zamabali, iingoma okanye izicengcelezo Irubhrikhi yesi-3: Baqonda ukuba ukubhala nokuzoba kwahlukile: Benza ngathi bayabhala ngokuthi babhale amarhoqololo
Lwesibini	Iiphazili nemidlalo	Izandi Ukuphulaphula nokuthetha		Irubhrikhi yoku-1 yeZandi, Ukufunda nokuBukela: Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesithathu	Ukufunda komfundi eyedwa/ngokuzimela	Ukubhala ngesandla	Bonwabela "ukufunda" bebodwa okanye ngokuzimela kwithala leencwadi okanye kwikona yokufunda ekwigumbi lokufundela Babamba incwadi ngeendlela echanekileyo baze batyhile kakuhle amaphepha	Irubhrikhi yesi-3 yeZandi, Ukufunda nokuBukela: Bazenzela awabo amabali ngokuthi "bafunde" imifanekiso
Lwesine	Izakhono zezihlunu ezincinci kunye nokubhala ngesandla	Ukubhala ngesandla	Bakha oonobumba ngeendlela ezahlukeneyo ngokubabhala ngeminwe besebenzisa ipeyinti, ibhrashi yokupeyinta, iikhrayoni zewax, njl. beqala ukubhala kwindawo efanelekileyo baze balandele indlela echanekileyo Bakopa oonobumba ababaziyo abakumagama abo ngenjongo zokubhala: bakopa amagama abo Baphuhlisa ukulawulwa kwezihlunu ezincinci ngokusebenzisa izikere basike imifanekiso, iimilo, njl.	Irubhrikhi yoku-1 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla: Baphuhlisa izakhono zezihlunu ezincinci
Lwesihlanu	Umdlalo wokulinganisa	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusakhulayo	Badlala ngokulinganisa ukubhala: bathatha umyalezo wefoni, babhala itikiti lokwephula umthetho wendlela, njl. Bakopa okushicilelweyo kwindawo abakuyo xa bedlala	





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

★ Ingaba ungumama wam?

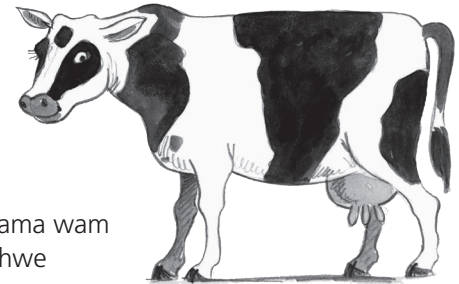
Ibali

Kudaladala kwaye kukho uMama uNtaka, owaye wakha indlwane entle emthini omkhulu. Wabeka iqanda kwindlwane yakhe waze walifukama ukuze lihlale lifudumele. Intshontsho lentaka lalikhula lona ngaphakathi eqandeni.

Emva kwethuba, uMama uNtaka waziva elambile kakhulu. Wayefuna ukuya kukhangela ukutya aza kukutya waze wabhabha wemka. Ngoku ke ucinga ukuba kwenzeka ntoni ngeli xesha amkileyo? UNtshontshwana wayesemncinci kakhulu, kodwa wayekulungele ukuphuma eqandeni. Waxhola iqokobhe leqanda ngomlomo wakhe, engaphakathi eqandeni waze wavula umngxunyana omncinci. Waliphula ngomlomo wakhe iqokobhe, laqandusela iqanda waze waphuma eqandeni uNtshontshwana! Wayonwabile kakhulu waze washukumisa amaphikwana akhe amancinci. UNtshontshwana walaqaza ekhangela unina waze wathi: "Uphi umama wam?" Wajonga phezulu, wajonga phantsi wajonga nasemacaleni, kodwa akambona umama wakhe.

"Ndiza kuhamba ndiye kukhangela umama wam," watsho uNtshontshwana. Waphuma kwindlwane. Ingaba uyazi ukuba kwenzeka ntoni? Waya kuwa phantsi emhlabeni! Ewe, kaloku uNtshontshwana wayengekakwazi ukubhabha – wayesemncinci. UNtshontshwana wayeyintaka eyomeleleyo nekhalihipileyo, waphakama, wazivuthulula waya kukhangela umama wakhe.

Endleleni wabona inkomo. "Nkomo, ungumama wam wena?" wabuza uNtshontshwana. "Moooo," yatsho inkomo. "Hayi, andinguye umama wakho mna kodwa ndingakunika ubisi." "Hayi enkosi," waphendula uNtshontshwana, "Kufuneka ndikhangele umama wam," watsho waze wahamba.



Kungekudala wadibana nebhokhwe. "Bhokhwe, ungumama wam wena?" wabuza. "Mhee-ee-ee-ee-ee," yatsho ibhokhwe ishukumisa intloko yayo enoboya. "Hayi, andingomama wakho mna, kodwa sondela uzokutya nam ingca emnandi." "Hayi enkosi," watsho uNtshontshwana, "Kufuneka ndikhangele umama wam." Watsho waze wahamba kwakhona.

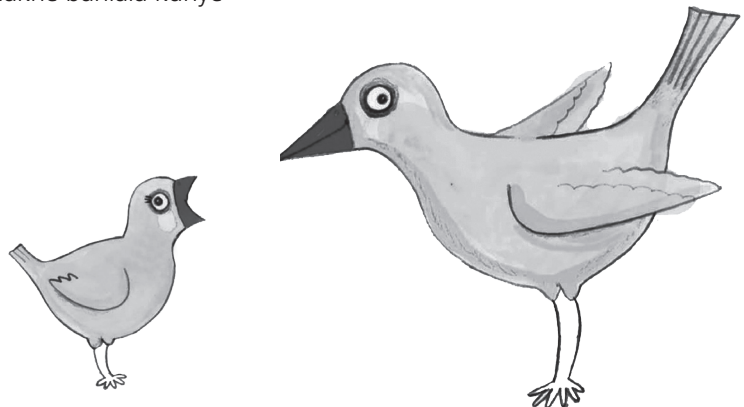


UNtshontshwana wayeziva ekhathazekile. Wacinga: "Ingaba ndakuze ndimfumane umama wam?" Ngalo mzuzu kanye uMakhulu wayehamba esehlisa indlela ephethe ibhaskithi yakhe waze weva elo lizwi lincinci lisithi: Tsiyo-tsiyo-tsiyo." Wayengazi ukuba uNtshontshwana ubuza ukuba umama wakhe uyephi.

Ngoku ke ucinga ukuba wenza ntoni uMakhulu? Wamthatha uNtshontshwana waze wamfaka ebasikithini yakhe. "Ukhangeleka ulahlekile," watsho uMakhulu. "Ndiyamazi ukuba uphi umama wakho." UMakhulu wafumana indlwane waze wambeka kuyo kakuhle ngobunono uNtshontshwana. Akugqiba wahlala phezulu kwelitye wabukela. Ucinga ukuba kwenzeka ntoni emva koku?

UMama uNtaka wabuyela kwindlwane ephethe ngomlomo umsundululu otyebileyo omde. UNtshontshwana wayengamazi kuba weyemke eseqandeni. Wabuza evuya: "Ungumama wam wena? Ndiyayazi ukuba ungumama wam!" UMama uNtaka wathi, "Ewe, sithandwa sam, ndinguye." UNtshontshwana wawuvula umlonyana wakhe evuya waze watya umsundululu. UMama uNtaka nentshontsho lakhe bahlala kunye kwindlwane. Babechwayitile kukuba kunye kwakhona.

Liyaphela ke apha ibali lethu.



★ Are you my mother?

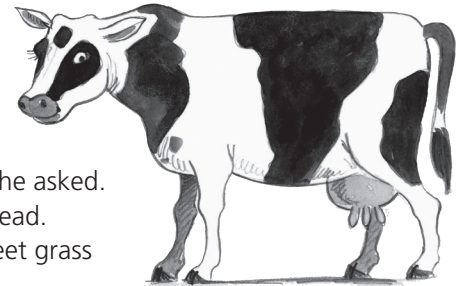
Story

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.



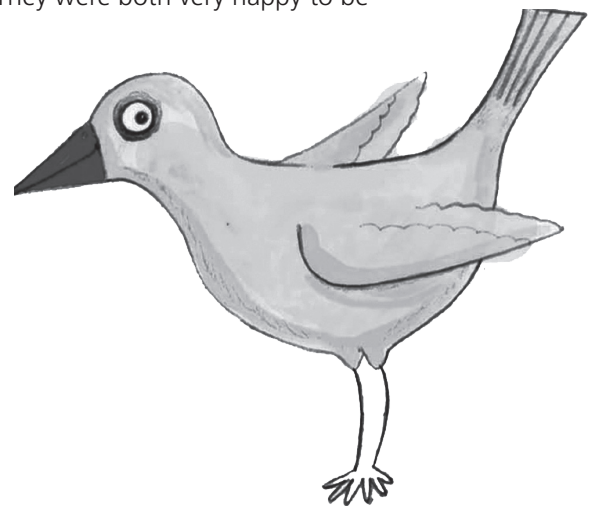
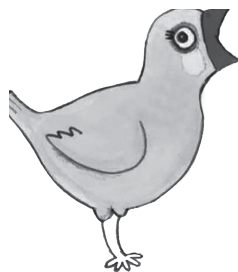
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

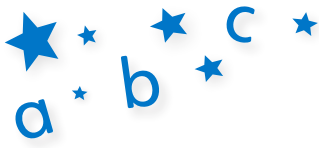
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

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.

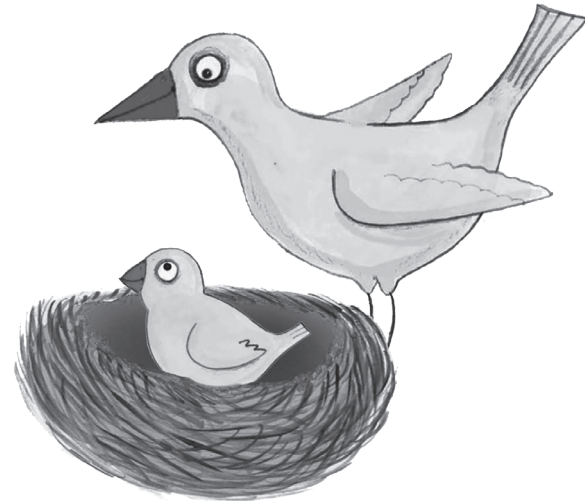




Ingoma

Ndifun'umama, mama, mama
 Ndifun'umama, mama, mama
 Ndadibana nenkomo
 Ndabuz'ungumama
 Yalandul'inkomo yathi mhuu hayi!
 Ndadibana nebhokhwe
 Ndabuz'ungumama
 Yalandul'ibhokhwe yathi mheee hayi.

Ndifun'umama, mama, mama
 Ndifun'umama, mama, mama
 Ndadibana nomakhulu ndabuz'ungumama
 Wandithatha umakhulu wandibek'emthini
 Wafik'umama endiphathel'umsundululu
 Ndatya ndahlutha ndaphaphazela
 Owu nank'umama ndimfumene,
 Owu nank'umama ndimfumene.

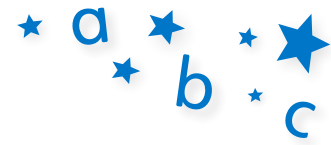


(Yicule okwengoma ethi - Ndifuna itshomi yam)

Isigama esiphuma ebalini

Amagama abalulekileyo:	intaka	indlwane yentaka	iqanda	inkomo	ibhokhwe	khangela
Amanye amagama:	umthi	umlomo	iphiko	umsundululu	tya	qandusela
	xhola	yaphula	bhabha	phezulu	phantsi	vuya





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





Izinto ekufuneka unazo:

- Ibali: *Ingaba ungumama wam?*
- Iipapethi: uMama uNtaka, uNtshontshwana, inkomo, ibhokhwe, uMakhulu, umthi, indlwane, uNtshontshwana eseseqandeni
- IiPropu: isijungqu sewulu etyebileyo/ isijungu esiza kuba ngumsundululu, indlwane, iqanda leplastiki, intshontsho lokudlala leplastiki, iintsiba, iifreyim zezipeksi zikamakhulu, ibhaskithi
- Izinto okanye amakhadi anemifanekiso ehambelana namagama akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenza isicengcelezo esithi *Ngamehlo amabini ndiyabona*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho –
Lixesha leballi kumntu wonke!

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi: Ingaba zihlala phi kanene iintaka? Ingaba uyayazi ukuba amantshontsho eentaka azalwa njani? Ingaba atya ntoni amantshontsho eentaka?
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo kuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuze babone ukuba ithini intsingiselo yegama. Umzekelo, babonise imifanekiso yeendlwane ezahlukileyo.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba uNtshontshwana uza kumfumana umama wakhe? Ucinga ukuba uziva njani uNtshontshwana?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu? Yiyiphi imibuzo onayo ngeli bali? Ingaba wakhe walahleka? Ingaba uyayazi into onokuyenza xa unokulahleka?”*

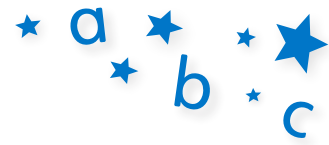
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“bahlala, laya, wakha. Ingaba uyasiva isandi agxile kuso la magama: bahlala, laya, wakha? Ewe, uchanile! Onke la magama anesandi u /a/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /a/: lala, hlala, mama, vala, tata.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /a/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /a/: *“a-a-a”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





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

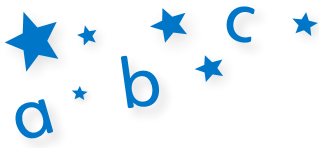
- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you been lost? Do you know what to do if you get lost?"*

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: *"bahlala, laya, wakha. Can you hear the focus sound: bahlala, laya, wakha? Yes, you are right! They all have the sound /a/."*
- 2 *"Listen carefully, here are some more words with /a/: u /a/: lala, hlala, mama, vala, tata."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth.
- 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.



Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo neepropu okanye imifanekiso emalunga nengoma



Iveki yoku-1 Usuku lwesi-2

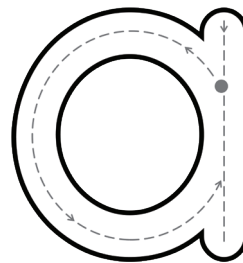
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku lokuQala.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo abafundi. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali.
- 4 Cula ngokucutha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kunganzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni, ngoko ke kufuneka ufundise ivesi yengoma ibe nye ngexesha.
- 5 Qiniseka ukuba unayo imifanekiso kunye neepropu okanye yenza izijekulo ukuzama ukunceda abafundi abangalulandeli kakuhle ulwimi lwengoma.
- 6 Bafundise abafundi izijekulo zengoma futhi nikonwabele ukuyicula nangezinye iilwimi.

Ukwakhiwa konobumba

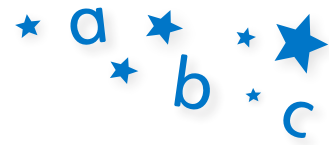
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /a/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /a/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangavula izandla zabo bathi "a-a-a-andazi".
- 3 Khawubabonise indlela yokubhala unobumba u 'a' abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, jikeleza unyuke wehle."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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



Week 1 Day 2

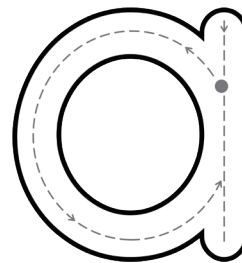
Whole class activities

Storytelling and singing

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

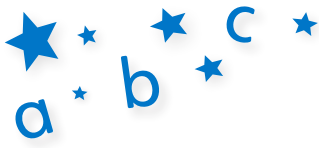
Forming the letter

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



Small group activities

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



Izinto ekufuneka unazo:

- Ilipapethi kunye neepropu eziza kusetyenziswa xa kubaliswa ibali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **a**: amasi, ama-apile, isandla, ipapa, idada, ikama, amaqanda, ibhanana, ibhatata, ibhabhathane, umama, utata

Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukubalisa nokulinganisa ibali



- 1 Culani ingoma.
- 2 Khawukhe ubuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Bacele ukuba babonise intsingiselo yala magama ngokulinganisa into ayithethayo: "bhabha" no "xhola".
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise neepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

UStella uthi:



Sebenzisa isiciko sebhokisi yoonobumba kunye nonobumba obhalwe ngefoam uze ubonise abafundi indlela yokuba imilo kanobumba. Abafundi abaninzi bayancedakala xa basiva bebamba kuba loo nto ibenza bakhumbule imilo yoonobumba.

Ibhokisi zoonobumba

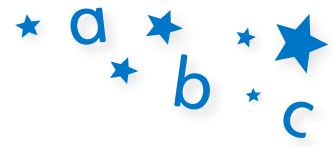
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele ukuba babize igama lento nganye bagxininise kwisandi egxile kuso xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Cela abanye abafundi ukuba batreyise unobumba osesicikweni sebhokisi ngeminwe yabo.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **a**: amasi, ama-apile, isandla, ipapa, idada, ikama, amaqanda, ibhanana, ibhatata, ibhabhathane, umama, utata

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: "bhabha" and "xhola".
- 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.



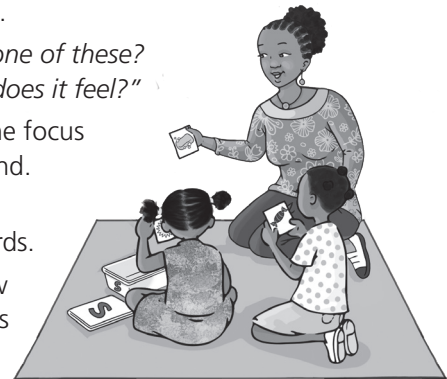
Stella says:

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.



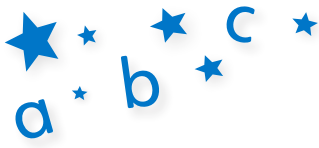
Letter boxes

- 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. 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.



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa sele nixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze bonke abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyincamathisela ebhodini kwesi sigaba somsebenzi.
- 5 Emva kokuncokola ngayo yonke imifanekiso, buza abafundi: "Ingaba le mifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise kakuhle ngendlela echanekileyo iziganeko zalo.



Ukuphulaphula izandi ekugxilwe kuzo

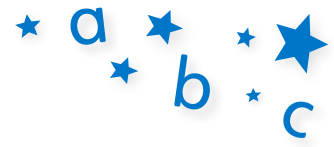
- 1 Cela abafundi ukuba bathi cwaka bahlale ekhaphethini baze babeke izandla zabo ezindlebeni khonukuze baphulaphule ngenyameko. Bachazele ukuba uza kubiza amagama amane. Xa ugqibile ukuwabiza onke la magama, abafundi bangaphakamisa izandla zabo xa besazi izandi abasivileyo kuwo onke la magama.
 - ★ Utitshala nabafundi: "Phulaphula, phulaphula, ngokucacileyo, sisiphi izandi oye wasiva?"
 - ★ Utitshala: "ikati, iketile, ikawusi, ikeyiki".
 - ★ Utitshala nabafundi: "Ndixelele, ndixelele, uva ntoni?"
 - ★ Abafundi: "/k/"
- 2 Bakube besichazile izandi esisemagameni abafundi, sibize ngokucacileyo izandi ngelixa ugxininisa kwintshukumo yomlomo wakho.
- 3 Sebenzisa kuphela amagama abe mane ngexesha xa nisenza umsebenzi. Ungaphinda uzisebenzise izandi ebesele nizenzile kangangoko ufuna, usebenzise amagama ahlukileyo khonukuze lo msebenzi unike umdlu.
 - ★ /k/: ikati, iketile, ikawusi, ikeyiki, ikama, ikiriva
 - ★ /b/: ubuso, ubisi, bomvu, ibuzi, abafana, abantwana
 - ★ /t/: itafile, itawuli, itumato, itepu, itapile, itikiti, itoti, utata
 - ★ /l/: ilanga, ileli, uloliwe, ilokhwe, ilekese, ilori, ilovane



Umsebenzi wamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

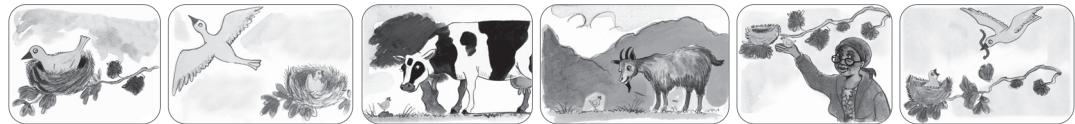
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures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



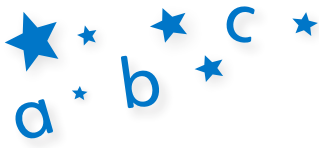
Listening for focus sounds

- 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 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: "ikati, iketile, ikawusi, ikeyiki".
 - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
 - ★ Learners: "/k/".
- 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.
 - ★ /k/: ikati, iketile, ikawusi, ikeyiki, ikama, ikiriva
 - ★ /b/: ubuso, ubisi, bomvu, ibuzi, abafana, abantwana
 - ★ /t/: itafile, itawuli, itumato, itepu, itapile, itikiti, itoti, utata
 - ★ /l/: ilanga, ileli, uloliwe, ilokhwe, ilekese, ilori, ilovane



Small group activities

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



Izinto ekufuneka unazo:

- Iglu, izikere
- Ikhadibhodi, isiqwengana sephepha, ingca, iintsiba, izinti, ipeyinti, iibhrashi zokupeyinta, amaphepha okanye iphepha langasese
- Iikhrayoni ezinkulu zewax
- Umfundi ngamnye makabe neroli yephepha langasese
- Imifanekiso yeendlwane zentaka okanye iindlwane zentaka zokwenyani
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: intshontsho, tyebile, yena, umama, ncinci, noboya, ibhaskithi, uMakhulu, vuya, hle, ngenyameko

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Bonisa abafundi indlwane yentaka okanye imifanekiso yendlwane nize nincokole ngezinto ezahlukeyo ezenziwa ngazo iindlwane.
- 2 Bachazele abafundi ukuba baza kwenza indlwane kunye nentaka esemthini. Babonise umzekelo uze ubacebise ukuba balandele la manyathelo:
 - ★ Sika isiqwengana sekhadibhodi wenze ngaso indawo ephezulu yomthi.
 - ★ Ncamathisela amagqabi emthini okanye ungenza amagqabi ngephepha langasese.
 - ★ Yenza indlwane ngezinti, uze wenze amaqanda akwindlwane ngokwenza iibholana ngephepha langasese.
 - ★ Zoba intaka uze usike umfanekiso wayo.
 - ★ Yenza isiqu somthi ngeroli yephepha langasese (Izinto ekufuneka unazo oza kusika ngazo iroli yephepha langasese phambi kwesifundo).



UStella uthi:



Ukwenza iibhola ezincinci ngephepha langasese kulungile ngoba komeleza ze kukhulise izihlunu ezincinci.

Ukuxuba nokwahlula amagama (ngokwamalungu)

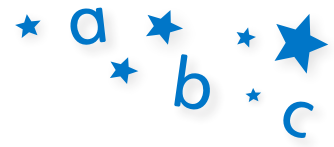
- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lamagama akuluhlu amagama anamalungu amaninzi uze ubonise indlela yokwahlula ngokwamalungu, umzekelo: **i | bha | si | ki | thi**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze *uhigh five* xa bebiza ilungu ngalinye legama. **i (high five) bha (high five) si (high five) ki (high five) thi (high five)**.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze *uhigh five* kwilungu ngalinye. Xa ufuna ukuwenza ngendlela eyahlukileyo lo msebenzi, basenokuqhweba amadolo ngezandla zabo qho xa kubizwa ilungu ngalinye.
- 4 Khuthaza abafundi ukuba babale inani lamalungu kula magama (umzekelo: igama "khangela" linamalungu amathathu).



Umsebenzi wamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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: intshontsho, tyebile, yena, umama, ncinci, noboya, ibhaskithi, uMakhulu, vuya, hle, ngenyameko

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)

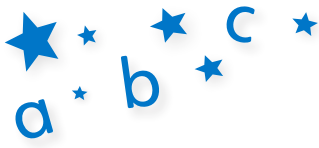
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | bha | si | ki | thi**.
- 2 Ask learners to face a friend and do a high five for each syllable: **i** (high five) **bha** (high five) **si** (high five) **ki** (high five) **thi** (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: "khangela" has three syllables).



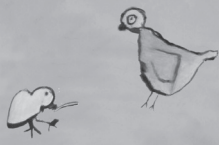



Small group activities

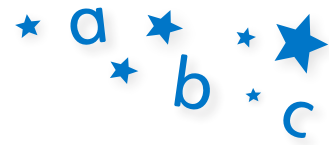
Remind learners about the small group activities, the rules for each activity and the tidy-up process.








Imisebenzi yamaqela amancinci yeVeki yoku-1

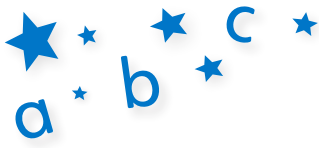
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax <div data-bbox="227 719 552 958" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Ungumama wam wena?</p>  <p>Intshontsho lentaka latya umnyiki.</p> </div> <div data-bbox="187 982 586 1247" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. 4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. 5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UNTshontshwana watya ... u ... Liliphi igama elilandelayo ofuna ukulibiza? umsundululu. Ndiza kubhala igama "umsundululu." 8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> • liphazili <div data-bbox="230 1338 550 1553" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  </div>	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi kufuneka baqale bajonge ngenyameko amaqhekezana eephazili baze bawahlele la maqhekezana. 2 Emva kokokufuneka badibanise amaqhekezana eephazili ukuze kuphume umfanekiso wesilwanyana okanye womlinganiswa osebalini. Bangasebenzisa iNcwadi eNkulu okanye imifanekiso eza kulandelelaniswa njengesikhokelo.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci esele zisongiwe, iiNcwadi eziNkulu kunye namaphetshana <div data-bbox="256 1704 517 2017" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

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





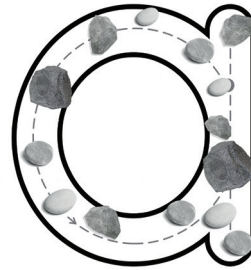
Izinto ekufuneka unazo

- Umfundi ngamnye makabe nethemplyithi kanobumba u /a/ ebukhulu bunguA5
- Imifanekiso emincinci yezinto okanye izinto ezinesandi u /a/: amatye amancinci, iqanda
- likhrayoni ezinkulu zewax
- Iglu

Imisebenzi

Umsebenzi wesi- 4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Nika umfundi ngamnye ithemplyithi kanobumba kunye nezinto okanye imifanekiso yezinto egxile kwisandi.
- 2 Kufuneka bahlohle kwithemplyithi imifanekiso okanye izinto ezigxile kwisandi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba.
- 3 Bangongeza nemizobo yezinto egxile kwisandi u "a".

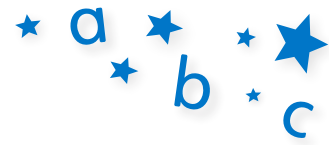


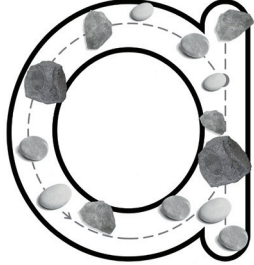

- Iipropu: iingubo ezinkulu, amashithi okanye amalaphu aza kogquma izitulo neetafile kusenziwa "indlu", amacephe, iimela neefolokhwe zeplastikhi, izinto ebesele zisetyenzisiwe ezifana nezinto zokufaka neembiza, ukutya kwamaxokixoki, (iziqhamo okanye imifuno yeplastikhi, iibhokisi okanye iipakethe ezingenanto zokutya) umqamelo, ingubo nonodoli

Umsebenzi wesi-5: Umdlalo wokulinganisa

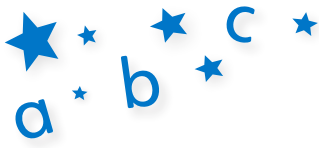
- 1 Khokela iqela labafundi niye kwikona yomdlalo wokulinganisa uze ubabonise iipropu ezintsha.
- 2 Buza abafundi le mibuzo: "Ingaba uNtshontshwana uhlala phi? Kwindlwane yentaka! Ingaba bona abantu bahlala phi? Sihlala ezindlini. Ingaba uyafuna ukwakha indlu nize nidlale kuyo nabahlobo bakho?"
- 3 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: ukuba oku kuyahambelana nomdlalo wabo, yenza ngathi ungummelwane ohambele kwindlu yabo. Nkqonkqoza "emnyango" uze ujonge ukuba baza kuthi ngena ngaphakathi na.





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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe neekopi zeeNcwadi eziNcinci ezisongiweyo

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele kukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *“Ngubani okhumbulayo ukuba kwenzeketoni emva koku?”*
- 4 Nakube nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Nika umfundi ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi ze ufunde kunye nabo isihloko sebali.
- 6 Jonga imifanekiso yebali kunye nabafundi kule ncwadi incinci, ubancedise baqaphele ukuba imifanekiso esencwadini ifana nqwa naleyo bebeyilandelelanisa.
- 7 Ukuba ixesha lisekhona, abafundi *“banokufundela”* iqabane eliseklasini incwadi encinci.
- 8 Khuthaza abafundi ukuba bagoduke nazo iincwadi ukuze bazifunde neentsapho zabo.



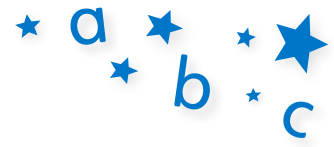
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“lihlale, lalikhula, lona, lentaka”*. Ingaba uyasisa isandi ekugxilwe kuso: *lihlale, lalikhula, lona, lentaka? Ewe, uchanile! Isandi agxile kuso la magama ngu //.*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u //: lala, ilolo, ilanga, ilovane, iliso, ilali, ilima.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u // ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu //: *“I-I-I”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imsebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



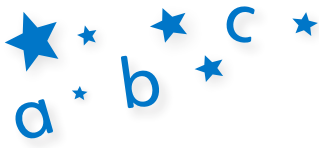
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "lihlale, lalikhula, lona, lentaka". Can you hear the focus sound: **lihlale, lalikhula, lona, lentaka**? Yes, you are right! The focus sound is **ll**."
- 2 "Listen carefully, here are some more words with **ll**: lala, ilolo, ilanga, ilovane, iliso, ilali, ilima." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ll** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ll**: "l-l-l". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

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.





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Ingaba ungumama wam?*
- Umfundi ngamnye kufuneka abe nethemplyithi kanobumba u "I" enguA5
- likhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklasi yonke

Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



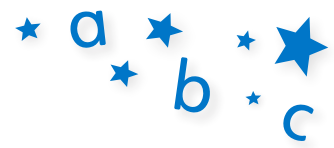
Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /I/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /I/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangadibanisa izandla ze babeke iintloko zabo kuzo benze ngathi balele baze bathi "lala".
- 3 Bonisa abafundi indlela yokubhala unobumba u /I/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Chazela abafundi ukuba babuyele ezitafileni zabo ukuze benze oonobumba abafana nomnyama abanemibala emininzi. Oku ke kuthetha ukuba baza kubhala phezu konobumba osephetheni besebenzisa imibala yeekhrayoni eyahlukileyo.
- 6 Ukuba abafundi banako ukucinga ngezinto ezinesandi salo nobumba, bangazizoba zijikeleze unobumba onemibala emininzi. Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

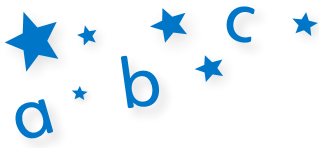
- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /I/ or if they can think of any other words that start with the sound /I/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hands together, rest their head on their hands and pretend to sleep while saying "lala".
- 3 Show learners how to write the letter I. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.





Izinto ekufuneka unazo:

- Ilbhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u I: ilanga, ileli, llekese, ilaphu, iliso, uloliwe, ilokhwe, ulovane, ilori, ilitye

UStella uthi:



Ukuze ube lula kubafundi lo msebenzi, lungisa amakhadi anemifanekiso yabantwana bezilwanyana abahlukileyo. Umfundi kufuneka akhethe ikhadi aze alinganise indlela esikhala ngayo isilwanyana ngelixa yona ikhala iqashela ukuba sisiphi eso silwanyana.

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- 1 Ebalini uNtshontshwana uthi "tsiyo-tsiyo". Buza abafundi ukuba ingaba bayazi ukuba kuthwa yintoni umntwana wentaka (lintshontsho). Babuze abafundi ukuba ingaba bayayazi na ukuba ukhala njani umntwana wenkomo.
- 2 Yithi: "Ewe, umntwana wenkomo uthi moo-oo. Kwaye umntwana wenkomo ubizwa ngokuba lithole."
 - ★ Umntwana wekati kuthiwa ligade kwaye likhala ngolu hlobo ... miyaawu.
 - ★ Umntwana wenja kuthiwa yinjana kwaye ukhala ngolu hlobo ... hawu, hawu.
 - ★ Umntwana wedada kuthwa lintshontsho kwaye ukhala ngolu hlobo ... kwaakh, kwaakh.
 - ★ Umntwana wehagu kuthwa lintshontsho kwaye ukhala ngolu hlobo ... griiii, griiii.
 - ★ Umntwana wehashe kuthwa linkonyana ... hi-iii, hi-iii.
- 3 Bachazele abafundi ukuba baza kunikana amathuba benze ngathi bangabanye babantwana bezi zilwanyana kwaye ikhala yona kufuneka ukuba iqashela ukuba ingaba bangumntwana wasiphi isilwanyana.
- 4 Emva koku, bacele abafundi ukuba baphulaphule ngenyameko ngelixa usenza izandi zezilwanyana: "hawu, hawu, tsiyo, tsiyo". Kufuneka bazame ukukopa izandi ozenzileyo zilandelelane ngokuchanekileyo. Yizame ke le nto uxube izandi zezilwanyana ezahlukeneyo: hawu, kwaakh, griiii, miyaawu.

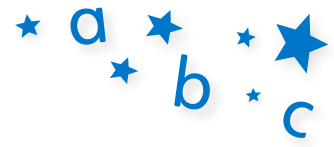
libhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele ikhala ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo. .

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- A letter box containing objects or pictures of objects that start with I: ilanga, ileli, llekese, ilaphu, iliso, uloliwe, ilokhwe, ulovane, ilori, ilitye

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.

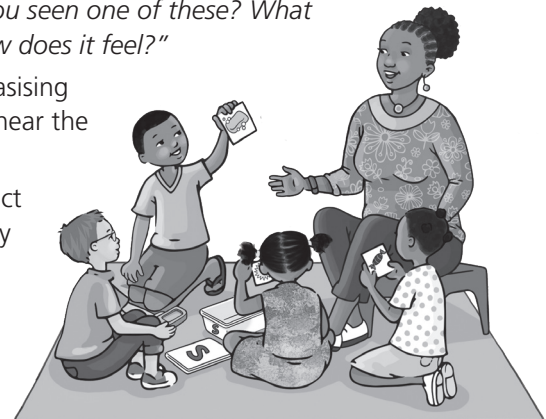
Stella says:



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.

Letter boxes

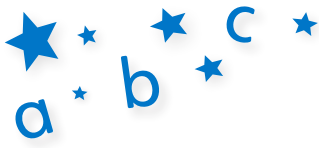
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the 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. 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.





Izinto ekufuneka unazo:

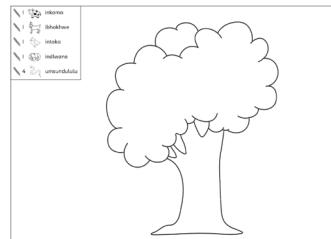
- Ikopi yephepha lomsebenzi kaFunda uze wenze
- Iikhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

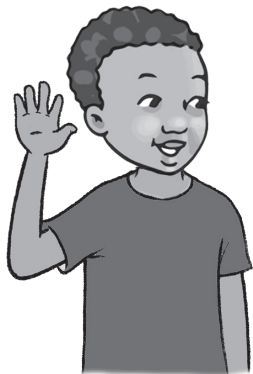
Funda uze wenze

- 1 Cela abafundi ukuba bajonge uluhlu olukwiphepha lomsebenzi baze bancokole ngezinto abazibonayo (amanani, imifanekiso kunye namagama).
- 2 Chazela abafundi ukuba baza kwenza umsebenzi omnandi nowonwabisayo obizwa ngokuba ngu "funda uze wenze". Kufuneka bafunde umgca ngamnye baze benze loo nto ithethwa nguloo mgca ngokuthi basebenzise indawo esephepheni engabhalwanga.
- 3 Fundani kunye umgca wokuqala kwakhona. Chazela abafundi ukuba bazobe inkomo ibe nye, kodwa ungabaxeleli ukuba kufuneka bayizobe ndawoni.
- 4 Khawubuze ukuba ingaba ukhona na umfundi onako "ukufunda" into elandelayo ekufuneka yenziwe eseluhlwini: Kufuneka bazobe ibhokhwe ibe nye.
- 5 Qhuba ngolu hlobo ke kumyalelo ngamnye.
- 6 Ngoku ke funda umyalelo ngamnye kwakhona uze uthi: "Ingaba niyizobile inkomo enye? Ukuba niyizobile, fakani olu phawu ✓ kuluhlu lwenu."
- 7 Qhubeka ujonge ufaka olu phawu ✓ de ufikelele esiphelweni solu luhlu.



Ukuphulaphula izandi ekugxilwe kuzo

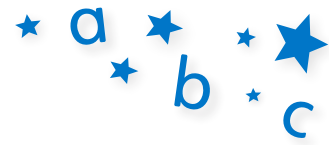
- 1 Cela abafundi ukuba bathi cwaka bahlale ekhaphethini baze babeke izandla zabo ezindlebeni khonukuze baphulaphule ngenyameko. Bachazele abafundi ukuba uza kubiza amagama amane. Xa ugqibile ukuwabiza onke la magama, abafundi bangaphakamisa izandla zabo xa besazi izandi abasivileyo kuwo onke la magama.
 - ★ Utitshala nabafundi: "Phulaphula, phulaphula, ngokucacileyo, sisiphi isandi oqale wasiva?"
 - ★ Utitshala: "Umama, imengo, imela, imethi".
 - ★ Utitshala nabafundi: "Ndixelele, ndixelele, uva ntoni?"
 - ★ Abafundi: "/m/".
- 2 Bakube besichazile izandi esisemagameni abafundi, sibize ngokucacileyo izandi ngelixa ugxininisa kwintshukumo yomlomo wakho.
- 3 Sebenzisa kuphela amagama abe mane ngexesha xa nisenza umsebenzi. Ungaphinda uzisebenzise izandi ebesele nizenzile kangangoko ufuna, usebenzise amagama ahlukileyo khonukuze lo msebenzi unike umdla.
 - ★ /m/: umama, imengo, imela, imethi, imoto, imagi, imali, imephu, imaskhi
 - ★ /f/: ifoto, ifestile, ifolokhwe, iflegi, ufudo, ifiya
 - ★ /s/: isepha, isuphu, isango, isonka, isambreni, isele, usiba
 - ★ /d/: idiliya, idangatye, idolo, idada, idonki, idesika, idayisi



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

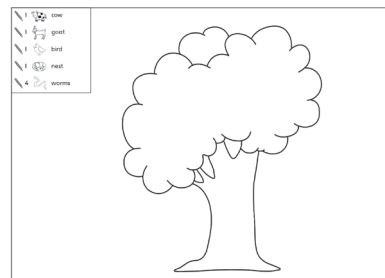
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called "read and do". They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together again. Tell learners to draw one cow, but don't tell them where to draw it.
- 4 Ask if any of the learners can "read" what to do next on the list: They must draw one goat.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: "Have you drawn one cow? If you have, then tick that on your list."
- 7 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds

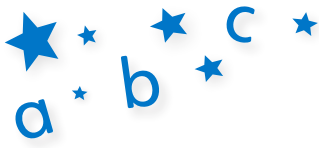
- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
 - ★ Teacher: "Umama, imengo, imela, imethi."
 - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
 - ★ Learners: "/m/".
- 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.
 - ★ /m/: umama, imengo, imela, imethi, imoto, imagi, imali, imephu, imaskhi
 - ★ /f/: ifoto, ifestile, ifolokhwe, iflegi, ufudo, ifiya
 - ★ /s/: isepha, isuphu, isango, isonka, isambreni, isele, usiba
 - ★ /d/: idiliya, idangatye, idolo, idada, idonki, idesika, idayisi



Small group activities

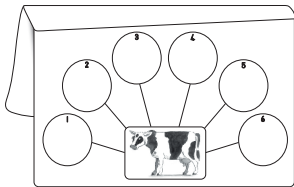
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Izinto ekufuneka unazo:

- Iphepha elikhulu ekuzotywe kulo imephu yeengcinga enebhokisana zeengcinga ezintandathu
- lipapethi ezimalunga nebali elithi – Ingaba ungumama wam?
- Imarker etyebileyo emnyama
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: intshontsho, tyebile, yena, umama, ncinci, noboya, ibhaskithi, uMakhulu, vuya, hle, ngenyameko
- Iishakers okanye amagubu



Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Thetha nabafundi uthi: *“Namhlanje siza kubhala ibali elilelethu ngesinye sezilwanyana esikwibali lentshontsho lentaka. Kufuneka siqale sikhethe isilwanyana esiza kubhala ngaso.”* Bonisa abafundi iipapethi zezilwanyana. Xa sele nisithathile isigqibo malunga nesilwanyana eniza kubhala ngaso, beka isilwanyana esiyipapethi esizikithini semephu yengqondo.
- 2 Sebenzisa le mibuzo ilandelayo njengesikhokelo senkqubo yokubhala ibali
 - ★ Ibhokisana yeengcinga yoku-1: Cela abafundi ukuba bacinge ngegama lesilwanyana. Libhale.
 - ★ Ibhokisana yeengcinga yesi-2: Buza abafundi ukuba bacinga ukuba isilwanyana sihlala phi. Yichaze ke le ndawo ngesivakalisi esipheleleyo.
 - ★ Ibhokisana yeengcinga yesi-3: Xoxani malunga nokuba sithanda ukutya ntoni esi silwanyana; xa nivumelana, bhala isivakalisi.
 - ★ Ibhokisana yeengcinga yesi-4: Phinda ucele abafundi bacinge ngento eyakhe yenziwa sesi silwanyana ngenye imini. Khetha ingcinga ibe nye uyibhale kwisivakalisi.
 - ★ Ibhokisana yeengcinga yesi-5: Ncokolani ngento eyenzeka emva koko. Bhala into ethethwa ngabafundi kwisivakalisi.
 - ★ Ibhokisana yeengcinga yesi-6: Xoxa nabafundi ubuze ukuba bacinga ukuba ibali lingaphela njani uze ubhale isivakalisi. Emva koko fundela abafundi ibali ngokujonga kwiibhokisi zeengcinga.
- 3 Khawukhe ubabuze abafundi ukuba balithandile na ibali.
- 4 Ukuba kukho izinto abafuna ukuzitshintsha, zibhale ezo zinto kwimephu yeengcinga. Phinda ubafundele ibali kwakhona.
- 5 Ukuba ixesha liyavuma, ungacela abanye babafundi ukuba bazobe umfanekiso ohambelana nebali. Lixhome ibali eludongeni.

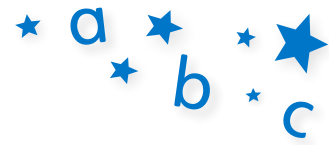
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi bahlale emethini. Biza elinye lamagama akuluhlu lwamagama anamalungu amaninzi uze ubonise indlela yokulahlula ngokwamalungu, umzekelo: **i | bha | si | ki | thi, qa | ndu | se | la.**
- 2 Bacele abafundi ukuba bamatshe xa kubizwa ilungu ngalinye: **i** (inyathelo elinye) **bha** (inyathelo elinye) **si** (inyathelo elinye) **ki** (inyathelo elinye) **thi** (inyathelo elinye). Nika abafundi iishakers okanye amagubu bahlukahle okanye babethe igubu qho xa kubizwa ilungu legama.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini ngeli xesha abafundi bona kufuneka bamatshe qho xa kubizwa ilungu ngalinye lala magama (umzekelo: igama u “qandusela” linamalungu amane).

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

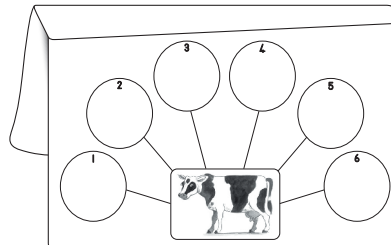
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: *intshontsho, tyebile, yena, umama, ncinci, noboya, ibhaskithi, uMakhulu, vuya, hle, ngenyameko*
- 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.

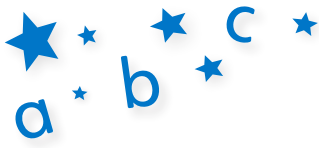


Blending and segmenting (syllables)

- 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: **i | bha | si | ki | thi, qa | ndu | se | la.**
- 2 Ask learners to march for each syllable: **i** (one step) **bha** (one step) **si** (one step) **ki** (one step) **thi** (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: "qandusela" has four syllables).

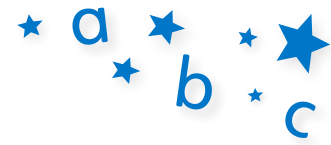
Small group activities

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


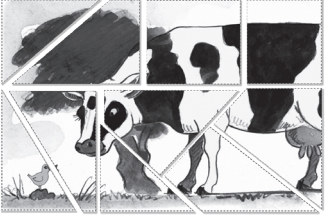



Imisebenzi yamaqela amancinci yeVeki yesi-2

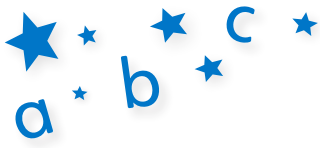
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax • Ikopi yombongo: Ikhaya • Imifanekiso yamakhaya ahlukileyo ezilwanyana: indlwane yentaka, indlu yenja, ibhaskithi, ubuhlanti, umnatha wesigcawu, iqokobhe, isidleke seenyosi <div data-bbox="282 910 505 1151" style="text-align: center;"> <p>Yindlu yenja yam le.</p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusaphuhlayo</p> <ol style="list-style-type: none"> 1 Fundela abafundi umbongo uze ukhombe imifanekiso yeendawo ezahlukileyo ezihlala kuzo izilwanyana: indlwane, indlu engurontawuli, indlu yenja, ibhaskithi, ubuhlanti, isigcawu nomnatha wesigcawu. 2 Abafundi mabazobe imifanekiso yamakhaya kunye nezilwanyana ezihlala kuwo. Umzekelo: indlu yenja kunye nenja, umnatha kunye nesigcawu. <div data-bbox="708 809 1442 1013" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>Umnatha okanye iqokobhe okanye umngxuma likhaya enzulwini yolwandle ukuya phezulu emthini ikhaya yiyo nayiphi na indawo ofuna ibe yiyo.</i></p> <p><i>Emqolombeni okanye eqandeni likhaya eyona ndawo iphithizela kakhulu okanye ukuzihlalela wedwa nayiphi na indawo oyithanda kakhulu likhaya lakho... likhaya lakho kumnandi ekhaya!</i></p> </div>
<ul style="list-style-type: none"> • liphazili <div data-bbox="230 1242 552 1454" style="text-align: center;"> </div>	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi kufuneka baqale bajonge ngenyameko amaqhekezana eephazili baze bawahlele. 2 Emva kokokufuneka badibanise amaqhekezana eephazili ukuze kuphume umfanekiso wesilwanyana okanye womlinganiswa osebalingi. Bangasebenzisa iNcwadi eNkulu okanye imifanekiso eza kulandelelaniswa njengesikhokelo.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iNcwadi eziNkulu kunye namaphetshana <div data-bbox="305 1579 491 1825" style="text-align: center;"> </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.





Small group activities for Week 2

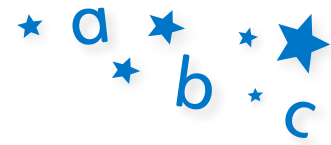
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • A copy of the poem: Home • Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Read the poem to learners and point to the pictures of different types of animals' homes: a nest, a hut, a kennel, a basket, a kraal, a web, a shell, a hive, etc. 2 Learners must draw pictures of homes and the animals that live in the homes. For example: kennel and a dog, spider and a web. <div data-bbox="795 765 1340 1030" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>A web or a shell or a hole is a home from deep in the sea to up in a tree home is whatever you want it to be.</i></p> <p><i>A cave or an egg or a nest is a home the busiest place or all on your own wherever you love the best is your home... your home sweet home!</i></p> </div>
<ul style="list-style-type: none"> • Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must begin by looking carefully at the puzzle pieces and sorting them. 2 Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.







Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nethempleyithi kanobumba u /l/ ebukhulu bunguA5 • Imifanekiso emincinci yezinto okanye izinto ezinesandi u /l/: amaphepha elekese • likhrayoni ezinkulu zewax • Iglu 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamnye ithempleyithi kanobumba kunye nezinto okanye imifanekiso yezinto ezigxile kwisandi. 2 Kufuneka bahlohle imifanekiso yezinto okanye izinto kwithempleyithi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba. 3 Bangongeza nemizobo yezinto egxile kwisandi u /l/. 
<ul style="list-style-type: none"> • lipropu: iingubo ezinkulu, amashithi okanye amalaphu aza kwegquma izitulo neetafile kusenziwa "indlu", amacephe, iimela neefolokhwe zeplastikhi, izinto ebesele zisetyenzisiwe ezifana nezinto zokufaka neembiza, ukutya kwamaxokixoki, (iziqhamo okanye imifuno yeplastikhi, iibhokisi okanye iipakethe ezingenanto zokutya) umqamelo, ingubo nonodoli 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngeepropu ebebezisebenzisa kwindawo yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi weVeki yokuqala xa bedlala umzi. 2 Khokela iqela labafundi niye kwikona yomdlalo wokulinganisa uze ubabuze le mibuzo: "Ingaba uNtshontshwana uhlala phi? Kwindlwane yentaka! Ingaba bona abantu bahlala phi? Sihlala ezindlini. Ingaba uyafuna ukwakha indlu nize nidlale kuyo nabahlobo bakho?" 3 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: ukuba oku kuyahambelana nomdlalo wabo, yenza ngathi ungummelwane ohambela kwindlu yabo. Nkqonkqoza "emnyango" uze ujonge ukuba baza kuthi ngena ngaphakathi na. 





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

★ Silindele usana

Ibali

Igama lam nguThabi kwaye ndineminyaka emithandathu. Kungekudala ndiza kuba nomntakwethu okanye udade wethu. Iyandivuyisa ke le nto! Kusasa namhlanje, umama ufikile kwigumbi lam lokulala wathi: “Thabi, umntwana wethu sele ekhulile, mkhulu ngoku, womelele kwaye ukulungele ngoku ukuba angavela. Ndiya esibhedlele namhlanje kwaye andizukubakho apha ekhaya ngoMvulo, ngoLwesibini, ngoLwesithathu nangoLwesine. Ndiya kubuya ngoLwesihlanu.”

Umama kaThabi ulungiselela ukuya esibhedlele. “Nisale kakuhle ke sithandwa sam,” watsho umama wakhe. “Ndiza kubuyela ekhaya ngokukhawuleza, ndiza kubuya nento eza kusimangalisa xa sisonke.” Umntwana ukhule kangangokuba uThabi akasakwazi ukujikelisa iingalo zakhe xa esanga umama wakhe.

Iteksi sele ipopoza ngaphandle, lixsha lokuba umama wakhe ahambe. UThabi ubambelela kwingubo yakhe uyakhala. Ukhathazekile kwaye utata wakhe uyamfunqula amtyathe emagxeni. Uyakuthanda kakhulu uThabi ukuba phezulu.

UThabi uza kulinda nje iintsuku ezintlanu: uMvulo, Lwesibini, Lwesithathu, Lwesine, Lwesihlanu – kodwa kuye ingathi lixsha elide kakhulu eli. UThabi umbuza imibuzo emininzi emalunga nosana olutsha utata wakhe. Utata wakhe ucinga into. “Kutheni ungambhaleli ileta nje uMama? Uza kukwazi ukumxelela indlela omkhumbula ngayo uze ke ube sele umbuza nemibuzo ngosana.”

“Kulungile tata, uza kundincedisa ke?” uyabuza uThabi.



Emva kokuphuma kwesikolo, utata kaThabi uyamncedisa ubhalela umama wakhe ileta.

Mama endimthandayo

Ndiyakuthanda futhi ndiyakukhumbula! Utata uthi uza kubuya nosana ngoLwesihlanu. Ndiyavuya niza kufika ngempelaveki. Akukho sikolo ngoMgqibelo nangeCawa, ngoko ke ndiza kukwazi ukudlala nosana imini yonke ndize ndilusongele ngengubo yam. Ingaba usana lwasekhaya luyinkwenkwe okanye luyintombazana? Ingaba luza kufana nam? Usana lwasekhaya luza kuqala nini ukuthetha nokuhamba?

Ngothando

Isuka kuThabi (usana lwakho oludala)

KungoLwesihlanu, kwaye lufikile usuku ebelulindelwe. Wonwabe kakhulu uThabi, uvuka ngexesha alindele ukufika kukamama wakhe kunye nosana. UThabi uva ilizwi likamama wakhe emnyango, kodwa uyathula.

Kaloku ufuna ukummangalisa. Kodwa uThabi umangaliseka ngakumbi. Umama wakhe ufika ekhaya namawele! UThabi unodade kunye nomntakwabo!

Liphela apha ke ibali lethu.



★ 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?

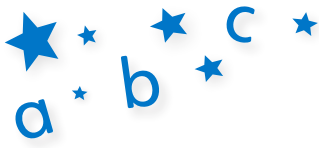
*Love from
Thabi (your big baby)"*

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 bhabhana

Mus'ukulila

Umam'uyeza

Nedinala yomntwana.

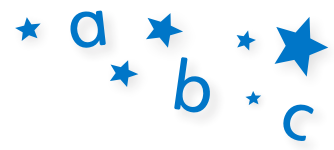
(Isigama esiphuma ebalini)



Isigama esiphuma ebalini

Amagama abalulekileyo:	vuya	khathazeka	wonwabe	mangaliseka	amawele	isibhedlele
Amanye amagama:	isisu	khula	phakathi	ukubakho	ukwanga	khala
	shiya	linda	ingubo	impelaveki	khumbula	ileta





Song

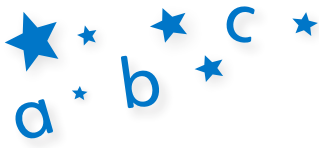
Go to sleep my baby (babies)
 Close your pretty eyes
 Mama's here beside you
 So hush now don't you cry.



Vocabulary from the story

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





Izinto ekufuneka unazo:

- Ibali: *Silindele usana*
- Iipapethi: UThabi, umama kaThabi, utata kaThabi, amawele, ikhalenda
- Iipropu: Ingubo kaThabi, ileta ebhalwe nguThabi (isiqwengana sephepha kunye nepensile), ikhalenda, iqhina, oonodoli ababini (okanye izinto ezimbini ezisongelwe ngeengubo ukuze zikhangeleke okweentsana)
- Izinto okanye amakhadi anemifanekiso abonisa amanye amagama akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi, *Ngamehlo am ndiyabona* khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho –
Lixesha leballi kumntu wonke!

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Bangaphi abantu bosapho lwakowenu? Ingaba unaye umntwana wakowenu omncinci oyinkwenkwe okanye oyintombazana? Ingaba bakhona abantwana abangamawele obaziyo?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo: Cela abafundi ukuba bakubonise indlela abakhangeleka ngayo xa bekhathazekile, bevuya naxa bemangalisekile.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umama ubabuza imibuzo engenampendulo ichanekileyo enye, efana nale: *“Ingaba umama kaThabi wabuyela nini ekhaya? Kwakutheni ukuze uThabi afune ukukhala? Ucinga ukuba uThabi wathini kwileta awayeyibhalela umama wakhe? Ucinga ukuba yintoni le yabamangalisayo?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu kweli bali? Yiyiphi imibuzo onayo ngeli bali? Yintoni othanda ukuyenza xa ulindele into?”*

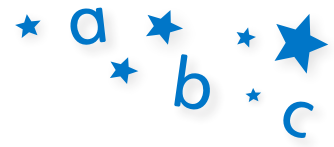
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“ilizwi, nini. Ingaba uyasiva isandi ekugxilwe kuso: ilizwi, nini? Ewe unyanisile! Onke la magama anesandi u lii.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi li: imini, isipili, ivili, injini, itshimini.* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /i/ ngokucacileyo uze ubacele abafundi bakujonge kakuhle emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /i/: **“i-i-i”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





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?"

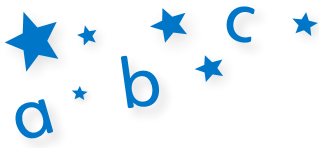


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "ilizwi, nini. Can you hear the focus sound: **ilizwi, nini**? Yes, you are right! They all have the sound /i/."
- 2 "Listen carefully, here are some more words with /i/: **imini, isipili, ivili, injini, itshimini.**" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /i/ clearly and tell learners to watch your mouth.
- 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.



Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo neepropu okanye imifanekiso emalunga nengoma



Iveki yoku-1 Usuku lwesi-2

Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali.
- 4 Cula ngokucutha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kusenokubanzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni. Ngoko ke bafundise ingoma ngokwemiqolo okanye iivesi.
- 5 Kufuneka ube nemifanekiso okanye iipropu kungenjalo wenze izijekulo ukuzama ukuncedisana nabafundi ukuba baluqonde ulwimi olusetyenziswe kwingoma. Buza abafundi ukuba ingaba ikhona na ingoma yokulalisa usana abayaziyo abanokuyiculela iklasi. Nize nikonwabele ke ukuyicula ngeelwimi ezininzi.

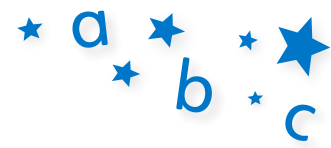
Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /i/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /i/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangabeka izandla zabo esiswini bancwine babonise ukuba bayaqaqanjelwa bathi "i-i-i".
- 3 Khawubabonise indlela yokubhala unobumba u 'i' abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, yehla, phakamisa isandla, ubeke ichaphaza."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bembhala unobumba.

Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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



Week 1 Day 2

Whole class activities

Storytelling and singing

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

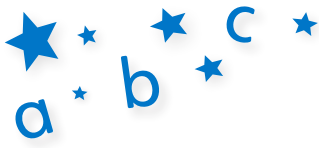
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hands on their stomach and groan to show they are in pain while saying "i-i-i-i".
- 3 Show learners how to write the letter i. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down. Lift and dot."
- 4 Let learners practise the letter formation in the air, on the 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.



Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u i: isipili, ivili, itshintshi, iti, ipilisi, itikiti, icici, ititi, iiswiti



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Khawukhe uchaze into eyayikhe yakonwabisa? Ingaba ukhangeleka njani xa wonwabile?
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise neepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Ibhokisi zoonobumba

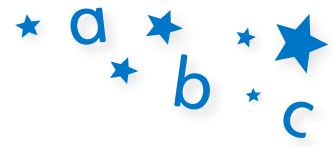
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba osesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **i**: isipili, ivili, itshintshi, iti, ipilisi, itikiti, icici, ititi, iiswiti



Week 1 Day 3

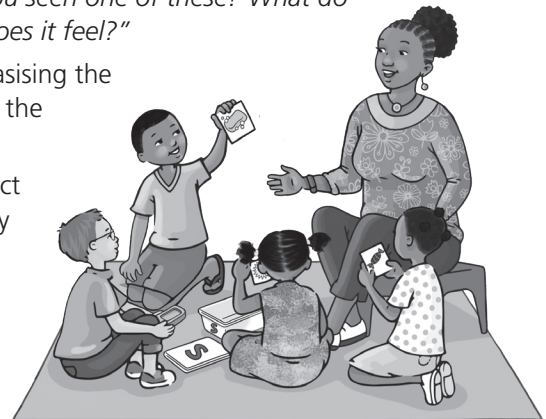
Whole class activities

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 they remember where their tummy is from *Ali and the paint*? Ask learners if they know another word for "tummy" in English. Ask if they know how to say "tummy" in any other languages.
- 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.

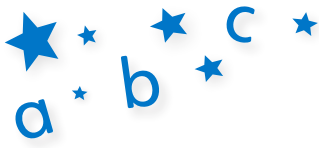
Letter boxes

- 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. 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.



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Izinto okanye imifanekiso yezinto ezixile kwisandi esinye

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

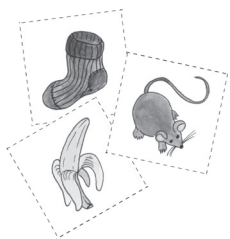
Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa
- 5 uyibeka ebhodini.
- 6 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 7 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 8 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuzi imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 9 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo.



Ukuphulaphula izandi ekugxilwe kuzo

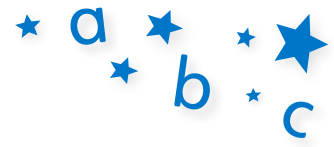
- 1 Khetha izandi ezibini ekugxilwe kuzo uze ukhangele iisethi zemifanekiso okanye zezinto ezixile kwezi zandi (ungasebenzisa izinto ezikwiibhokisi zoonobumba).
- 2 Cela abafundi abane ukuba baze kuma phambi kweklassi. Nika isibini sabafundi ngasinye izinto okanye imifanekiso yezinto ezixile kwisandi esinye bazibambe baziphakamise ukuze zibonwe ngabafundi bonke. Bacele abafundi ukuba bakuncedise ubize amagama ezinto okanye ezinto ezisemfanekisweni.
- 3 Biza igama lento nganye ngokucutha, ugxininisa kwisandi ekugxilwe kuzo.
- 4 Cela abafundi ukuba bachaze ukuba ziziphi izinto ezimbini okanye imifanekiso egxile kwisandi esifanayo. Abafundi abaphakamise le mifanekiso okanye izinto kufuneka bayokuma kunye, omnye ecaleni komnye. Qhubeka ke usebenzise amanye amakhadi emifanekiso amathathu okanye amane okanye izinto.
- 5 Xa abafundi sele beqhelene nalo mdlalo, zama ukuwenza nangolu hlobo: Qinisekisa ukuba unazo ngokwaneleyo izinto okanye imifanekiso khonukuze ukwazi ukunika umfundi ngamnye. Chazela abafundi ukuba mabakhangele umfundi omnye ophethe into okanye umfanekiso wento egxile kwisandi esifana nesakhe ze ahlale kunye naye emethini.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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:



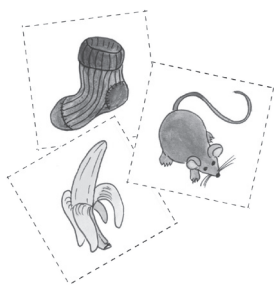
These are useful questions to ask about each picture:

- "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)



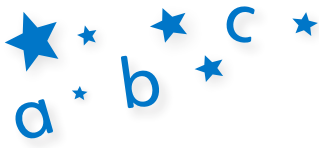
Listening for focus sounds

- 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.



Izinto ekufuneka unazo:

- **Usana olukwibhokisi yematshisi:** umfundi ngamnye makabe nebhokisi enye yematshisi kunye nomzekelo wosana olukwibhokisi yematshisi khonukuze kuboniswe abafundi
- Amatye amancinci, isivingco, *ifoam*, *icotton wool*, umtya, iziqwengana zamalaphu, iphepha elinombala, iribhoni
- **rattle:** umfundi ngamnye makabe nebhokisi yeplastikhi, amatye amancinci, amaso, iimboty, isanti, iphepha elinombala
- Iikhrayoni ezinkulu zewax kunye neemarkers okanye iikhoki
- Izikere kunye neglu
- Uluhlu lwamagama anamalungu amaninzi oluphuma ebalini: usana, vuya, ukupopoza, iteksi, mangalisa, isibhedlele, umntakwabo, udadewabo, isisu, Mvulo, Lwesibini, Lwesithathu, Lwesine, Lwesihlanu, impelaveki

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba baza kuzenzela usana kunye nebhedi yalo eza kuba yibhokisi yematshisi. Kufuneka basebenzise izinto ezisetafileni kunye nekhoki bazobe ubuso bosana elityeni okanye kwisingco. Kufuneka bayihombise ibhokisi yematshisi benze ibhedi yosana. Babonise umzekelo osele uwezile, abafundi.
- 2 Bacele ukuba baluthiye igama "usana" lwabo baze balibhale igama elo kwisiqwengana sephepha abaza kusifaka ngaphambili okanye ecaleni kwibhokisi yematshisi. Bachazele ukuba mabalibhale igama ngendlela abacinga ukuba libhalwa ngayo.
- 3 Bakhuthaze abafundi ukuba babuze abahlobo babo "ngeentsana" zabo: Ngubani igama losana? Ingaba luyinkwenkwe okanye luyintombazana? Ingaba lukhala kakhulu?

OKANYE

- 1 Chazela abafundi ukuba baza kwenza *irattle* yosana. Kufuneka bafake amatye amancinci, amaso okanye isanti ebhotileni yeplastikhi baze bayegqume ngeziqwengana zamaphepha anombala ibhotile ukuze ibe nomtsalane elusaneni.



Ukuxuba nokwahlula amagama (ngokwamalungu)

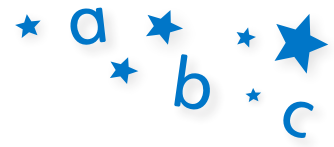
- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **u | da | de**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze *uhigh five* xa bebiza ilungu ngalinye legama. **u** (*high five*) **da** (*high five*) **de** (*high five*).
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze *uhigh five* kwilungu ngalinye.
- 4 Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "udade" linamalungu amathathu).



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- **Matchbox baby:** one matchbox per learner and a sample of a baby in a matchbox to show the learners
- Small rocks, corks, foam, cotton wool, string, fabric pieces, coloured paper, ribbon
- **Rattle:** an empty plastic bottle for each learner, little stones, beads, beans, sand, coloured paper
- Jumbo wax crayons and black markers or kokis
- Scissors and glue
- A list of multisyllabic words relating to the story: usana, vuya, ukupopoza, iteksi, mangalisa, isibhedlele, umntakwabo, udadewabo, isisu, Mvulo, Lwesibini, Lwesithathu, Lwesine, Lwesihlanu, impelaveki

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)

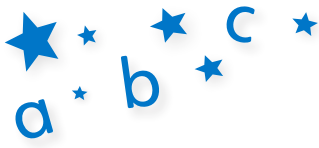
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **u | da | de**.
- 2 Ask learners to face a friend and do high fives for each syllable: **u** (high five) **da** (high five) **de** (high five).
- 3 Say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



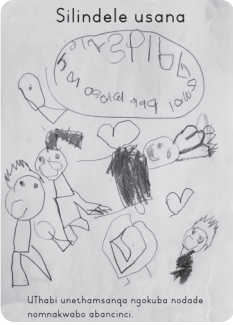

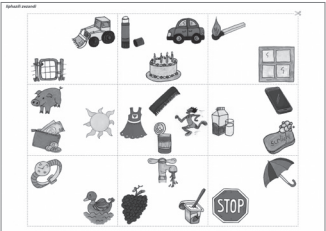

Small group activities

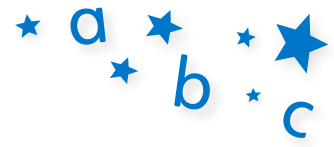
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





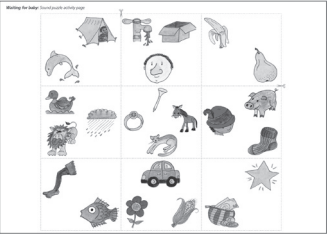



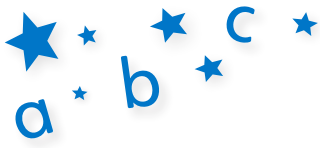
Imisebenzi yamaqela amancinci yeVeki yoku-1


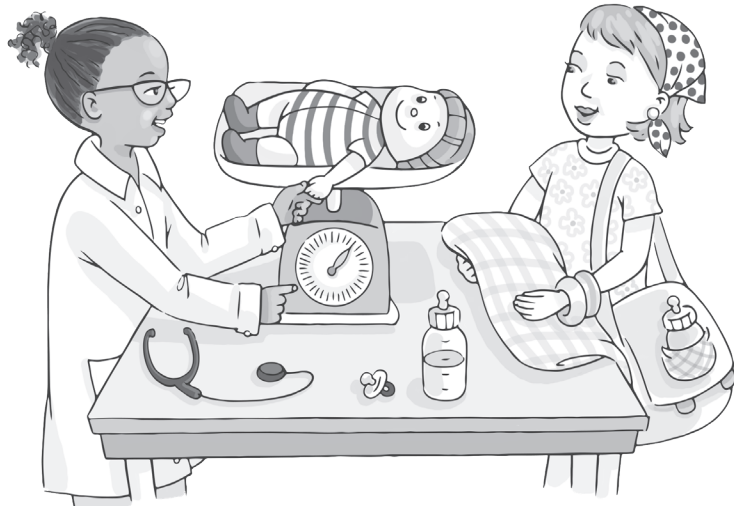
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye kufuneka abe nephepha elingabhalwanga nto elinguA4 • likhrayoni ezinkulu zewax  <p><i>UThabi unethamsanqa ngokuba nodade nomntakwabo abancinci.</i></p>  <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p>	<p>Umsebenzi 1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. 4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. 5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UThabi unethamsanqa ngokuba abe nomntakwabo kunye nodade wabo." 8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo.
<ul style="list-style-type: none"> • liphazili zezandi 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi baqala bakhangele iqhekezana lephazili elinemifanekiso emine. Kufuneka balibeke esizikithini setafile eli qhekezana. 2 Abafundi kufuneka babize amagama kunye nezandi ogxile kuzo umfanekiso ngamnye. 3 Abafundi kufuneka bakhethe elinye iqhekeza lephazili baze batshatise izandi egxile kuzo le mifanekiso ikwiqhekeza lephazili. Iphazili iyakugqibeka xa onke amaqhekeza edityanisiwe enza isikwere.
<ul style="list-style-type: none"> • lincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iNcwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



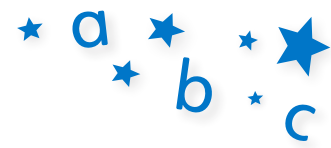
Small group activities for Week 1


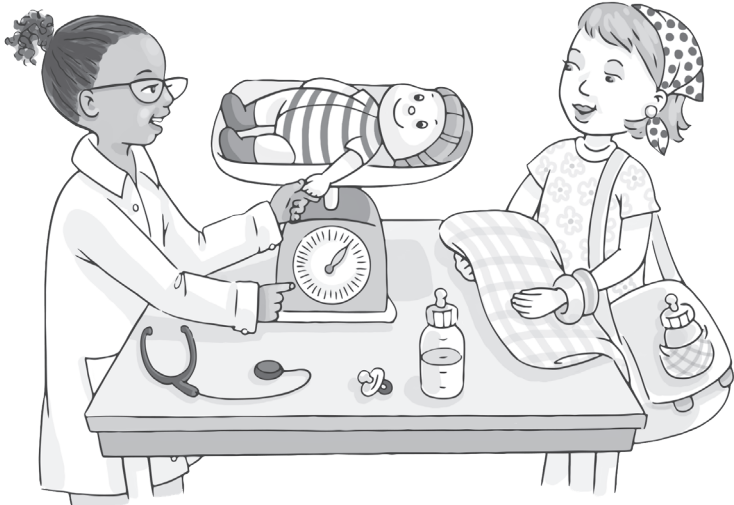
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none">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

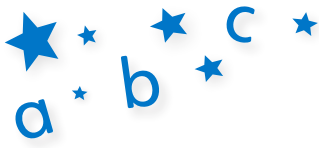


Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nethempleyithi kanobumba u “i” ebukhulu bunguA5 • Imifanekiso emincinci yezinto okanye izinto ezinesandi u “i”: amaphepha eswiti, itikiti, iti • likhrayoni ezinkulu zewax • Iglu 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamnye ithempleyithi kanobumba kunye nezinto okanye imifanekiso yezinto ezigxile kwisandi. 2 Kufuneka bahlohle imifanekiso yezinto okanye izinto kwithempleyithi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba. 3 Bangongeza nemizobo yezinto egxile kwisandi u “i”. 
<ul style="list-style-type: none"> • lipropu: iingubo, oonodoli, inqwelo yokuqhuba usana, ibhedi yokulalisa usana, iibhotile, ibhafu yokuhlambela usana, isikali, itawuli encinci 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha. Bachazele ukuba baza kuba ngabazali abanosana. Bangalunxibisa futhi balutyise usana lwabo baze batyelele kunye nalo abanye abazali. Basenokuya naseklinikhi ukuze usana lujongwe ze lubekwe esikalini kujongwe ubunzima balo ngumongikazi. 2 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: Ungafika wenze ngathi uzisele usana isipho. Babuze “abazali” ngosana lwabo, uze uncome indlela oluhle ngayo usana lwabo! 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “i” letter template for each learner • Small pictures or items of things starting with “i”: amaphepha eswiti, itikiti, iti • Jumbo wax crayons • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. 3 They can also add drawings of things with the focus sound “i”. 
<ul style="list-style-type: none"> • Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. 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. 2 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! 



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esongiweyo

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa

- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: "Ngubani okhumbulayo ukuba kwenzeke ntoni emva koku?"
- 4 Nakube nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Nika umfundi ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi ze ufunde kunye nabo isihloko sebali
- 6 Jonga imifanekiso yebali kunye nabafundi kule ncwadi incinci, ubancedise baqaphele ukuba imifanekiso esencwadini ifana nqwa naleyo bebeyilandelelanisa.
- 7 Ukuba ixesha lisekhona, abafundi "banokufundela" iqabane eliseklasini incwadi encinci. Khuthaza abafundi ukuba bagoduke nazo iincwadi ukuze bazifunde neentsapho zabo.



Ukwazisa abafundi isandi esiphuma ebalini

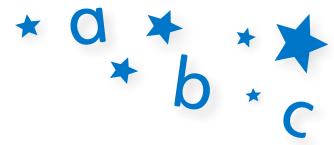
- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: "kakuhle, kukamama, kakhulu. Ingaba uyasiva isandi ekugxilwe kuso: **kakuhle, kukamama, kakhulu?** Ewe, uchanile! Isandi ekugxilwe kuso ngu **Ik!**"
- 2 "Phulaphula ngenyameko, nanga amanye amagama agxile ku **Ik!**: ikama, ikati, ikawusi, ikeyiki, ikomityi, ikofu." (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u **/k/** ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu **/k/**: "**k-k-k**". Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.



Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





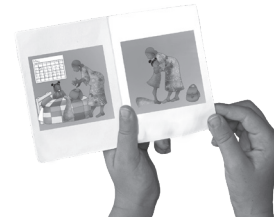
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



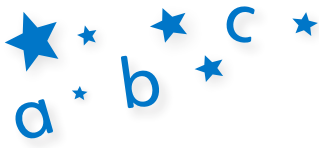
Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “kakahle, kukamama, kakhulu. Can you hear the focus sound: **kakahle**, **kukamama**, **kakhulu**? Yes, you are right! The focus sound is /k/.”
- 2 “Listen carefully, here are some more words with /k/: ikama, ikati, ikawusi, ikeyiki, ikomityi, ikofu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: “**k-kk**”. 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.



Izinto ekufuneka unazo:

- iNcwadi eNkulu: Silindele usana
- Umfundi ngamnye kufuneka abe nethempleyithi kanobumba u"K" enguA5
- Iikhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

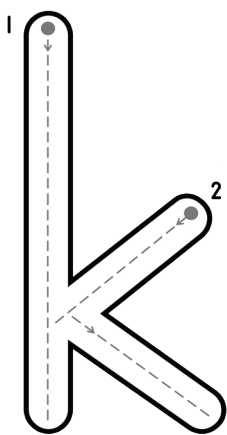
Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklassi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



Ukwakhiwa konobumba

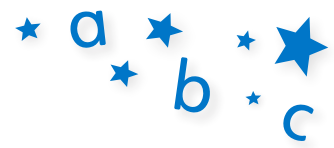
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /k/ okanye ubacele ukuba bacinge ngamanye amagama aqala ngesandi u /k/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi bayakama bathi "k-k-k-kama".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u /k/. Yincome imizamo yabo uze emva koko ubhale unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla kangangoko, krwela umgca ongenayo nophumayo."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Chazela abafundi ukuba babuyele ezitafileni zabo ukuze benze oonobumba abafana nomnyama abanemibala emininzi. Oku ke kuthetha ukuba baza kubhala phezu konobumba osephetheni besebenzisa imibala yeekhrayoni eyahlukileyo.
- 6 Ukuba abafundi banako ukucinga ngezinto ezinesandi salo nobumba, bangazizoba zijikeleze unobumba onemibala emininzi. Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Big Book: Waiting for baby
- An A5 “k” letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

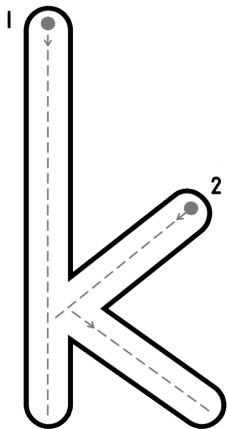
Shared reading – Big Book

- 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.



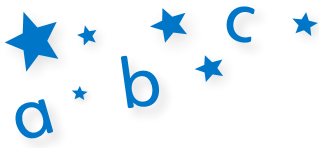
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to comb their hair while saying “k-k-k-kama”.
- 3 Show learners how to write the letter **k**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go all the way down. Lift, draw in and out.”
- 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.



Izinto ekufuneka unazo:

- Irattle yosana eyenziwe ekhaya
- Iipapethi ezimalunga nebali
- Imifanekiso yamalunga ahlukileyo osapho ethathwe kwimagazini
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezixile kwisandi u **k**: ikati, ikawusi, ikama, iketile, ikofu, ikeyiki, ikom, ikomityi, ikiriva, ikepusi, ikarikuni

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- 1 Cela abafundi ukuba bajonge ngenyameko iipapethi ezimalunga nebali. Babonise ipapethi ibe nye ngexesha uze ubacele bakuncedise xa uchaza ipapethi nganye: "Ingaba zinde okanye zimfutshane? Ingaba zineenwele ezinde okanye ezimfutshane? Ingaba zindala okanye zisencinci ngeminyaka? Ingaba zinxibe ntoni?" Emva koku, cacisani malunga nemifanekiso esikwe kwimagazini. Ncamathiselani iipapethi kunye nemifanekiso eludongeni.
- 2 Bachazele abafundi ukuba kufuneka baphulaphule ngenyameko xa uchaza omnye wabantu abasebalini. Bacele ukuba ze baphakamise isandla xa besazi ukuba ngubani lo mntu umchazayo. Umzekelo: "Umntu endicinga ngaye, mde kakhulu. Unxibe impahla yasebusika. Ukhangeleka enobubele ethanda ukwakha ubuhlobo nabantu."
- 3 Babuze abafundi ukuba ingaba ukhona na kubo onqwenela ukuchaza omnye wabalinganiswa ngeli xesha abanye abafundi bephulaphule.

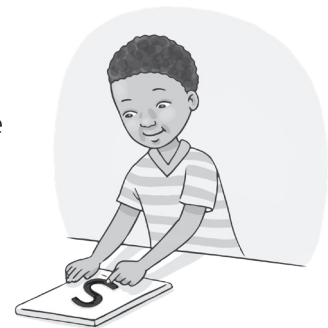
UStella uthi:



Indlela elungileyo yokwenza abafundi bazolele umsebenzi wokuphulaphula kukubacela ukuba bavale amehlo abo. Emva koku yiya ekoneni yegumbi lokufundela uze ufike uhlukahle irattle ingxole. Cela abafundi ukuba bakhombe ukuba isandi sivala kweliphi icala. Chwechwa uye kwigumbi lokufundela ngasemva uphinde uhlukahle irattle kwakhona. Yenze ke le nto ukwiindawo ezahlukeneyo apho kwigumbi lokufundela, qala uhlukahle ngamadla ingxole irattle uze uye uhlukahle kancinci ingangxoli.

Ibhokisi zoonobumba

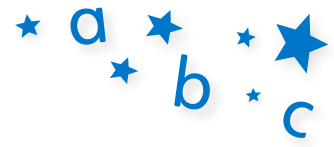
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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 start with **k**: ikati, ikawusi, ikama, iketile, ikofu, ikeyiki, ikom, ikomityi, ikiriva, ikepusi, ikarikuni

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.

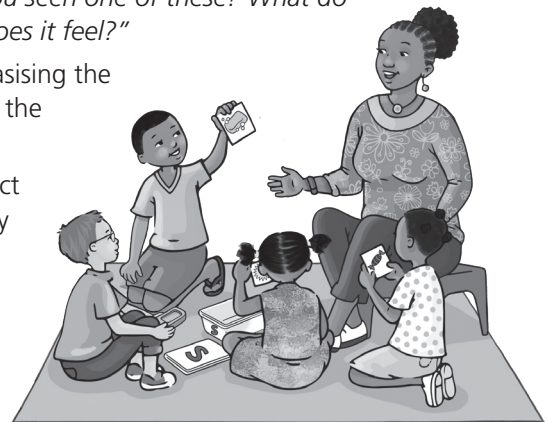
Stella says:



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.

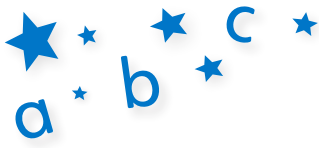
Letter boxes

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



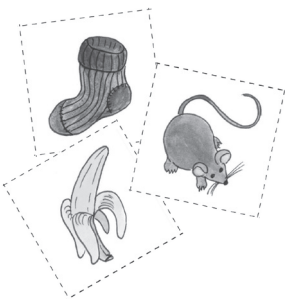
Small group activities

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



Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nobuso be-emoji (obusikwe kwiphepha lomsebenzi elinobuso bee-Emoji)
- Ubuso obunee-Emoji ezisi-8 ezinemibala ezisikiweyo
- Intlama yokudlala kunye nemethi yokusebenzela yomfundi ngamnye
- Izinti, iwulu, amaso okanye "amehlo" eplastikhi
- Akunyanzelekanga ube nazo: iimagazini
- Izinto okanye imifanekiso yezinto ezixile kwisandi esinye



Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklasi yonke

Funda uze wenze

- 1 Cela abafundi ukuba bahlale emethini baze bajonge ngenyameko ubuso bakho. Tshintsha ubuso bakho ubonise uvakalelo oluthile uze ubacele abafundi ukuba balinganise ubuso bakho baze emva koko bachaze ukuba luthini uvakalelo lwabo.
- 2 Phinda uyenze le nto kwakhona, kodwa ke ngoku bonisa abafundi umfanekiso we-emoji enombala ngamnye njengokuba nithetha ngendlela nganye yovakalelo. Emva koko tshintsha ubuso bakho uze ucele ukuba umfundi eze akhombe umfanekiso ochanekileyo we-emoji ohambelana nobuso bakho. Mcele umfundi ukuba abonise indlela avakalelwa ngayo uze wena ucele omnye umfundi ukuba akhangele ubuso obuchanekileyo be-emoji. Nakuba nigqibile ukwenza oku ngemifanekiso embalwa, abafundi bangaphindela ezitafileni zabo. Umfundi ngamnye kufuneka abe nentlama yokudlala, imethi yokusebenzela kunye nekopi yobuso be-emoji.
- 3 Abafundi kufuneka basebenzise enye yentlama yokudlala yabo benze ibhola baze baphinde bayicinezele ibe sicaba ze yenze imilo esisangqa eza kuba bubuso. Bakhuthaze abafundi ukuba "bafunde" iemoji baze benze ubuso ngentlama yokudlala, obubonisa uvakalelo lwe-emoji besebenzisa izinto ezibekwe etafileni.
- 4 Bangatshintsha iemoji zabo nomnye umfundi khonukuze benze inkangeleko eyahlukileyo yobuso.

OKANYE

- 1 Abafundi bangasika imifanekiso yabantu abanobuso obuhambelana novakalelo oluboniswa ziiemoji, kwimagazini. Umfanekiso ungancanyathiselwa kwiphepha elikhulu ecaleni kophawu lwe-emoji.

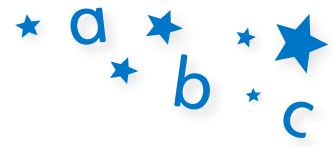
Ukophulaphula izandi ekugxilwe kuzo

- 1 Khetha izandi ezibini ekugxilwe kuzo uze ukhangele iisethi zemifanekiso okanye zezinto ezixile kwezi zandi (ungasebenzisa izinto ezikwiibhokisi zoonobumba).
- 2 Cela abafundi abane ukuba baze kuma phambi kweklasi. Nika isibini sabafundi ngasinye izinto okanye imifanekiso yezinto ezixile kwisandi esinye bazibambe baziphakamise ukuze zibonwe ngabafundi bonke. Bacele abafundi ukuba bakuncedise ubize amagama ezinto okanye ezinto ezisemfanekisoweni.
- 3 Biza igama lento nganye ngokucutha, ugxininisa kwisandi ekugxilwe kuzo.
- 4 Cela abafundi ukuba bachaze ukuba ziziphi izinto ezimbini okanye imifanekiso egxile kwisandi esifanayo. Abafundi abaphakamise le mifanekiso okanye izinto kufuneka bayokuma kunye, omnye ecaleni komnye. Qhubeka ke usebenzise amanye amakhadi emifanekiso amathathu okanye amane okanye izinto.
- 1 Xa abafundi sele beqhelene nalo mdlalo, zama ukuwenza nangolu hlobo: Qinisekisa ukuba unazo ngokwaneleyo izinto okanye imifanekiso khonukuze ukwazi ukunika umfundi ngamnye. Chazela abafundi ukuba mabakhangele umfundi omnye ophethe into okanye umfanekiso wento egxile kwisandi esifana nesakhe ze ahlale kunye naye emethini.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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.

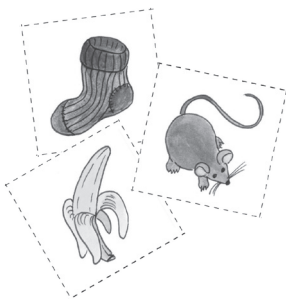
OR

- 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.



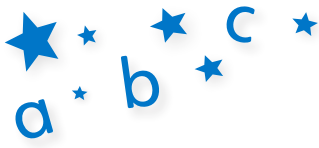
Listening for focus sounds

- 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).
- 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.



Izinto ekufuneka unazo:

- Iphepha okanye ikhadibhodi enobukhulu obunguA3
- *Marker* yokubhala kwiwhiteboard
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: usana, amawele, ukupopoza, iteksi, mangalisa, isibhedlele, umntakwethu, udadewethu, isisu, Mvulo, Lwesibini, Lwesithathu, Lwesine, Lwesihlanu, impelaveki
- Iishakers okanye amagubu

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba baza kuba nguThabi baze babhale kunye nawe ikhadi lokwamkela uMama kunye namawele.
- 2 Khawubabuze abafundi ukuba ingaba ukhona na kubo owaziyo ukuba umyalezo wekhadi uqale ubhalwe njani. Bachazele ukuba xa siqala ukubhala umyalezo wekhadi siqala ngolu hlobo: Mama endimthandayo.
- 3 Emva koku xoxani ngezinto ezilandelayo ekufuneka nizebhale. Nakube nivumelene, bhalani amazwi athethwa ngabafundi ekhadini. Emva kokubabonisa indlela yokubhala izivakalisi ezibini ukuya kwezithathu, cela abafundi bakuncedise nicinge ngento eninokuyibhala ekupheleni kwekhadi.
- 4 Abanye abafundi bangalihombisa ikhadi ukuba lisekhona ixesha.

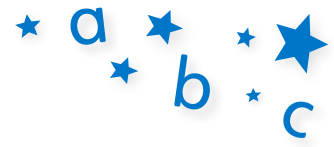
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **Lwe | si | hla | nu.**
- 2 Cela abafundi ukuba bamatshe xa kubizwa ilungu ngalinye **Lwe** (inyathelo elinye) **si** (inyathelo elinye) **hla** (inyathelo elinye) **nu** (inyathelo elinye). Nika abanye abafundi iishakers abaza kuzihlukuhla okanye amagubu abaza kuwabetha xa kubizwa ilungu ngalinye.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi bamatshe kwilungu ngalinye. Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "Lwesihlanu" linamalungu amane).



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.



You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: usana, amawele, ukupopoza, iteksi, mangalisa, isibhedlele, umntakwethu, udadewethu, isisu, Mvulo, Lwesibini, Lwesithathu, Lwesine, Lwesihlanu, impelaveki
- 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.

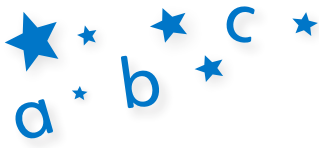
Blending and segmenting (syllables)

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

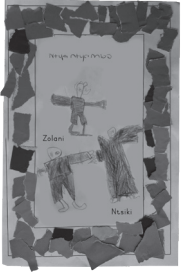
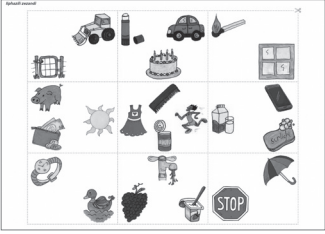



Small group activities

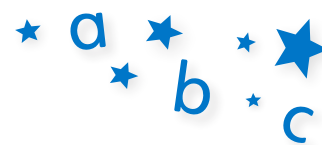
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



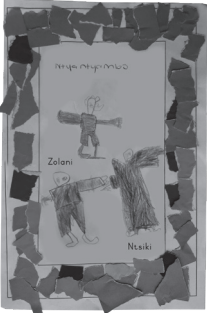
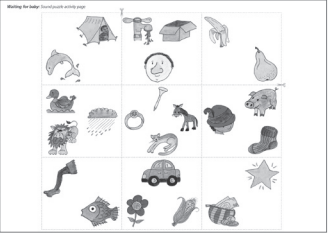

Imisebenzi yamaqela amancinci yeVeki yesi-2

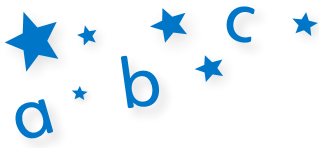
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nekopi yephepha lomsebenzi elinefreyim yoMfanekiso • Iphepha elinombala okanye amaphepha asuswe kwimagazini aza kukrazulwa ngabafundi abe ziziqwengana ezincinci 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Abafundi kufuneka basike ze bancamathisele iphepha elinombala okanye amaphepha asuswe kwimagazini ekupheleni kwephepha wenze ifreyim. 2 Bakube begqibile ukwenza ifreyim, kufuneka bazobe umfanekiso wosapho lwabo esizikithini sephepha. 3 Bakhuthaze abafundi ukuba babhale amagama abo ecaleni komfanekiso abawuzobileyo, baze bazame ukubhala amagama amanye amalungu osapho ukuba banako. Kungenjalo, bacele ukuba bakuxelele amagama amalungu osapho lwabo uze ubabhalele. 
<ul style="list-style-type: none"> • Iphazili zezandi 	<p>Umsebenzi wesi-2: Iphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Abafundi baqala bakhangele iqhekezana lephazili elinemifanekiso emine. Kufuneka balibeke esizikithini setafile eli qhekezana lephazili. 2 Abafundi kufuneka babize amagama kunye nezandi ogxile kuzo umfanekiso ngamnye. 3 Abafundi kufuneka bakhethe elinye iqhekeza lephazili baze batshatise izandi egxile kuzo le mifanekiso ikwiqhekeza lephazili. Iphazili iyakugqibeka xa onke amaqhekeza esenza isikwere xa edityanisiwe.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.

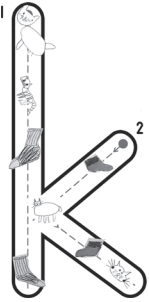
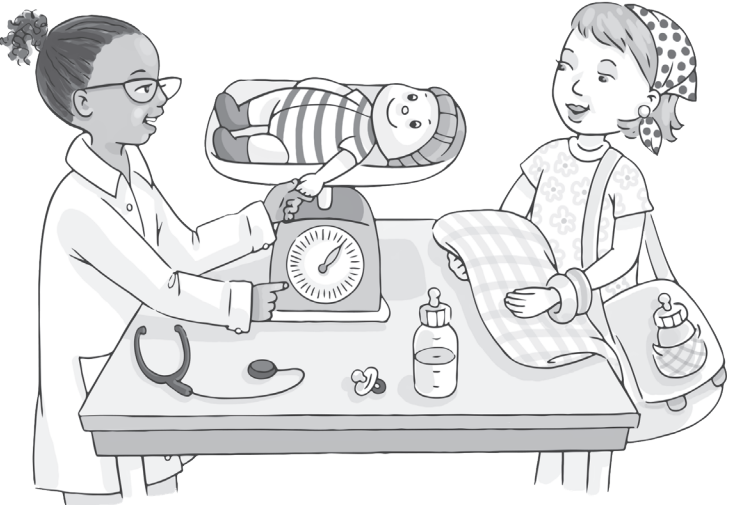




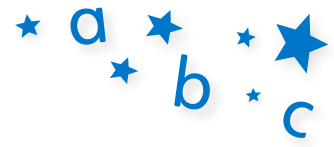
Small group activities for Week 2

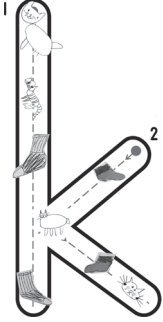
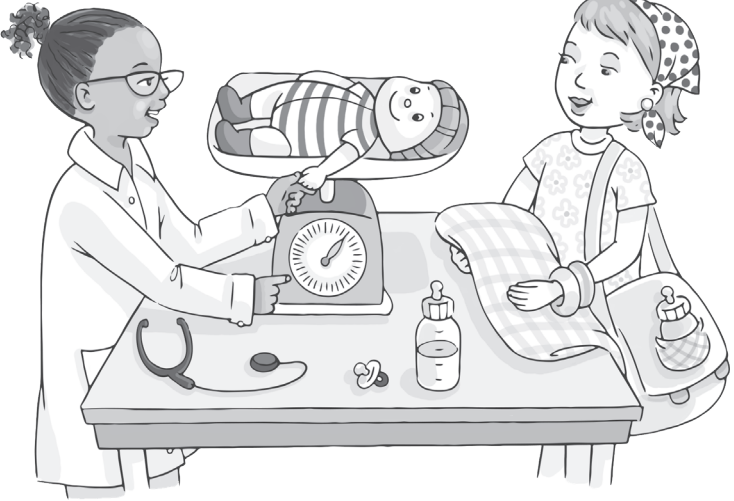
You will need	Activities
<ul style="list-style-type: none"> A photocopy of the Picture frame activity page for each learner Coloured paper or pages from a magazine that learners can tear into small pieces 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Learners must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



Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nethempleyithi kanobumba u “k” ebukhulu bunguA5 • Imifanekiso emincinci yezinto okanye izinto ezinesandi u “k”: ikofu, ikawusi, ikati • likhrayoni ezinkulu zewax • Iglu 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamnye ithempleyithi kanobumba kunye nezinto okanye imifanekiso yezinto ezigxile kwisandi. 2 Kufuneka bahlohle imifanekiso yezinto okanye izinto kwithempleyithi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba. 3 Bangongeza nemizobo yezinto egxile kwisandi u “k”. 
<ul style="list-style-type: none"> • Iiprophu: iingubo, oonodoli, amanapukeni, inqwelo yokuqhuba usana, ibhedi yokulalisa usana, iibhotile, ibhafu yosana, isikali, itawuli encinci 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngeeprophu ezikwikona yokwenza umdalo wokulinganisa. Bakhuthaze abafundi ukuba baqhubeke nomsebenzi weVeki yoku-1 apho bebesenza ngathi bangabazali abahoye iintsana zabo ezisandul’ukuzalwa. 2 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iiprophu. Bachazele ukuba baza kuba ngabazali abanosana. Bangalunxibisa futhi balutyise usana lwabo baze batyelele kunye nalo abanye abazali. Basenokuya naseklinikhi ukuze usana lujongwe ze lubekwe esikalini kujongwe ubunzima balo ngumongikazi. 3 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: Ungafika wenze ngathi uzisele usana isipho. Babuze “abazali” ngosana lwabo, uze uncome indlela oluhle ngayo usana lwabo! 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “k” letter template for each learner • Small pictures of things or items starting with “k”: likofu, ikawusi, ikati • Jumbo wax crayons • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. 3 They can also add drawings of things with the focus sound “k”. 
<ul style="list-style-type: none"> • Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner. Encourage learners to continue from Week 1 when they pretended to be parents looking after their new babies. Lead the group to the pretend play corner and show them the props. 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. 2 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! 

★ Indlwane eyenziwe ngomnqwazi

Ibali

Yayiyimini yasekwindla eyayibanda kakhulu. UWendy kunye nomama wakhe babekrobe efestileni, bebukele umoya owawuvuthuza ushukumisa imithi. UWendy wacela kumama wakhe, "Mama, ndingayodlala phandle?" Waphendula umama wakhe, "Wendy, kubhudla umoya obandayo. Ukuba ufuna ukuphuma phandle, nceda unxibe shushu."

UWendy wanxiba eyona dyasi yakhe ishushu, waphuma. Esaphuma njalo umama wakhe wamkhwaza, "Nanku, umnqwazi wakho oza kugcina intloko neendlebe zakho zishushu."

UWendy wabaleka waphuma phandle kuloo moya wawunengqele. Wajonga phezulu waqwalasela ukuba eminye imithi ayinamagqabi.

Ngequbuliso, umoya ovuthuzayo waxhwila umnqwazi wakhe waphaphatheka! "Nkosi yam! Umkile umnqwazi wam. Andinakuphinda ndiwufumane!" wakhala uWendy ezama ukuwuleqa. Umoya wavuthuza kakhulu waze waphaphatheka nomnqwazi de wanyamalala.

UWendy wabaleka wagoduka ze waxelela umama wakhe ngento eyenzekileyo, "Mama, umoya ovuthuzayo ususe umnqwazi wam entloko, waphaphatheka kwaye andiwufumani!" Waphendula umama kaWendy, "Yambi ke le yokulahleka komnqwazi wakho, kodwa ke awulahlwanga nguwe Wendy. Laa mnqwazi ubusele umncinci kakade kuwe, mhlawumbi uza kucholwa ngumntu oza kukwazi ukuwusebenzisa."



Imozulu yasuka yabanda kakhulu, ngephanyazo kwangena ubusika. Emva kweenyanga ezimbalwa, uWendy waqaphela ukuba kukhula amagqabi amatsha aluhlaza emithini. Wayesele esiva ke ngoku ukuba imozulu iya iba shushu. Yayiyintwasahlobo! Ubusika babudlulile. Kungekudala, uWendy wayeza kunxiba izihlangu zakhe ezivulekileyo nomnqwazi wakhe welanga adlale phandle kangangoko efuna.

Ngantsasa ithile eyayishushu yentwasahlobo, uWendy nomama wakhe bagqiba ukuba batyelele izihlobo zabo. Bamangaliseka xa bebona umthi omde. Nanko umnqwazi kaWendy phezulu kulo mthi. Ngaphakathi kuwo kwakuhleli umama wentaka. Wayesenza indlwane encinci entle khonukuze amaqanda akhe ahlale kakuhle.

"Jonga!" wakhwaza umama kaWendy. "Umnqwazi wakho wenze umsebenzi omhle kwaye uza kuba yindlwane eshushu xa eqanduselwa amantshotsho." UWendy nomama wakhe bahleka. UWendy wayengxamele ukude axelele umhlobo wakhe ngendlwane eyenziwe ngomnqwazi!

Liphela apha ke ibali lethu.



★ The beanie nest

Story

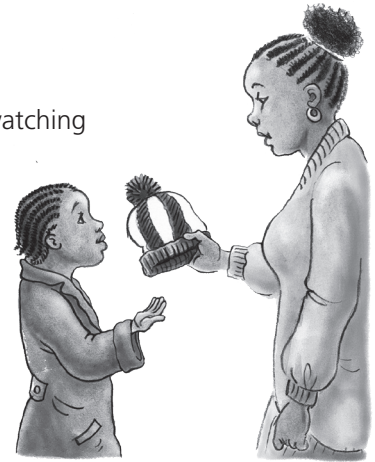
It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

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.

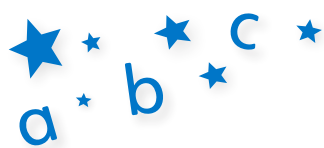
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

"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.

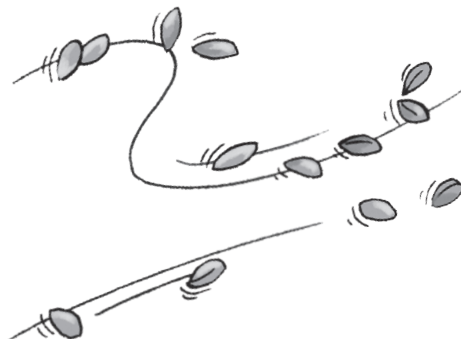




Ingoma

Khanibone nank'umoya, hu-hu-hu-hu
 Ungen'efestileni, ucim'isibane sam!
 Uyaphuma, ndiyasala!
 Undishiya emnyameni
 Zuhambe, zuhambe
 Hu-hu-hu-hu.

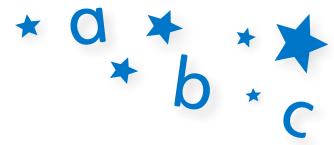
Khanibone nank'umoya hu-hu-hu-hu
 Ungen'efestileni
 Uthath'umnqwazi wam
 Uyaphuma ndiyasala
 Undishiya ndigodola
 Zuhambe zuhambe
 Huhuhuhu



Isigama esiphuma ebalini

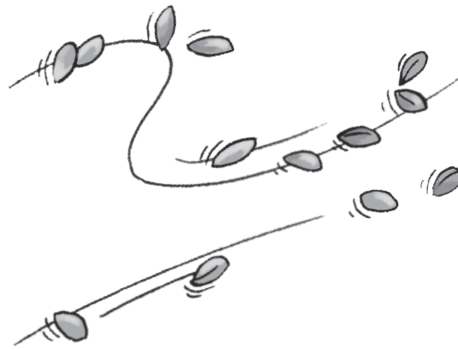
Amagama abalulekileyo:	umnqwazi	ukwindla	indlwane	ubusika	banda	intwasahlobo
Amanye amagama:	imithi	amagqabi	umoya ovuthuzayo	nyamalalala	shushu	fumana
	vuthuza	mde	umangaliso	imozulu	phandle	qandusela





Song

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



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

Vocabulary from the story

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





Izinto ekufuneka unazo:

- Ibali: Indlwane yentaka eyenziwe ngomnqwazi
- Iipapethi: uMama, uWendy, umthi, amagqabi, intaka, umnqwazi welanga, iimpahla zasehlotyeni, iimpahla zasebusika, umnqwazi
- Iipropu: idyasi, umnqwazi, isityalo/umthi omncinci ongenamagqabi, isityalo/umthi omncinci onamagqabi, intaka yeplastikhi, umnqwazi welanga
- Izinto okanye amakhadi anemifanekiso emalunga namagama aphuma kuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi, *Ngamehlo amabini ndiyabona* khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho –
Lixesha lebalu kumntu wonke!

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ingaba injani imozulu phandle namhlanje? Xa ubunxiba namhlanje ingaba kuye kwafuneka ukuba unxibe impahla eshushu kuba kubanda okanye epholileyo?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo, ungababuzisa le mibuzo: *“Ingaba injani imozulu ngexesha lasekwindla? Ingaba unxiba iimpahla ezinjani ngexesha lasekwindla? Zinjani ozinxiba ebusika? Zinjani ozinxiba entwasahlobo?”*

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuzisa imibuzo engenampendulo ichanekileyo enye efana nale: *“Kwakutheni ukuze umama kaWendy anike uWendy umnqwazi ukuba awuthwale? Ucinga ukuba yintoni elandelayo eza kwenzeka? Ingaba umnqwazi kaWendy wasetyenziswa entwenini?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu kweli bali? Yiyiphi imibuzo onayo ngeli bali? Ingaba ikhona into owawukhe wayilahla ngaphambili? Waziva njani emva kokuba uyilahle?”*

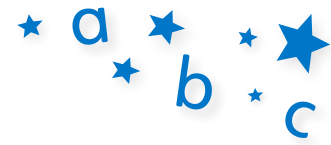
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“entle, wenze, de, ze. Ingaba uyasiva isandi agxile kuso la magama: entle, wenze, de, ze? Ewe, uchanile! Onke la magama anesandi u /e/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /e/: imele, ipere, iheke, isibhedlele, ewe.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /e/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /e/: *“e-e-e”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





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?"*

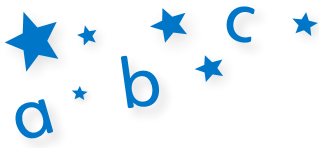


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"entle, wenze, de, ze. Can you hear the focus sound: entle, wenze, de, ze? Yes, you are right! They all have the sound /e/."*
- 2 *"Listen carefully, here are some more words with /e/: iemele, ipere, iheke, isibhedlele, ewe."* (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.



Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo kunye nepropu okanye imifanekiso ehambelana nengoma



Iveki yoku-1 Usuku lwesi-2

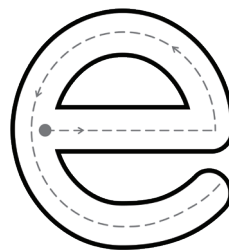
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali.
- 4 Cula ngokucutha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kusenokubanzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni. Ngoko ke bafundise ingoma ngokwemiqolo okanye iivesi.
- 5 Kufuneka ube nemifanekiso okanye iipropu kungenjalo wenze izijekulo ukuzama ukuncedisana nabafundi ukuba baluqonde ulwimi olusetyenziswe kwingoma.
- 6 Fundisa abafundi izijekulo ezihambelana nengoma futhi nikonwabele nokuyicula ngeelwimi ezininzi.

Ukwakhiwa konobumba

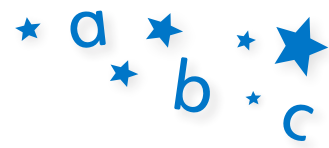
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /e/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /e/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi banganqwala iintloko zabo bathi "e-e-e-ewe".
- 3 Khawubabonise indlela yokubhala unobumba u 'e' abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, hamba ngqo, uye ngaphaya, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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



Week 1 Day 2

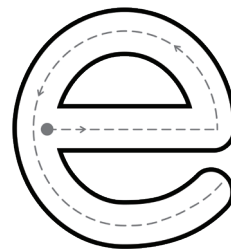
Whole class activities

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.

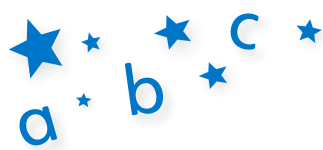
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 nod their heads and say: "e-e-e-ewe".
- 3 Show learners how to write the letter e. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go straight, over and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. 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.



Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u e: ipere, iemele, ilekese, iheke, iseke, ihempe, itswele



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Ngethuba uphaphatheka nomoya umnqwazi kaWendy, akazange aphinde awubone, ngoko waye ... (wanyamalala).
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise neepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali kwaye bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Ibhokisi zoonobumba

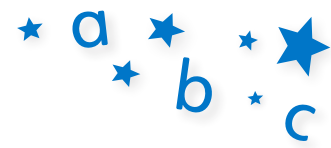
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **e**: ipere, iemele, ilekese, iheke, iseke, ihempe, itswele



Week 1 Day 3

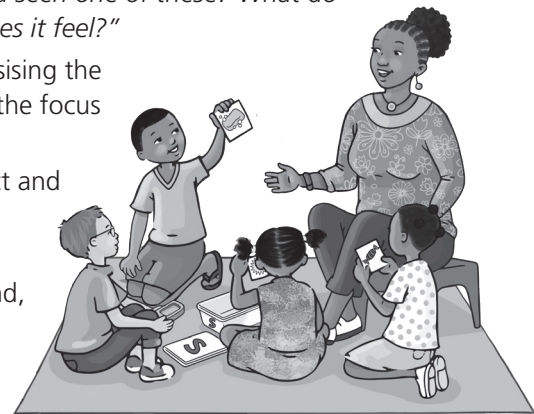
Whole class activities

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.

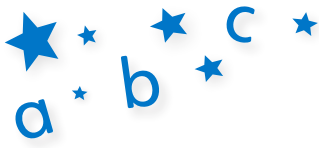
Letter boxes

- 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. 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.



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Ikhadi loku-1 ukuya kwelesi-4 lezandi zoonobumba elisikwayo elihambelana noonobumba kwiphepha elinguA4

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklasi yonke

Ukulandelelanisa imifanekiso

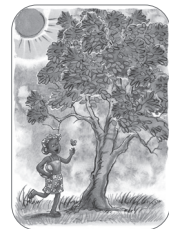
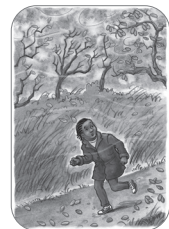
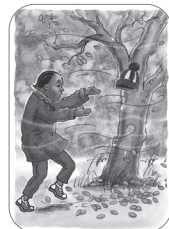
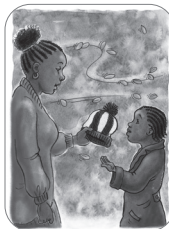
- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyibeka ebhodini.
- 5 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)



UStella uthi:



Emva kokusika amakhadi oonobumba nezandi, faka kunye isethi nganye yemifanekiso kunye nonobumba ehambelana nayo uze uzidibanise kunye nge-elastikhi khonukuze zingaxubani.

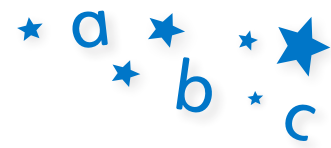
Ukuphulaphula izandi ekugxilwe kuzo

- 1 Khetha iisethi zezandi ezintandathu kunye namakhadi emifanekiso ahambelana nezandi ezaziwayo ngabafundi. Fihla amakhadi anonoobumba apha eklasini.
- 2 Abafundi mabeme benze isangqa. Bachazele ukuba uza kunika umfundi ngamnye ikhadi elinomfanekiso. Xa usithi "ku-ubo-o", kufuneka ukuba umfundi ngamnye abize isandi ogxile kuso umfanekiso awuphetheyo aze akhangele kwiqela lakhe abanye abanomfanekiso ogxile kwisandi esifana nesakhe.
- 3 Emva koko, kufuneka bakhangele unobumba ohambelana nesandi ekugxilwe kuso.
- 4 Bakuba bemfumene unobumba ohambelana nesandi, baza kuhlala phantsi emethini namakhadi wabo onke.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Big sequence pictures
- Picture cards 1, matching letters written on an A4 page

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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



Stella says:



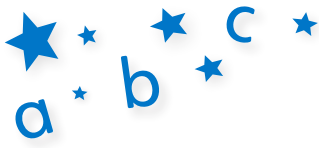
After cutting up letter and sound cards, store each set of pictures with the corresponding letter and secure them with an elastic band so they don't get mixed up.

Listening for focus sounds

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

Small group activities

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



Izinto ekufuneka unazo:

- Amasetyana omthi okanye izinti ezincinci, iziqwengana zamalaphu (ilaphu elishushu okanye ifleece ukuba iyafumaneka) okanye iphepha elinombala, iibhokisi zamaqanda (isiqingatha sebhokisana yeqanda elinye ingasetyenziswa yenziwe umnqwazi), icotton wool (eza kwenza amafu), amagqabi
- Iglu, izikere, iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: impelaveki, phandle, bhudla, shushu, kude, imozulu, hleli, nyamalala, ekwindla, ebusika

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba kufuneka bafake umbala kwisibhakabhaka nakwingca ephepheni labo.
- 2 Emva koko kufuneka benze imithi ngamagqabi kunye namasetyana (izinti ezincinci) abaza kuwancamathisela ephepheni.
- 3 Bakube begqibile ukwenza umthi wabo, kuza kufuneka ukuba basike umnqwazi kwilaphu okanye kwiphepha elinombala okanye banokusika ibhokisana ehlala iqanda baze bayincamathisele emthini. Bangasebenzisa icotton wool benze ngayo amafu.



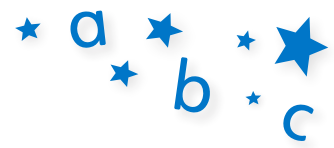
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **i | mpe | la | ve | ki**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze uhigh five xa bebiza ilungu ngalinye legama: **i (high five) mpe (high five) la (high five) ve (high five) ki (high five)**.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze uhigh five kwilungu ngalinye.
- 4 Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "impelaveki" linamalungu amahlanu).



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.



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: impelaveki, phandle, bhudla, shushu, kude, imozulu, hleli, nyamalala, ekwindla, ebusika

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.



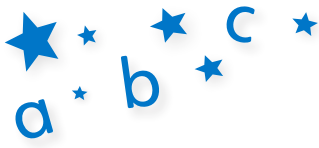
Blending and segmenting (syllables)

- 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: **i | mpe | la | ve | ki**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **mpe** (high five) **la** (high five) **ve** (high five) **ki** (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: "impelaveki" has five syllables).







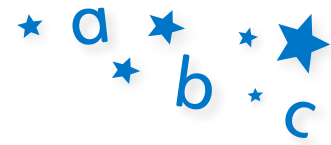
Small group activities

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

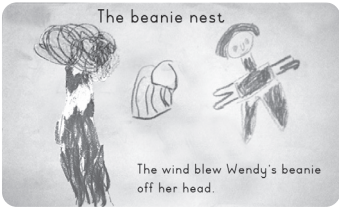





Imisebenzi yamaqela amancinci yeVeki yoku-1

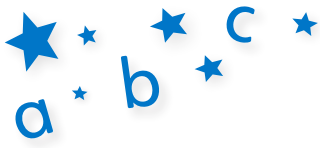
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • Ikhrayoni ezinkulu zewax  <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;">  <p>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. 4 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 5 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 6 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "Umoya waphaphathekisa umnqwazi kaWendy ... Ingaba liliphi igama elilandelayo onqwenela ukulibiza? Ewe ... 'entloko' ... Mandilibhale igama ... 'entloko'." 7 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 8 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo.
<ul style="list-style-type: none"> • Ibhokisi yamaqanda efaka amaqanda ama-6 • Imbotyi enye okanye ilitye elinye • Ikhadi eli-1 lezandi zoonobumba elisikwayo 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka amakhadi uwaqubude phezulu kwetafile. 2 Abafundi kufuneka bahlukuhle ibhokisi yamaqanda, bayivule baze bajonge ukuba imbotyi/ilitye ihleli phi (umzekelo, kunobumba u "b"). 3 Emva koko ke mabakhangele umfanekiso ogxile kwisandi u "b". 4 Abafundi mabanikane amathuba baze baqokelele imifanekiso.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iiNcwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

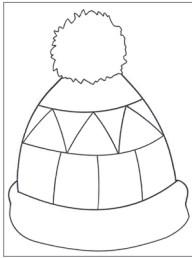
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: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





Izinto ekufuneka unazo

- Umfundi ngamnye makabe nekopi **yephepha lomsebenzi woMnqwazi**
- *icotton wool*, *iserviettes*, iwulu, iziqwengana zelaphu
- Iglu, izikere
- Iikhrayoni ezinkulu zewax



- Iipropu: itshathi yemozulu, intongana yokukhomba, ibhokisi enkulu enomgxuma ovuliweyo esizikithini (kufuneka ikhangeleke oku kwesikrini sikamabonakude), umboko wokuthetha weplastikhi okanye ibhrashi, iimpahla ezintle eziza kunxitywa ngumsasazi kamabonakude, ividiyo khamera yokudlala

Imisebenzi

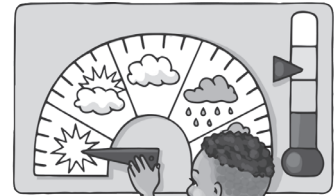
Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

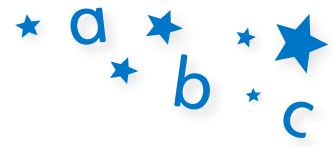
- 1 Chazela abafundi ukuba baza kwenza umnqwazi oneepatheni ngobuchule.
- 2 Abafundi bangancamathisela *icotton wool* ngeglu ezantsi kungqameko lwephepha aze arole *iserviettes* zibe ngaphakathi emnqwazini zivele ngaphezulu komnqwazi.
- 3 Bangawuhombisa umnqwazi ngezinye izinto okanye bafake umbala kwiipatheni.

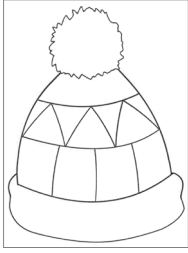




Umsebenzi wesi-5: Umdlalo wokulinganisa

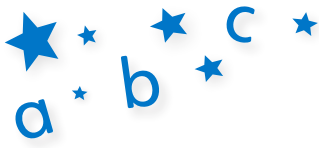
- 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha.
- 2 Bachazele ukuba baza kuba ngabasasazi bakamabonakude abanika ingxelo yemozulu. Kufuneka kubekho abasasazi ababini: usokhamera kunye nomntu oza kubekela ingxelo yemozulu kumabonakude.
- 3 Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi.





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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esele isongiwe

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *"Ngubani okhumbulayo ukuba kwenzeke ntoni emva koku?"*
- 4 Nakube nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Nika umfundi ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi ze ufunde kunye nabo isihloko sebali
- 6 Jonga imifanekiso yebali kunye nabafundi kule ncwadi incinci, ubancedise baqaphele ukuba imifanekiso esencwadini ifana nqwa naleyo bebeyilandelelanisa.
- 7 Ukuba ixesha lisekhona, abafundi "banokufundela" iqabane eliseklasini incwadi encinci.
- 8 Khuthaza abafundi ukuba bagoduke nazo iincwadi ukuze bazifunde neentsapho zabo.



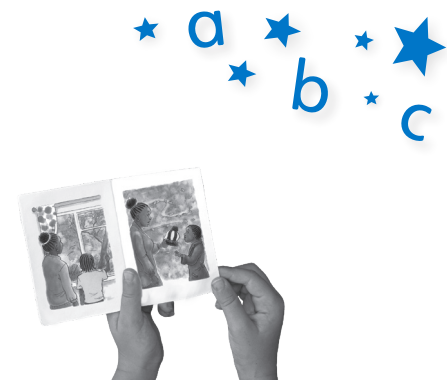
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"umama, umoya, emsobo. Ingaba uyasiva isandi ekugxilwe kuso: ummmamma, ummmoya, ummmmsobo? Ewe, uchanile! Isandi ekugxilwe kuso ngu /m/."*
- 2 Phulaphula ngenyameko, nanga amanye amagama agxile ku /m/: imali, imoto, mamela, umalume, imela. (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /m/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /m/: **"m-m-m"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



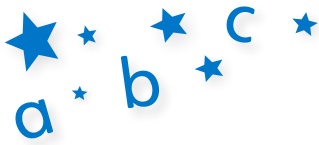
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"umama, umoya, emsobo. Can you hear the focus sound: ummmamma, ummmoya, ummmsobo? Yes, you are right! The focus sound is /m/."*
- 2 Listen carefully, here are some more words with /m/: imali, imoto, mamela, umalume, imela. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: **"m-m-m"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- iNcwadi eNkulu: Indlwane eyenziwe ngomnqwazi
- Umfundi ngamnye kufuneka abe nethempleyithi kanobumba u "m"
- Iikhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

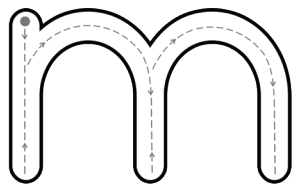
Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



Ukwakhiwa konobumba

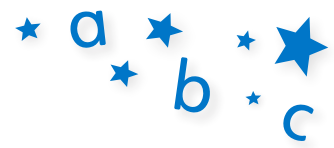
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama elinesi sandi u /m/ okanye ubacele bacinge ngamanye amagama aqala ngesandi u /m/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Bacele abafundi ukuba benze ngathi bagqiba ukutya iyisikhrim emnandi baze bathi "m-m-m-mnandi."
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u /m/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla, nyuka, yiya ngaphaya, yehla, nyuka, yiya ngaphaya, wehle kwakhona."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Chazela abafundi ukuba babuyele ezitafileni zabo ukuze benze oonobumba abafana nomnyama abanemibala emininzi. Oku ke kuthetha ukuba baza kubhala phezu konobumba osephetheni besebenzisa imibala yeekhrayoni eyahlukileyo.
- 6 Ukuba abafundi banako ukucinga ngezinto ezinesandi salo nobumba, bangazizoba zijikeleze unobumba onemibala emininzi. Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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

Week 2 Day 2

Whole class activities

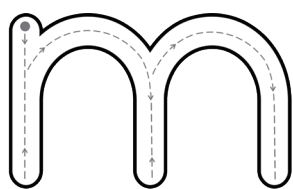
Shared reading – Big Book

- 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.



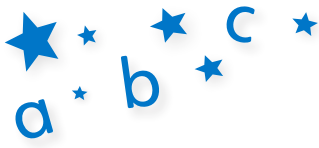
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to eat an ice-cream while saying "m-m-m-mnandi".
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over, down, up, over and down again."
- 4 Let learners practise the letter formation in the air, on the 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.



Izinto ekufuneka unazo:

- Ilbhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **m**: imali, umama, imela, imoto, umthi, imengo, umakhulu, umatshisi, imagi, imephu, imaskhi

UStella uthi:



Usenokuzi-
khuphela!
dawunlowuda izandi
zeemozulu ezahlukileyo
(imvula, umoya) uze
uzidlalele abafundi.

Iveki yesi-2 Usuku lwesi-3

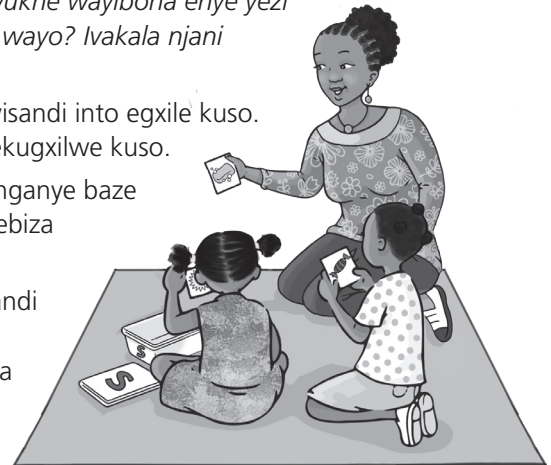
Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- 1 Cinga ngeendidi zengxolo ezahlukileyo ezifana nengxolo yokurhwashazelisa iphepha, yokusika iphepha, yokukrazula iphepha, yokwenza umlozi, yokuqhwaba, yokukhuhlana kwezandla neyokunqakraza iminwe okanye ulwimi lwakho.
- 2 Yenza ubonise ingxolo nganye ngeli xesha bebukele abafundi, khonukuze bachaze ukuba yingxolo yantoni. Ukuba ufuna ukuwandisa lo msebenzi, yenza iindidi zibe ntathu zezandi, esinye emva kwesinye. Bacele abafundi ukuba baqashele izandi ngokulandelelana kwazo ngendlela echanekileyo. Umzekelo: uqale ngokuqhwaba izandla zakho, waze wasika iphepha.

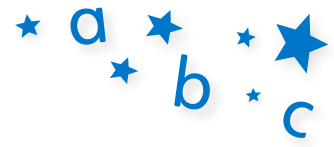
Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bayidlulisele nakwabanye abafundi.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba osesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.



You will need:

- A letter box containing objects or pictures of objects that start with **m**: imali, umama, imela, imoto, umthi, imengo, umakhulu, umatshisi, imagi, imephu, imaskhi

Stella says:

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



Week 2 Day 3

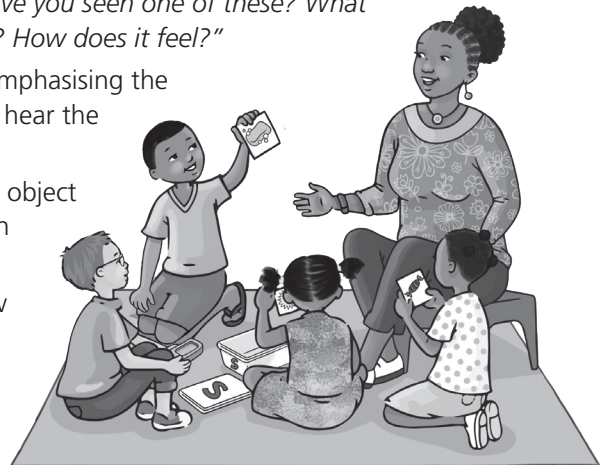
Whole class activities

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.

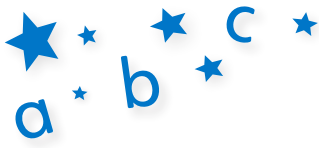
Letter boxes

- 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. 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.



Izinto ekufuneka unazo:

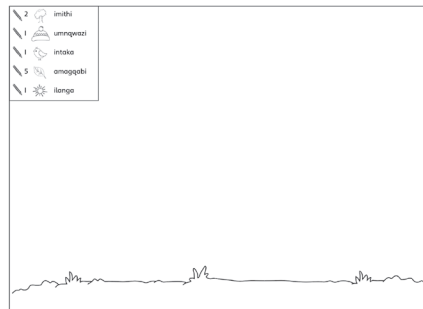
- Umfundi ngamnye makabe nekopi yephepha **lomsebenzi kaFunda uze wenze**
- Iikhrayoni ezinkulu zewax
- Ikhadi loku-1 ukuya kwelesi-4 lezandi zoonobumba elisikwayo elihambelana noonobumba kwiphepha elinguA4

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklasi yonke

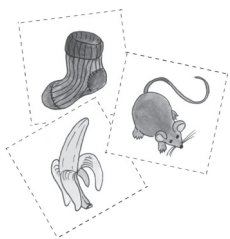
Funda uze wenze

- 1 Cela abafundi ukuba bajonge uluhlu olukwiphepha lomsebenzi baze bathethe ngezinto abazibonayo (amanani, imifanekiso kunye namagama)
- 2 Chazela abafundi ukuba baza kwenza umsebenzi omnandi nowonwabisayo obizwa ngokuba ngu "funda uze wenze". Kufuneka bafunde umgca ngamnye baze benze loo nto ithethwa nguloo mgca ngokuthi basebenzisa indawo esephepheni engabhalwanga.
- 3 Fundani kunye umgca wokuqala kwakhona. Chazela abafundi ukuba bazobe imithi emibini.
- 4 Khawubabuze abafundi ukuba ingaba ukhona na kubo umfundi onako "ukufunda" into elandelayo ekufuneka yenziwe eseluhlwini: Kufuneka bazobe umnqwazi ube mnye.
- 5 Qhuba ngolu hlobo ke kumyalelo ngamnye.
- 6 Ngoku ke funda umyalelo ngamnye kwakhona uze uthi: *"Ingaba niyizobile imithi emibini? Ukuba sele niyizobile, faka olu phawu √ ecaleni kwalo myalelo kuluhlu lwakho."*
- 7 Qhubeka ujonge futhi ufaka uphawu √ kumyalelo ngamnye de ufikelele esiphelweni solu luhlu.



Ukuphulaphula izandi ekugxilwe kuzo

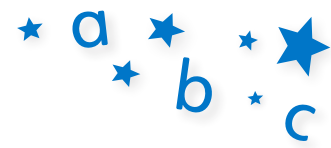
- 1 Khetha iisethi zezandi ezintandathu kunye namakhadi emifanekiso ahambelana nezandi aziwayo ngabafundi. Fihla amakhadi anonoobumba apha eklasini.
- 2 Abafundi mabeme benze isangqa. Bachazele ukuba uza kunika umfundi ngamnye ikhadi elinomfanekiso. Xa usithi "ku-ubo-o", kufuneka ukuba umfundi ngamnye abize isandi ogxile kuso umfanekiso awuphethayo aze akhangele kwiqela lakhe abanye abanomfanekiso ogxile kwisandi esifana nesakhe.
- 3 Emva koko, kufuneka bakhangele unobumba ohambelana nesandi ekugxilwe kuso.
- 4 Bakuba bemfumene unobumba ohambelana nesandi, baza kuhlala phantsi emethini namakhadi wabo onke.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

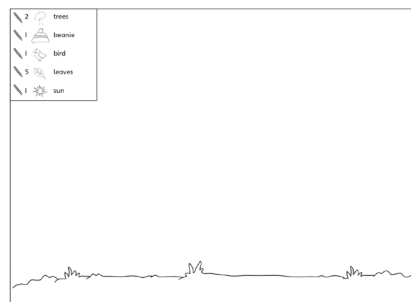
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards 1, matching letters written on an A4 page

Week 2 Day 4

Whole class activities

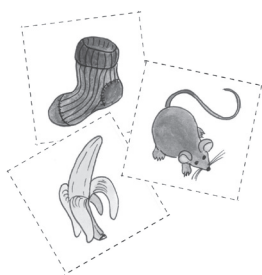
Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together again. Tell learners to draw two trees.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one beanie.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: “Have you drawn two trees? If you have, then tick that on your list.”
- 7 Continue checking and ticking each instruction until the end of the list.



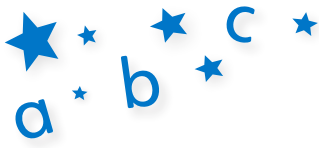
Listening for focus sounds

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



Small group activities

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



Izinto ekufuneka unazo:

- Iphepha elikhulu leflipchart
- Iikhrayoni ezinkulu zewax
- Imarker/ikhoki yokubhala kwiwhiteboard
- Iminqwazi ekhethwe kuleyo yenziwe ngabafundi
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: umnqwazi welanga, phandle, bhudla, shushu, kude, imozulu, hleli, nyamalala, ngephanyazo, ekwindla, ebusika
- Iishakers okanye amagubu

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Qalisa ngokuxoxa nabafundi ngezinto ababekhe bazilahla ngaphambili, umzekelo, ikawusi okanye isikhafthina sabo. Bacele ukuba bachaze indlela abayifumana ngayo into eyayilahlekile. Xoxani ngeendlela ezahlukeyo zokwazisa abantu ngento ekulahlekeleyo kwanokuzama ukucela uncedo lwabo bakukhangelise loo nto ilahlekileyo. Umzekelo: Ungachazela utitshala aze yena acele iklassi ikukhangelise isikhafthina sakho phambi kokuba kugodukwe. Ungenza ipowusta eza kuchazela abantu ukuba ulahlekelwe yinto ethile.
- 2 Bachazele abafundi ukuba baza kukuncedisa nenze ipowusta ethi, "ilahlekile yaze yafunyanwa".
- 3 Khetha omnye weminqwazi eyenziwe ngabafundi eklassini. Bacele abafundi ukuba bakuncedise niwuchaze khonukuze nikwazi ukuwuzoba nibhale ngawo kwipowusta.
- 4 Phulaphula iinkcazelo zabafundi uze ke ngoku uzobe umfanekiso womnqwazi, ubhale inkcazelo emfutshane ngomnqwazi.
- 5 Babuze abafundi ukuba ingaba yiyiphi enye into ekufuneka niyifake kwipowusta: isihloko esibhalwe ngamagama amakhulu esithi "**Ulahlekile!**" igama neenombolo zomntu olahle umnqwazi.

Ulahlekile!



Nceda uqhakamshelane noBusisiwe xa uwufumene kule nombolo
089 654 2330



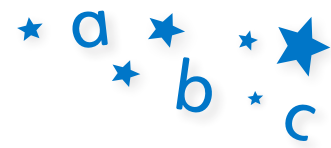
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **u | bu | si | ka**.
- 2 Cela abafundi ukuba bamatshe xa kubizwa ilungu ngalinye **u** (inyathelo elinye) **bu** (inyathelo elinye) **si** (inyathelo elinye) **ka** (inyathelo elinye). Nika abanye abafundi iishakers abaza kuzihlukehla okanye amagubu abaza kuwabetha xa kubizwa ilungu ngalinye.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi bamatshe kwilungu ngalinye. Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "ubusika" linamalungu amane).

Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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: umqwazi, welanga, phandle, bhudla, shushu, kude, imozulu, hleli, nyamalala, ngephanyazo, ekwindla, ebusika
- 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.

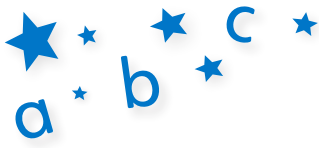


Blending and segmenting (syllables)




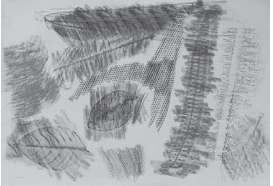

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **u | bu | si | ka**.
- 2 Ask learners to march for each syllable: **u** (one step) **bu** (one step) **si** (one step) **ka** (one step). Give some learners 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 three syllables).

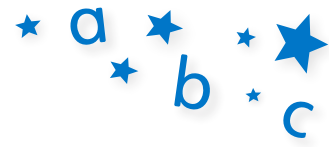
Small group activities

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




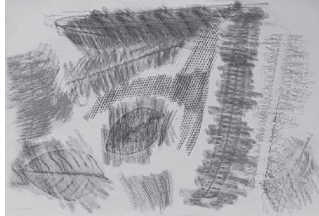
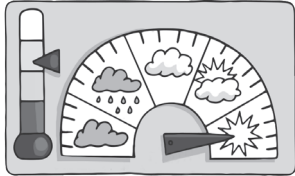


Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Imifanekiso yeendidi ezahlukileyo zemozulu • Umfundi ngamnye kufuneka abe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bonisa abafundi iindidi ezahlukileyo zemozulu. 2 Bachazele ukuba kufuneka bazobe umfanekiso weyona mozulu bayithandayo (umzekelo: enelanga, enemvula). Kufuneka bacinge ngento abanokuyinxiba kwimozulu enjalo, baze bazobe into abangathanda ukuyenza kule mozulu. 
<ul style="list-style-type: none"> • Ibhokisi yamaqanda engena amaqanda ama-6 • Imbotyi enye okanye ilitye elinye • Ikhadi eli-1 lezandi zoonobumba elisikwayo 	<p>Umsebenzi wesi-2: Iphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka amakhadi anemifanekiso uwaqubude phezu kwetafile. 2 Abafundi kufuneka bahlukuhle ibhokisi yamaqanda, bayivule baze bajonge ukuba imbotyi/ilitye lihleli phi (umzekelo, kunobumba u "b"). 3 Emva koko ke mabakhangele umfanekiso ogxile kwisandi u "b" (umzekelo: "ibala"). 4 Abafundi mabanikane amathuba baze baqokelele imifanekiso.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax • Iindidi ezahlukileyo zamagqabi 	<p>Umsebenzi wesi-4: Izakhono zezihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Abafundi bangabeka iindidi zamagqabi ezahlukileyo ngaphantsi kwephepha baze bakhuhle ngekhayoni ngeli xesha becinezele iphepha ukuze lingashukumi. Ipatheni yegqabi iza kubonakala! 
<ul style="list-style-type: none"> • Iipropu: itshathi yemozulu, intongana yokukhomba, ibhokisi enkulu enomngxuma osikiweyo esizikithini (kufuneka ikhangeleke oku kwesikrini sikamabonakude), umboko weplastiki okanye ibhrashi, iimpahla entle eza kunxitywa ngumsasazi kamabonakude oza kuqhuba udliwanondlebe, ividiyo khamera yokudlala 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Bakhumbuze abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi ebebwenze kwiveki yokuqala apho bebengabasasazi bakamabonakude abanika ingxelo yemozulu kumabonakude. 2 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu. Bachazele ukuba baza kuba ngabasasazi bakamabonakude abanika ingxelo yemozulu. Kufuneka kubekho abasasazi ababini: usokhamera kunye nomntu oza kubukela ingxelo yemozulu kumabonakude. 3 Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi. 



Small group activities for Week 2

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



★ Ufudwazana neqokobhe lakhe

Ibali

Ufudwazana ogama linguFanafana wayezihlalela yedwa endle. Yonke imihla wayesima ngakwindawo enengca ende apho wayebukela aphulaphule ezinye izilwanyana zijikeleza zibaleka zonwabile. UFanafana wayekhathazekile. Wayenqwenela into enye kuphela – wayenqwenela ukuba naye abaleke ngokukhawuleza njengezinye izilwanyana. Ngentsasa ethile, uFanafana wayehleli kwindawo yakhe njengesiqhelo, esitya kamnandi ingca enencasa. “Ndicinga ukuba eli qokobhe lam linzima kakhulu,” wacinga, “futhi yiyo le nto mna ndingakwaziyo ukubaleka ngokukhawuleza. Mhlawumbi ukuba ndingakhasa ndiphume kweli qokobhe lam linzima, ndilishiye apha, ndingatsho nam ndikwazi ukufana nezinye izilwanyana ndibaleke ngokukhawuleza.”

Ngenene wakwenza oko. Ufudwazana, uFanafana, watutsalaza ezama ukutyhiliza iqokobhe de wakhasa waphuma kulo. Lathi lakuphuncuka iqokobhe lakhe, wayiva ingca iminyumbaza kamnandi kolo fele lwakhe luthambileyo. Weva nobushushu belanga busitsho kamnandi emqolo. UFanafana wabaleka evuya ekhwaza: “Ndijongeni! Ndijongeni! Nam ngoku ndiyakwazi ukubaleka ngokukhawuleza.”



Emva kwethuba wema uFanafana, wayenesifuthufuthu. Kaloku wayengakuqhelanga ukubaleka ngolu hlobo kwaye imilenze yakhe yayidiniwe. UFanafana akazange akuthande ukutshiswa bubushushu belanga kwisikhumba sakhe. Kwakuvakala ngathi imitha yelanga itshisa isikhumba somqolo wakhe esithambileyo.

UFanafana waziva enxunguphele. Wayengasenalo ngoku iqokobhe lokumkhusela. “Ndicinga ukuba ndiza kukhe ndime ukuze ndiphumle phantsi komthunzi walo mthi de ndizive ndipholile kwakhona,” wacinga. Waphumla apho wade waziva engcono elungele ukuphinda abaleke kwakhona.



Emva kokuba ephumlile uFanafana, wabaleka endleleni. Akuzange kube kudala, weva isandi esijikelezayo entla kwakhe esibhakabhakeni. UFanafana wajonga phezulu ze wabona ukhozi. “Hayi bo!” wakhala. “Olwa khozi luza kunditya kwaye ngoku andinalo iqokobhe lokundikhusela!” Kwalapho kufuphi uFanafana wabona umthi owawunomngxuma apha esiqwini. Wakhawuleza waya kuzimela kuloo mngxuma waze walilinda ukhozi ukuba lubhabhe lumke.

Ngeli xesha uFanafana aphuma kumngxuma osesiqwini somthi, wajonga phezulu esibhakabhakeni waze wabona amafu amnyama. Ngephanyazo weva isithonga seendudumo – gqum! Emva koko weva into ebandayo emanzi imbandisa kulo mqolo wakhe uze. Kwakunetha! “Akwaba bendinalo ke iqokobhe lam emqolo khonukuze lindikhusele,” watsho ebaleka ejika esiya kukhangela iqokobhe lakhe.

Ngethuba efumana iqokobhe lakhe, ilanga lalisele litshona kwaye kumnyama. UFanafana waziva engonwabanga. Wayesoyika futhi egodola. UFanafana wakhasa wangena kwiqokobhe lakhe elishushu elomeleleyo. “Andikhathali nokuba andikwazi ukubaleka ngokukhawuleza,” wacinga. “Ndilufudo. Ndiyakuthanda ukufudumala. Ndiyakuthanda ukuziva ndikhuselekile. Ndiyakuthanda ukuba ndim!”

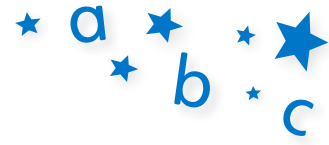
Nanamhlanje oku, amafundo awakwazi ukususa amaqokobhe awo.



Liphela apha ke ibali lethu.



★ Tortoise and his shell



Story

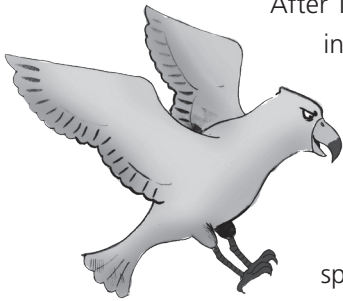
Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his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

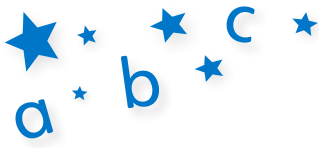
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his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

Ndilufudo kwaye ndifun'ukubaleka kakhulu [qhwaba! qhwaba!]
 Ndilufudo kwaye ndifun'ukubaleka kakhulu [qhwaba! qhwaba!]
 Xa ndikhulul'iqokobhe, ndingakwazi
 Ndilufundo kwaye ndifun'ukubaleka kakhulu [qhwaba! qhwaba!]

Yhooo! Ilanga liyanditshisa kakhulu [qhwaba! qhwaba!]
 Yhooo! Ndibon'ukhozi lundileqa! [qhwaba! qhwaba!]
 Yhooo! Kuyanetha ngoku ndimanzi tixi [qhwaba! qhwaba!]
 Hayi, ndiyalifuna kwakhona iqokobhe lam. [qhwaba! qhwaba!]

Ndilufudo kwaye ndiyakuvuyela ukuba ndim [qhwaba! qhwaba!]
 Ndilufudo kwaye ndiyakuvuyela ukuba ndim [qhwaba! qhwaba!]
 Ndilufudo, uyandibona? Iqokobhela lam lindikhusele
 Ndilufudo kwaye ndiyakuvuyela ukuba ndim [qhwaba! qhwaba!]

Apha evekini, xa abafundi sele beyazi ingoma, bangafaka amagama abo kwivesi yokugqibela yengoma. Umzekelo: NdinguAsanda kwaye ndiyakuvuyela ukuba ndim!

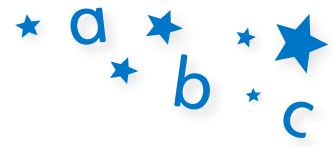


(Yicile okwala ingoma ithi – "If you're happy and you know it, clap your hands ..." okanye uyicile ngeyakho indlela)

Isigama esiphuma ebalini

Amagama abalulekileyo:	ufudo	iqokobhe	oyika	khusela	ukhozi	thambileyo
Amanye amagama:	ngokukhawuleza	nzima	nyumbaza	isikhumba	isifuthufuthu	phumla
	umthunzi	diniwe	umngxuma	iindudumo	khase	fudumala





Song

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

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

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

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

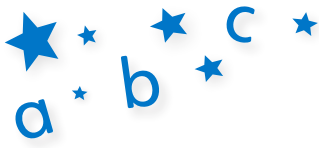


During the week, once learners know the song, they can swap their names in the last verse. For example: I'm Asanda and I'm happy to be me!

Vocabulary from the story

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





Izinto ekufuneka unazo:

- Ibali: Ufudwazana neqokobhe lakhe, iipapethi: ufudo olungenaqokobhe, iqokobhe, ukhozi, umthi onomngxuma, ilanga, amafu abonisa ukuba kuza kududuma
- Iipropu: iipapethi, ilaphu eliza kwenza iqokobhe lofudo okanye ubhaka oza kusetyenziswa abe liqokobhe, iintsiba zokhozi, into eza kuba ngumthi
- Izinto okanye amakhadi emifanekiso amalunga namagama akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenza isicengcelezo esithi: *Ngamehlo amabini ndiyabona*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho –
Lixesha lebalu kumntu wonke!

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: Buza ukuba ingaba ukhona na kubo owayekhe walubona ufudo. Bachazele ukuba ufudo lunomzimba othambileyo, iqokobhe eliqinileyo kwaye liyacotha xa luhamba. Babonise imifanekiso yamafudo abafundi. Babuze ukuba sikhona na esinye isilwanyana abasaziyo esineqokobhe (inyekevu).
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo, xa uchaza intsingiselo yegama *“ukukhusela”* ungababuza abafundi ukuba babekhe banethwa na yimvula emzimbeni okanye babekhe batshiswa na lilanga kwizikhumba zabo. Xa bengenawo amaqokobhe, ingaba bazikhusela ngantoni? (ibhatyi, isambreni, umnqwazi).

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umani ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba kuza kwenzeka ntoni kumzimba kaFanafana lwakube lisukile iqokobhe lakhe? Ingaba angaluzimela phi uFanafana ukhozi?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu kweli bali? Yiyiphi imibuzo onayo ngeli bali?”*

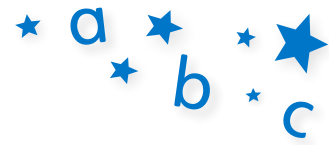
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“oko, kolo, ngolu hlobo, olwa khozi. Ingaba uyasiva isandi agxile kuso la magama: oko, kolo, ngolu hlobo? Ewe, uchanile! Onke la magama anesandi u /o/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /o/: soloko, okokoko, ixoxo.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /o/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /o/: *“o-o-o”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





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?"*

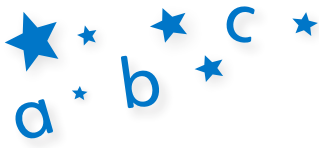


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"oko, kolo, ngolu hlobo, olwa khozi. Can you hear the focus sound: oko, kolo, ngolu hlobo? Yes, you are right! They all have the sound /o/."*
- 2 *"Listen carefully, here are some more words with /o/: soloko, okokoko, ixoxo."* (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.



Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo kunye neepropu okanye imifanekiso ehambelana nengoma



Iveki yoku-1 Usuku lwesi-2

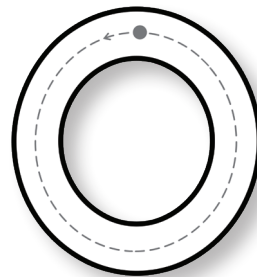
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali.
- 4 Cula ngokucutha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kusenokubanzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni. Ngoko ke bafundise ingoma ngokwemiqolo okanye iivesi.
- 5 Kufuneka ube nemifanekiso okanye iipropu kungenjalo wenze izijekulo ukuzama ukuncedisana nabafundi ukuba baluqonde ulwimi olusetyenziswe kwingoma.
- 6 Bafundise izijekulo ezihambelana nengoma abafundi nize nikonwabele ukuyicula ngeelwimi ezininzi ingoma.

Ukwakhiwa konobumba

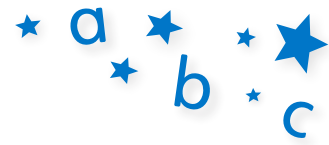
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umfundi onegama eliqala ngesandi u /o/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /o/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangenza ngathi bacinezela iqhosha lokupopozisa imoto bakhwaze bathi "p-o-o-o-p-o-o-o".
- 3 Khawubabonise indlela yokubhala unobumba u 'o' abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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



Week 1 Day 2

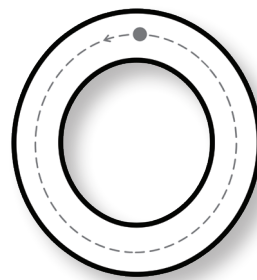
Whole class activities

Storytelling and singing

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

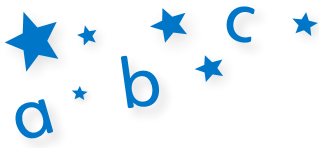
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to push the hooter of a car while shouting and saying "p-o-o-o-p-o-o-o".
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. 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.



Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u o: ionti, idolo, imoto, ixoxo, igogogo, isongololo, ibhotolo, inkomo, iomo, iyoyo



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Cela abafundi ukuba baphathe isikhumba seengalo zabo. Babuze ukuba ingaba isikhumba sabo sishushu okanye siyabanda na. Ingaba bayasiva indlela esithambe ngayo isikhumba sabo?
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise neepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali kwaye bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

libhokisi zoonobumba

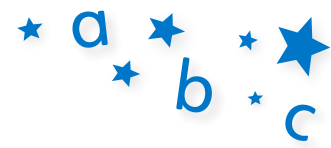
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bayidlulisele nakwabanye abafundi.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba osesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **o**: ionti, idolo, imoto, ixoxo, igogogo, isongololo, ibhotolo, inkomo, iomo, iyoyo



Week 1 Day 3

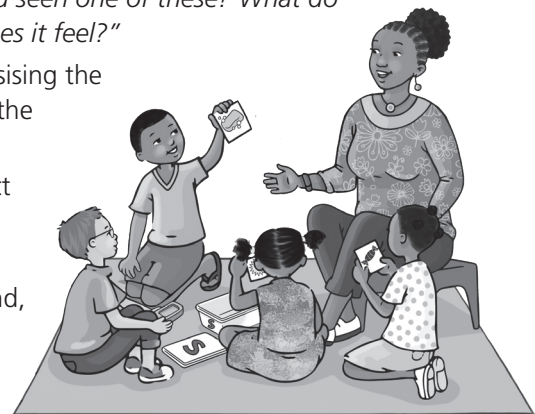
Whole class activities

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

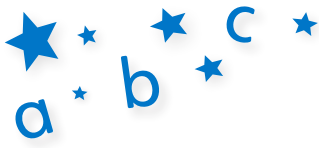
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the 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. 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.





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Izinto ezikhethwe kwiibhokisi zoonobumba ezine (inye kumfundi ngamnye)
- Ibhegi okanye isingxobo somqamelo
- Unomyayi oza kudlala ngawo umculo

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyibeka ebhodini.
- 5 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo.



Ukuphulaphula izandi ekugxilwe kuzo

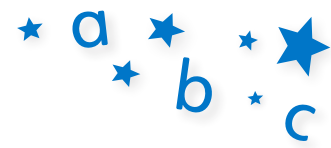
- 1 Faka ebhegini izinto ezithile ozithatha kwiibhokisi zoonobumba.
- 2 Abafundi kufuneka bahlale benze isangqa ngeli xesha kudlala umculo kujikeleziswa nebhegi ukuze iphathwe ngumfundi ngamnye. Wakucinywa umculo, umfundi ophethe ibhegi ukhupha kuyo into, achaze ukuba yintoni ayikhuphileyo kwaye sisiphi isandi egxile kuso into leyo. Ningawuqhuba ke lo mdlalo de wonke umfundi afumane ithuba.
- 3 Ekugqibeleni, amaqela abafundi anezinto ezigxile kwisandi esifanayo, ayaphakama aze abeke izinto zawo kwiibhokisi zoonobumba ezichanekileyo.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

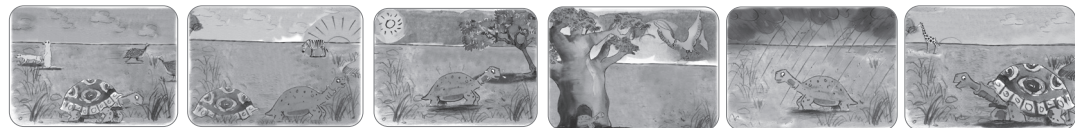
- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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 the focus sound. 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.



Izinto ekufuneka unazo:

- Umfundi ngamnye makanikwe isiqingatha sepleyiti yephepha
- Iziqwengana zelaphu okanye zephepha elinombala, ikhadibhodi eza kwenza imilenze nentloko yofudo
- Iglu nezikere
- Ikhayoni ezinkulu zewax
- OKANYE intlama yokudlala, iimbotyi okanye iilentile
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: ufudo, ukhozi, inzima, vuya, ebalekayo, ejikelezayo, intsasa, khusela, ngonwabanga, isilwanyana

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklassi yonke

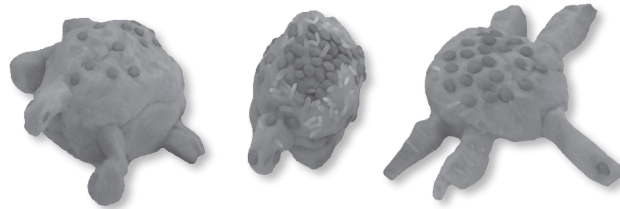
Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba baza kwenza ufudo ngepleyiti yephepha kunye nelaphu okanye iphepha elinombala.
- 2 Abafundi kufuneka basike iziqwengana zelaphu okanye iphepha elinombala ze bancamathisele kwipleyiti yephepha khonukuze benze iqokobhe lofudo.
- 3 Kuza kufuneka ukuba basike imilenze kunye nentloko bayincamathisele kwipleyiti yephepha eliqokobhe lofudo.



OKANYE

- 1 Nika umfundi ngamnye ibholana yentlama yokudlala uze uchaze ukuba baza kwenza ufudo ngentlama yokudlala.
- 2 Bachazele ukuba bangasebenzisa iimbotyi okanye iilentile ezisetafileni bahombise ufudo lwabo.
- 3 Xa abafundi begqibile ukwenza amafundo abo, kufuneka bawabeke kwindawo enelanga ukuze akwazi ukoma kakuhle.
- 4 Nika abafundi ithuba lokuncokola ngababini ngamafundo abo.
- 5 Wabeke ke ngoku apho eklassini amafundo akube egqibekile.



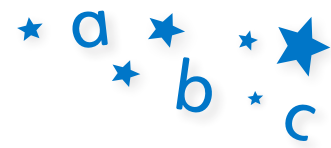
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokuwahlula ngokwamalungu, umzekelo: **u | fu | do**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze *uhigh five* xa bebiza ilungu ngalinye legama. **u** (*high five*) **fu** (*high five*) **do** (*high five*).
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze *uhigh five* kwilungu ngalinye.
- 4 Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "ufudo" linamalungu amathathu).

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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: ufudo, ukhozi, inzima, vuya, ebalekayo, ejikelezayo, intsasa, khusela, ngonwabanga, isilwanyana

Week 1 Day 5

Whole class activities

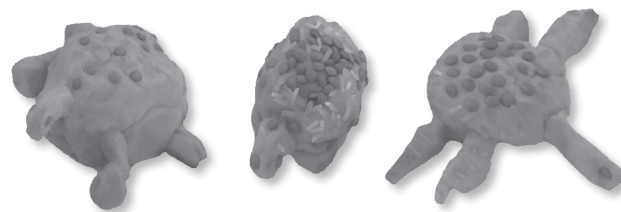
Make, draw and write

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



OR

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



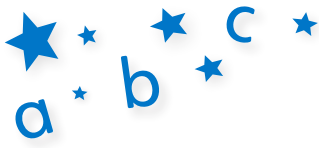
Blending and segmenting (syllables)

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

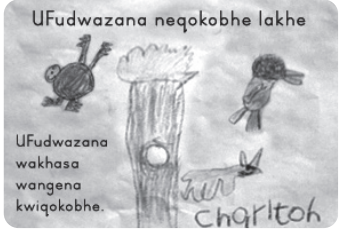

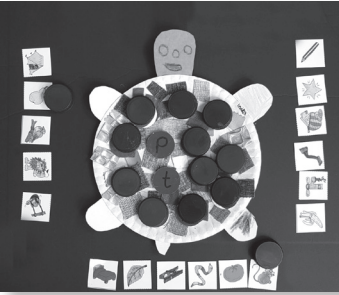

Small group activities

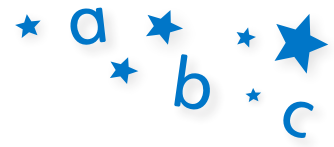
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



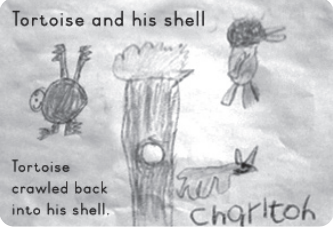

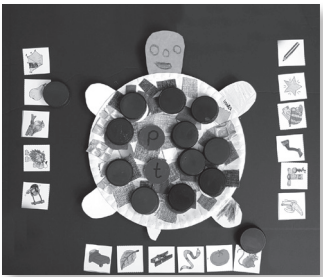



Imisebenzi yamaqela amancinci yeVeki yoku-1

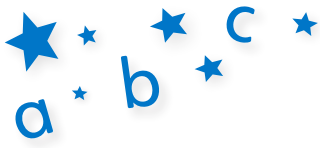
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye kufuneka abe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax   <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. 4 Bakhuthaze ukuba bazobe eyona ndawo bayithande kakhulu ebalini abafundi. 5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "Ufudo ... lwakhasa ... lwabuyela kwi ... Ingaba liliphi igama elilandelayo onqwenela ukulibiza? Qokobhe. Ndiza kubhala igama "qokobhe". 8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> • Iziciko zeebhotile • Amakhadi esi-2 anemifanekiso • Ibhodi yomdlalo woFudo 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yomdlalo woFudo esizikithini phezulu kwetafule. 2 Umfundi ngamnye kufuneka abe nemifanekiso emithandathu yezinto ezigxile kwizandi ebezenziwe kwizifundo ezidlulileyo. Zibhale ezi zandi kugxilwe kuzo ngaphakathi kwiziciko zeebhotile uze uzibeke kwiqokobhe lofudo khonukuze abafundi bangababoni oonobumba. Umfundi ngamnye uza kunikwa ithuba lokukhetha isiciko sebhottle, asiguqule, abize isandi aze ajonge ukuba ingaba unawo na umfanekiso ogxile kweso sandi. 3 Ukuba banawo, bathatha isiciko sebhottle baze bogqume umfanekiso ngaso. Ukuba isiciko asihambelani nomnye wemifanekiso anayo umfundi, bayazibuyisela apho bezikhona iziciko zeebhotile. Umfundi oza kuphumelela ngulowo uqale wagqiba ukogquma yonke imifanekiso ngeziciko zeebhotile.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.

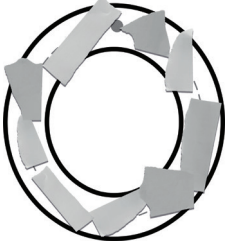



Small group activities for Week 1

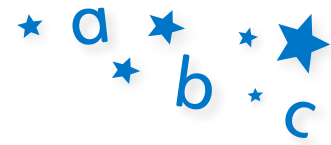
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons  <p>Tortoise and his shell</p> <p>Tortoise crawled back into his shell.</p> <p>Charitoh</p>  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Bottle tops or lids • Picture cards 2, cut up • The Tortoise game board 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.

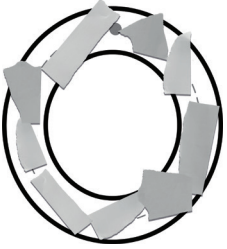



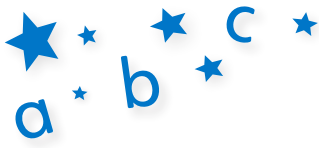


Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nethempleyithi kanobumba u "o" ebukhulu bunguA5 • Imifanekiso emincinci yezinto okanye izinto ezinesandi u "o": imifanekiso emincinci yezinto eziorenji • likhrayoni ezinkulu zewax • Iglu 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamnye ithempleyithi kanobumba kunye nezinto okanye imifanekiso yezinto ezigxile kwisandi. 2 Kufuneka bahlohle imifanekiso yezinto okanye izinto kwithempleyithi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba. 3 Bangongeza nemizobo yezinto egxile kwisandi u "o". 
<ul style="list-style-type: none"> • lipropu: imephu ebonisa iintaba, iintonga zokusimelela, umnqwazi welanga kunye namafutha okuzikhusela elangeni, izibonisikude okanye ifreykekile ezenziwe ngeeroli zephepha langasese, ubhaka onebhotile yamanzi, iindondo zokukhusela ilanga, izinto zoncedo lokuqala, incwadi encedisa kubuchule bokuchonga izilwanyana nendalo yasendle, izinto zendalo (amagqabi, iingqalutye zamatye), izinambuzane zeplastikhi okanye izilwanyana zokudlala (okanye imifanekiso yezinambuzane okanye eyezilwanyana) – zibeke phantsi okanye uzincamathisele kwiindonga zegumbi lokufundela. 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha. Bachazele ukuba baza kukhe bahambahamba. Abafundi bangakwiqela eliza kuhamba (kunye nenja). Kufuneka babe nemephu ebonisa iintaba, babe neentonga zokusimelela, umnqwazi welanga kunye namafutha okuzikhusela elangeni, iindondo zokukhusela ilanga kunye nobhaka onebhotile yamanzi, izibonisikude, izinto zoncedo lokuqala, nencwadi encedisa kubuchule bokuchonga izilwanyana nendalo yasendle. 2 Umfundi ngamnye kufuneka aphahe incwadi nepensile ukuze akwazi ukuzoba okanye ukubhala izinto azibonayo xa behambahamba. Bangajonga ukhozi ngezibonisikude okanye ufudo oluzimele engceni! 3 Yiya ekoneni kube kanye ubuncinane, uze uqwalasele futhi ukhuthaze umdlalo wabafundi. Bakhuthaze abafundi ukuba babhale amanqaku okanye bazobe konke abakubonayo xa behambahamba. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 "o" letter template for each learner • Small pictures of things or items starting with "o": imifanekiso emincinci yezinto eziozenji • Jumbo wax crayons • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. 3 They can also add drawings of things with the focus sound "o". 
<ul style="list-style-type: none"> • Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, sunglasses, a small first-aid kit, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. Explain that they are going on a walk. 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! 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. 



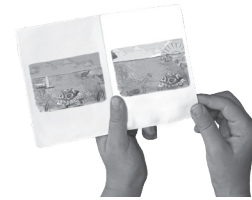
Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esele isongiwe

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa

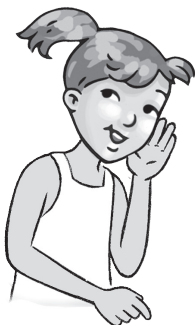


- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *“Ngubani okhumbulayo ukuba kwenzeke ntoni emva koku?”*
- 4 Nakube nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Nika umfundi ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi ze ufunde kunye nabo isihloko sebali
- 6 Jonga imifanekiso yebali kunye nabafundi kule ncwadi incinci, ubancedise baqaphele ukuba imifanekiso esencwadini ifana nqwa naleyo bebeyilandelelanisa.
- 7 Ukuba ixesha lisekhona, abafundi *“banokufundela”* iqabane eliseklasini incwadi encinci.
- 8 Khuthaza abafundi ukuba bagoduke nazo iincwadi ukuze bazifunde neentsapho zabo.



Ukwazisa abafundi isandi esiphuma ebalini

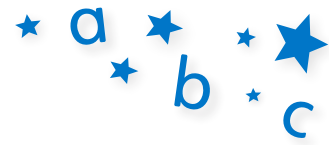
- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“ufudo, uFanafana, futhi, ufele. Ingaba uyasiva isandi ekugxilwe kuso: ufudo, uFanafana, ufele? Ewe, uchanile! Onke la magama anesandi u /f/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku /f/: faka, ifolokhwe, ifama, ifestile, ifowuni.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /f/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /f/: **“f-f-f”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.



Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





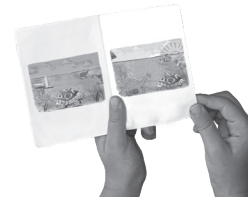
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



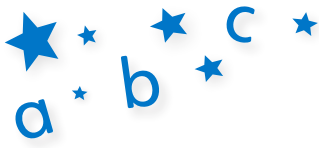
Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "ufudo, uFanafana, futhi, ufele. Can you hear the focus sound: ufudo, uFanafana, ufele? Yes, you are right! They all have the sound /f/."
- 2 "Listen carefully, here are some more words with /f/: faka, ifolokhwe, ifama, ifestile, ifowuni." (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.



Izinto ekufuneka unazo:

- iNcwadi eNkulu: Ufudwazana neqokobhe lakhe
- Umfundi ngamnye kufuneka abe nethempleyithi kanobumba u "f" enguA5
- likhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

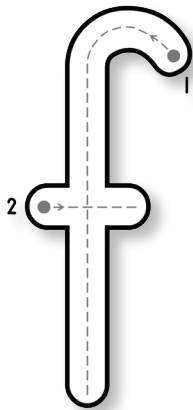
Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona.
- 6 Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo.
- 7 Khomba igama ngalinye njengokuba ufunda.
- 8 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



Ukwakhiwa konobumba

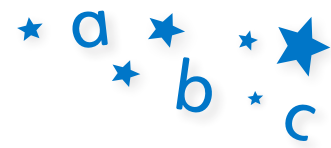
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama elinesi sandi u /f/ okanye ubacele bacinge ngamanye amagama aqala ngesandi u /f/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi bayafutha okwenyoka bathi "f-f-f-f-f-f-f-f".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u 'f'. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, ujikele kancinci, wehle. Phakamisa isandla, krwela umgca onqamlezayo embindini."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Chazela abafundi ukuba babuyele ezitafileni zabo ukuze benze oonobumba abafana nomnyama abanemibala emininzi. Oku ke kuthetha ukuba baza kubhala phezu konobumba osephapheni besebenzisa imibala yeekhrayoni eyahlukileyo.
- 6 Ukuba abafundi banako ukucinga ngezinto ezinesandi salo nobumba, bangazizoba zijikeleze unobumba onemibala emininzi. Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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

Week 2 Day 2

Whole class activities

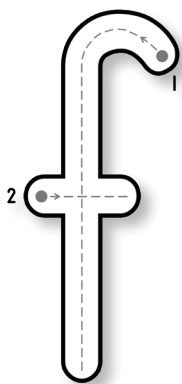
Shared reading – Big Book

- 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.



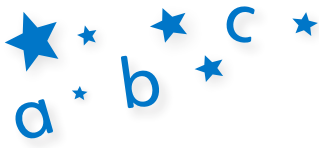
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 to hiss like a snake while saying "f-f-f-f-f-f-f-f-f-f."
- 3 Show learners how to write the letter **f**. 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 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.



Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u f: ufudo, ifestile, ifowuni, ifama, ifoto, ifolokhwe, iflegi, ifiya



Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

1 Yilungiselele le misebenzi ngokuthetha oku kulandelayo xa abafundi besenza izijekulo: *"Phambi kokuba siqalise ukuphulaphula, masilunge: Zidlikidleni, phululani iindlebe zenu ukuze zilungele ukuphulaphula, bekani ke ngoku izandla zenu emathangeni."*

2 Hlalisa bonke abafundi emethini uze ubacele ukuba bazole. Yithi kubo: *"Kwibali lofudo, usakhumbula ukuba uFanafana wenza njani ukuzimela ukhozi? Ungakwazi wena ukuzimela phantsi kwetafile yakho? Phuma ke ngoku. Ungakwazi ukuma uze uzibone ukuba ungamde kangakanani?"* Yithi ke ngoku: *"Ungakwazi ukwenza ezi zinto zilandelayo?"*

★ *"Yima ngonyawo lwakho lwasekhohlo."*

★ *"Beka izandla zakho entloko."*

★ *"Bamba iinzwane zakho."*

★ *"Beka izandla zakho ezindlebeni zakho."*

★ *"Nqakraza iminwe yakho."*

★ *"Yima ngeenzwane zakho."*

★ *"Beka izandla zakho esinqeni."*

★ *"Yima ngonyawo lwakho lwasekunene."*

3 Yithi kubafundi: *"Ngoku ke ndiza kuninika imiyalelo yezinto ezithile ekufuneka nizenze. Kufuneka niphulaphule ngenyameko nize nenze ezo nikwaziyo ukuzenza. Kuza kubanzima ukuzenza ezinye izinto!"*

★ *"Songa izandla zakho."*

★ *"Yima ngonyawo olunye."*

★ *"Shukumisa ngokukhawuleza iinzwane zakho."*

★ *"Ngqisha ngeenyawo zakho."*

★ *"Jika intloko yakho."*

★ *"Vala uphinde uvule amehlo akho."*

★ *"Qhwaba izandla zakho."*

★ *"Betha izidlele zakho ngezandla zakho."*

libhokisi zoonobumba

1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklassi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bayigqithisele nakwabanye.

2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*

3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.

4 Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.

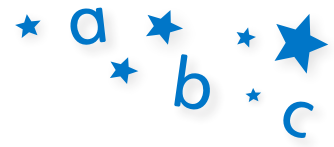
5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba osesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- A letter box containing objects or pictures of objects that start with **f**: ufudo, ifestile, ifowuni, ifama, ifoto, ifolokhwe, iflegi, ifiya



Week 2 Day 3

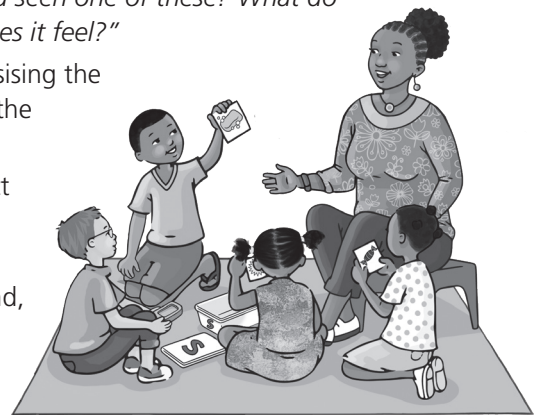
Whole class activities

Learning to listen

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

Letter boxes

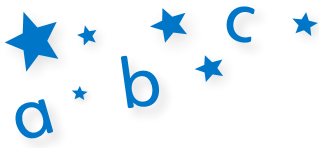
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the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





Izinto ekufuneka unazo:

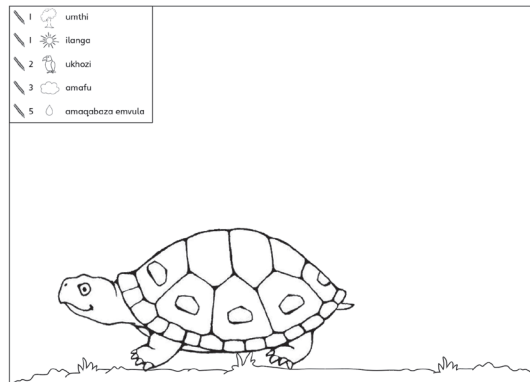
- Umfundi ngamnye makabe nekopi **yephepha lomsebenzi kaFunda uze wenze**
- Izinto ezikhethwe kwiibhokisi ezine zoonobumba (ibe nye kumfundi ngamnye)
- Ibhegi okanye isingxobo somqamelo
- Unomyayi oza kudlala ngawo umculo

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklasi yonke

Funda uze wenze

- 1 Cela abafundi ukuba bajonge uluhlu olukwiphepha lomsebenzi baze bathethe ngezinto abazibonayo (amanani, imifanekiso kunye namagama).
- 2 Chazela abafundi ukuba baza kwenza umsebenzi omnandi nowonwabisayo obizwa ngokuba ngu "funda uze wenze". Kufuneka bafunde umgca ngamnye baze benze loo nto ithethwa nguloo mgca ngokuthi besebenzisa indawo esephepheni engabhalwanga.
- 3 Fundani kunye umgca wokuqala kwakhona. Chazela abafundi ukuba bazobe umthi ze bawufake umbala.
- 4 Khawubabuze abafundi ukuba ingaba ukhona na kubo umfundi onako "ukufunda" into elandelayo ekufuneka yenziwe eseluhlwini: Kufuneka bazobe ilanga.
- 5 Qhuba ngolu hlobo ke kumyalelo ngamnye.
- 6 Ngoku ke funda umyalelo ngamnye kwakhona uze uthi kubo: *"Ingaba nilizobile naze naze nalifaka umbala ilanga? Ukuba sele nilizobile, fakani olu phawu √ ecaleni kwalo myalelo kuluhlu lwenu."*
- 7 Qhubeka ujonga futhi ufaka uphawu √ kumyalelo ngamnye de nifikelele esiphelweni solu luhlu.



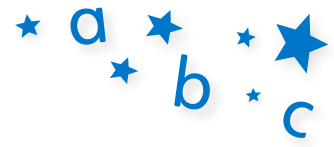
Ukuphulaphula izandi ekugxilwe kuzo

- 1 Faka izinto ozikhuphe kwiibhokisi yoonobumba ebhegini.
- 2 Abafundi mabahlale benze isangqa ngeli xesha kudlala umculo futhi begqithiselana ibhegi. Wakucinywa umculo, umfundi ophethe ibhegi ukhupha into ebhegini, ayichaze ukuba yintoni aze atsho ukuba uva igxile kwesiphi isandi. Ungaqhubeka ke umdlalo de wonke umntu afumane ithuba.
- 3 Ekugqibeleni, iqela labafundi elinezinto ezigxile kwisandi esifanayo, kufuneka beme baze babuyisele izinto zabo kwiibhokisi zoonobumba ezichanekileyo.

Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

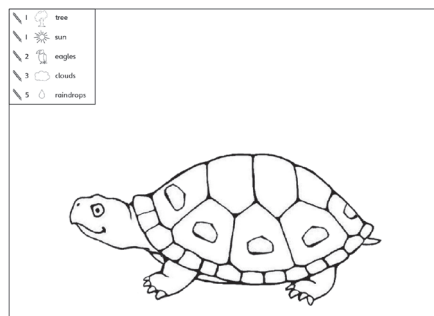
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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

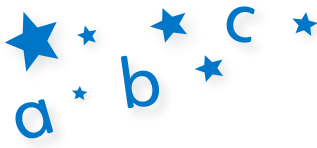
- 1 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets 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.





Izinto ekufuneka unazo:

- Isiqwengana sephepha esinegama lakho namagama abafundi abhalwe kwicala lasekhohlo ephepheni, imarker etyebileyo emnyama
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: ufudo, ukhozi, inzima, vuya, ebalekayo, ejikelezayo, intsasa, khusela, ngonwabanga, isilwanyana
- Iishakers okanye amagubu

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Qalisa umsebenzi ngokuncokola ngofudo olusebalini. Ekuqaleni kwebali, uFanafana ebengalifuni iqokobhe lakhe, kodwa ekupheleni kwebali waqonda ukuba iqokobhe lakhe liluncedo kwaye limenza ahluka abe sisilwanyana esikhethekileyo. Waye wazingca ngeqokobhe lakhe.
- 2 Ncokolani ngento enenza nahluke futhi nikhetheke. (Cinga ngeempawu ezisemzimbeni ezifana neenwele ezinde, ukuba mfutshane okanye ukuba mde, iitalente ezifana nokukwazi ukudlala imidlalo okanye ukucula kamnandi kunye nempawu zobuntu bakho ezifana nokukhalipha okanye ukuba nobubele.)
- 3 Ngoku ke khomba amagama abafundi abhalwe ephepheni. Qala ngegama lakho uze ubuze abafundi ukuba ingaba bacinga ukuba yintoni ekwenza ukhetheke. Bhala phantsi izinto abazithethayo uze ufundele iklasi. Umzekelo: "UTitshalakazi Ntusikazi uyahlekisa, unobuntu kwaye uyasonwabisa."
- 4 Ngoku ke jonga igama elilandelayo kuluhlu. Babuze abafundi ukuba ingaba ligama likabani elo; ngethemba lokuba umfundi ngamnye uza kukwazi ukulibona igama lakhe. Bacele abafundi abaseklasini ukuba bacinge ngezinto ezenza umfundi ngamnye akhetheke.
- 5 Sebenzisa amagama abakunika wona abafundi wenze ngawo izivakalisi ze ubhale ecaleni kwegama lomfundi ngamnye. Faka nawakho amagama ukuqinisekisa ukuba umfundi ngamnye uyabona ukuba iimpawu zakhe ezikhethekileyo ziyanconywa. Fundela iklasi isivakalisi ngasinye ukhomba igama ngalinye.
- 6 Ncamathisela uluhlu eludongeni. Kungekudala abafundi baza "kufunda" amagama abachazayo asetyenziswe ngabanye abafundi.



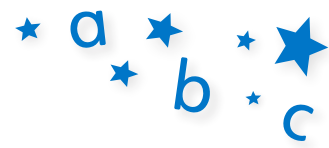
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **khu | se | la**.
- 2 Cela abafundi ukuba bamatshe xa kubizwa ilungu ngalinye **khu** (inyathelo elinye) **se** (inyathelo elinye) **la** (inyathelo elinye). Nika abanye abafundi iishakers abaza kuzihlukuhla okanye amagubu abaza kuwabetha xa kubizwa ilungu ngalinye.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi bamatshe kwilungu ngalinye. Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "khusela" linamalungu amathathu).

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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: ufudo, ukhozi, inzima, vuya, ebalekayo, ejikelezayo, intsasa, khusela, ngonwabanga, isilwanyana
- 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.

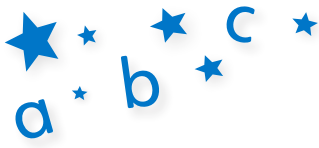
Blending and segmenting (syllables)

- 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: **khu | se | la**.
- 2 Ask learners to march for each syllable: **khu** (one step) **se** (one step) **la** (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: "khusela" has three syllables).

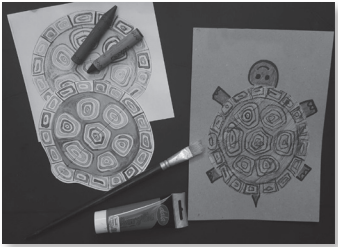
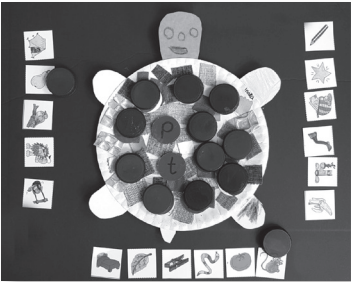

Small group activities

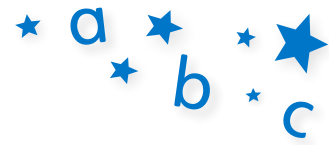
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



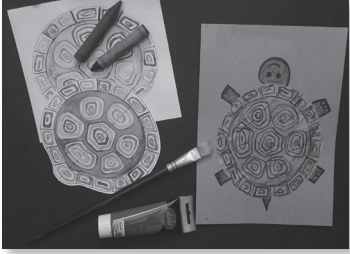
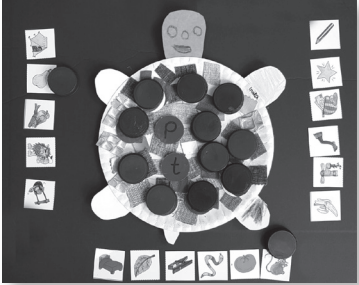



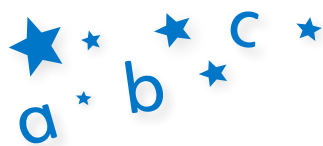
Imisebenzi yamaqela amancinci yeVeki yesi-2

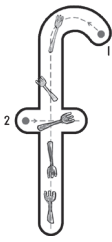

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 okanye isiqwengana sekhadibhodi • Umfundi ngamnye makabe nekopi yephepha lomsebenzi weqokobhe lofudo • likhrayoni ezinkulu zewax • lipeyinti eziyimibala eyahlukileyo kunye neebhrashi zokupeyinta • Iglu nezikere 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamnye ikopy yeqokobhe lofudo. Bachazele ukuba kufuneka bafake umbala kwiphatheni ngeekhrayoni zewax. 2 Emva koko bangapeyinta iqokobhe ngepeyinti ezinombala okhanyayo. Ngeli xesha yomayo ipeyinti, bangasika ikhadibhodi bakhuphe intloko, imilenze kunye nomsila wofudo. Xa seyomile ipeyinti bangasika bakhuphe iqokobhe elipeyintiweyo baze bancamathisele ufudo, intloko, imilenze kunye nomsila kwikhadi okanye ephepheni. 
<ul style="list-style-type: none"> • Iziciko zeebhotile • Amakhadi esi-2 ezandi zoonobumba asikwayo • Ibhodi yomdlalo woFudo 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yomdlalo woFudo esizikithini phezu kwetafile. 2 Umfundi ngamnye kufuneka abe nemifanekiso emithandathu yezinto ezigxile kwizandi ebezenziwe kwizifundo ezidlulileyo. Zibhale ezi zandi kugxilwe kuzo ngaphakathi kwiziciko zeebhotile uze uzibeke kwiqokobhe lofudo khonukuze abafundi bangababoni oonobumba. Umfundi ngamnye uza kunikwa ithuba lokukhetha isiciko sebhottle, asiguqule, abize isandi aze ajonge ukuba ingaba unawo na umfanekiso ogxile kweso sandi. 3 Ukuba banawo, bathatha isiciko sebhottle baze bogqume umfanekiso ngaso. Ukuba isiciko asihambelani nomnye wemifanekiso anayo umfundi, bayazibuyisela apho bezikhona iziciko zeebhotile. Umfundi oza kuphumelela ngulowo uqale wagqiba ukogquma yonke imifanekiso ngeziciko zeebhotile.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, iimagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



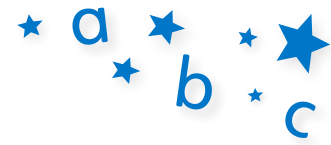
Small group activities for Week 2

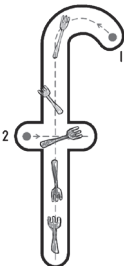
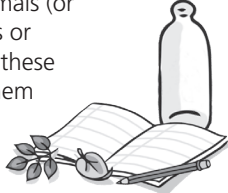
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page or piece of cardboard for each learner • A photocopy of the Tortoise shell activity page for each learner • Jumbo wax crayons • Water colour paints and paintbrushes • Glue and scissors 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Give each learner a copy of the shell of the tortoise. Explain that they must colour in the pattern with wax crayons. 2 Then they can paint over the shell with light water colour paints. While the paint is drying, they can cut out a head, legs and a tail. When the paint is dry, they can cut out the painted shell and stick the tortoise, head, legs and tail onto a piece of card or paper. 
<ul style="list-style-type: none"> • Bottle tops or lids • Picture cards 2, cut up • The Tortoise game board 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nethempleyithi kanobumba u /f/ ebukhulu bunguA5 • Imifanekiso emincinci yezinto okanye izinto ezinesandi u /f/: iflegi, ifolokhwe • likhrayoni ezinkulu zewax • Iglu 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamnye ithempleyithi kanobumba kunye nezinto okanye imifanekiso yezinto ezigxile kwisandi. 2 Kufuneka bahlohle imifanekiso yezinto okanye izinto kwithempleyithi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba. 3 Bangongeza nemizobo yezinto egxile kwisandi u /f/. 
<ul style="list-style-type: none"> • lipropu: imephu ebonisa iintaba, iintonga zokusimelela, umnqwazi welanga kunye namafutha okuzikhusela elangeni, izibonisikude ezenziwe ngeeroli zephepha langasese, ubhaka onebhotile yamanzi, izinto zoncedo lokuqala, iindondo zokuzikhusela elangeni, incwadi encedisa kubuchule bokuchonga izilwanyana nendalo yasendle, izinto zendalo (amagqabi, iingqalutye zamatye), izinambuzane zeplastikhi okanye izilwanyana zokudlala (okanye imifanekiso yezinambuzane okanye eyezilwanyana) – zibeke phantsi okanye uzincamathisele kwiindonga zegumbi lokufundela 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke ngomsebenzi ebebewenze kwiveki yoku-1 ngethuba behambahamba. 2 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu. Bachazele ukuba baza kukhe bahambahambe. Abafundi bangakwiqela eliza kuhamba (kunye nenja). Kufuneka babe nemephu ebonisa iintaba, babe neentonga zokusimelela, umnqwazi welanga kunye namafutha okuzikhusela elangeni, iiglas kunye nobhaka onebhotile yamanzi, ukutya, izibonisikude, izinto zoncedo lokuqala, nencwadi encedisa kubuchule bokuchonga izilwanyana nendalo yasendle. Umfundi ngamnye kufuneka aphaathe incwadi nepensile ukuze akwazi ukuzoba okanye ukubhala izinto azibonayo xa behambahamba. Bangajonga ukhozi ngezibonisikude okanye ufundo oluzimele engceni! 3 Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi. Bakhuthaze abafundi ukuba babhale amanqaku okanye bazobe konke abakubonayo xa behambahamba.





You will need	Activities
<ul style="list-style-type: none"> • An A5 /f/ letter template for each learner • Small pictures of things or items starting with /f/: iflegi, ifolokhwe • Jumbo wax crayons • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. 3 They can also add drawings of things with the focus sound /f/. 
<ul style="list-style-type: none"> • Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, a small first-aid kit, sunglasses, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they went on a walk. 2 Lead the group to the pretend play corner and show them the props. 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. 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! 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.

★ UNwelezelanga

Ibali

Kudaladala kwaye kukho iibhere ezintathu: UTata uBhere owayemkhulu kakhulu, uBherana owayemncinci kakhulu kunye noMama uBhere owayephakathi ngesiqu engemkhulwanga kodwa engemncincanga. Ezi bhene zintathu zazihlala kwindlu encinci eyayisehlathini.



Yonke iimhla ngexesha lesidlo sakusasa iibhere zazisitya isidudu. Ngenye imini uTata uBhere, ngelizwi elikhulu wavakala esithi: "Isidudu sethu siyatshisa kakhulu. Masikhe sihambahambe phaya ehlathini ngeli xesha silinde ukuba siphole." Zaphuma ke iibhere ezintathu zahambahamba ehlathini. Ngeli xesha linye kwakukho omnye umntu owayehambahamba naye apho ehlathini – intombazanana encinci eneenwele ezigolide ngombala. Ingaba uyalazi igama lakhe? YayinguNwelezelanga. Wayebizwa ngokuba nguNwelezelanga ngenxa yeenwele zakhe ezazinombala ogolide.

UNwelezelanga wabona indlu yeebhene. Wenyuka ngendlela waze akufika wankqonkqoza emnyango. "Nkqo-nkqo-nkqo!" Akuzange kubekho mpendulo. Wakroba efestileni – kwakukhangeleka kukuhle kakhulu ngaphakathi. Ingaba niyayazi into eyenziwa nguNwelezelanga? Wavele wangena endlwini yeebhene! UNwelezelanga wabona isidudu esisetafileni. Wayelambe kakhulu. Kuqala wangcamla isidudu sikaTata uBhere esasisesityeni esikhulu, kodwa akazange asithande kuba sasikakra ityuwa. Emva koko wangcamla isidudu sikaMama uBhere, esasisesityeni esiphakathi ngobukhulu, kodwa akazange asithande tu kuba sasiswiti kakhulu. Wathi akugqiba wangcamla isidudu sikaBherana esasisesityeni esincinci, "Mmm," watsho, "Ndiyasithanda ke esi isidudu, sindilungele!" Wasitya sonke isidudu sikaBherana.

UNwelezelanga waziva ediniwe ke ngoku waze wafuna ukulala. UNwelezelanga wakhangelela ibhedi anokulala kuyo. Walifumana igumbi lokulala ze wafika kukho iibhedi ezintathu. Ibhedi kaTata uBhere yayinkulu kakhulu, ekaMama uBhere yayiphakathi ngobukhulu ize yona ekaBherana ibe ncinci kakhulu.

UNwelezelanga wangena ebhedini kaTata uBhere, kodwa yayiqine kakhulu. Into elandelayo awayenzayo, wangena kwibhedi kaMama uBhere eyayiphakathi ngobukhulu, kodwa yona yayithambe kakhulu. Emva koko uNwelezelanga wangena kwibhedi kaBherana. Wangqengqa waze watsala ingubo wathi: "Kowu, ndiyayithanda ke le bhedi, indilungele!"

UNwelezelanga wavala amehlo akhe walala cum. Wathi esalele njalo, zagaleleka ekhaya iibhere ezintathu. Zazilambile. UTata uBhere wajonga isitya sakhe sesidudu waze ngelizwi elikhulu wathi: "Ngubani lo ebesitya isidudu sam?" UMama uBhere wajonga esakhe isidudu waze wakhathazeka wathi: "Ngubani lo ebesitya isidudu sam?"

UBherana wajonga isidudu sakhe. Wakhathazeka kakhulu waze wathi: "Ngubani na lo ebesitya isidudu sam?" Waphinda wathi: "Siphelile!"



libhere zaya kwigumbi lokulala. UTata uBhere wajonga ibhedi yakhe waze wathi: "Ngubani na lo ebelele ebhedini yam?" UMama uBhere naye wajonga eyakhe ibhedi wathi: "Ngubani na lo ebelele ebhedini yam?" UBherana naye wajonga eyakhe ibhedi waze wathi: "Ngubani na lo ulele ebhedini yam?" Waphinda wajonga kwakhona waze wakhala: "Nanku!"

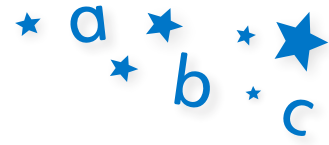
UNwelezelanga wothuka kakhulu! Waphuma ebhedini watsiba waze wabaleka kangangoko anako. libhere ezintathu azizange ziphinde zimbone uNwelezelanga.

Liphela apha ke ibali lethu.

Ibali likaNwelezelanga livula ithuba lokuba kulinganiswe amazwi ahlukeneyo: ilizwi elikhulu likaTata uBhere; ilizwi eliphakathi likaMama uBhere kunye nelizwi elikhwazayo nelitwinayo likaBherana. Usekufumanisa ukuba eklasini yakho bakhona abafundi abalaziyo eli bali likaNwelezelanga. Ngenxa yokuba eli bali linophindaphindo, nabo baqalayo ukuliva baza kukhawuleza balilandele. Bakhuthaze ukuba bawabize amagama kunye nawe, okanye bawaphinde emva kokuba ubalise imigca ethile yebali. Bakhuthaze futhi ukuba basebenzise imvakalozwi yabalinganiswa abahlukileyo.



★ 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!”

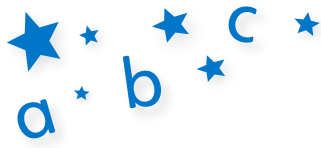
The bears went into the bedroom. Father Bear looked at his bed and said: “Who’s been sleeping in my bed?” Mother Bear looked at her bed and said: “Who’s been sleeping in my bed?” Baby Bear looked at his bed and said: “Who is sleeping in my bed?” He looked again and cried: “There she is!”

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.





Isicengcelezo

UNwelezelanga wathatha uhambo

UNwelezelanga wathatha uhambo

Wahamba wahamba

Wabona indlu yeebhere

Wangena phakathi engankqonkqozanga.

Mmhm izidudu ezithathu

Esika Tat'ubhere

NoMam'ubhere

Nomntwana onguBherana

Wazingcamla zonke!

Wasigqiba esikaBherana!

Mmhm sincamise ngencasa.

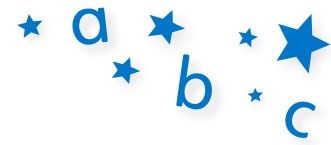


Bafundise abafundi umahluko phakathi kwengoma kunye nesicengcelezo. Kwingoma nibiza amagama ngokuwacula kanti kwisicengcelezo niyawabiza amagama kuphela. Ukucula ingoma okanye ukucengceleza yindlela elungileyo yokwenza abafundi bakwazi ukuqaphela ingakumbi emva kwekhefu okanye emva kwemisebenzi enengxolo.

Isigama esiphuma ebalini

Amagama abalulekileyo:	ibhere	ihlathi	indlu	ifestile	iphakathi ngobukhulu	lambile
Amanye amagama:	ingubo	isitya	icephe	isidudu	ngcamla	khwela
	inetyuwa	switi	igumbi lokulala	diniwe	khathazeka	thambile





Rhyme

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



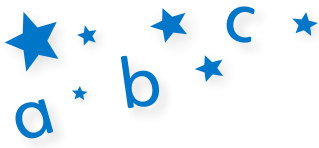
Teach learners the difference between a song and a rhyme. You can sing the words of a song and you say the words in a rhyme.

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

Vocabulary from the story

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





Izinto ekufuneka unazo:

- Ibali: UNwelezelanga
- Iipapethi: iibhere ezintathu, uNwelezelanga, iibhedi ezintathu, izitya ezithathu zesidudu
- Iipropu: itafule, izitulo, iibhedi ezintathu, iimbiza, izitya zokutyela isidudu ezithathu, amacephe, izifonyo/iimaskhi zeebhede ezintathu, iimpahla/amajikazi kaNwelezelanga, ingubo
- Izinto okanye amakhadi anemifanekiso yamanye amagama aphuma kuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenza isicengcelezo esithi: *Ngamehlo amabini ndiyabona*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho –
Lixesha lebalu kumntu wonke!

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ingaba ukhona umntu owayekhe wayibona ibhere? Ngubani umntu onebherana yokudlala ekhaya? Ngubani umntu obetye isidudu ngexesha lesidlo sakusasa?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yegama. Umzekelo: Cela abafundi ukuba bakhombe iifestile ezikwigumbi lokufundela baze babale ukuba zingaphi. Babonise iibhere ezintathu nize nincokole ngokuba yiyiphi ibhere ephakathi ngobukhulu.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba uNwelezelanga uza kulala kweyiphi ibhedi: kwekaTata uBhere, kwekaMama uBhere okanye kwekaBherana? Ngoba? Ingaba uza kuziva njani uNwelezelanga xa evuka ebona iibhere?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi ukuba: *“Yintoni eniyithandileyo ngeli bali? Yintoni eningayithandanga? Yiyiphi eyona ndawo niyithande kakhulu? Yiyiphi imibuzo eninayo ngebali?”*

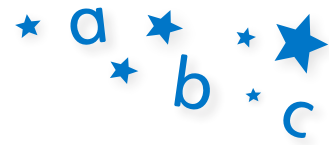
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“cum, ubukhulu, umntu. Ingaba uyasiva isandi agxile kuso la magama: cum, ubukhulu, umntu? Ewe, uchanile! Onke la magama anesandi u /u/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /u/: ubuso, ubusi, ubusuku, umzuzu.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /u/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /u/: **“u-u-u”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





You will need:

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

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Has anyone seen a bear? Who has a teddy bear at home? Who has porridge for breakfast?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Ask learners to point to the windows in the classroom and count how many there are. Show learners the three bears and talk about which one is middle-sized.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"Which bed do you think Goldilocks is going to go to sleep in: Father Bear's bed, Mother Bear's bed or Baby Bear's bed? Why? How will Goldilocks feel when she wakes up and sees the bears?"*

3 After you tell the story

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

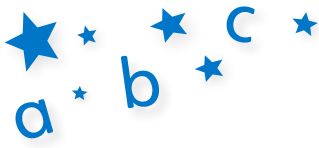
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"cum, ubukhulu, umntu. Can you hear the focus sound: cum, **ubukhulu**, umntu? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words that have the sound /u/: ubuso, ubusi, ubusuku, umzuzu."* (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.





Izinto ekufuneka unazo:

- lipapethi ezimalunga nebali
- lipropu okanye imifanekiso emalunga nesicengcelezo



Iveki yoku-1 Usuku lwesi-2

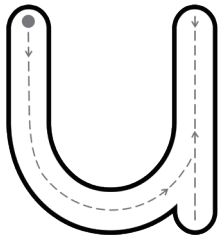
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa isicengcelezo esitsha esihambelana kunye nebali.
- 4 Cengcelezani ngokucutha nangokucacileyo imigca embalwa yesicengcelezo, uze ucele abafundi ukuba balandele bacengceleze kunye nawe. Kusenokubanzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe kwisicengcelezo. Ngoko ke bafundise isicengcelezo ngokwemiqolo okanye iivesi.
- 5 Kufuneka ube nemifanekiso okanye iipropu kungenjalo wenze izijekulo ukuzama ukuncedisana nabafundi ukuba baluqonde ulwimi olusetyenziswe kwisicengcelezo.
- 6 Bafundise izijekulo ezihambelana nesicengcelezo abafundi nize nikonwabele ukucengceleza ngeelwimi ezininzi.

Ukwakhiwa konobumba

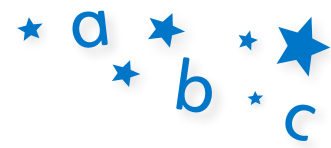
- 1 Bakhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umntu kubo onegama eliqala ngesandi u /u/ okanye ungabacela ukuba bacinge ngamanye amagama aqala ngesandi u /u/.
- 2 Fundisa abafundi intshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi bakhwele isithuthuthu baze bathi "isithuthuthu".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba u /u/. Bhala unobumba omkhulu ebhodini okanye emoyeni ngexesha uthetha usenjenje: "Qala echaphazeni, yehla, jikela, nyuka, wehle."
- 4 Banike abafundi ithuba lokuziqhelanisa nokwakha unobumba emoyeni bangamakha kwikhaphethi, umntu ngamnye usenokumakha kumqolo womnye umntu okanye ezandleni. Basenokuzama nokusebenzisa imizimba yabo bakhe lo nobumba.
- 5 Wakube ubabonisile indlela yokubhalwa konobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

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



Week 1 Day 2

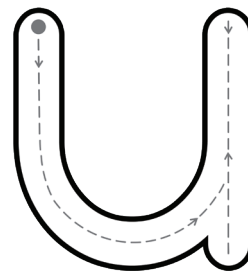
Whole class activities

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.

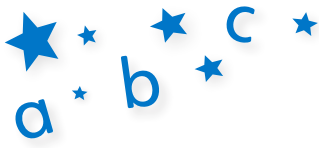
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 pretend to ride a motorbike while saying "isithuthuthu."
- 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 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.



Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **u**: ubuso, isuphu, ubusi, inunu, igubu, isidudu, iwulu, imvubu, impuku, inkuku, ibululu, isithuthuthu



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukubalisa nokulinganisa ibali

- 1 Yenzani isicengcelezo.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Bacele ukuba babize amagama okutya okuthile okunetyuwa kunye noko kuswiti. Ungeza nayo ke nemizekelo yoku kutya eklasini uze ucele abafundi abambalwa ukuba khe bakungcamle batsho ukuba ingaba kunetyuwa na okanye kuswiti.
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise neepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali kwaye bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

libhokisi zoonobumba

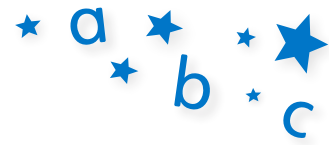
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazidlulisele nakwabanye abafundi.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba osesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **u**: ubusi, ubuso, isuphu, inunu, igubu, isidudu, iwulu, imvubu, impuku, inkuku, ibululu, isithuthuthu



Week 1 Day 3

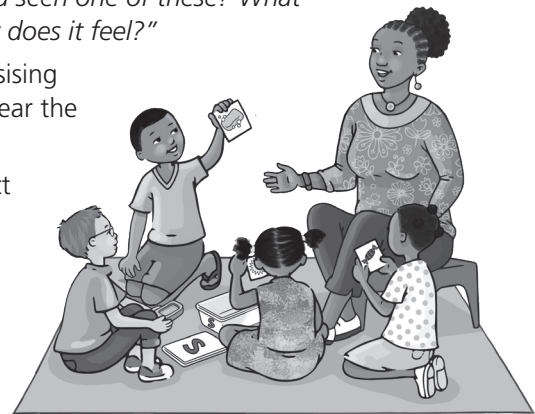
Whole class activities

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. 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.



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Amakhadi anemifanekiso kunye namakhadi oonobumba

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

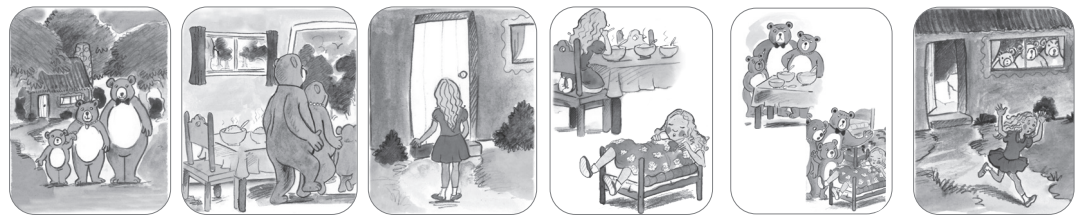
- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

- 1 Phindani nenze isicengcelezo kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senioxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyibeka ebhodini.
- 5 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo.



Ukuphulaphula izandi ekugxilwe kuzo

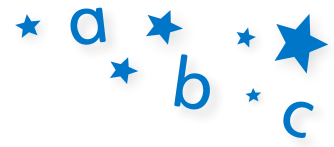
- 1 Fihla amakhadi anemifanekiso kwiindawo ezahlukeneyo apho eklassini phambi kokuba siqale isifundo.
- 2 Chazela abafundi ukuba niza kudlala umdlalo othi "fihla imifanekiso ze ikhangelwe".
- 3 Yahlula abafundi babe ngamaqela uze unike iqela ngalinye unobumba osekhadini. Abafundi kufuneka babize isandi sikanobumba baze bakhangele imifanekiso enezinto ezigxile kweso sandi.
- 4 Bakube bewafumene onke amakhadi anemifanekiso ahambelana nonobumba, abafundi kufuneka bahlale benze isangqa emethini.
- 5 Abafundi kufuneka banikane amathuba babize into ekumfanekiso ngamnye baze bachaze isandi ogxile kuso umfanekiso.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Big sequence pictures
- Picture cards and letter cards

Week 1 Day 4

Whole class activities

Sequencing pictures

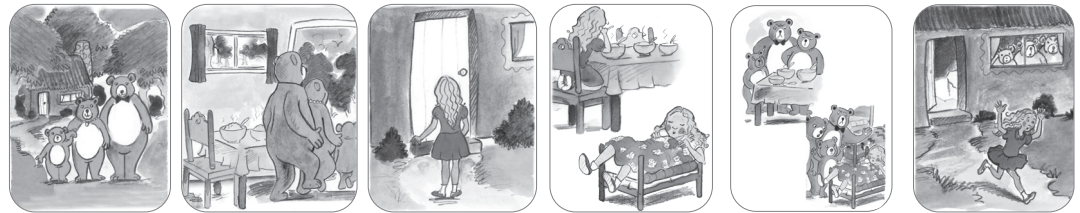
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the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



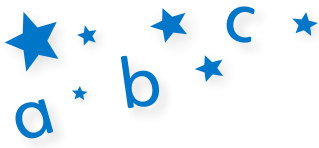
Listening for focus sounds

- 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.



Izinto ekufuneka unazo:

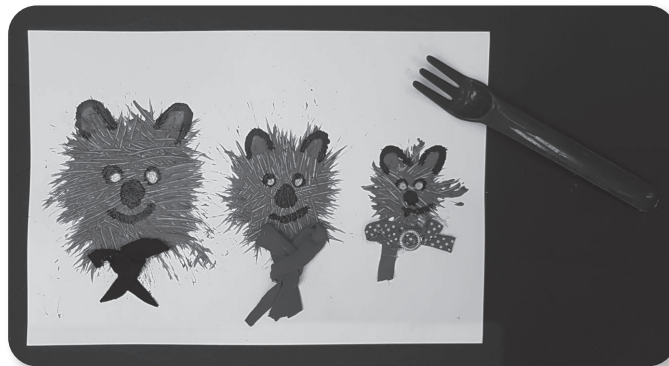
- Umfundi ngamnye kufuneka abe nephepha elingabhalwanga elinguA4
- Ipeyinti emdaka ngebala, ebomvu/epinki kunye nemhlophe
- Iibhrashi zokupeyinta
- Ubuso bebhene obufakwe kwinto engathi yifolokhwe
- Umfundi ngamnye makabe nefolokhwe weplastiki
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: ihlathi, isidudu, ifestile, inetyuwa, uNwelezelanga, igumbi lokulala, ingubo, uyatya, uhleli, usana, lambile, itafile, ulele, omnye umntu

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba baza kusebenzisa iifolokhwe benze ubuso bebhene.
- 2 Ncokola nabo ngobukhulu bebhene uze ubakhumbuze ukuba benze utata ubhene omkhulu, umama ubhene ophakathi kunye nobherana omncinci.
- 3 Bangaqala benze ichaphaza elikhulu lepeyinti ephepheni benze ubuso bukatata ubhene besebenzisa ifolokhwe. Bangenza ichaphaza elincinci eliza kuba bubuso bukamama ubhene lize libe lincinci kakhulu elikabherana. Emva koko bangafakela amahlo, iindlebe, iimpumlo kunye nemilomo yebhene besebenzisa eminye imbala yepeyinti.



Ukuxuba nokwahlula amagama (ngokwamalungu)

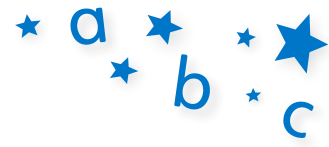
- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **u | Nwe | le | ze | la | nga**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze uhigh five xa bebiza ilungu ngalinye legama. **u** (high five) **nwe** (high five) **le** (high five) **ze** (high five) **la** (high five) **nga** (high five).
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze uhigh five kwilungu ngalinye.
- 4 Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (umzekelo: igama "uNwelezelanga" linamalungu amathandathu).



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

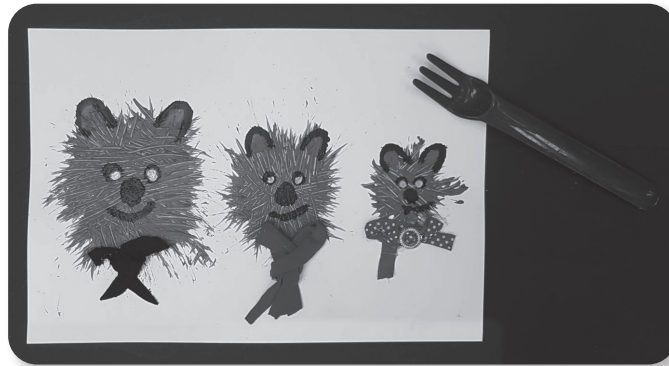
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: ihlathi, isidudu, ifestile, inetyuwa, uNwelezelanga, igumbi lokulala, ingubo, uyatya, uhleli, usana, lambile, itafile, ulele, omnye umntu

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.



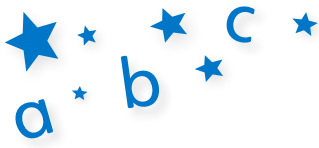
Blending and segmenting (syllables)

- 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: **u | Nwe | le | ze | la | nga**.
- 2 Ask learners to face a friend and do high fives for each syllable: **u** (high five) **nwe** (high five) **le** (high five) **ze** (high five) **la** (high five) **nga** (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: "uNwelezelanga" has six syllables).

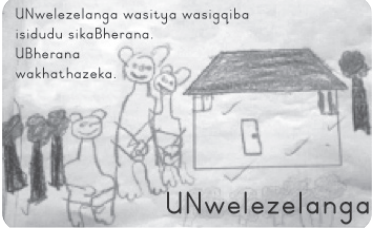

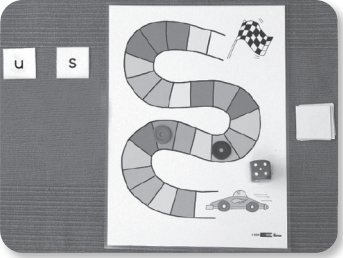



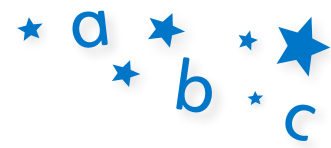
Small group activities

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



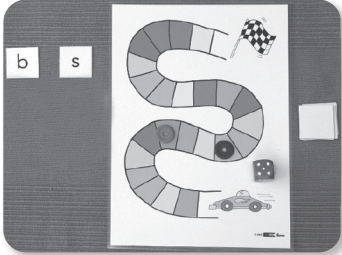



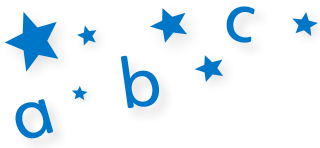
Imisebenzi yamaqela amancinci yeVeki Yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax  <p>UNwelezelanga</p>  <p>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</p>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Bakhuthaze ukuba bazobe eyona ndawo bayithande kakhulu ebalini abafundi. 4 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 5 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 6 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UNwelezelanga ... wasitya ... sonke isidudu sikaBherana. Ingaba liliphi igama elilandelayo onqwenela ukulibiza? Ewe, wakhathazeka kakhulu uBherana. Ndiza kubhala ...' Wakhathazeka kakhulu uBherana'." 7 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 8 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> • libhodi ezimbini zomdlalo wokhuphiswano lweemoto • Amakhadi esi-3 ezandi zoonobumba asikwayo • Amadayisi amabini 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yomdlalo wokhuphiswano lweemoto phezu kwetafile ze abafundi ababini ukuya kwabathathu bahlale bayijikeleze. 2 Beka amakhadi anemifanekiso uwaqubude phezu kwetafile. Beka amakhadi anoonobumba ukuze abafunde bawabone. 3 Chazela abafundi imithetho yomdlalo: <ul style="list-style-type: none"> • Umfundi ngamnye kufuneka aphose idayisi aze ahambise into yokubala kwizithuba ezichanekileyo • Emva kokuhambisa into yokubala, umfundi uthatha ikhadi lomfanekiso ze abize igama lento esemfanekisweni andule ukunika isandi egxile kuso. • Akugqiba umfundi ubeka ikhadi elinomfanekiso ecaleni kwekhadi elinonobumba ochanekileyo. • Uyakuphela umdlalo xa umfundi wokuqala efike kwiflegi kwaye ngolo hlobo uyakube uphumelele.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi ezinkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story. 4 Make a comment or ask each learner to tell you about their drawing. 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "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'." 7 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 8 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Two Racing car game boards • Picture cards 3, cut up • Two dice 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Racing car game board on the table with two to three learners seated around it. 2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them. 3 Explain the rules to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Izinto ekufuneka unazo

- lithempleyithi ezintandathu zeebhere ezigqozwe imingxunya
- Imitya yezihlangu emithandathu okanye iziqwengana zeentambo



- lipropu: ikhadibhodi, imarker yewhiteboard ekuza kwenziwa ngayo umqondiso wendawo ethengisa ukutya, ipensile kunye nephepha eliza kusetyenziswa ngabantu abahambisa ukutya xa bethatha iidolo, umnqwazi wompheki, itafile ebekwe ilaphu kunye nezitulo, iikomityi, iipleyiti, amacephe, iimela neefolokhwe, ifoni endala, iimenyu



Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

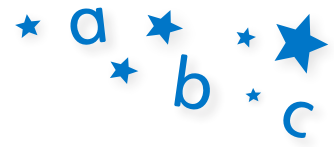
- 1 Nika umfundi ngamnye ibhere uze ubachazele ukuba baza kufaka ilace kwimingxuma egqoziweyo.
- 2 Kufuneka ke baphinde bayisuse ilace okanye intambo ngenyameko khonukuze abanye abafundi bakwazi ukuphinda bayisebenzise.
- 3 Bakugqiba, kufuneka batshintshane nomnye umfundi ukuze afake ilace kwenye ibhere eyahlukileyo ngobukhulu.



Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubahlalise phantsi ngokukhawuleza.
- 2 Bonisa abafundi iipropu ezintsha uze ubachazele ukuba baza kulandela umxholo wokungcamla nokunukisa ngokuthi badlale umdlalo wevenkile ethengisa ukutya.
- 3 Bacele ukuba bacinge ngegama lale venkile okanye ngomqondiso oza kubonisa le venkile oza kuthi – kuvuliwe/kuvaliwe. Bangenza ngathi "bafowunela" le venkile baoda ukutya.
- 4 Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: "Ungawufona" uze ufake iidolo yokutya.





You will need

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



Activities

Activity 4: Fine motor skills and handwriting

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



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



Activity 5: Pretend play

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





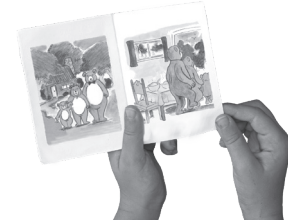
Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esele isiongiwe

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *"Ngubani okhumbulayo ukuba kwenzeke ntoni emva koku?"*
- 4 Nakube nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Nika umfundi ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi ze ufunde kunye nabo isihloko sebali
- 6 Jonga imifanekiso yebali kunye nabafundi kule ncwadi incinci, ubancedise baqaphele ukuba imifanekiso esencwadini ifana nqwa naleyo bebeyilandelelanisa.
- 7 Ukuba ixesha lisekhona, abafundi "banokufundela" iqabane eliseklasini incwadi encinci.
- 8 Khuthaza abafundi ukuba bagoduke nazo iincwadi ukuze bazifunde neentsapho.



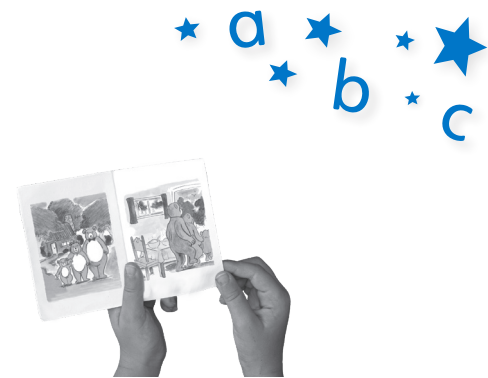
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini *"isidudu, sethu, sakusasa. Ingaba uyasiva isandi ekugxilwe kuso: isidudu, sethu, sakusasa? Ewe, uchanile! Onke la magama anesandi u /s/."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile ku /s/: isonka, isipho, usisi, iseke, isisu, isiselo."* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /s/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /s/: **"s-s-s"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



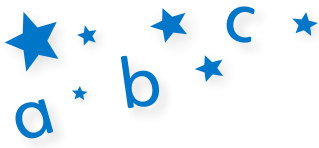
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “*isidudu, sethu, sakusasa*. Can you hear the focus sound: *isidudu, sethu, sakusasa*? Yes, you are right! The focus sound is */s/*.”
- 2 “Listen carefully, here are some more words that start with */s/*: *isonka, isipho, usisi, iseke, isisu, isiselo*.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound */s/* clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound */s/*: “*s-s-s*”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- iNcwadi eNkulu: UNwelezelanga
- Umfundi ngamnye kufuneka abe nethempleyithi kanobumba u "s" enguA5
- Iikhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

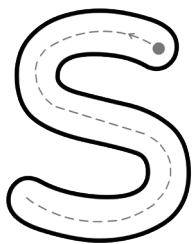
Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



Ukwakhiwa konobumba

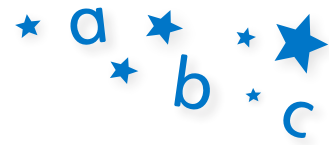
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umfundi onegama elinesi sandi u /s/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /s/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangajikeleza behamba okwamasongololo baze bathi "s-s-s-s".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u 's'. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "qala echaphazeni phezulu, wehle, jika esiphakathini, jika futhi ubuyele emva."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Chazela abafundi ukuba babuyele ezitafileni zabo ukuze benze oonobumba abafana nomnyama abanemibala emininzi. Oku ke kuthetha ukuba baza kubhala phezu konobumba osephapheni besebenzisa imibala yeekhrayoni eyahlukileyo.
- 6 Ukuba abafundi banako ukucinga ngezinto ezinesandi salo nobumba, bangazizoba zijikeleze unobumba onemibala emininzi. Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- Big Book: Goldilocks
- An A5 "s" letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

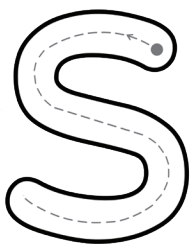
Shared reading – Big Book

- 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.



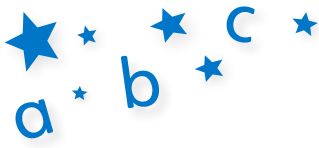
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /s/ or if they can think of any other words that start with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to move around like a millipede while saying "s-s-s-s".
- 3 Show learners how to write the letter s. Write a large letter on the board or in the air while saying the following: "Start at the dot, over the top, turn, across the middle, turn and go back."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.



Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezixile kwisandi u s: isitulo, isonka, isele, usisi, isipho, isiselo, iselula, isinki, isisu, isosi, iselwa, isepha, isango, isitovu, isambreni, isongololo, isikere, iswekile, usiba, isiponji



Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- Wuqalise umsebenzi wanamhlanje wokuphulaphula ngokuthi: *"Phulaphulani ngenyameko nize nikope isandi endisenzayo."* Qhwaba wenze isingqi esilandelanayo ngezandla zakho. Abafundi bangakopa kuwe xa usenza:
 - ★ qhwaba nqakraza iminwe-nqakraza iminwe qhwaba nqakraza iminwe nqakraza iminwe
 - ★ nqakraza iminwe-nqakraza iminwe-nqakraza iminwe qhwaba
 - ★ qhwaba nqakraza iminwe-nqakraza iminwe qhwaba
- Bakube behleli phantsi kakuhle abafundi, yithi kubo: *"Ngoku ndiza kukunika izikhokelo ezithile nina ke kufuneka niqashele ukuba ndicinga ngantoni. Beka isandla sakho entloko xa ucinga ukuba uyayazi impendulo."* Nazi ke izikhokelo:
 - ★ *"Ndicinga ngokutya okwatyiwa nguNwelezanga xa wayengene kwindlu yeebhre ezintathu."* (isidudu)
 - ★ *"Ndicinga ngokutya okunempilo kakhulu. Ku-orenji ngombala kwaye kuyinto ende ebhityileyo. Ikrwamkrwam xa uyitya kwaye ikhula phantsi komhlaba."* (ngumnqathe)
 - ★ *"Ndicinga ngento emthubi onokuyiqaba esonkeni."* (ibhotolo)
 - ★ *"Ndicinga ngento eswiti. Yenziwe ngeziquhamo. Ungayiqaba esonkeni sakho okanye kwisonka esirhawuliweyo (itoast)."* (ijem)

Ibhokisi zoonobumba

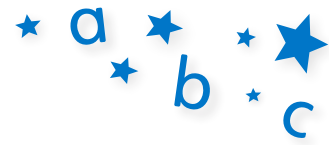
- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bayigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Cela abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bebiza igama lento.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





You will need:

- A letter box containing objects or pictures of objects that start with **s**: isitulo, isonka, iseke, usisi, isipho, isiselo, iselula, isinki, isisu, isosi, iselwa, isepha, isango, isitovu, isambreni, isongololo, isikere, iswekile, usiba, isiponji



Week 2 Day 3

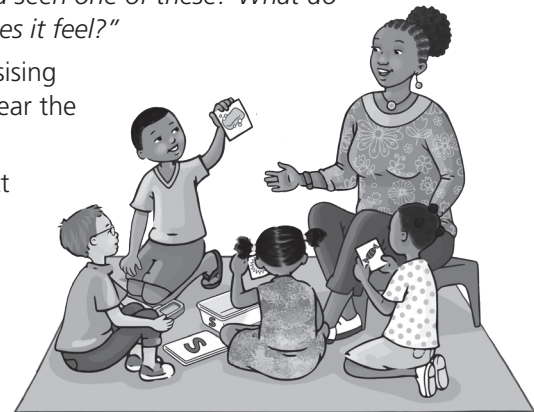
Whole class activities

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

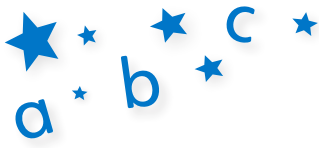
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the 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. 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.





Izinto ekufuneka unazo:

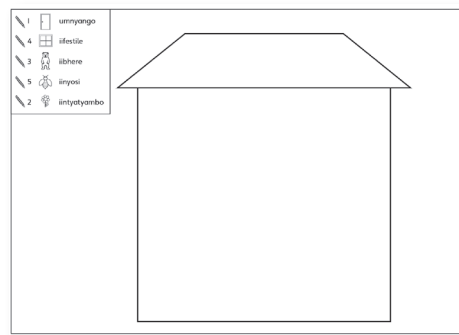
- Umfundi ngamnye makabe nekopi **yephepha lomsebenzi kaFunda uze wenze**
- Amakhadi anemifanekiso kunye namakhadi oonobumba

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

Funda uze wenze

- 1 Cela abafundi ukuba bajonge uluhlu olukwiphepha lomsebenzi baze bathethe ngezinto abazibonayo (amanani, imifanekiso kunye namagama)
- 2 Bacele abafundi ukuba bajonge umgca wokuqala baze "bafunde" ukuba uthini. Emva koko fundani kunye umgca ngamnye.
- 3 Chazela abafundi ukuba baza kwenza umsebenzi omnandi nowonwabisayo obizwa ngokuba ngu "funda uze wenze". Kufuneka bafunde umgca ngamnye baze benze loo nto ithethwa nguloo mgca ngokuthi basebenzise indawo esephepheni engabhalwanga.
- 4 Fundani kunye umgca wokuqala kwakhona. Chazela abafundi ukuba bazobe ucango kodwa ungabaxeleli ukuba balizobe ndawoni ucango.
- 5 Khawubabuze abafundi ukuba ingaba ukhona na kubo umfundi onako "ukufunda" into elandelayo ekufuneka yenziwe eseluhlwini: Kufuneka bazobe iifestile ezine.
- 6 Qhuba ngolu hlobo ke kumyalelo ngamnye.
- 7 Ngoku ke funda umyalelo ngamnye kwakhona uze uthi kubo: "Ingaba niluzobile ucango olunye? Ukuba sele niluzobile, faka olu phawu ✓ ecaleni kwalo myalelo kuluhlu lwakho."
- 8 Qhubeka ujonga futhi ufaka uphawu ✓ kumyalelo ngamnye de ufikelele esiphelweni solu luhlu.



Ukuphulaphula izandi ekugxilwe kuzo

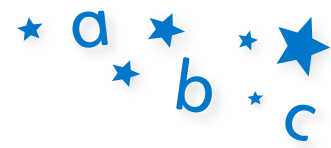
- 1 Fihla amakhadi anemifanekiso kwiindawo ezahlukeneyo apho eklasini phambi kokuba siqale isifundo.
- 2 Chazela abafundi ukuba niza kudlala umdlalo othi "fihla imifanekiso ze ikhangelwe".
- 3 Yahlula abafundi babe ngamaqela uze unike iqela ngalinye unobumba osekhadini. Abafundi kufuneka babize isandi sikanobumba baze bakhangele imifanekiso enezinto ezigxile kweso sandi.
- 4 Bakube bewafumene onke amakhadi anemifanekiso ahambelana nonobumba, abafundi kufuneka bahlale benze isangqa emethini.
- 5 Abafundi kufuneka banikane amathuba babize into ekumfanekiso ngamnye baze bachaze isandi ogxile kuso umfanekiso.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucoqwa.





You will need:

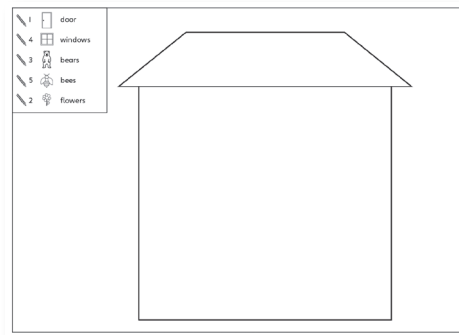
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

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

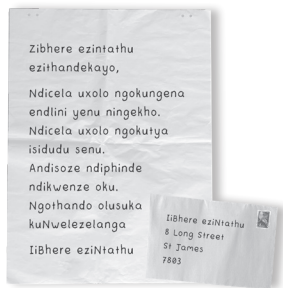
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Izinto ekufuneka unazo:

- Iphepha elikhulu elimhlophe, imvulophu enkulu, isitampu sokuposa ileta, ikhokhi emnyama
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: ihlathi, isidudu, ifestile, inetyuwa, uNwelezelanga, igumbi lokulala, ingubo, uyatya, uhleli, usana, lambile, itafile, ulele, omnye umntu
- Iishakers okanye amagubu



Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Xoxa neklasi ngokucela uxolo: "Kutheni kufuneka sicele uxolo? Silucela xa kutheni uxolo? Silucela njani uxolo?"
- 2 Ncokolani ngezinto ezenziwe nguNwelezelanga ebalini: "Wayesenza isimilo ngokungena kwikhaya leebhere zingekho? Wenza into elungileyo ngokutya ukutya aze aphinde alale kwiibhedi zeebhere? Wenza into elungileyo ngokubaleka xa zifika kwikhaya lazo iibhere?"
- 3 Xoxani ngokubaluleka kokuhlonipha izinto zabantu ezikwigumbi lokufundela. Nxulumanisa ibali kunye namava emihla ngemihla abafundi okuhlala kunye nabanye abafundi kwigumbi lokufundela.
- 4 Cela abafundi ukuba bakuxelele ukuba ngewayeziphethe njani uNwelezelanga.
- 5 Bachazele ukuba uNwelezelanga ufuna ukubhalela iibhere ileta acele uxolo ngendlela aye waziphatha ngayo endlini yazo. Baxelele abafundi ukuba baza kukuncedisa ubhale le leta.
- 6 Ncamathisela iphepha elikhulu ebhodini.
- 7 Ncokola nabo ngendlela yokuqala ileta. Bhala "Zibhere ezithandekayo".
- 8 Babuze le mibuzo abafundi: "Ucinga ukuba ufanele ukuthini uNwelezelanga kwiibhere?" Phulaphula iingcamango zabafundi uze uzibhale ngendlela elula.
- 9 Ncokolani ngendlela yokuphetha ileta. Bhala "Ngothando olusuka kuNwelezelanga" esiphelweni seleta.
- 10 Yifundeni kunye ileta, ukhombe igama ngalinye njengokuba iklasi ifunda kunye nawe.
- 11 Xoxani ngendlela yokuthumela ileta ngeposi. Ukuba abafundi banezinye iibono zendlela yokuthumela ileta, xoxani ngezinto ezilungileyo nezo zingalunganga zezo mbono. Umzekelo, ukuyithumela ngeimeyili kungayenza ikhawuleze.
- 12 Ileta kaloku kuza kufuneka isongwe ifakwe emvulophini. Xoxani ngezinto ezimalunga nokuposa iileta, niyuke ezi: ukubhala idilesi ngaphambili emvulophini, ukuncamathisela isitampu emvulophini nokuyiposa ileta. (ukuba ikhona indlela, yiya nabafundi kwibhokisi yeposi baze bafumane ithuba lokuposa ileta.)
- 13 Thumela ileta "ephendulayo" esuka kwiibhere eklassini. (Ungayiposela esikolweni loo leta.)

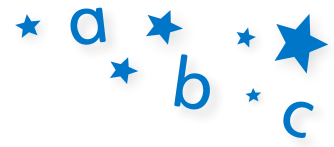
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **la | mbi | le**.
- 2 Cela abafundi ukuba bamatshe xa kubizwa ilungu ngalinye **la** (inyathelo elinye) **mbi** (inyathelo elinye) **le** (inyathelo elinye). Nika abanye abafundi iishakers abaza kuzihlukhla okanye amagubu abaza kuwabetha xa kubizwa ilungu ngalinye.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi bamatshe kwilungu ngalinye. Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "lambile" linamalungu amathathu).

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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: ihlathi, isidudu, ifestile, inetyuwa, uNwelezelanga, igumbi lokulala, ingubo, uyatya, uhleli, usana, lambile, itafile, ulele, omnye umntu
- Shakers or drums



Week 2 Day 5

Whole class activities

Make, draw and write

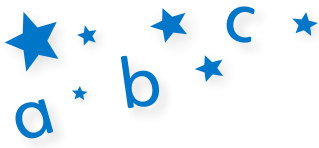
- 1 Discuss the idea of an apology with the class: "Why do we say sorry? When do we say sorry? How do we say sorry?"
- 2 Talk about Goldilocks' actions in the story: "Was it good manners to enter the bears' home when they were not there? Was it good manners to eat the food and sleep on the beds? Was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

Blending and segmenting (syllables)


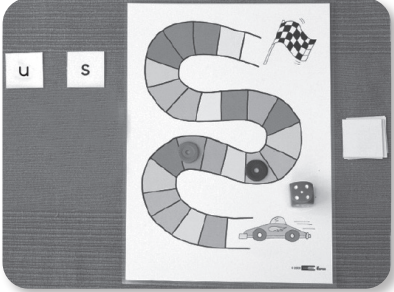

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **la | mbi | le**.
- 2 Ask learners to march for each syllable: **la** (one step) **mbi** (one step) **le** (one step). Give some learners shakers or drums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

Small group activities

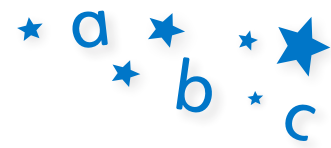
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




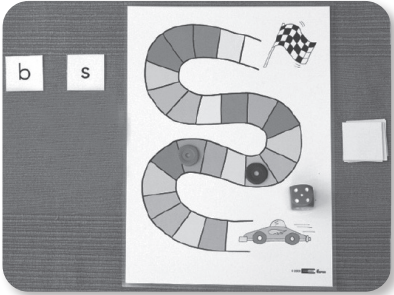

Imisebenzi yamaqela amancinci yeVeki yesi-2

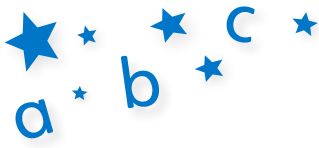
Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Amaphepha amakhulu <i>enewsprint</i> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • Iikhrayoni ezinkulu zewax • Izikere kunye neglu • Imifanekiso yemithi eyahlukileyo 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Ncamathisela amaphepha ambalwa amakhulu eludongeni phambi kokuba siqale isifundo. 2 Umfundi ngamnye makazobe umthi kwiphepha lakhe elinguA4 aze awukhuphe ngokuwusika kakuhle umthi. 3 Bangayincamathisela ke imithi yabo kwiphepha elikhulu benze "ihlathi". 4 Abafundi bangahambisa iipapethi zabo apho ehlathini ngexesha lokwenziwa komdlalo wokulinganisa. 
<ul style="list-style-type: none"> • Iibhodi ezimbini zomdlalo wokhuphiswano lweemoto • Amakhadi esi-3 emifanekiso • Amadayisi amabini 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yomdlalo wokhuphiswano lweemoto phezu kwetafile ze abafundi ababini bahlale bawujikeleze. 2 Beka amakhadi anemifanekiso uwaqubude phezu kwetafile. Beka amakhadi anoonobumba ukuze abafundi bawabone. 3 Chazela abafundi imithetho yomdlalo: <ul style="list-style-type: none"> • Umfundi ngamnye kufuneka aphose idayisi aze ahambise into yokubala kwizithuba ezichanekileyo • Emva kokuhambisa into yokubala, umfundi uthatha ikhadi elinomfanekiso ze abize igama lento esemfanekisweni andule ukunika isandi egxile kuso. • Akugqiba umfundi ubeka ikhadi elinomfanekiso ecaleni kwekhadi elinonobumba ochanekileyo. • Uyakuphela umdlalo xa umfundi wokuqala efike kwiflegi kwaye ngolo hlobo uyakube uphumelele.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi ezinkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.





Small group activities for Week 2

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



Izinto ekufuneka unazo

- Ikhadibhodi ezisikwe okwesangqa
- Izinto ezininzi ezifana namatye, izinti, imbewu, amagqabi, iikhowuni zomthi wepayina, iingqakumba zamatye, ingqakumbana ezikhiwa kumthi wom-okhi, ingca/iindiza



Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Bachazele abafundi ukuba baza kwenza ubuso bebhere.
- 2 Abafundi basebenzisa izinto ezahlukileyo benza ngazo ubuso bebhere. Kufuneka bangancamathiseli ngeglu kwiikhadibhodi ezizizangqa. Xa benze ngolu hlobo oku kuthetha ukuba ezi khadibhodi zingaphinda zisetyenziswe kwaye nabafundi bangenza iindidi ezahlukileyo zobuso ngezinto ezahlukileyo zendalo.



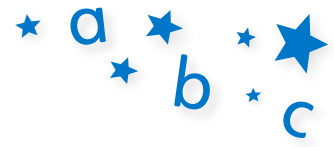
- Iipropu: ikhadibhodi, imarker yewhiteboard ekuza kwenziwa ngayo umqondiso wendawo ethengisa ukutya, ipensile kunye nephepha eliza kusetyenziswa ngabantu abahambisa ukutya xa bethatha iodolo, umnqwazi wompheki, itafile ebekwe ilaphu kunye nezitulo, iikomityi, iipleyiti, amacephe, iimela neefolokhwe, ifoni endala, iimenyu







Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khumbuzisa abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke ngomsebenzi ebebewenze kwiveki yoku-1 xa bebedlala umdlalo wokulinganisa ukusebenza kwivenkile yokutya. Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubahlalise phantsi ngokukhawuleza.
- 2 Bonisa abafundi iipropu ezintsha uze ubachazele ukuba baza kulandela umxholo wokungcamla nokunukisa ngokuthi badlale umdlalo wevenkile ethengisa ukutya.
- 3 Bacele ukuba bacinge ngegama lale venkile okanye ngomqondiso oza kubonisa le venkile oza kuthi kuvuliwe/kuvaliwe. Bangenza ngathi "bafowunela" le venkile baoda ukutya.
- 4 Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: "Ungafowuna" uze ufake iodolo yokutya.





You will need	Activities
<ul style="list-style-type: none"> • Round pieces of cardboard • Lots of natural materials like stones, sticks, seeds, leaves, pine cones, pebbles, acorns, grass/straw/hay 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to design a bear's face. 2 Learners create a face of a bear with different materials. They must not glue the material onto the circle. This way the cardboard circles can be reused and learners can make different faces with different materials from nature. 
<ul style="list-style-type: none"> • 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 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a restaurant. 2 Lead the group to the pretend play corner and settle them down quickly. Show learners the props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant. 3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food. 4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order. 

Ikota yoku-1: Umzekelo wokurekhodisha ukuhlola okuqhubekayo (itshekhilisti)



	Ukuphuhlaphula nokuthetha	Izandi, ukufunda nokubukela	Ukubhala ngesandla nokubhala okusavelayo/okusakhulayo
✓ Uphumelele	Uphuhlaphula udederhu lwemyalelo enzima aze ayilandele.		
• Akaphumelelanga	Uphuhlaphula amabali amade aze abonakalise ukuwaqonda ngokuthi aphendule imbuzo emalunga namabali.		
✗ Uphantse waphumelela	Ucila iingoma nezicengcelezo aze enze izifekulo ezizezakhe ngokuzithemba.		
	Ubuza imbuzo aze afune neenkcazelo okanye akhangele iincwadi eziza kuba neenkcazelo.		
	Usebenzisa ulwimi ekuzikiseni ukucinga. Utsatisa izinto ezihambelayo, aze athelekise izinto ezingafaniyo.		
	Uphuhlaphula amagama anamalungu amaninzi abe ngamalungu.		
	Uzalanisa izandi noonobumba kunye namagama aze aqonde ukuba amagama anezandi ezingaphhezulu kwesandi esinye –usenziwa ngomlomo.		
	Ubamba incwadi ngendlela efanelekileyo uwayihlala ngokuchanekileyo amaphepha. Uxoxa ngendlela yokuphatha incwadi nokuyikhathalela.		
	Ulinganisa ibali, ingoma nesicengcelezo.		
	Bagalisa 'ukufunda' amagama asetyeziwa rhoqo abawabona eklasini, esikolweni nasekuhlaleni.		
	'Uzifundela' iincwadi kwithala leencwadi okanye kwikona yokufunda eseklasini eyedwa ngenjongo zokuzonwabisa, ewatyhila ngendlela echanekileyo amaphepha ebonisa ukuzihlonipha iincwadi.		
	Ufunda kunye notitshala iitekisi ngokuzithemba okukhulu kwaye ebonisa ukuzonwabisa.		
	Uphuhlisa isakhono sokusebenzisa izihlunu ezincinci ngokusebenzisa izikere asike imifanekiso neemilo, nji. elandela imigca ecacileyo.		
	Ubamba iikhrayoni ngendlela eyamkelekileyo yokubamba ipensile ebonisa ukusebenzisa isandla sekho/sokunene aze abhale esebenzisa indlela elungileyo yokuhlala xa ebhala.		
	Uphuhlisa isakhono ngeendlela ezininzi ebhala ngepeyinti esebenzisa iminwe yakhe, ibhrashi yokupeyinta, iwax, iikhrayoni, nji. eqala kwindawo efanelekileyo aye kwicala elichanekileyo.		
	Uvelisa izimvo zakhe kunye nezivakalisi xa ikhosi ibhala: umntwana uyabiza ngelixa utitshala ebhala.		
	Uzoba imifanekiso ngenjongo zokuvelisa umyalezo omalunga namava akhe eqala kwindawo afanele kukugala kuyo xa ebhala.		
	Uzama ukubhala oonobumba ngokubhala amathopololo, aze 'afunde' akubhalileyo 'afunde' ukuba athini amathopololo.		
	Udala ngokulinganisa ukubhala, wenza amakhadi eminqweno emihle, ubhala iilita, nji. Ukopa okushicilelweyo kwindawo ahlala kuyo ngelixa edlala.		

Umhla

Amagama

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

<ul style="list-style-type: none"> ✓ Achieved • Almost ✗ Not yet 	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing	Date	Names					
	<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>							

★ IRubhrikhi yoku-1 neyesi-2 Ukuphulaphula nokuthetha

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0 – 29%)	2. Impumelelo esemgangathweni (30 – 49%)	3. Impumelelo eyanelisayo (50 – 74%)	4. Impumelelo esemagqabini (75 – 100%)
<p>1 Ubalisa amabali aze aphinde awabalise kwakhona esebenzisa amazwi akhe</p>	<p>Akakwazi ukubalisa amabali kwaye akakwazi nokuphinda alibalise kwakhona ibali. Ubiza nje amagama ambalwa.</p>	<p>Ukuphinda abalise kwakhona ibali kunzima kuye; uthetha ngeziganeko ezithile; indlela ezilandelelana ngayo iziganeko ayichanekanga; usebenzisa izivakalisi ezifutshane kunye nesigama esilula.</p>	<p>Uyakwazi ukuphinda abalise ngeziganeko ezininzi ezisebalini eqala ekuqaleni, eze esiqwini aze agqibele ngesiphelo kodwa zona iinkcukacha zimbawwa kakhulu; kufuneka umana umkhokela ngolu hlobo: 'kwaze kwathini ke ...?', 'kwenzeka ntoni emva koko?' uqalisa ukusebenzisa izivakalisi ezinobudana noko.</p>	<p>Iziganeko zebali zilandelelana kakuhle kwaye linesiqalo, isiqu kunye nesiphelo; abalinganiswa kunye nendawo eliqhubeka kuyo ibali icaciswe kakuhle; iinjongo kunye nendlela abavakalelwa ngayo abalinganiswa ichaziwe; usebenzisa izivakalisi ezide nezimbaxa kwaye usebenzisa nezihlanganisi ezifana nezi 'kwaze kwa'; 'emva koko'; usebenzisa namagama amatsha asebalini.</p>
<p>2 Ucwangcisa isethi yemifanekiso yenze ibali eliza kuthi xa libaliswa libe neziganeko ezilandelelana ngendlela echanekileyo</p>	<p>Akakwazi ukucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kodwa akakwazi ukubalisa ibali.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa ibali elilula.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa ibali anike iinkcukacha ezibalulekileyo.</p>

★ Term 2: Listening and speaking rubric 1 and 2

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

★ IRubhrikhi yoku-1 ukuya kweyesi-3 Izandi, Ukufunda nokubukela

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0 – 29%)	2. Impumelelo ephakathi (30 – 49%)	3. Impumelelo eyanelisayo (50 – 74%)	4. Impumelelo esemagqabini (75 – 100%)
1 Unakana amaqabane kunye nezikhamiso ngokuziva nangokuzibona	Akakwazi ukunakana nabaphi oonobumba futhi akakwazi nokubiza izandi zaba nobumba.	Uyakwazi ukunakana unobumba om-1 ukuya kwaba-3 aze abize nezandi ezenziwa ngaba nobumba.	Uyakwazi ukunakana oonobumba aba-4 ukuya kwaba-6 aze abize nezandi ezenziwa ngaba nobumba.	Uyakwazi ukunakana oonobumba abasi-7 ukuya kwabasi-8 aze abize nezandi ezenziwa ngaba nobumba.
2 Uqalisa ukuqonda ukuba amagama enziwa zizandi: ubiza isandi sokuqala kwigama lakhe nakwamanye amagama	Akaqondi ukuba amagama enziwa zizandi; akakwazi ukunika isandi esiqalayo kwigama lakhe nakwamanye amagama.	Uyakwazi ukunika isandi sokuqala segama lakhe kodwa uyasokola xa ebuzwa ngezandi zokuqala kwamanye amagama.	Uyakwazi ukunika isandi sokuqala segama lakhe; uyakwazi ukunika isandi esiqalayo samanye amagama.	Lonke ixesha usoloko ekwazi ukunika isandi sokuqala segama lakhe nesamanye amagama.
3 Wenza elakhe ibali ngokuthi afunde imifanekiso	Akakwazi ukusebenzisa imifanekiso ze aqikelele ukuba ibali lithetha ngantoni; uyayichaza imifanekiso esebenzisa ulwimi ekucacayo ukuba lungongophele.	Usebenzisa imifanekiso ukuqikelela aze achaze ibali kodwa ukwenza oku encediswa.	Usebenzisa imifanekiso ukuqikelela ukuba ibali lithetha ngantoni; kodwa uyazama ukusebenzisa 'ilizwi lokufunda'.	Usebenzisa imifanekiso ukuqikelela ukuba ibali lithetha ngantoni; ubonisa ukuqonda ukuba imifanekiso kunye namagama zizinto ezizalanayo, kodwa ezahlukileyo; usebenzisa 'ilizwi lokufunda' ukhomba amagama xa 'efunda'.

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

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

IRubhrikhi yoku-1 ukuya kweyesi-3 Ukubhala okusavelayo/ okusakhulayo kunye nokubhala ngesandla

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0 – 29%)	2. Impumelelo esemgangathweni (30 – 49%)	3. Impumelelo eyanelisayo (50 – 74%)	4. Impumelelo esemagqabini (75 – 100%)
1 Usebenzisa imifanekiso ukuqikelela ukuba ibali lithetha ngantoni; ubonisa ukuqonda ukuba imifanekiso kunye namagama zizinto ezizalanayo, kodwa ezahlukileyo; usebenzisa 'ilizwi lokufunda' ukhomba amagama xa 'efunda'.	Uyasokola ukwenza imisebenzi yokomeleza izihlunu ezincinci; uyayibaleka le misebenzi okanye uvele abonakale othukile.	Uyayenza ayigqibe eminye yemisebenzi yokomeleza izihlunu ezincinci kodwa uthatha ixesha elide; umsebenzi wakhe awuchanekanga.	Uyakwazi ukuyigqiba imisebenzi yokomeleza izihlunu ezincinci; umsebenzi wakhe uye ubangcono kwaye usebenza ngenkuthalo.	Uyenza ngokuzithemba nangokulula ayigqibe imisebenzi yokomeleza izihlunu ezincinci kwaye imisebenzi yakhe ichanekile.
2 Uzoba imifanekiso ebonisa ingcinga ephambili yebali	Umzobo wakhe awucacanga okanye ngamarhoqololo nje okanye zizangqa ezinemigca.	Umzobo wakhe uyabonakala kodwa awuhambelani tu nebali, ingoma okanye isicengelezo.	Uzoba umfanekiso onemibala emininzi kwaye umzobo wakhe uhambelana nebali; imizobo yabalinganiswa abayintloko inezi zinto zilandelayo: imilenze, iingalo, izandla, iinzwane, amehlo, impumlo, umlomo neendlebe.	Uzoba umfanekiso onemibala emininzi, umfanekiso uneenkukacha ezibalulekileyo kwaye uhambelana kunye nebali; unabalinganiswa abayintloko abanxityiswe iimpahla.
3 Uyaqonda ukuba ukubhala nokuzoba zizinto ezahlukileyo. Wenza ngathi uyabhala ngokuveza amarhoqololo	Akakwazi tu ukuvelisa iingcinga zakhe ngokuzoba okanye ngokubhala.	Uvelisa iingcinga zakhe ngokuzoba kodwa abukho ubungqina bokwenza ngathi uyabhala okanye bokubhala amarhoqololo.	Uyaqonda ukuba ukuzoba nokubhala zizinto ezahlukileyo: wenza ngathi uyabhala ebhala amarhoqololo.	Uyaqonda ukuba ukuzoba aze aqalise 'ukubhala' esebenzisa amarhoqololo kunye noonobumba abakotshiweyo angakopa oonobumba kunye namanani eklasini okanye kwakwimizamo yakhe yokubhala.

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

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

★ Yenziwa njani intlama yokudlala

Uzakudinga

- ★ ikomityi e-1 yomgubo wengqolowa
- ★ i¼ yekomityi yetyuwa
- ★ i½ yekomityi yamanzi ashushu
- ★ namaqabaza ama-5 esithako sokuguqula umbala wokutya



Indlela yokwenza

- 1 Dibanisa ityuwa nomgubo wengqolowa.
- 2 Dibanisa i½ yekomityi yamanzi ashushu kunye namaqabaza ama-5 esithako sokutshintsha umbala wokutya.
- 3 Ngokucutha, galela amanzi kumxube womgubo wengqolowa, uzamise ngelixa uwagalelayo. Zamisa de intlama idibane ze uyixove ngezandla zakho zide zonke izithako zidibane kakuhle nomgubo. Ukuba intlama imanzi kakhulu, yongeza omnye umgubo ide iyeke ukuba manzi.
- 4 Waphindaphinde la manyathelo wenze nawuphina omnye umbala owufunayo.

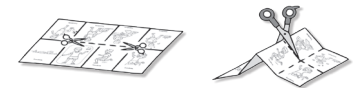
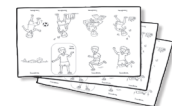
Yenza shushu intlama ngokuyicinezela ezandleni zakho. Yindlela elungileyo ke le yokuqhelisa izihlunu zezandla zomntwana wakho. Yigalele kwizingxobo zeplastiki ze ukuba uyakwazi, uyifake efrijini okanye uyibeke kwindawo ebandayo intlama yakho khonukuze ihlale ihlaziyekile.



★ Yenziwa njani incwadi encinci

Amanyathelo

- 1 Yenza iikopi zencwadi encinci oza kuyisebenzisa.
- 2 Qinisekisa ukuba imifanekiso ijonge phezulu ze ulisonge iphepha libe namacandelo asibhozo.
- 3 Lisonge ke ngoku ehafini, usuke esizikithini uhle.
- 4 Sika phakathi kwicala elingavulekanga njengoko imigca echokoziweyo ikukhokela.
- 5 Libambe iphepha libe phakathi komnwe nobhontsi wakho macala omabini.
- 6 Thoba izandla zakho ze zidibane.
- 7 Zenzele ithala leencwadi ezincinci ngokuzifaka kwibhokisana encinci iincwadi zakho – ibhokisi yejelly ingazigcina kakuhle kakhulu!



★ 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.

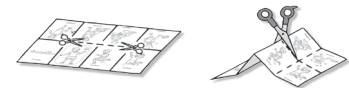
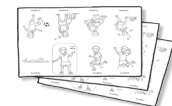
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

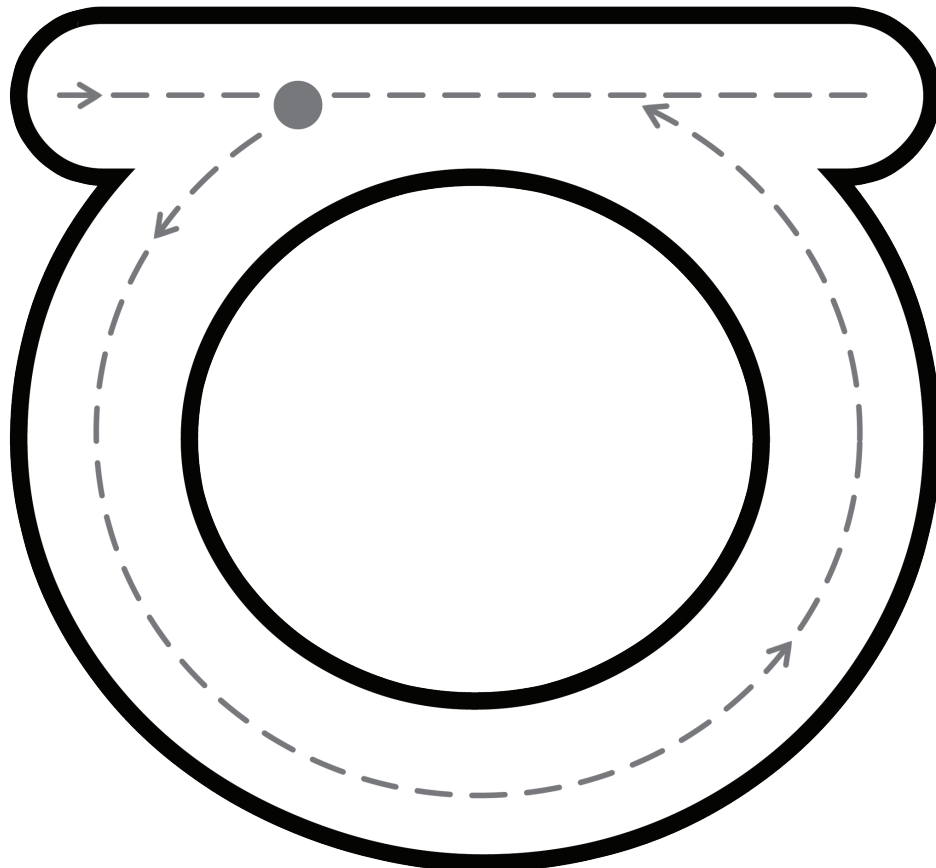
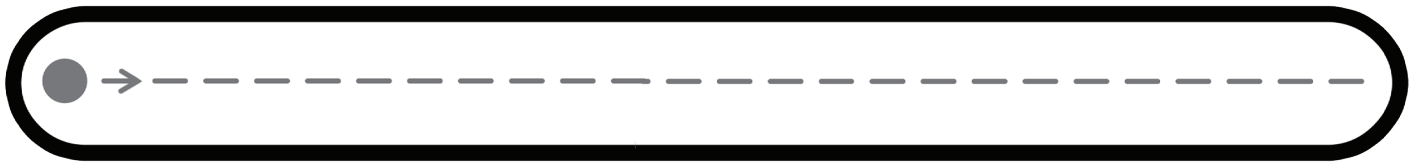


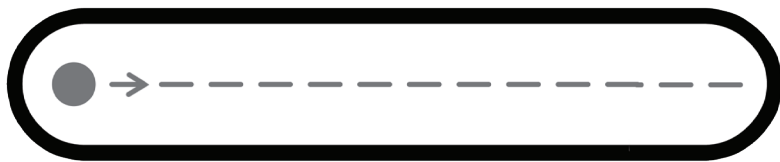
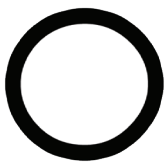
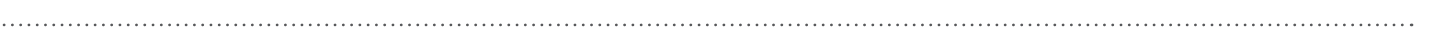
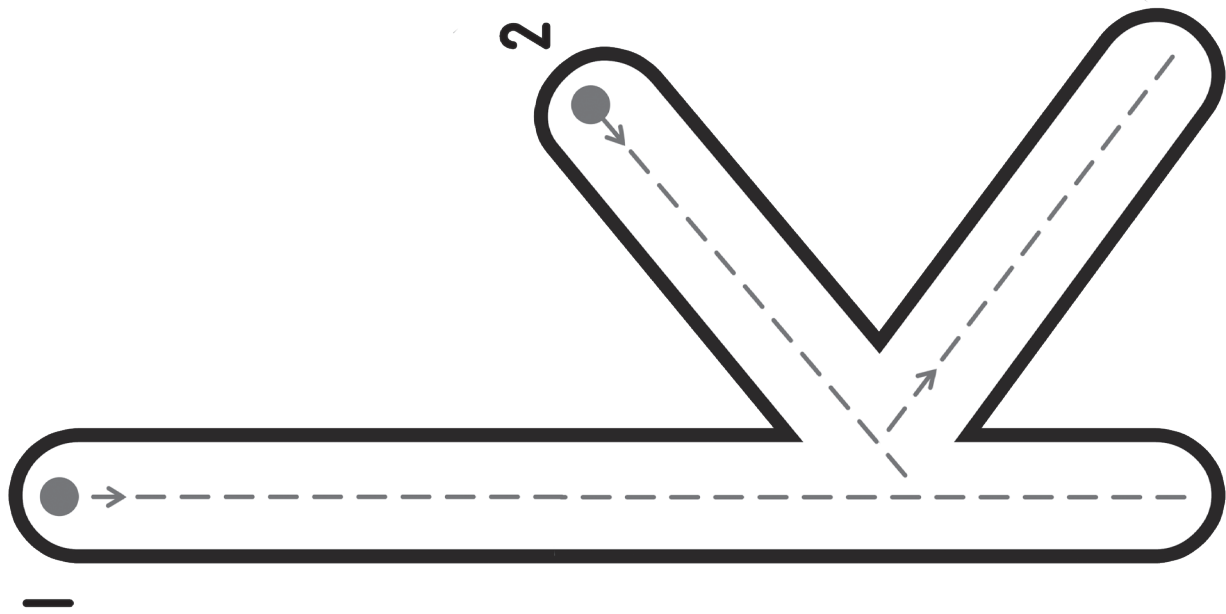
★ How to make a little book

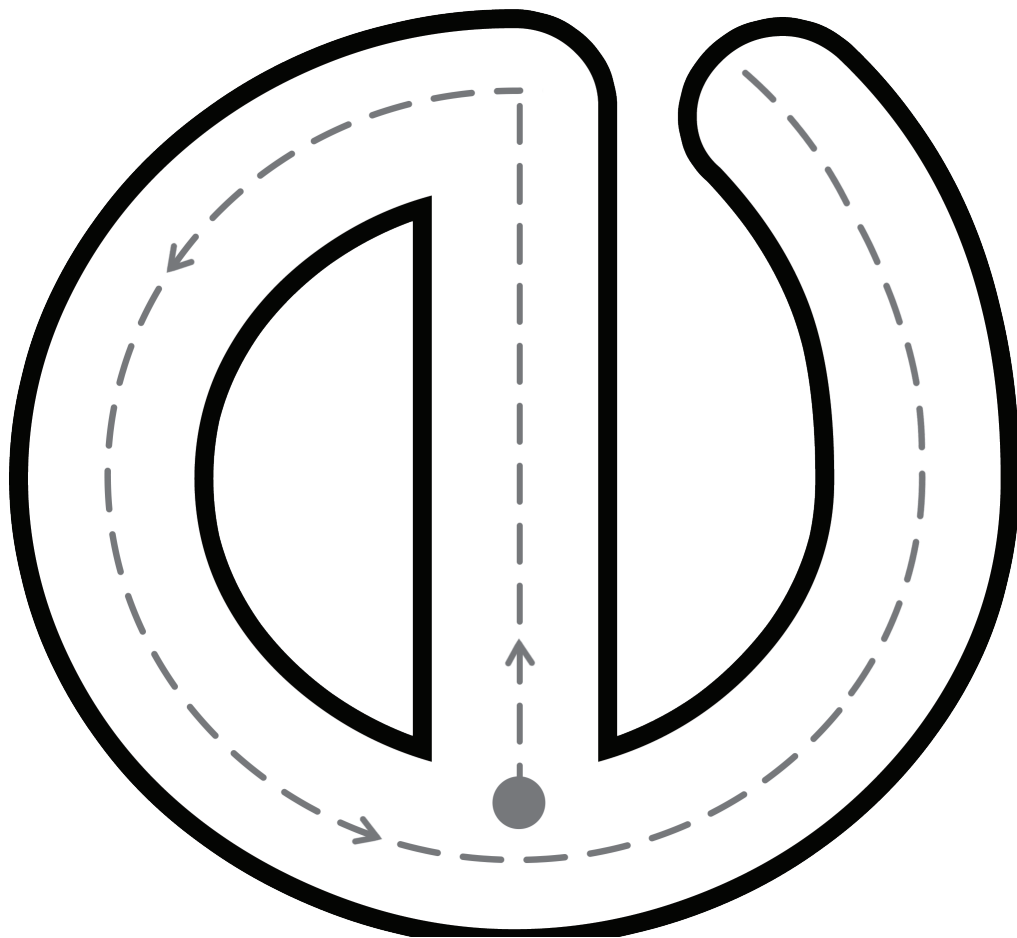
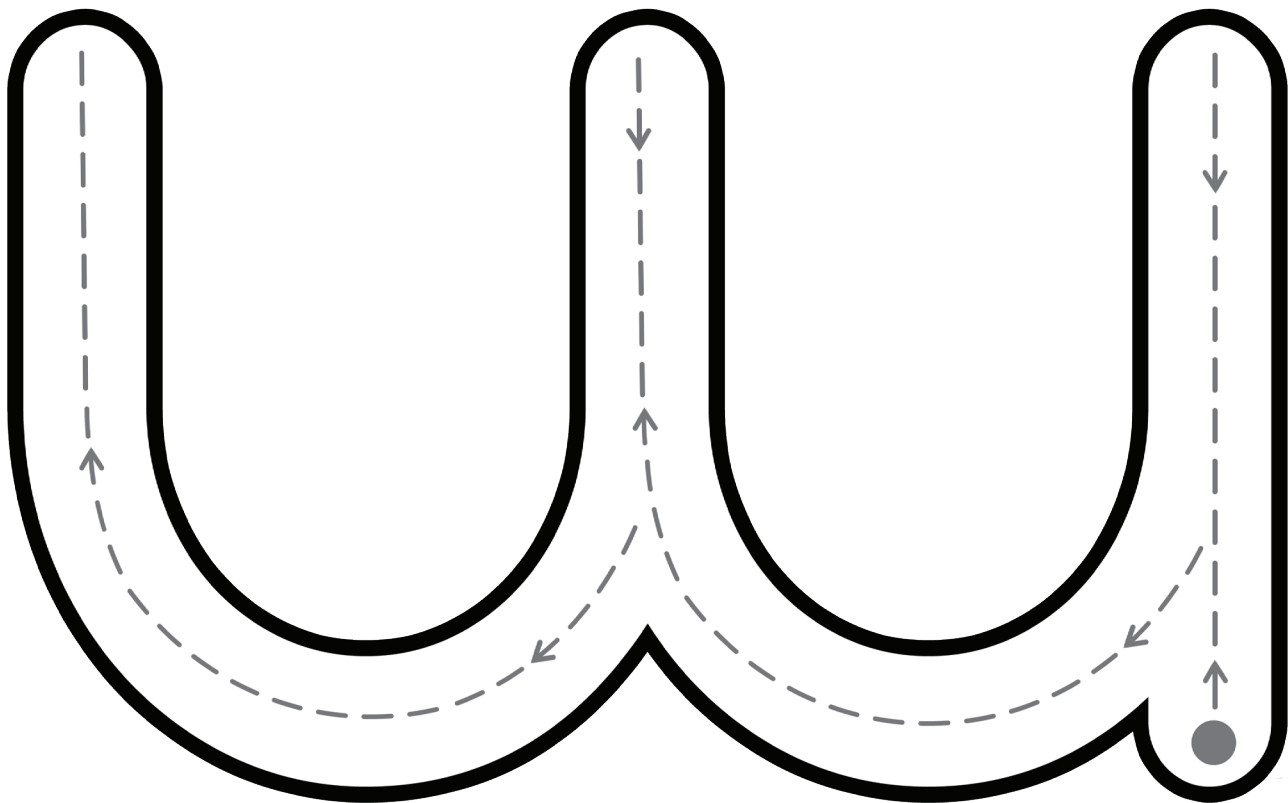
Steps

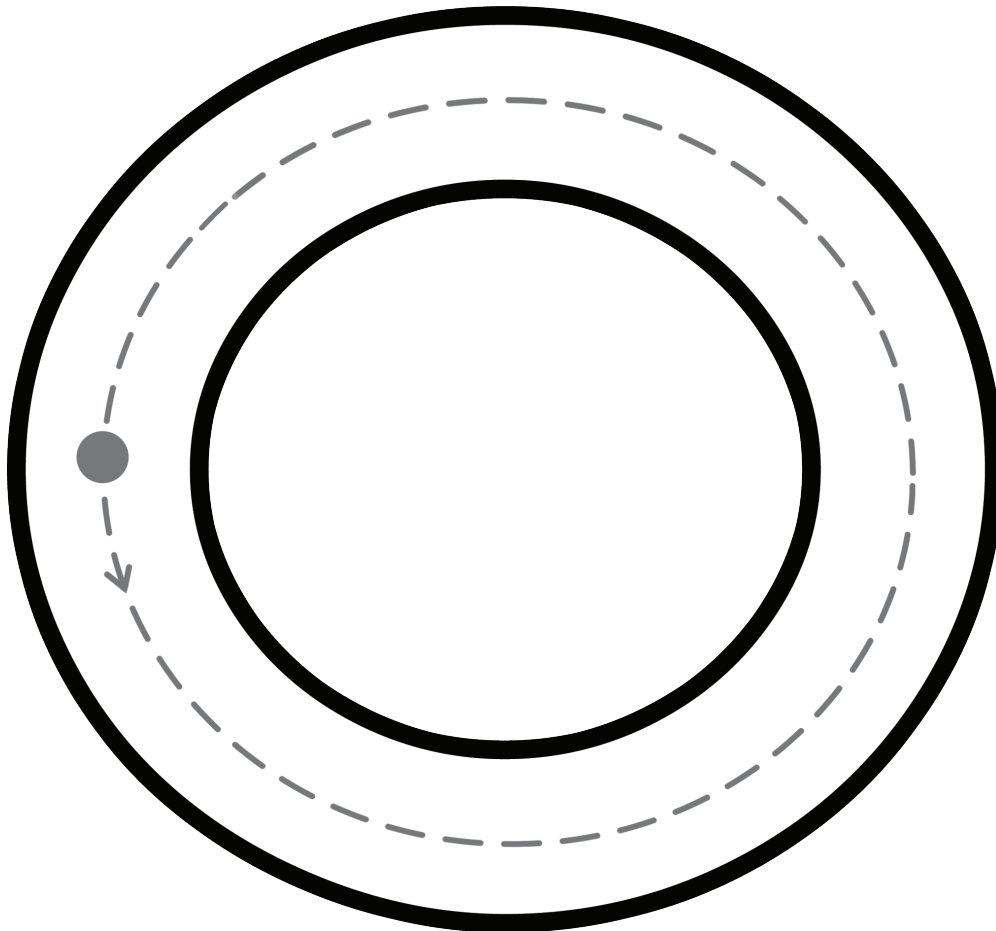
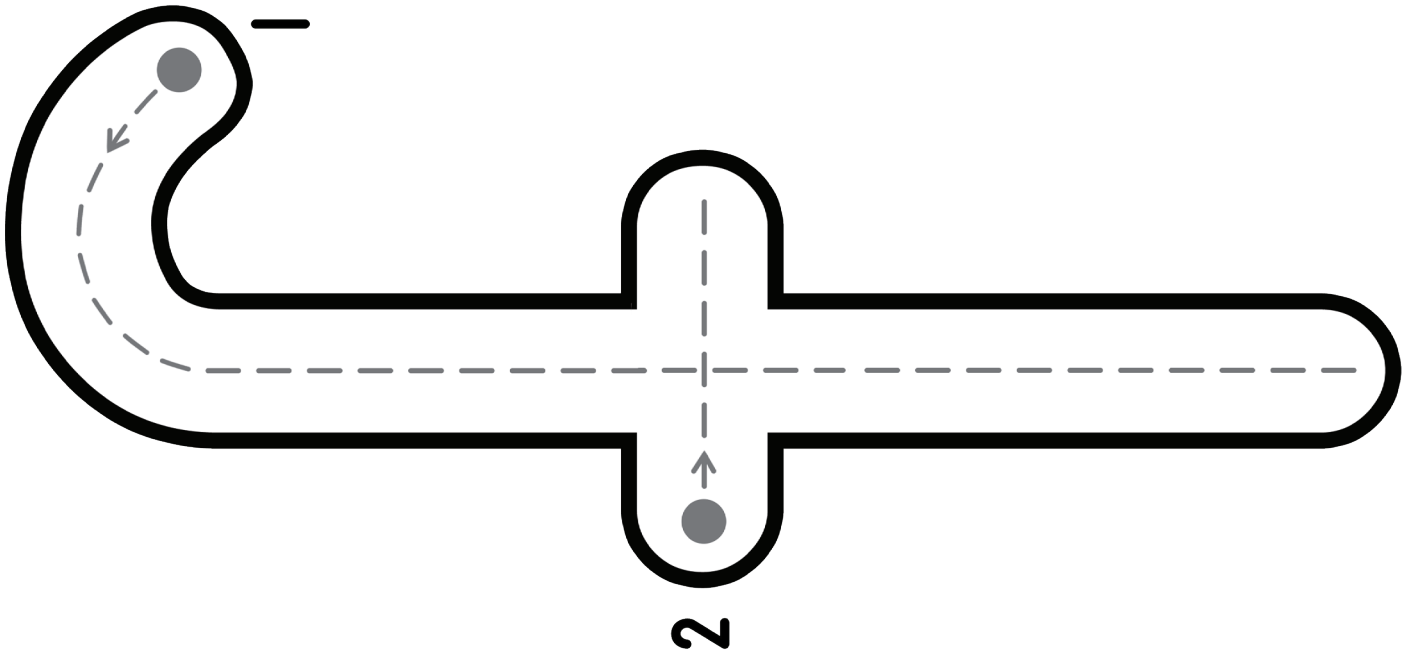
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

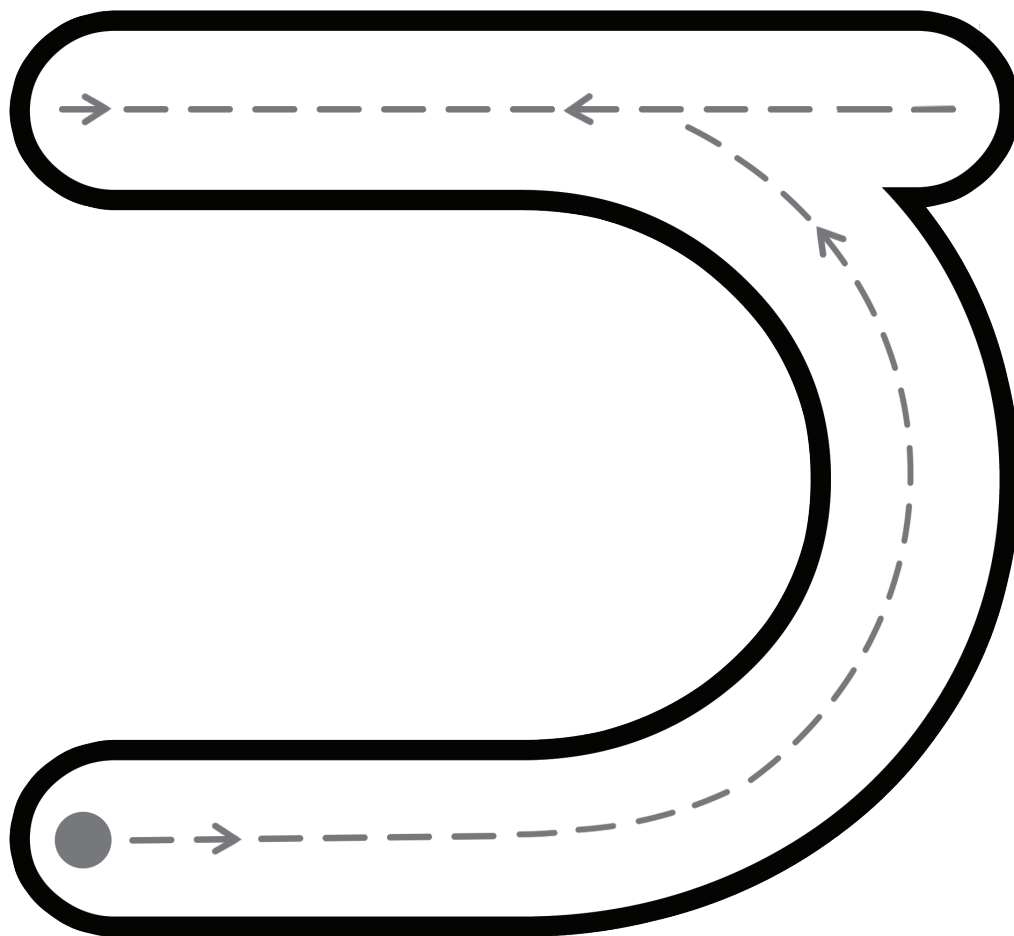
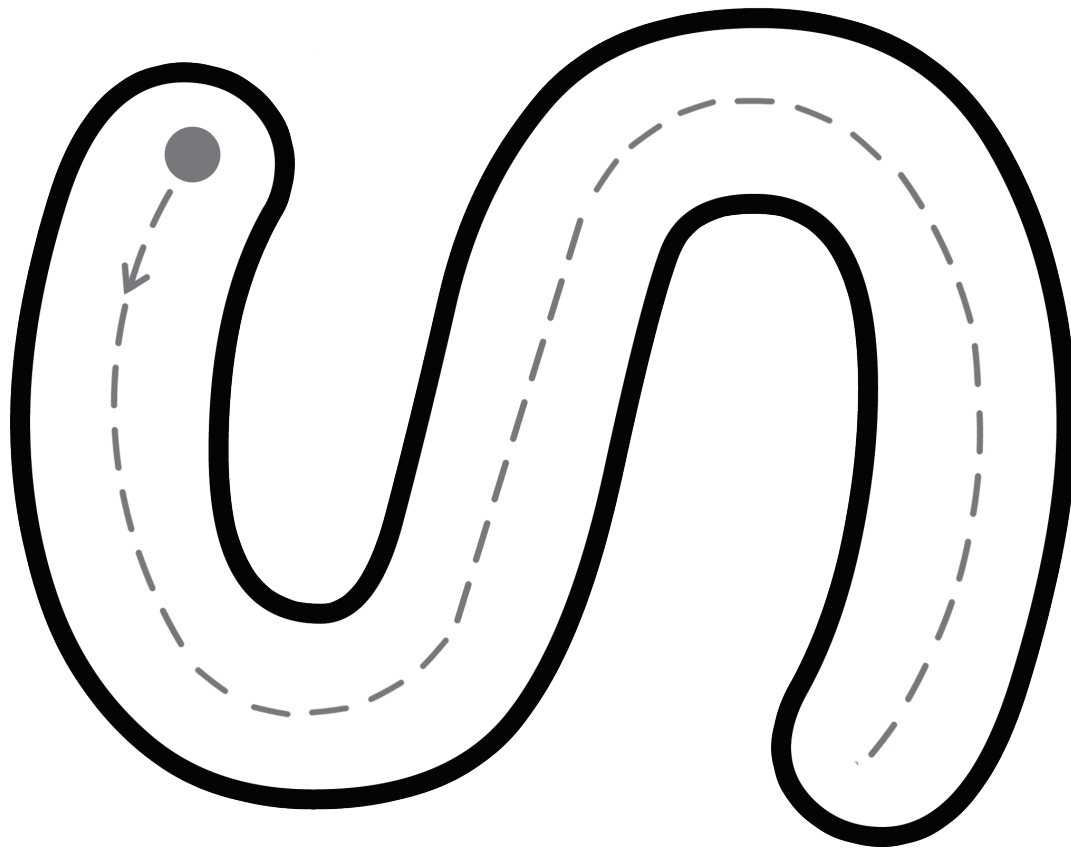














3



4



5



6

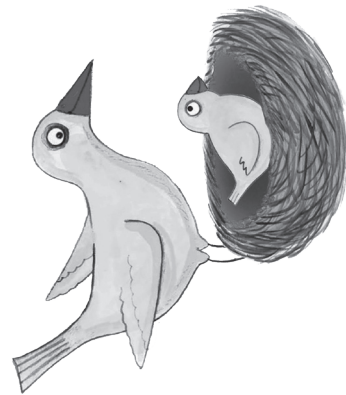


2



1

Ingaba ungumama wam?



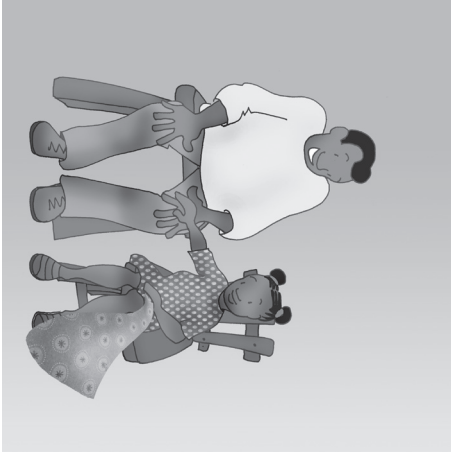
Wordworks
Changing lives through literacy

Le ncwadi yeka:

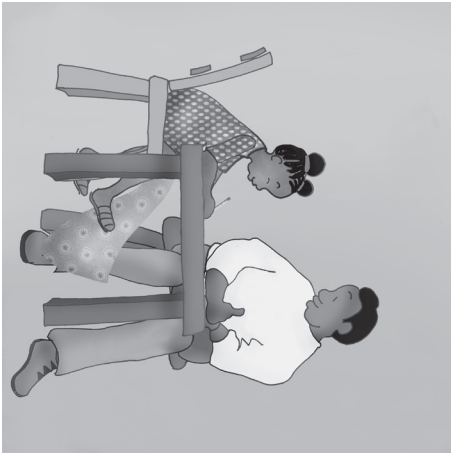
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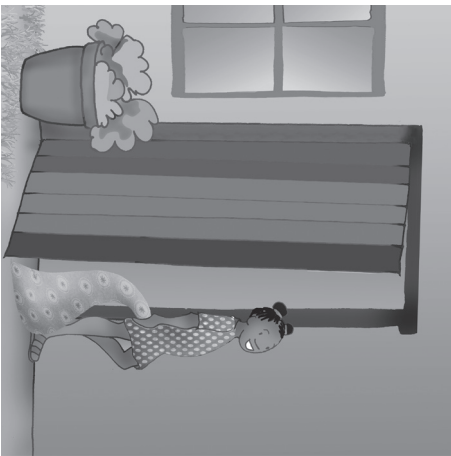
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4



5



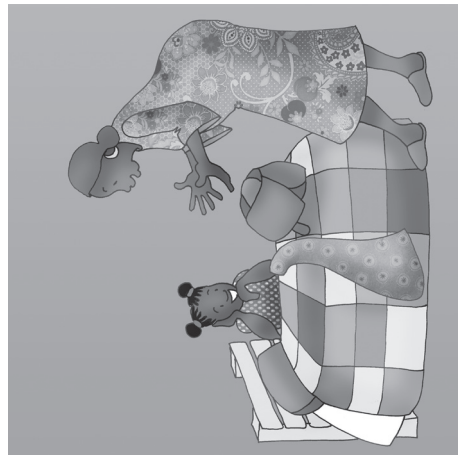
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2



1



Silindele
usana



African
Storybook.org

Le ncwadi yeka:

.....

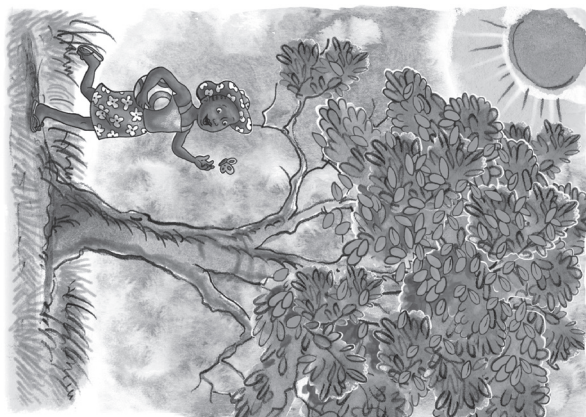




3



4



5



6



2



1

Indlwane
eyenziwe
ngomnqwazi



Wordworks
Changing lives through literacy

Le ncwadi yeka:

.....



9



5



7



3

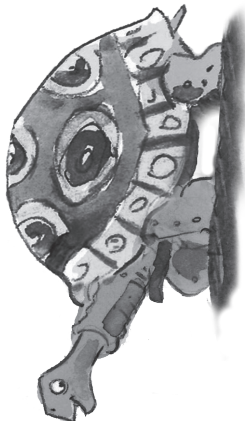



1

Le ncwadi yeka:

.....

UFudwazana neqokobhe lakhe

1

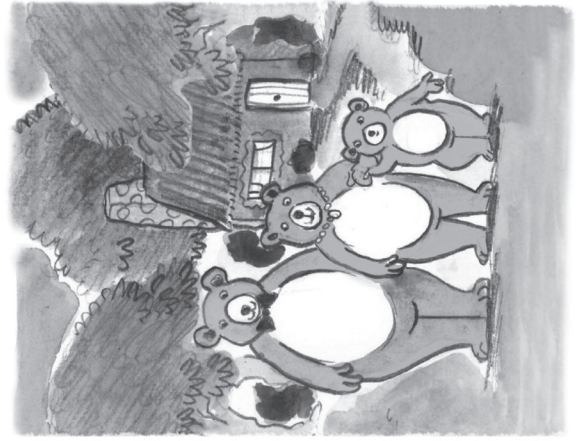


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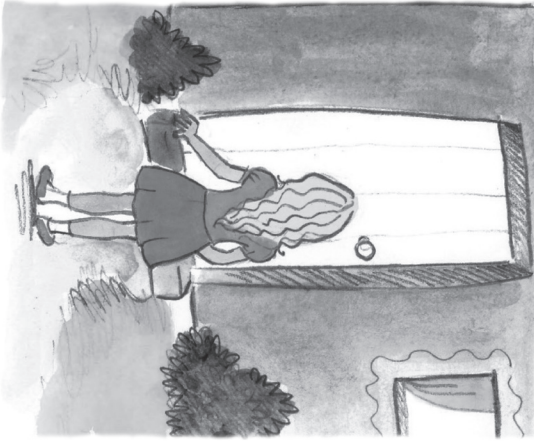




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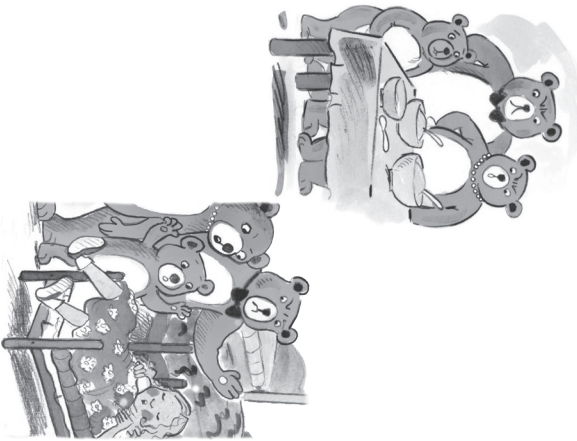
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3



4



5



6

UNwelezelanga



Wordworks
Changing lives through literacy

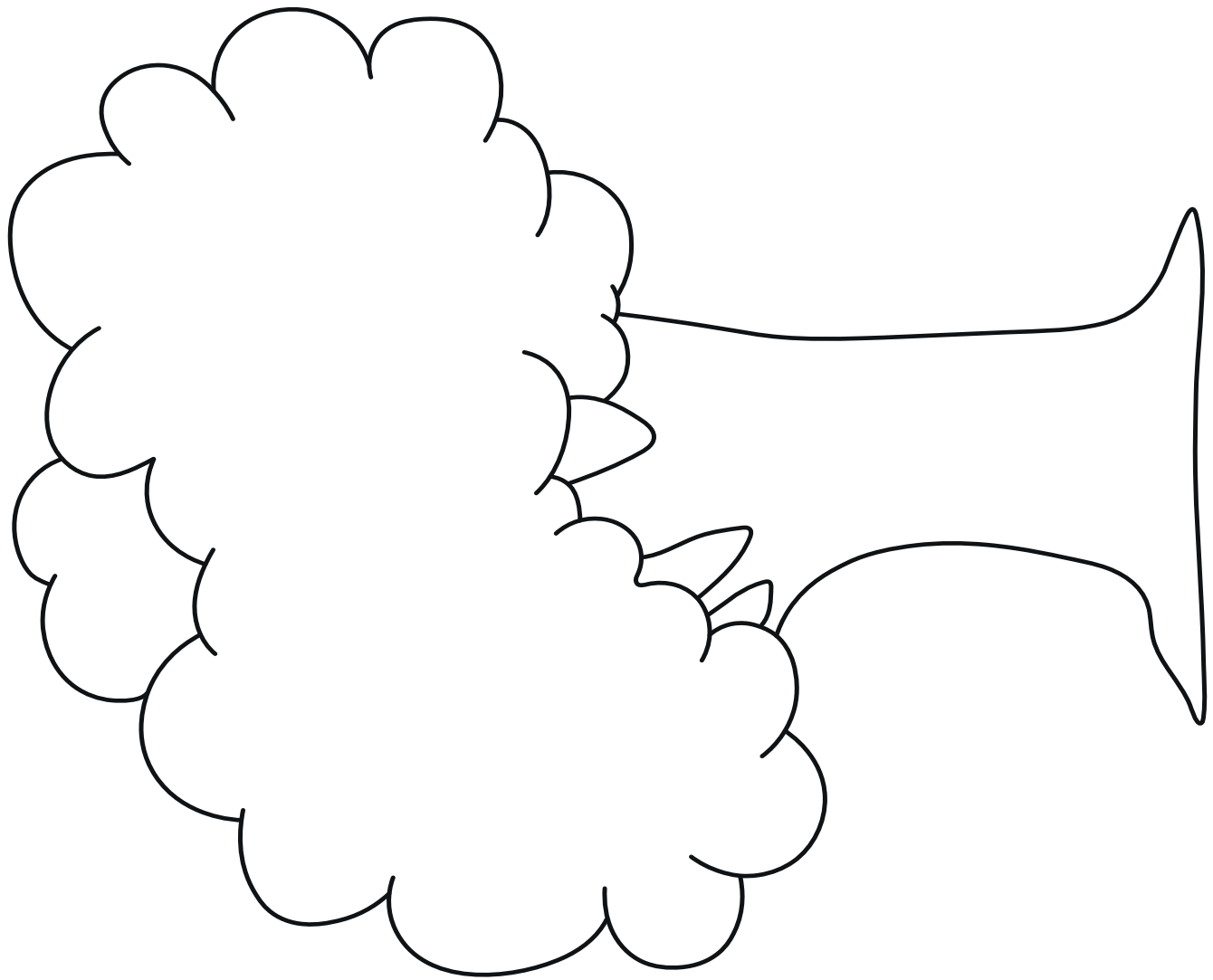
Le ncwadi yeka:

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Ingaba ungumama wam?: Iphepha lomsebenzi kaFunda uze wenze



inkomo



ibhokhwe



intaka



indlwane

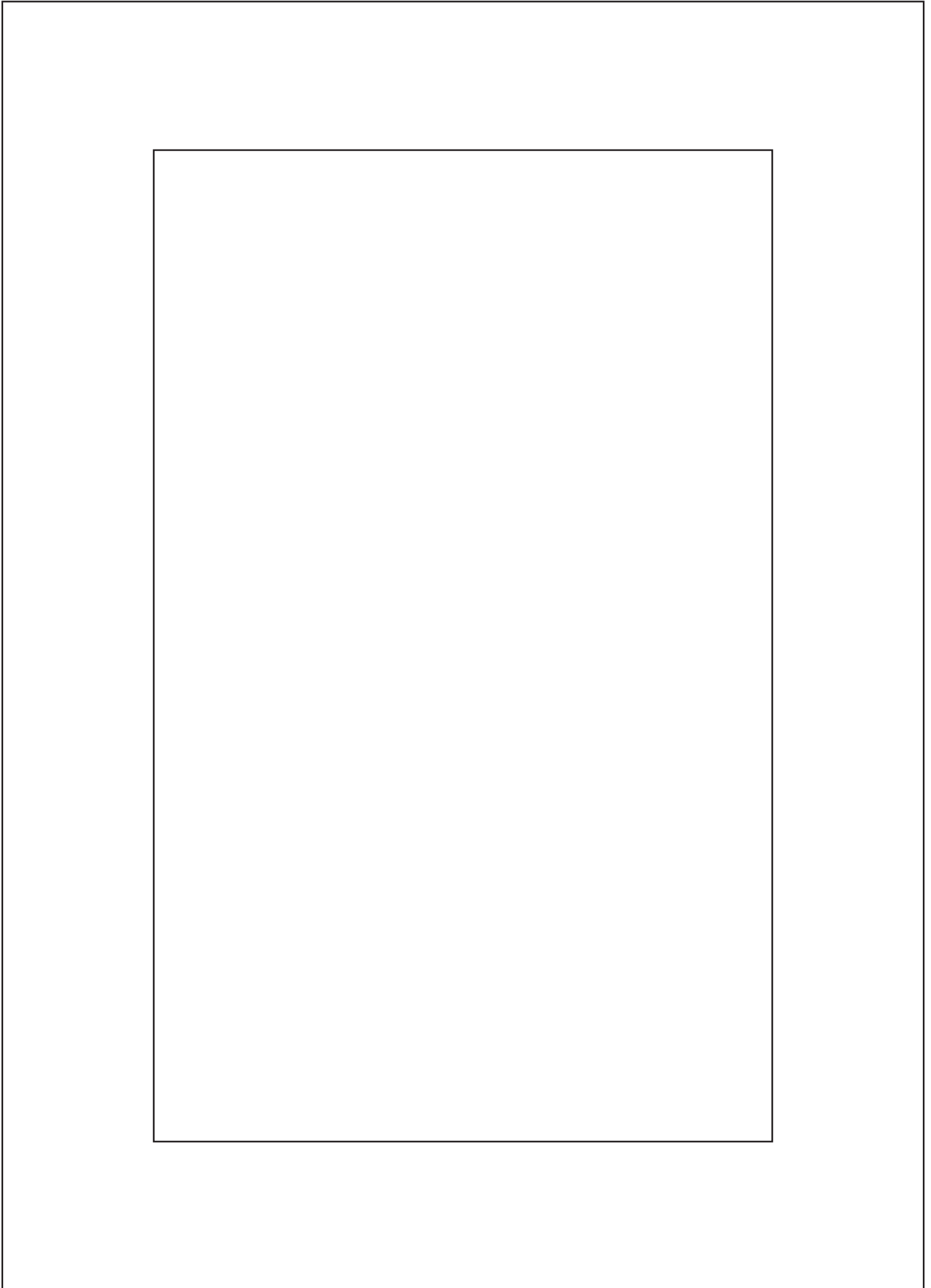


umsundululu















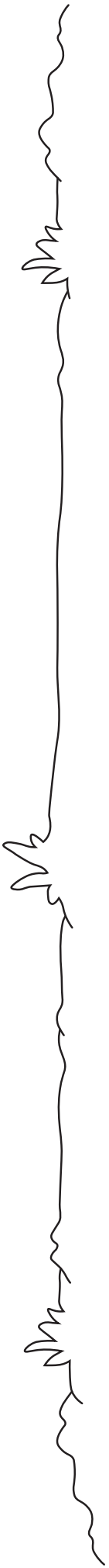
Silindele usana: Iphepha lomsebenzi elineFreyim yomfanekiso





Indlwane yentaka eyenziwe ngomnqwazi: Iphepha lomsebenzi kaFunda uze wenze

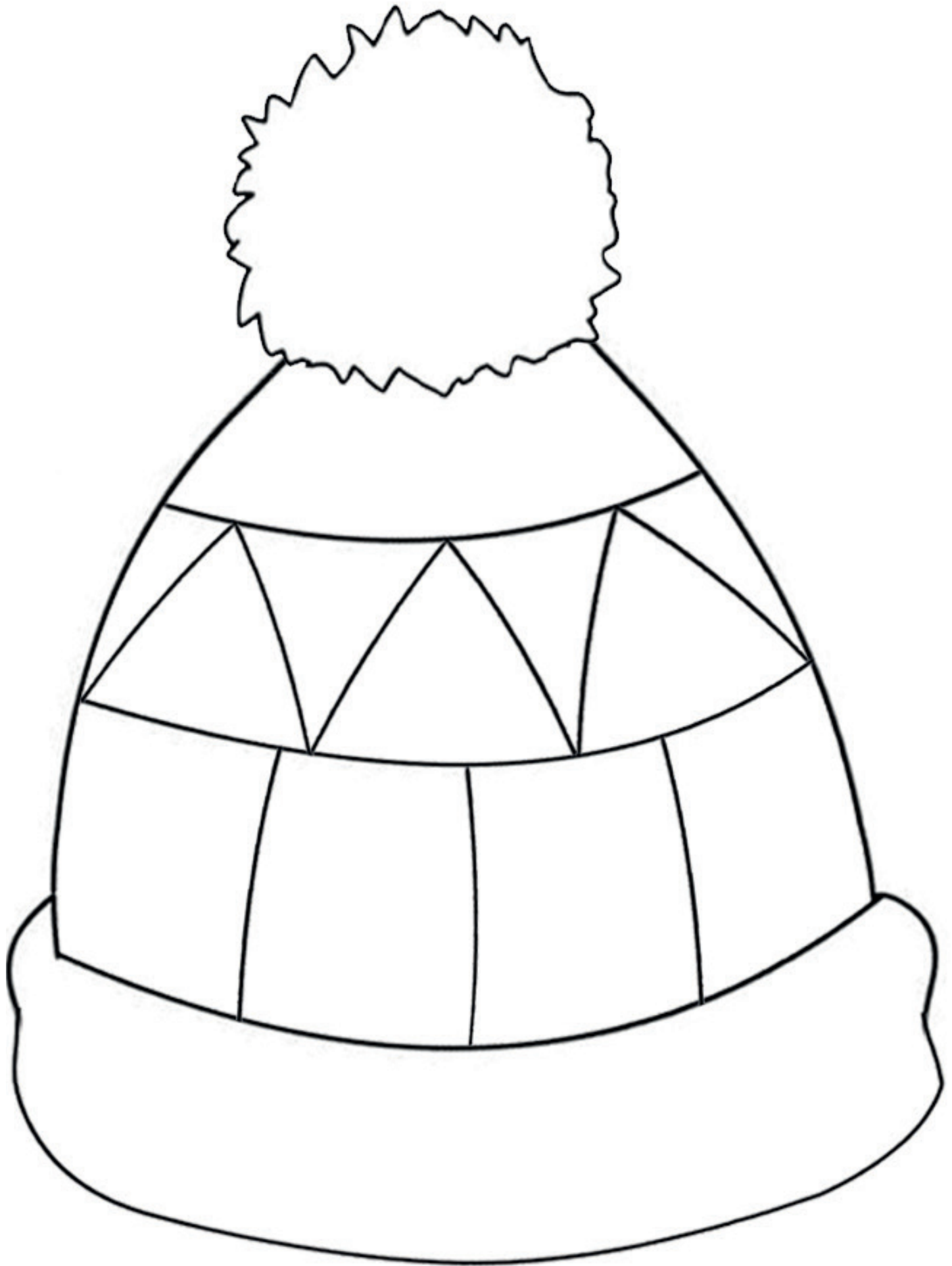
 2  imithi	 1  umnqwazi	 1  intaka	 5  amagqabi	 1  ilanga
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






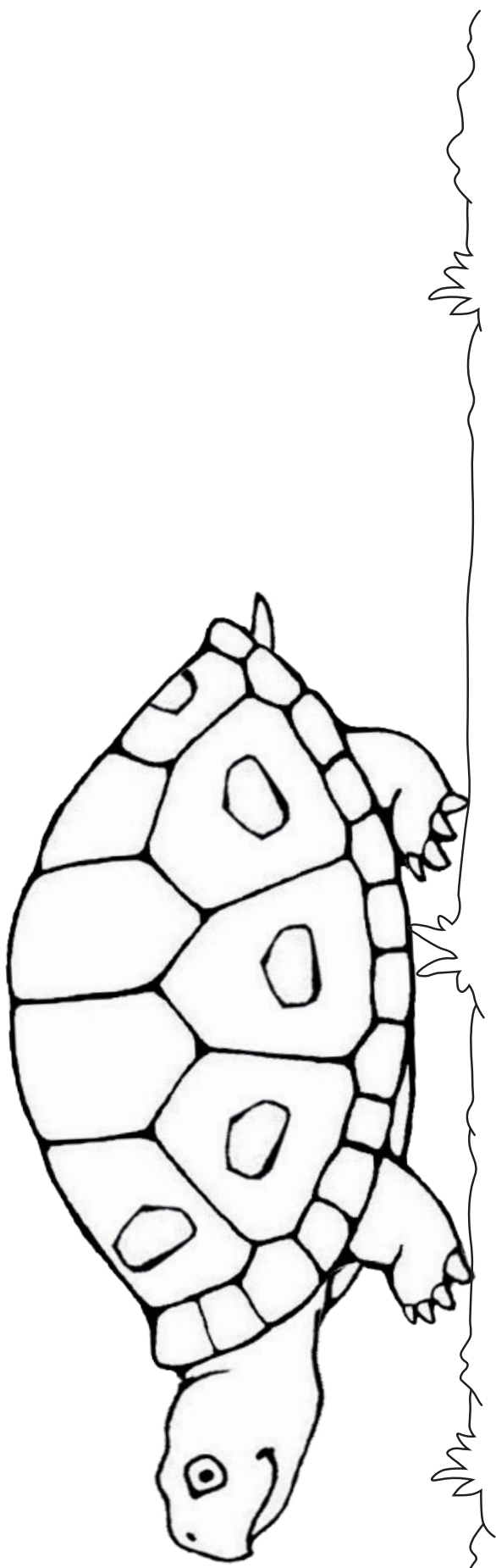
Indlwane eyenziwe ngomnqwazi: Iphepha lomsebenzi loMnqwazi





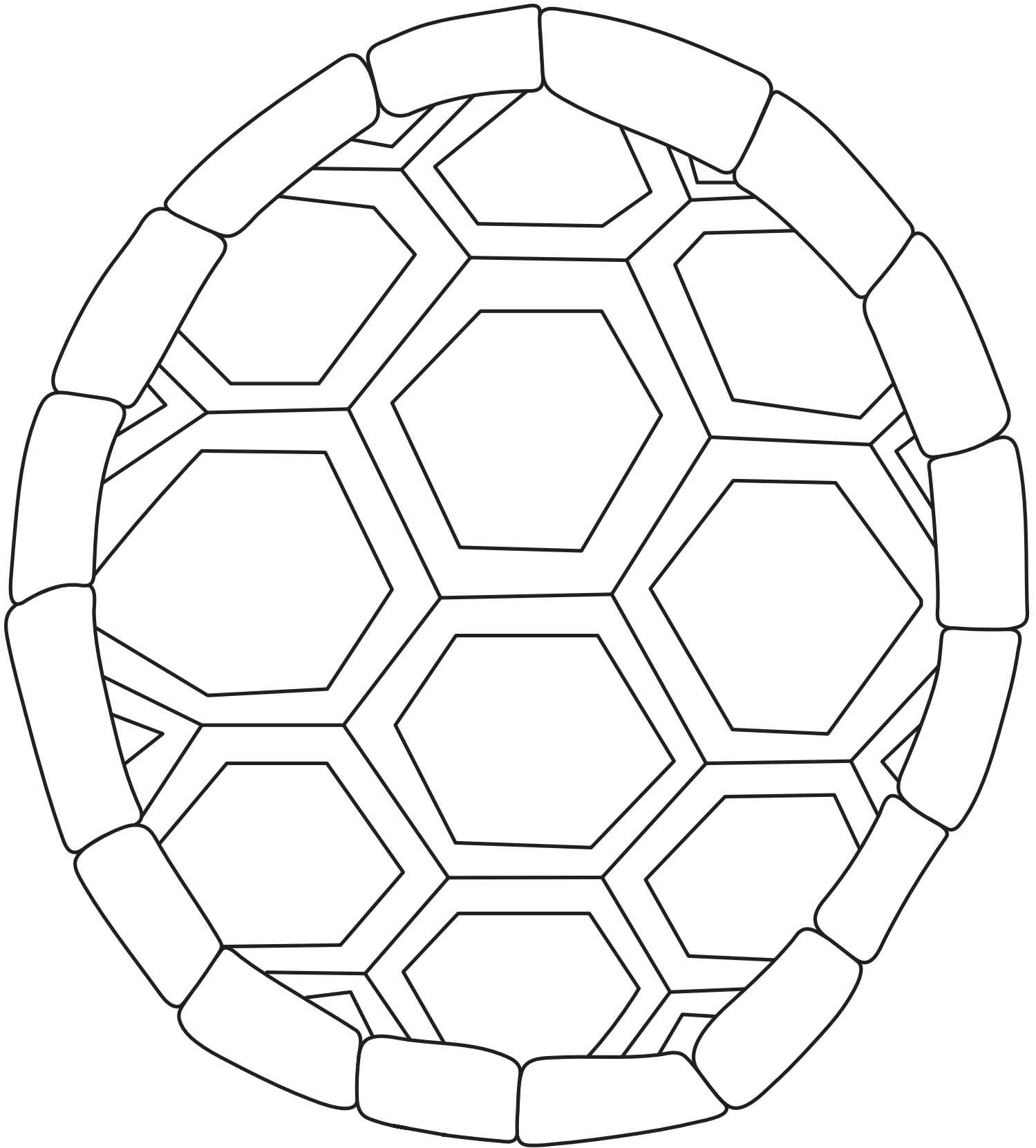
UFudwazana neqokobhe lakhe: Iphepha lomsebenzi kaFunda uze wenze

	1		umthi
	1		ilanga
	2		ukhozi
	3		amafu
	5		amaqabaza emvula



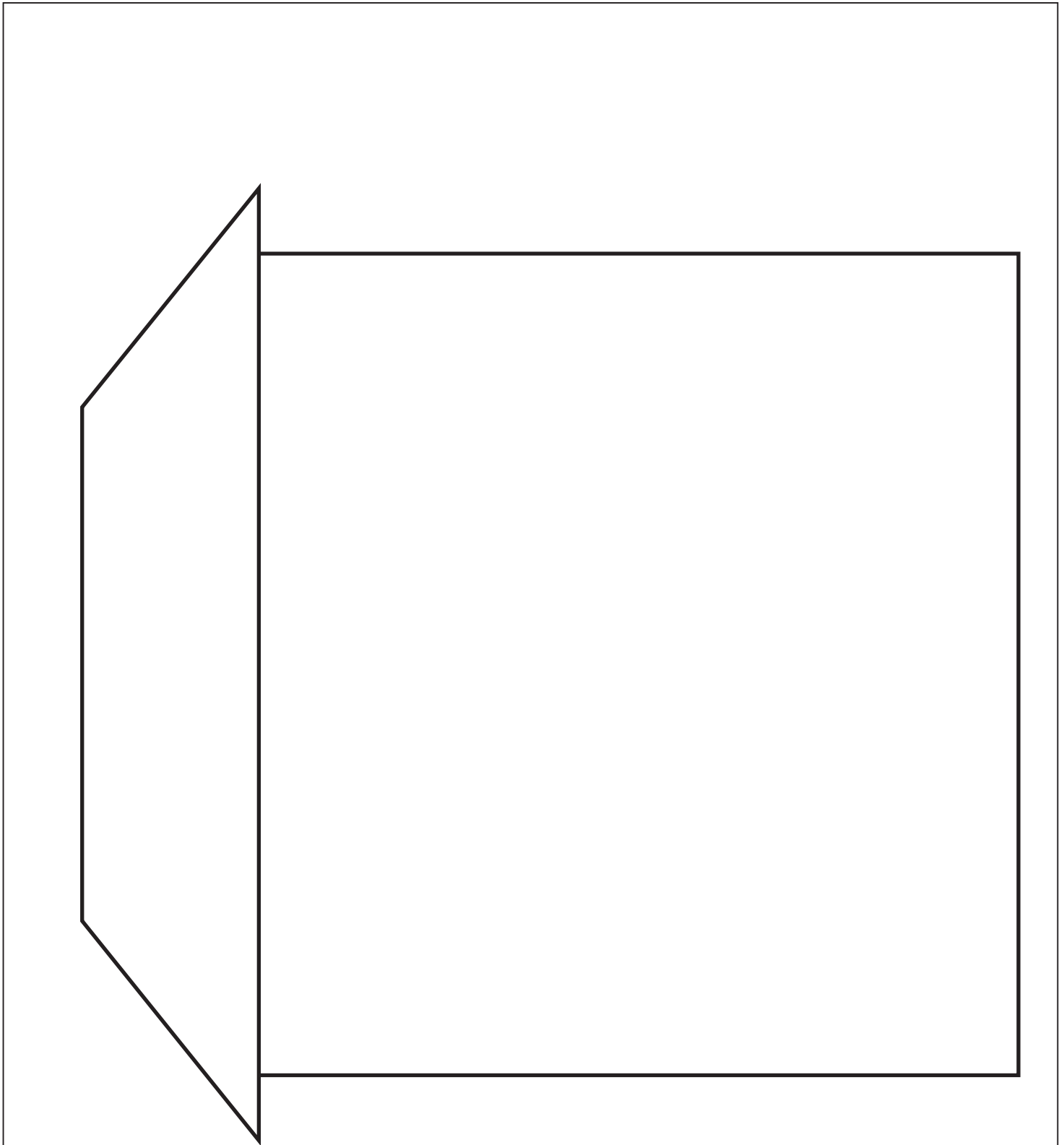












UFudwazana neqokobhe lakhe: Iphepha lomsebenzi kaFudwazana neqokobhe lakhe





UNwelezela: Iphepha lomsebenzi kaFunda uze wenze



	1		umnyango
	4		iifestile
	3		iibhere
	5		iinyosi
	2		iintyatyambo

